2018-2019
Bullying Prevention and Intervention Plan

Our School Commitment

We believe in setting high expectations for learning for all individuals in DBPS within a safe and inclusive environment. We believe that this is achieved through a Whole School Approach. We will respond to any student behaviour that is likely to have a negative impact on the school climate and will investigate all reports of bullying. We will provide support to those affected by bullying.

Policy Statement

Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

Ministry of Education of Ontario, PPM 144

Healthy Relationships

PREVNet describes Healthy Relationships as those that provide:

- *A sense of security and stability,*
- *Basic needs,*
- *A sense of being valued and belonging,*
- *support and guidance to learn essential skills and understanding,*
- *protection from excessive stress*

We all share a collective responsibility in fostering healthy relationships.

Definition of Bullying

Bullying: Means aggressive and typically repeated behaviour by a pupil where,
    (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
        (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
        (ii) creating a negative environment at a school for another individual, and
    (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education;

For the purposes of the definition of "bullying" in subsection (1), behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying: For the purposes of the definition of "bullying" seen here, bullying includes bullying by electronic means (commonly known as cyber-bullying), including,
    (a) creating a web page or a blog in which the creator assumes the identity of another person;
    (b) impersonating another person as the author of content or messages posted on the internet; and
    (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

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Our Safe and Accepting Schools Team

Our Safe and Accepting Schools Team is responsible for fostering a safe, inclusive, and accepting school climate.

Chair:	Principal: Andrea Della Torre
Teacher(s): Tammy Eastman, Jan Janack	Support Staff:
Student(s):	Parent(s): Cheryl Chayer
Community Partner(s): Kelly Ward (Public Health Nurse)	

What the Data Tells Us - School Climate Survey and Other Data

As part of the on-going monitoring and evaluation process, school boards conduct school climate surveys of students, staff and parents every two years. Our school data indicates the following:

STRENGTH

85% of students feel safe in classrooms most of the time or always, 15% sometimes
79% of students feel safe in the school yard most of the time or always, 21% sometimes or never

Based on the analysis of various sources of data, our school has identified specific bullying prevention and intervention goal statements for this school year. These goal statements will drive our actions for this year. Outcomes will be monitored and assessed using a continuous improvement cycle.

GOALS

To promote a safe and inclusive school community
To increase healthy relationships among students, staff and community
Maximize respect and inclusivity while reducing verbal bullying
Increase the implementation of restorative approaches to support students with conflict through earlier intervention and support

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AWARENESS AND PREVENTION

What We are Doing In Our Classrooms and in Our School - Bullying Awareness and Prevention Strategies

Our school is implementing the following strategies to support the well-being of the whole child/youth and to positively impact students' readiness to learn. These strategies involve students, staff, parents and community members as part of a whole school approach to promoting a positive school climate.

- *Fostering healthy relationships (e.g. modeling of restorative approaches by admin and SAS team for all staff, community circles) Own It, Fix It, Learn from It, Move On*
- *Bullying awareness and prevention (e.g. capacity building for staff on conflict, aggression and bullying @ staff meetings, student education @ assemblies and embedded within Bouchard Bootcamp)*
- *Character education embedded in curriculum, focussing on Kindness, Empathy and Resilience (recognized at monthly assemblies)*
- *Community involvement activities (e.g. Family Friday's supported by public health nurse, Self-regulation events)*

- *Conflict resolution (e.g. restorative practice for Lunchroom Supervisor, on yard supervision)*
- *Culturally responsive and relevant pedagogy*
- *Well-Being Committee to lead monthly Staff Meetings*
- *First Nations, Metis, and Inuit perspectives through*
- *Positive mental health (e.g. public health nurse to support at staff meetings)*
- *Progressive Discipline: A Bias-free Approach*
- *Restorative Practice*
- *Social Scaffolding (planned placements of students and staff to facilitate safety during unstructured/structured times)*
- *School-based community events (Self-regulation parent evening, parent information evening,)*
- *Safe Schools Facilitator to plan bullying prevention/healthy relationship lessons with staff*
- *Self-regulation (Implementation of fidget tools, physical spaces to support self-reg, Self-Reg book club, parent evening, staff meeting support, self-reg to support student achievement)*

What 'Student Voice' is Doing in Our School - Bullying Awareness and Prevention Strategies

Engaging students to help shape the learning environment is an important component of a whole school approach to promoting a positive school climate. The following strategies are student-based initiatives that are being implemented at our school.

Possibilities might include initiatives from:
    Students and Teachers Against Racism (STAR) leadership program

- *Bullying Awareness and Prevention Week Conference*
- *Student participation on the Safe and Accepting Schools Team*
- *Inquiry-based learning*

INTERVENTION

How We Report Bullying at Our School

Procedures are in place that allow students and parents to report bullying incidents as well as procedures that outline the requirements for staff to report bullying in accordance with legislation.

Student Reporting:
- *Reporting bullying to a trusted adult (e.g., teacher, administrator, support staff, coach, police liaison officer)*
- *"Report Bullying Now" button on the school/board website*

Staff Reporting:
- *"The Education Act states that an employee of the board who becomes aware that a student at the school of the board may have engaged in a serious student incident shall report the matter to the principal as soon as reasonably possible" (PPM 144)*
- *When appropriate, staff complete and submit the "Safe Schools Incident Reporting Form – Part I" to the principal. The principal provides written acknowledgement to the employee using the "Safe Schools Incident Reporting Form – Part II" (PPM 144)*

Parent/Community Reporting:
- *Reporting bullying to the classroom teacher, support staff and/or administration*
- *"Report Bullying Now" button on the school website*

How We Respond to Bullying at Our School

Our school response to bullying follows a progressive discipline approach that may involve the following immediate and long-term actions:

- *Ensuring the safety of all involved*
- *Responding to any student behaviour that is likely to have a negative impact on the school climate*
- *Conducting a school-based investigation*
- *Considering mitigating and other factors*
- *Contacting the parents of the person(s) who has been harmed and the parents of the person(s) who has caused harm in accordance with legislation*
- *Contacting community partners, when necessary*
- *Developing an action plan that might include Restorative Practice, Progressive Discipline, or other actions*
- *Implementing a Safe Schools Student Safety Plan, when appropriate*

INTERVENTION

How We Support and Follow-Up With Those Affected by Bullying at Our School

Support for the person(s) who has been harmed, the person(s) who has caused harm and the person(s) who has witnessed harm may include:

- *School level support such as connection to a caring adult (e.g. teacher, SERT, support staff, coach) or appropriate co-curricular program (e.g., Peer mentoring, Big Sister, STAR leadership program, Aboriginal Student Advisory Circle, Breakfast club,)*
- *Board level support such as social workers or psychological services (with consent)*
- *Identifying community support resources*
- *Safe Schools Student Safety Plan developed in consultation with student and parent*

Follow-up for the person(s) who has been harmed, the person(s) who has caused harm and the person(s) who has witnessed harm will include:

- Individual monitoring plan based on individual needs (e.g., regular check-ins)

TRAINING

How We Are Building Capacity for Prevention and Intervention At Our School

Training opportunities include board level training, community led training, and school based training.

Student:

- *Welcome back Bouchard start up assembly*
- *Police Liaison school visits*
- *Talking About Mental Illness (TAMI) Summit*
- *Cyber Safety*
- *Digital Citizenship*
- *Public Health presentations*

Staff:

- *Introduction to Restorative Practice Framework and Circle training*
- *Culturally Responsive Pedagogy training*
- *School Climate Survey/Safe and Accepting Schools Team training*
- *DDSB Safety Week Open House*
- *Mental Health First Aid for Adults Who Interact with Youth training*
- *Violence Threat Risk Assessment Protocol training*
- *Safe Schools Bullying Awareness and Prevention Week and Pink Shirt Day staff meeting PowerPoints*
- *Emotional Intelligence training*
- *Building Resiliency through Self-Regulation (Dr. Stewart Shanker)*
- *Equity representatives training*
- *New Teacher Induction Program (NTIP) training*
- *Public Health presentations*

Parents:

- *Parents Reaching Out Initiatives (e.g. PRO grant for Self-Regulation community event)*
- *Public Health presentations*
- *Parent engagement presentations/activities*
- *DDSB Safety Week Open House*

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COMMUNICATION

How We Are Communicating With Students, Staff and Parents

To support a whole school approach, the school will communicate with staff, students, and parents. Communication methods include:

Student:
- Announcements
- Assemblies
- School/Board websites
- Newsletter
- Student agenda
- Buddy classes
- Buddy Benches

Staff:
- Discussions and conversations
- Staff meetings
- Divisional Meetings
- Professional development days
- Bouchard Blast (weekly)
- E-mails
- Social media
- Self-Regulation Committee, Safe and Accepting Schools Team
- School Website

Parents:
- Discussions and conversations
- School/Board websites
- Parent engagement activities (e.g., Open house, assemblies, concerts, information nights)
- Social media
- Student agenda
- Newsletters
- Committees
- Synervoice (phone call home system)

CONTINUOUS IMPROVEMENT

Monitoring Our Progress

As part of the continuous improvement model, the Bullying Prevention and Intervention Plan will be monitored regularly through:

- *Safe and Accepting Schools Team meetings*
- *Staff meetings, division meeting, committee meetings*
- *DDSB School Climate Survey/Safe and Accepting Schools Team training*

Please visit www.ddsb.ca for more information on how the Durham District School Board is supporting
student well-being and promoting a positive school climate.

DBPS students share words of inclusion for school community

'No matter the gender, everyone deserves love'

Pride Flag Raising – May 17th *raising awareness for LGBT

David Bouchard P.S. @DavidBouchardPS · Jun 6
Mayhem Bros at Bouchard! Thanks for teaching us.

David Bouchard P.S. @DavidBouchardPS · May 29
X Movement is here! Ask a student,"What is Footie?" And look who else dropped by

David Bouchard PS recognized for the implementation of Self-Regulation, mental health awareness and partnership with Durham Public Health.

David Bouchard and Aussie X supporting   community engagement

What are students telling us about their

Learning? *Learning Journey 2017

Guest Speakers to support positive mental health 'Sleep Enough, Eat Well, Move More!'

Classroom definitions of Bullying co-created with students

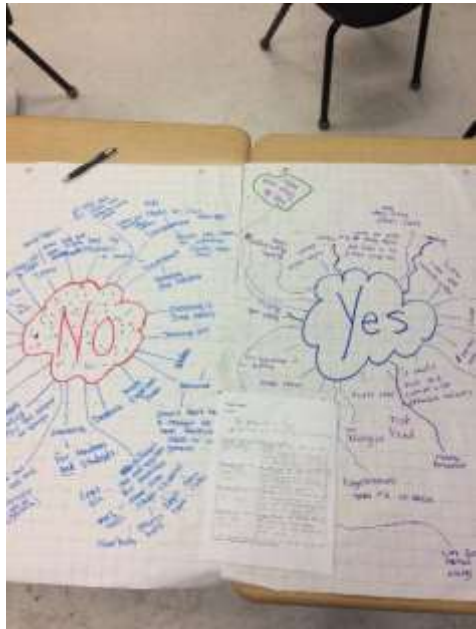Developing that sense of belonging in a safe community strengthens the mental health of our students… this is part of our Hooty Hoot group!

Building a **safe to try** attitude helps to maintain a growth mindset and a readiness to learn.

Fidget spinner group debate planning

Building healthy relationships, inclusion, teamwork, research, classroom community, student voice

Students developing confidence while public speaking and communicating with peers.