

Bullying Prevention and Intervention Action Plan Template 2018 / 2019

Providing students with an opportunity to learn and develop in a safe and respectful society is a shared responsibility in which the board and our schools play an important role. Schools with bullying prevention and intervention strategies foster a positive learning and teaching environment that supports academic achievement for all students and that helps students reach their full potential. Bullying prevention and intervention strategies must be modeled by all members of the school community.

from HDSB Bullying Prevention and Intervention Administrative Procedure

Definition of Bullying

Bullying means **aggressive and typically repeated behaviour** by a student where,

- a) the behaviour is intended, or the student ought to know that the behaviour would be likely to have that effect of,
 - causing fear or distress to another individual, including physical, psychological, social or academic harm, harm to the person's reputation or property, or
 - creating a negative environment at the 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.

Bullying behaviour includes the use of any physical, verbal, electronic, written or other means. For the purposes of the definition of bullying, bullying by electronic means (commonly known as cyber-bullying), including, creating a web page or blog in which the creator assumes the identity of another person or impersonating another person as the author of content or messages posted on the internet; communicating material electronically to more than one individual or posting material on a web-site that may be accessed by one or more individuals

from Accepting Schools Act 2012

WELL-BEING MEMBERSHIP	2018 /2019
<i>School</i>	Tecumseh
<i>Principal or Vice Principal</i>	Jay Poitras
<i>Teacher</i>	Alex Blizzard, Shelley Felix, Denise Henderson

<i>Non-Teaching Staff</i>	Alex Baker
<i>Parent</i>	Charlyn Irvine
<i>Community Partner</i>	
<i>Students</i>	
WELL-BEING CONTACT PERSON (must be a staff member)	Shelley Felix
Email address	felixs@hdsb.ca

<p>Types of bullying that exist in our school <i>(as identified through school based data and information)</i></p>
<ul style="list-style-type: none"> - physical and verbal aggression at nutrition breaks, in classes - Students being 'uninvited' during play - Social Media put downs and negative comments

<p>School Bullying Prevention SMART Goal</p>
<p>On the Have Your Say responses, 70% of students surveyed will respond with 'always' or 'often' on the following measure: "I feel like I belong/fit in."</p>

<p>Bullying Prevention and Awareness Strategies/Curricular Connections/Activities <i>(for whole school, and those students at risk of bullying behaviours)</i></p>
<p>Whole School</p> <ul style="list-style-type: none"> • Continue to implement the School Core Values ['Tiger Traits']; as a framework for how we think, act and conduct ourselves at school

- Assemblies that celebrate positive student behavior, focusing on TEC's Tiger Traits
- Tiger Teams - providing students with voice for organizing and planning activities for the school community in Athletics, Arts, Spirit and Outreach
- Behaviour Expectations co-created with staff and students from K-8
- Explicit teaching of "Mindup, a research-based curriculum featuring 15 lessons that use the latest information about the brain to dramatically improve behavior and learning"
- BRAVO (Building Respect, Attitudes and Values with Others) Program for Grade 6 with Halton Police
- Grade 7/8 ENCORE presentation by community officer (Internet/Social Media and the laws and Drugs and the laws)
- Tecumseh 'Progressive Discipline' model consistent with HDSB 'Code of Conduct'
- Active intramural program run by student Athletic Tiger Team
- CYC support- Roots of Empathy Program
- Inclusive Practices

Clubs and Opportunities:

- Concert Band; 'Glee', "Creating a Scene"
- Sessions for skill development in team sports, ex. Volleyball
- Class Field Trips outside of school
- Tim Horton's Youth Leadership Camp; 4 days, 3 nights at camp for our Grade 6-8 students

Examples of Activities: [September - November]

September

O'Canada on the Blacktop
 SK-8 TRIBES DAY - 'Kindness Rocks'
 Terry Fox Run
 Gr 7-8 Tim Horton's Camp
 GSA

October

Cross Country Grades 3-8
 Rug Hooking Club
 'Great Big Crunch', K-8 on blacktop
 K-8 Halloween Parade
 K-8 School Halloween Dance
 Gr 1-8 Intramurals
 Volleyball School Teams
 Study Buddies

November

'Crazy Hair Day'
 Remembrance Day Assembly
 Anti-Bullying Prevention and Awareness Week Activities
 Badminton
 Teacher/Student volleyball game gr 4-8
 Teacher/Student Pinball game gr 1-3
 Intermediate Art Gallery
 Family Movie Night

Bullying Intervention and Support Strategies

(for individuals who cause harm, are impacted by harm and are witness to harm)

- Progressive Discipline Model (continuum of interventions) ex. 'Minor ' and 'Major' [Junior and Intermediate Grades]
- Individual Behaviour [Teaching Plans]
- EA support
- Child and Youth Counselor Support - connecting families to community resources
- Collaborative Problem Solving (CPS) Approach through use of CPS Team
- Restorative practices
- Ongoing communication with parents
- Ongoing work with Community Liaison Officer from Halton Police
- Support from Safe Schools Social Worker

Training Resources and Outreach Strategies for Members of the School Staff, Parents and Community

PD Workshops and Conferences
Consultation with Child and Youth Counselor, Psych Ed Consultant, CAS support worker,
Student specific case conferences
Public Health and other community supports {ROCK}

Bullying Prevention and Awareness Responsibilities for:

Staff:

- Empower students to be positive leaders in their classroom, school, and community
- Maintain consistent standards of behaviors for all students
- Model respect for all students, staff, parents, volunteers, and members of the school community
- Report and respond to any incidents that endanger the safety and well-being of any member of the school community
- Use the TEC Tiger Traits to promote, reinforce, and celebrate positive behaviour and respect for self and others

Students:

- Contribute positively to the climate of the school through reflection after incidents have occurred
- Use the TEC Tiger Traits to set and reflect on personal goals
- Take responsibility for their own actions
- Participate in school activities as outlined above
- Respect the personal safety, property, and rights of all members of the school community

Parents:

- Encourage and assist children in following the school's core values of the Tiger Traits
- Encourage and assist children in taking responsibility for their own actions when a "Major" has been received.

Monitoring and Review Process/Timelines

This plan has been shared with staff and parents via: (Underline)

- Staff Meeting
- School Council Meeting
- Newsletter
- School Website (required)
- Other

Resources/Reference: Safe and Accepting Schools Policy

HDSB Admin Procedure Bullying Prevention and Intervention
HDSB Admin Procedure Positive School Climate
TTFM Survey
Safe Schools Social Workers
Public Health Nurses