



Halton District School Board

Bullying Prevention and Intervention Action Plan Template 2016 / 2017

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	2016 / 2017
<i>School</i>	Frontenac PS
<i>Principal or Vice Principal</i>	Steve Breckels
<i>Teacher</i>	Jen Smolenaars, Lacey Cavvichia, Beth Reeves-Miqlash

<i>Non-Teaching Staff</i>	Lorraine Verkindt
<i>Parent</i>	Kim Becke
<i>Community Partner</i>	Officer Linda Gardner
<i>Students</i>	Positive Space Group
WELL-BEING CONTACT PERSON (must be a staff member)	Steve Breckels
Email address	breckelss@hdsb.ca

Types of bullying that exist in our school

(as identified through school based data and information)

At Frontenac the students have reported physical bullying (11%), verbal (23%), social (20%) and cyber (3%). The top three areas that where bullying occurs are outside the school (38%), hallways (21%) and classrooms (15%). Students also noted that bullying happened during lunch (25%) and recess (45%).

School Bullying Prevention SMART Goal

Currently, 65 percent of Frontenac School students feel safe at school. The Canadian Norm is 68 percent. By September 2017, 68 percent of students will report feeling safe at school as indicated by the Tell Them From Me survey results. Our Well-Being team and staff will continue to build on the character education traits through the Bison Awards, specifically following the The Good Path promoting a safe and inclusive environments.

Bullying Prevention and Awareness Strategies/Curricular Connections/Activities

(for whole school, and those students at risk of bullying behaviours)

Each year we engage each division through a presentation pertinent to bullying prevention (e.g., Intermediate: Conquer the Fear, Junior/Primary: Carousel Players). On a monthly basis we host Bison Assemblies focussed on a character trait. This year we are following the First Nations teachings in The Good Path. Each month we celebrate the students who have exemplified the character trait by awarding a certificate in front of family and the student body. The next goal is presented for the following month.

Other strategies occurring at Frontenac:

- Positive Space Group organized by a group of teachers
- Quiet area at recess in the library
- Breakfast program twice a week (Tues/Thurs)
- Scott Graham runs a Kids for Kids program and works to include those that require support (socially and financially)
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- Grade 6 BRAVO program run by our community officer
- Promote the awareness of the 'report bullying' link through our website

Bullying Intervention and Support Strategies

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

Students have access to:

- CYC (Ellen Cappon),
- online reporting tool,
- school resource team,
- social worker (Gabby D'Ambrasio),
- safe schools social worker (Stephanie Wallace),
- Spec ED staff,
- Safe Schools Incident Report Form (Green Sheet)

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

Staff will attend the Halton District School Board's Safe School's Conference to increase knowledge and gain resources to bring back to the Frontenac Community.

The 2016-2017 school year began on the PD day with Steve Paquette (Elder) to create a staff awareness of the direction for Culturally Relevant and Responsive Teaching (CRRT). All unit plans will have explicit planning and delivery of CRRT. During Teacher Performance Appraisals CRRT will be evaluated within the Look Fors and discussed during the pre-observation meeting. The goal is to model, through setting direction, an understanding and intentionality toward making sure our ever changing face of the Frontenac population is The Harmony Movement and Autism Geneva Institute worked with staff on PD days to develop skills and awareness.

Staff and students Cultural Awareness (Steve Paquette), Autism, Harmony Movement, Darren Thomas are presenters/groups who have been (will be: April PD session with Darren) to begin to develop an awareness and movement toward more culturally responsive behaviours.

EA's from three schools (Frontenac, Pineland and Pauline Johnson) participated in a presentation about the Muslim Faith intended to bring more knowledge around customs and practices that students and staff observe.

Parents are invited to, and do, attend our monthly character assemblies (titled Bison Award Assemblies). The students who are recognized have best exemplified the trait from the Anishinabe readings from The Good Path (traits include: Honouring Elders, Being Peaceful, Showing your Kindness, Being Moderate in our Thoughts, Words and Deeds) as an effort to teach Learning Skills and character through a Culturally Responsive lens.

Bullying Prevention and Awareness Responsibilities for:

Staff:

- Demonstrate CRRT in TPA and long range planning and daily lessons
- Intervene in cases where bullying, targetting or inappropriate behaviour is occurring
- Participate in environments to support students (e.g., quiet space at recess, Positive Space)

Students:

- Report instances when situations have occurred whether through the online reporting tool or in person
- Demonstrate inclusion of peers in the classroom and on the playground

Parents:

- Utilize the online bullying reporting tool
- Communicate with school through EDSBY, phone or email to keep staff aware

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 Inclusive Schools Policy

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