



# Halton District School Board

## ***Bullying Prevention and Intervention Action Plan Template 2017 / 2018***

*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***

<b>WELL-BEING MEMBERSHIP</b>	<b>2017 / 2018</b>
<i>School</i>	<b>Sunningdale Public School</b>
<i>Principal or Vice Principal</i>	<b>Amanda Di Roma</b>
<i>Teacher</i>	<b>Paul Henderson, Jane Thompson, Kerry Manfredi, Ingrid Bryan</b>
<i>Non-Teaching Staff</i>	<b>Sandi Glen-Sakaluk, CYC</b>
<i>Parent</i>	<b>Dr. Joy Andres-Lemay, Alexandra D’Cunha</b>
<i>Community Partner</i>	<b>Community Liaison Officer Susan Hatanaka, Public Health Nurse Linda Lambert</b>
<i>Students</i>	<b>Fatima (Gr 7), Logan (Gr 8)</b>
<b>WELL-BEING CONTACT PERSON (must be a staff member)</b>	<b>Amanda Di Roma</b>
<b>Email address</b>	<b>diromaa@hdsb.ca</b>

### **Types of bullying that exist in our school**

*(as identified through school based data and information)*

The following data was identified through the Tell Them From Me Survey (TTFM), which was administered to students in Grades 4 to 8 in the spring of 2017. The following results are based on the 2016/17 data. Overall, 37% of students in Sunningdale Public School reported being a victim of bullying for at least one of the four types of bullying.

Four categories of bullying, as outlined on TTFM, include:

- Physical (e.g., hitting, kicking, punching, taking belongings) 10%
- Verbal (e.g., teasing with mean intent, using hurtful names) 23%
- Social (e.g., excluding other students, talking behind backs to make you look bad, spreading rumours) 27%
- Cyber (e.g., teasing through the use of email, cell phones, text messaging, social media websites) 4%

Compared to other schools across Canada of similar make up, our results indicate that bullying at Sunningdale is in a similar range as the Canadian average of 20-21%.

- In 2015/16, 18.8-21.9% of our students across the grades indicated they were a victim of bullying.
- In 2013/14, 17-24% of our students across the grades indicated that they were a victim of bullying.
- In 2012/13, 13-20% of our students across all grades indicated that they were a victim of bullying.
- In 2011/12, 17-20% of our students across all grades indicated that they were a victim of bullying.

## School Bullying Prevention SMART Goal

IF we provide a school environment that incorporates the areas of inclusion, inquiry and innovation (3 Is) for all members of the school community to maximize student learning, and that promotes mental well-being using the foundations of a healthy school, THEN we will increase the number of students who feel safe at school from 71% to 80% (as measured in the spring on an independent school survey), AND we will increase the number of students with a positive sense of belonging from 72% to 80% (as measured in the spring on an independent school survey).

## Bullying Prevention and Awareness Strategies/Curricular Connections/Activities (for whole school, and those students at risk of bullying behaviours)

The Halton District School Board believes that “bullying prevention is best met through the creation of positive and inclusive classroom and school culture” (Bullying Prevention and Intervention Action Plan). Staff and students at Sunningdale Public School are working hard to improve the overall school climate with a focus this year on Inclusion, Innovation and Inquiry, and using the following strategies:

1. **Tribes Learning Communities** which incorporate the four main agreements of:

Mutual Respect  
Attentive Listening  
Appreciation  
The Right to Pass

The process also focuses on the explicit teaching of twelve collaborative skills: listening attentively; expressing appreciation; reflecting on experience; valuing diversity of culture and ideas; thinking constructively; making responsible decisions; resolving conflict; solving problems creatively; working together on tasks; assessing improvement; celebrating achievement; and participating fully. For more information on *Tribes Learning Communities*, please visit: [www.tribes.ca](http://www.tribes.ca)

2. **The Right to Play** philosophy is incorporated into school assemblies that focus on tracking and celebrating positive actions in each classroom, as well as identifying and celebrating student role models. Guest speakers/themes discussed focus on promoting learning skills and an awareness of how to be a positive role model at Sunningdale School. During each assembly, nominated classes and individuals receive a Red Ball in recognition of achieving their personal goals (e.g., collaboration, resilience, positive relationships). For more information on *Right to Play*, please visit: [www.righttoplay.ca](http://www.righttoplay.ca)

3. **The Kelso Conflict Management** program supports students in making positive choices to resolve conflicts. For more information on *Kelso Conflict Management*, please visit: [www.kelsochoice.com](http://www.kelsochoice.com)
4. **Partners Actively Learning (PALs)** work together in cross-grade groups to form relationships with younger and older students. This year, the PALs have already worked together for various events, such as attending assemblies and the Terry Fox Walk and follow-up activity.
5. **School Focus “3 I”s (Inclusion, Innovation, Inquiry)** was rolled out at our beginning of the year assembly and that we are looking for examples of the “3 I”s in classrooms this year. Promoting the use of inclusion, innovation and inquiry not only provides an engaging learning environment for our students, but also encourages a growth mindset and an environment where kids take risks, ask questions, and include and support each other in the process.
6. **“Take Care of Yourself, Take Care of One Another”** is Sunningdale’s motto. It is a constant reminder to staff, students, parents and volunteers to be community-minded and concerned about their own wellness, as well as the wellness of others.
7. **Bullying Awareness and Prevention Week** is a board-wide initiative. During this time, PAL groups will meet to complete a shared activity with their PAL about bullying. Pink day will take place on the Friday. Announcements will be made by students each day. Guest Speaker, Chris Vollum will come in to present to our Grade 4 to 8 students around the topic of social media and mental health, and then to parents at an evening presentation.
8. **PROPS (Peers Running Organized Play Stations)** will be introduced this year, with Grade 5 and 6 leaders running activities outside for younger students. This will be more easily facilitated as we now have one outdoor time for all grades.
9. **Super Special Sunningdale Stingray Gotcha** is a reward ticket system whereby teachers give students ballots when they display Right to Play attributes (taking care of themselves, taking care of others) or Tribes attributes. Ballots are drawn from each grade every Friday for a prize.
10. **Me to We** is a school based, Free The Children, initiative that focuses on helping others within the school, within our local community and within the global community.
11. **Developmental Assets** are 40 research based positive experiences and personal qualities that influence young people’s development, helping them become caring, responsible and productive adults. The more assets the child has, the more likely they are to do better at school, make friends and make healthier decisions. Staff and parent inservices, and school wide implementation of this initiative are ongoing. We have also added an announcement day where one of the assets is outlined for students each week.

- 12. Children's Mental Health Week** will be observed at our school this year, with activities and messaging relating to wellness for the students at Sunningdale. We have also added a Well-Being Challenge to our weekly announcements, to keep wellness on the agenda year round.
- 13. Multicultural Club** is lead by our ESL teacher and teacher-librarian to ensure that all students can see themselves represented in our school community. They are currently looking at the Multicultural Days of Celebration calendar to create year round announcements to be read. In addition, they are planning to again host a community event that will centre around a pot luck sharing of different foods from different cultures, and that they hope will finish with a community building activity (successful first year was in 2016/17). Finally, they worked on announcements and an activity to promote Orange Shirt day in September. Our ESL teacher has also joined our Well-Being team to help include this lens in our work.
- 14. Staff and Student Wellness and Mindfulness** continues to be a focus this year, and we hope to provide multiple opportunities to provide supports in these areas. We have a staff member who has decided to work with us to provide activities for staff and at PD days to promote staff wellness. In addition, we have added a one minute dance off to our Friday announcements to encourage well-being of both staff and students.
- 15. Weekly Kindness Challenge** has been added to our morning announcements, giving students ideas for ways to spread kindness once a week. It is our hope that by keeping this focus year round, we will foster a community that experiences belonging and safety.
- 16. Sunningdale Alliance** began last year, with a group of teachers, our SERT team, and our CYC working with students on providing a safe space for students who identify as, or support, LGBTQ.
- 17. Well-Being Community Night** will be organized this year. Lead by the Well-Being team, we will be working with intermediate students to raise awareness of community supports for student and family well-being. The students will be researching and creating information booths about different organizations, such as ROCK. In addition, well-being type workshops will be offered for parents to attend that evening. We will be doing this initiative alongside our School Council PIC representative.
- 18. Healthy Schools Certification** was gained last year. We have applied again, and we collaborate this work with our Well-Being team work, focusing on Mental Health and using the Foundations of a Healthy School model to guide our work.
- 19. Sunningdale Student Parliament** will be organized this year to encompass the students of Sunningdale as well as the community surrounding us. The students of Sunningdale will be working to connect with a variety of groups and clubs that take place in our school to build a positive and cohesive learning community.

### **Bullying Intervention and Support Strategies**

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

- “Report Bullying” button on school website
- Investigate the report, act accordingly and follow up frequently with those involved
- Communicate with students, teachers and parents
- Sunningdale’s Progressive Discipline Pyramid of Interventions
- Bill 157: Keeping Kids Safe at School incident reporting
- Child and Youth Counsellor support
- Individual Education Plans (accommodations, modifications, alternative programs)
- Community Liaison Officer
- Student Success groups and programs
- Tribes activities (e.g., Community Circles)
- School Resource Team
- Referrals to outside agencies (e.g., ROCK, Nelson Youth Centre)
- Restorative Justice practices
- Safe School Social Worker
- Public Health Nurse
- Staff mentoring groups
- Kelso’s Conflict Management program
- Collaborative Problem-Solving Training completed by admin team and a teacher team
- Sunningdale Public School Student Technology Use Agreement

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

- Tribes Learning Communities
- Right to Play initiatives
- Community Liaison Officer programs (e.g., BRAVO Grade 6, MOTIV8 Grade 8)
- CYC “More to Me than What You See,” “Glow Girls”, “Game On”, “Butterfly Effect”
- PIC Committee Speaker Series
- Tell Them From Me Survey/Have Your Say Survey
- HDSB Safe School Resources
- Professional development for staff
- Developmental Assets
- Wellness opportunities for staff at PD sessions
- Well-Being representative now an executive position on Student Council
- Staff BMS Trained in 2016/17

**Bullying Prevention and Awareness Responsibilities for:**

**Staff:**

- Establish a positive culture
- Set clear expectations and maintain code of conduct
- Use of Tribes strategies and Right to Play philosophy
- Support students in developing healthy relationships
- Integrate bullying awareness and prevention into curriculum (e.g., BRAVO, Big Ideas connected to social justice, Learning Skills, Health Education)
- Use Progressive Discipline Pyramid
- Use resource staff and agencies
- Remain current regarding Ministry and Board policies

**Students:**

- Follow HDSB Code of Conduct
- Follow school and Board expectations
- Utilize Kelso strategies for problem-solving
- Utilize TRIBES philosophy
- Utilize R2P philosophy
- Respect self, others, environment
- Implement initiatives organized by the Well-being Team
- Participate in initiatives (e.g., TRIBES, Right to Play, PALs, PROPS, student leadership opportunities)

**Parents:**

- Represent parents on the Well-Being Team
- Volunteer within the school
- Engage through School Council
- Participate in community building events
- Participate in conferences with teachers and child
- Attend School Council sponsored speakers at Sunningdale Public School and within the HDSB

## 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 and Have Your Say Survey

Safe Schools Social Workers

Public Health Nurses

Ministry Policies