

**2022 - 2023**

## **Bullying Prevention and Intervention Plan**

### ***Promoting Healthy Relationships within Positive School Climates***

## **Brooklin High School**

### **OUR SCHOOL COMMITMENT**

We are committed to establishing and supporting learning and working environments that are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination, oppression and harm. Indigenous inherent rights, human rights and equity are at the center of our work. This fundamental commitment to human rights begins with meaningful investment in a Positive School Climate.

A Positive School Climate:

- Ensures that everyone is treated with dignity and respect;
- Expects, welcomes and includes everyone;
- Values, affirms and supports the expression of diverse identities;
- Promotes, protects and upholds Indigenous inherent rights and human rights – including students' right to education without discrimination and employees' right to employment without discrimination;
- Centres the rights of the child/student in ways that are not discriminatory and that do not cause or perpetuate harm;
- Prioritizes relationships, well-being and equity through a Whole School Approach.

While we work proactively to promote positive and respectful interactions, we will also address any behaviour or interaction that is likely to have a negative impact on the school climate, including bullying, discrimination and other forms of harmful interaction. In planning our responses, we will consider and provide support for all impacted staff and students, including those who were harmed, those who witnessed the harm, and those who caused harm.

**We will promote a Positive School Climate in both proactive and responsive ways**

## MINISTRY STATEMENTS

“A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of bullying prevention.”

*Taken from Ministry of Education of Ontario, PPM 145*

“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.”

*Taken from Ministry of Education of Ontario, PPM 144*

## HEALTHY RELATIONSHIPS

Healthy Relationships are grounded in treating one another with dignity and respect.

Healthy Relationships 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

All adults who are responsible for children play an important role in teaching them about healthy relationships and bullying. Teachers, parents/guardians, and other adults involved in children’s lives:

- Model relationship skills and attitudes
- Create positive situations in which children and youth interact.

Children will only learn positive relationship skills and attitudes if they observe and interact with adults who model positive relationships when interacting with children and adults.

*PREVNet*

## HARMFUL INTERACTIONS

**Bullying:** 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 ancestry, size, strength, age, intelligence, peer group power (e.g., popularity), 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”, behaviour includes the use of any physical, verbal, electronic, written or other means.

**Aggression:** A response to conflict, threat or an internal emotional state of anger/irritability in which the intent to harm may or may not be present.  
Aggression...

- (a) can take direct or indirect forms, including physical, verbal, social and electronic
- (b) can become bullying when a power imbalance in a relationship develops over time because repeated acts of aggression may intimidate the person on the receiving end

**Teasing:** A type of “playful” interaction that can range from positive (e.g., bantering, joshing, ribbing) to negative (e.g., mocking, pestering, tormenting)

- (a) Positive teasing takes place within a healthy relationship. It is good natured, fun and reciprocal
- (b) Negative teasing is characterized by words or actions that cause harm on one or both sides of the interaction. Negative teasing harms relationships as well as the school climate

**Slurs and personal insults:** The use of discriminatory, targeted or hateful language that is focused on Human Rights Code grounds, a person’s identity or personal characteristics is never acceptable, whether this language is used in the context of bullying, conflict, teasing or aggression. These include:

- (a) Slurs and phrases that dehumanize, mock, ostracize, discriminate against or victimize others based on race, Indigenous identity, sexual orientation, gender, gender identity, religion, ethnicity, neurodivergent traits, ability, financial status, family status, etc.
- (b) Personal insults that target traits like body type and other physical characteristics, “intelligence,” personality traits or personal interests

**Conflict:** A normal type of interaction that everyone should learn to navigate and resolve effectively. Conflict may be distinguished from other harmful interactions in that...

- (a) there is no power imbalance between those in conflict, or at least, the power imbalance is not being weaponized by the person with more power
- (b) all parties are typically invested in resolving the conflict (or at least ending it)
- (c) conflict most often occurs among people who share an existing relationship: classmates, siblings, friends, partners, colleagues, etc.
- (d) tensions underlying the conflict are not related to identity (e.g., ancestry, race, ethnicity, gender, sexual orientation, religion) and may be amplified by stressors for one or both parties in conflict
- (e) conflict typically centers on disagreement, personal errors, unclear or unmet expectations, or poor communication

**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.

## Our Positive School Climates Team (Previously known as “Safe and Accepting School Team”)

Our Positive School Climate Team leads our planning to promote a safe, inclusive, and welcoming school climate.

- **Chair:** Christie McClure
- **Teacher(s):** Courtney McNairn, Carolyn Mapp
- **Equity Lead(s):** VP Jonathan Demaray
- **Student(s):** Gwen Kuyt
- **Community Partner(s):** Carolyn Savage
- **Principal:** VP Jonathan Demaray
- **Support Staff:** PC Amy Jackson
- **Parent(s)/caregiver(s):** Rebecca Guest

## Strengths and Goals

### What the Data Tells Us – School Climate and Well-being Surveys and Other Data

As part of the on-going monitoring and evaluation process, schools gather data from various of sources, including school climate surveys of students, staff and parents/caregivers every two years. Our school data indicates the following:

#### Strengths:

- 91.7% of student feel accepted by staff
- 82.7% of students feel accepted by their peer
- 81.2% of students feel safe at school
- 94.8% of respondents feel the school is welcoming
- 90% of students feel staff treat them with respect
- 90% of students feel their cultures respected
- 88% of students participate in school clubs
- 98.5% of students have NOT seen bullying at school

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:

- 68.4% of students feel like they matter
- 48% of students feel like they will be missed
- 56% of students feel like they have input
- 57% of students feel supported
- 78% know where to ask for help

## Proactive Approaches

### What We are Doing in Our Classrooms and in Our School - Strategies that Promote a Positive School Climate

Our school is implementing a variety of strategies to support student well-being, affirm and promote diverse identities, and create a welcoming environment. These strategies involve students, staff, parents and community members as part of a whole school approach. Below are highlights of our strategies:

#### ***Community Engagement***

- Teachers promote student connections at the beginning of the school day by being present outside their classroom door 5-10 minutes before classes begin.
- Celebrating Student Achievements
  - Student Awards Ceremony
  - Awards Banquet
  - Council Appreciation
- Bullying Prevention Awareness Week and Pink Shirt Day
- Complete Individual Pathways Plan to monitor student progress toward academic and other personal goals.
- Bear Wear Days to promote school spirit
  - Welcome students virtually new to our school and help familiarise themselves with classes, clubs, teams and student leaders.
- School Clubs, councils, sports teams and extra help programs
  - Bears Care, Safe School Team, Eco Club, Band, Student Council, Diversity Club, Spoken Word, GSA, Chess Club, DECA, Athletic Council, Sign Language Club, etc.
- Flexible seating and desk grouping in specific target classrooms to build community and strengthen student engagement.

#### ***Equity and Inclusive Education***

- Staff professional development and awareness
  - Equity and Inclusion professional development to include pathways, racialized groups and inclusion in the curriculum
  - Identifying students who may not have a connection to a caring adult in the building
- School wide events
  - Remembrance Day Ceremony, Black History Month Assembly
- Displays throughout the TV monitors
  - Black History Month, ALLY Week, Pride Week, Safety Week, Pink Shirt Day, Truth & Reconciliation, Orange Shirt Day, Treaty Week,
  - Bulletin boards around the school
  - Social Media posts
- Clubs
  - Allyship Club
  - Genders and Sexualities Alliance

- Black Students Association

### **Positive Mental Health and Building-Resiliency**

- Individual, academic counselling with guidance for all students
  - Board level support such as social support such as social worker or psychological services (with consent)
- Bears Care and Leadership classes
  - Promotes positive sense of self and builds awareness of the stigma surrounding mental health and where to get help.
- Mental Health and Wellness Club
  - Promotes mental health awareness and activities to improve self-help and one's own mental health.
- Deliver a clear consistent message, supporting tiered approach to mental health through area meetings, networks, job embedded learning by integrating key mental health messages into school and community initiatives, enhancing well-being and resiliency.
- Grade specific Guidance Counsellors allowing for a caring adult students know they can reach out to for any supports they need academically or emotionally.

### Strategies for Bullying Awareness and Prevention

- School Wide Awareness Campaigns: International Day for the Elimination of Violence Against Women, Pink Shirt Day, Transgendered day of Remembrance, PRIDE Week, Bullying Prevention Week
- Differentiating Instruction and Assessment
  - Assess students starting point for learning and build connections to gather information on student interests and learning preferences.
- Ensure student voice, leadership and engagement are an integral part of program planning and delivery.
- Community Connections and Experiential Opportunities
  - Cooperative Education
  - Community Environment Initiative

### ***Fostering Healthy Relationships***

#### Mentors and Caring Adult (Coach, guidance, ERT, Teacher, Administrator SWIS worker)

- Student Success
  - Monitoring specific student achievement and determine needs, provide supports and ensure intervention strategies are implement (Administration, Guidance, Social worker, Credit Recovery and SAL teachers)
- Monitoring student achievement through faces on the data
- On-going support though guidance for all student 9-12
- Guidance/Career's Room – offers a safe space for all students who need an alternative learning environment. Equipped with flex seating and a spin bike as well as other resources for students to use.

### ***Well-Being (i.e., Physical, Emotional, Cognitive, and Social Needs)***

- Brooklin offers a variety of sports teams and clubs that are available for all students to join throughout the school year.
- Yearly Safety audits to help identify areas of the school that may pose a safety issue.
- BEARS Cupboard - allows students to have access to healthy snacks and personal hygiene needs when needed.
- BEARS – Grab and Go breakfast every Tuesday and Thursday morning

### **How Student Voice is Present in Our School**

Engaging students to help shape the learning environment is an important component of a whole school approach in promoting a positive school climate – a climate in which *each and every* student feels that they matter. The following examples are highlights of student voice in action at our school:

- Promotion of student voice and advocacy throughout school Youth Exchange Anti-Bullying Student Led Workshops
- Student Council, Diversity Club, Allyship CLub
  - Student led activities promoting social justice and socially responsible choices
- Gay Straight Alliance
  - Student led activities to create awareness and safer spaces for everyone
- Lunchroom Sr. Student Supervisors
  - This student led group creates a voice for students with multiple exceptionalities by giving them the opportunity to find purpose by making a difference within the school and community.
- TAMI Summit
  - Students attend DDSB conference to share promising practices in schools that build healthy relationships between students, staff and community
- Student Council
  - Student Input on school wide events to reflect the culture of the school Prom, semi-formal, Multicultural Night, coffee Houses, fundraising activities, assemblies, Improv, drama performances
- DYDAC Leader in Me Conference and student lead initiatives throughout the academic year.
- DBEN student leadership conference

### **How we create the conditions whereby students feel safe to report bullying and other harmful interactions at our school.**

Creating the conditions within which students may feel safe to report begins with investment in relationship and the promotion of a Positive School Climate. Additionally, procedures may be put in place that facilitate students and parent/caregiver reporting as well as procedures that outline the requirements for staff to report such instances in accordance with legislation.

#### **Student Reporting:**



- Reporting bullying or other harmful interactions to a trusted adult (e.g., parent/caregiver, teacher, administrator, support staff, police liaison officer).
- Using the “Report Bullying Now” button on the school/board website provides students a more discreet means of reporting bullying behaviours.

#### **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 and other harmful interactions to the classroom teacher, support staff and/or administration
- Using the “Report Bullying Now” button on the school website

#### **Strategies that help students to feel safe to report (e.g., relationship-building strategies, reporting mechanisms, awareness-building)**

##### **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:**

- Furthering school-level support such as connection to a caring adult, classroom and yard considerations, special education considerations, participation in co-curricular programming
- Implementing board-level supports such as social work or psychological services (with consent)
- Identifying community support resources
- Implementing a Safe Schools Student Safety Plan and/or Support and Responsibility Agreement (SRA), when necessary

##### **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 based on specific needs (e.g., regular check-ins)

#### **How We Are Building Capacity for Promoting Healthy Relationships as Part of a Positive School Climate at Our School.**

Training/learning opportunities occur at the board level, community level and school level. Here are highlights of our training/learning opportunities:

##### **Students:**

- Welcome back/Code of Conduct assembly
- Police Liaison presentations
- Safe Schools Bullying Awareness and Prevention and Student Voice Conferences
- Talking About Mental Illness (TAMI)
- Cyber Safety Police Liaison Assembly
- Digital Citizenship
- Public Health presentations
- Psychological and social worker services presentations
- Specialist High Skills Major programming

- Vetted evidence-based/evidence-informed training that reinforces curriculum connections
- Workplace safety presentations

**Staff:**

- Introduction to Restorative Practice Framework and Circle training, Facilitating Formal Restorative Conferences Training Culturally Responsive Pedagogy training
- School Climate Survey/Safe and Accepting Schools Team training
- DDSB Safety Week Open House
- Reacting and Teaching Students in Poverty-Strategies for Erasing the Opportunity Gap training
- 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
- Learning networks

**Parents/caregivers:**

- Parents Reaching Out Initiatives
- Parents and Partners Conference Public Health presentations
- School Community Council guest speakers
- Parent engagement presentations/activities
- DDSB Safety Week Virtual Open House

## Responsive Approaches

### How We Respond to Bullying and other harmful interactions at Our School

Our school response follows a bias-aware approach to progressive discipline that involves 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 (consulting the Police/Board Protocol, when necessary and appropriate) considering mitigating, human rights and other factors
- Contacting the parents/caregivers of the person(s) who has been harmed and the parents/caregivers of the person(s) who has caused harm, in accordance with legislation
- Considering the broader context and implications of the harmful interaction (e.g., racism, homophobia, transphobia, biphobia, Islamophobia, antisemitism, faithism, classism, ableism, misogyny) in order to inform both immediate and long-term responses
- Developing an action plan that is responsive and supportive
- Taking concrete steps to repair relationship and restore a Positive School Climate
- Considering individual, class, and/or whole-school learning opportunities to foster the conditions wherein similar situations may be prevented in the future, e.g., providing a school-wide lesson or activity on anti-Asian racism in the context of COVID-19
- Consulting and collaborating with community partners, affinity groups and DDSB departments, as appropriate (e.g., DBEN, DENSA, KIEN, MEND, Equity, ISS, Indigenous Education, Positive School Climates)
- Implementing a Positive School Climates Student Safety Plan, when necessary
- Implementing/reviewing a Special Education Behaviour Safety Plan, when appropriate

### How We Provide Ongoing Support to Those Impacted 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:

- Furthering school-level support such as connection to a caring adult, classroom and yard considerations, special needs considerations, participation in co-curricular programming
- Implementing board-level supports such as social work or psychological services (with consent)
- Identifying community support resources
- Implementing a Student Safety Plan when necessary

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 based on specific needs (e.g., regular check-ins)
- Conversations or learning opportunities as needed to support self-awareness, understanding of impact, social-emotional learning skills, and/or to inspire a shift in ideological trajectory if needed, e.g., in cases where ignorance, hate or discrimination are at play

## Communication

### How We are Communicating with Students, Staff, Parents/Caregivers and the Community

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

#### Student:

- Discussions and conversations
- Announcements
- Classroom visits
- Assemblies
- School/Board websites
- Newsletter
- Student agenda
- Social media
- TV Screens

#### Staff:

- Discussions and conversations
- Staff meetings
- Department/Division meetings
- Professional development days
- Weekly memo
- E-mails
- Social media
- Committees
- Professional learning networks
- School/Board websites
- School Improvement Team

#### Parents:

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

## Continuous Improvement

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

- Positive School Climate Team meetings
- Staff meetings, division meetings, department meetings, committee meetings
- School Learning planning

Please visit [Durham District School Board](#) website for more information on how the Durham District School Board is supporting student well-being and promoting a positive school climate

