



Inclusive, Safe and Caring Programs

Bullying Prevention and Intervention School Level Plan, K - 12

The Ministry of Education requires Ontario school boards to ensure that *all schools* revise their existing school-wide bullying prevention and intervention plans annually as part of their School Improvement Plan for Student Achievement. Each school must also have in place a Safe Schools Team, composed of the members listed below. The OCDSB School Level Bullying Prevention and Intervention Work Plan outlines all of the components that must be completed in fulfillment of this requirement to assist you in this endeavour (Policy/Program Memorandum No. 144: Bullying Prevention and Intervention).

School:			
Safe Schools Team Members 2013/14			
Chair: <i>(must be a school staff member)</i>		Parent:	
Principal/Vice-Principal		Student: <i>(where appropriate)</i>	
Teacher:		Other(s):	
Non-Teaching Staff:			
Community Partner:			

Definition of Bullying Behaviour *(from Accepting Schools Act 2012)*

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

- a) the behaviour is intended by the student to have the effect of, or the student ought to know that the behaviour would be likely to have that effect of
 - causing harm, 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 student 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. Bullying by electronic means (cyber-bullying), includes creating a web page or blog in which the creator assumes the identity of another person; impersonating another person as the author of messages posted on the internet; or communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.



School Plan

School teams are to complete the following pages in order to focus and communicate the work being done at the school level in promoting a safe and inclusive school climate. School teams are encouraged to identify a few key priorities for each of the following areas.

These plans will be submitted annually to Inclusive, Safe and Caring Program for review and will be filed with the appropriate Superintendent of Instruction.

Need(s)

(identified through assessment data, including school climate survey data)



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Training Strategies and Resources
(Students, Staff, Parents and Community)

Prevention and Awareness-Raising Strategies
(Students, Staff, Parents and Community)



Intervention and Support Strategies

(For students who cause harm, are impacted by harm, and are witness to harm)

Communication and Outreach Strategies

(Reaching students, parents, and the community)

Monitoring and Review

(Proposed cycle for monitoring and review of data and school plan)

Distribution:

Resources for Creating School Plan

The following pages are resources to help guide you in creating your school plan. The information below outlines the requirements in Board and Ministry policy that pertain to promoting and inclusive, safe and caring school climate. Also included are suggested sources of data, strategies and interventions for school teams to consider in developing plan.

Plan Components	Mandatory Requirements as outlined by: P.123.SCO Bullying Prevention and Intervention, PPM 144, Accepting Schools Act 2012	Examples of Sources of Data, Strategies and Interventions
Needs Assessment	<ul style="list-style-type: none"> • OCDSB requires that all schools revise their existing school-wide bullying prevention and intervention plans as part of their school improvement planning. • OCDSB Strategic Plan • BIPSA/SIPSA • School Climate Survey 	<ul style="list-style-type: none"> • Suspension data • Achievement Data • Office Referrals • Incident Reports • Anecdotal Reports • <i>Tell Them From Me</i> data • Other
Training Strategies & Resources	<ul style="list-style-type: none"> • Bullying Prevention and intervention training for all administrators, teachers, and non-teaching staff that includes ways of responding to gender-based and homophobic bullying, respect for diversity and special education needs. 	<ul style="list-style-type: none"> • Bill 157 Reporting & Responding • Bill 13 Accepting Schools Act • VTRA Training • PD opportunities for school community: <ul style="list-style-type: none"> ○ restorative practices ○ cultural proficiency ○ collaborative-problem solving ○ gender based violence ○ sexual harassment ○ anti-bullying awareness ○ cyber awareness ○ safe internet use ○ other • Youth Diversion Program • Ministry anti-bullying resources • OCDSB Anti-bullying brochure • PREVNET • Canadian Best Practices Portal www.cbpp-pcpe.phac-aspc.gc.ca • Other

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<p>Prevention and Awareness-Raising Strategies</p>	<ul style="list-style-type: none"> • Ministry definition of bullying must be displayed and communicated to all members of the school community • Code of Conduct that includes expectations for appropriate student behaviour must be displayed and supported by the school community • Active Safe Schools Team 	<ul style="list-style-type: none"> • School-wide teaching strategies focused on developing healthy relationships and include bullying prevention in daily practice. • Opportunities for all students to participate in bullying prevention training and leadership initiatives within their own school. • Teach, model and embed the OCDSB Community of Character Traits in all classrooms/offices • Foster inclusive and diverse relationships • Promote/practice restorative approaches in school community • Code of Conduct displayed and distributed to school community • Engagement of parents and community partners on school initiatives • Promotion of Kids Help Phone • Anonymous Reporting Protocol • Encouraged reporting by adult community • Anti-bullying Prevention Programs: <ul style="list-style-type: none"> ○ Roots of Empathy ○ WITS ○ GSAs ○ Link Crew ○ Fourth R • Other
<p>Intervention and Support Strategies</p>	<ul style="list-style-type: none"> • Ensure mandatory reporting protocol is followed by all staff (SSIRF). • Bullying Prevention and Intervention (P.123.SCO and PR.659.SCO) • Student Suspension Procedure (P.020.SCO and PR 511.SCO) • Student Suspension/Investigation/Possible Expulsion Policy P.026.SOC and PR.515.SOC) • Progressive Discipline and Promoting Positive Student Behaviour (P. 124.SCO and PR.660.SCO) • Mechanism for students to safely report incidents of bullying while minimizing possibility of reprisal. • Comprehensive intervention strategy to address incidents of bullying behaviour in a timely, sensitive and supportive manner. 	<ul style="list-style-type: none"> • Focus on repairing the harm and attending to needs of all parties/Restorative Practices • Collaborative Problem-solving • Safe Schools or Learning Support Services • IEA referral • Address bystander behaviour • Referral to community/social service agencies if relevant • Established behaviour and/or safety plans • Progressive Discipline • Established follow-up plan when incidents occur

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	<ul style="list-style-type: none"> • Interventions, supports and consequences are consistent with the educational needs of the student (i.e. IEP). • Support provided for students who have been bullied, have bullied others, and students who have witnessed these behaviours, including a plan for safety of the victim. • Roles and responsibilities of administrators, teachers, parents and students are clearly defined. 	<ul style="list-style-type: none"> • Referral to the SSC • Promotion of Kids Help Phone • Mutli-D meetings/Case Conference • SRO Partnerships • Other
Communication and Outreach	<ul style="list-style-type: none"> • OCDSB Policies and Procedures must be shared with all staff, students, and parents: <ul style="list-style-type: none"> ○ P.123.SCO ○ PR.659.SCO ○ P.020.SCO ○ PR 511.SCO ○ P.026.SOC ○ PR.515.SOC ○ P. 124.SCO ○ PR.660.SCO • Every effort should be made to provide access to appropriate support for parents (i.e. ethnocultural, linguistic and disability considerations). 	<ul style="list-style-type: none"> • Regularly communicate with school community that bullying behavior will not be tolerated • Utilization of MLOs • Newsletters • Division meetings • School Council • Parent Council • Staff Meetings • High-Impact assemblies • Anonymous reporting line • OCDSB anti-bullying brochure • Ministry anti-bullying Guide for Parents • Synrevoice Messages • Anti-bullying and Awareness Week initiatives • School/OCDSB website • Other
Monitoring and Review Process	Schools are expected to monitor, review, and evaluate the effectiveness of anti-bullying and awareness programming with staff in a timely manner through school improvement planning.	<ul style="list-style-type: none"> • Review Needs Assessment Data