OUR SCHOOL COMMITMENT

We are committed to fostering a safe, accepting and supportive learning environment that promotes well-being (i.e., cognitive, emotional, social, physical) and the academic achievement of all learners. We believe that this is achieved through a Whole School Approach. We will respond to any student behaviour that is likely to have a negative impact on the school climate and will investigate all reports of bullying. We will provide support to those affected by bullying, including those who engage in bullying.

Bullying is not tolerated here.

POLICY STATEMENT

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.

Ministry of Education of Ontario, PPM 144

HEALTHY RELATIONSHIPS

Healthy Relationships are those that 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*

PREVNet, 2014

We all share a collective responsibility in fostering healthy relationships that build welcoming, respectful, safe and inclusive environments.

DEFINITION OF BULLYING

Bullying: Means 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 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;

For the purposes of the definition of "bullying" in subsection (1), behaviour includes the use of any physical, verbal, electronic, written or other means.

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.

PPM 144

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Bullying Prevention and Intervention Plan

Our Safe and Accepting Schools Team

Our Safe and Accepting Schools Team leads our planning to promote a safe, inclusive, and welcoming school climate.

Chair: Naima Thomas	**Principal:** Paul Haines
Teacher(s): Kevin Mortley	**Support Staff:**
Student(s):	**Parent(s):**
Community Partner(s): Sumar Zahid and Anette Mollon (Public Health)	

What the Data Tells Us - School Climate Surveys and Other Data

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

STRENGTH

More students are reporting, although there are less incidents
Students continue to report supporting each other
Students report feeling safe on yard and lunchroom

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

Increased sense of belonging – clubs, teams, activities
Develop and implement growth mindset strategies
Use of Zones of Regulation in classroom (posters, discussions)

What We are Doing In Our Classrooms and in Our School - Bullying Awareness and Prevention Strategies

Our school is implementing a variety of strategies to support student well-being and to positively impact students' readiness to learn. These strategies involve students, staff, parents and community members as part of a whole school approach. Below are highlights of our strategies.

AWARENESS AND PREVENTION

Self Regulation as a strategy	*Leadership Team*
Use of spark bikes	*Student Tech Team*
Lakehouse	*Office Helpers*
Pro Shop for Teachers	*Sports Teams – inclusive model*
Being pro-active	*Assembly Protocol*
Courtesy Camp	*Character Educations – Monthly traits*
Office protocol	*Daily Announcements*
Being visible (admin, teachers on duty)	*Use of breaks and visual schedules*
Use of EA support (flexible and responsive)	*School Community Council (SCC)*
Bias-Free Progressive Discipline	*Guitar Club*
Restorative Practice model for conflict resolution	*Abilities Centre Program- Ronson*
Walkie Protocol	*Band*
Attendance Protocol and Program	*Breakfast Club Program*
Intramurals at Lunch	*Healthy Snack Program*
Yoga Club	*Fire, Lockdown, Hold & Secure Drills*
Code Club	*Partnership with Community Officers*
Student Lunch Monitors	*Public Health Nurse Visits*
Huddle Up Program	
Equity Team	

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How "Student Voice" is Present in Our School - Bullying Awareness and Prevention Strategies

Engaging students to help shape the learning environment is an important component of a whole school approach to promoting a positive school climate. The following examples are highlights of "student voice" in action at our school.

Future Aces, Technology Partnership with UOIT, Tech Team, Yoga, Games Club, Pick up Sports, T2T Tutors

Students at Lakewoods PS know that their voices are important and are heard. Staff practice culturally responsive pedagogy in their classrooms to ensure all voices are heard. Students are encouraged to share their voice and be active in responding to their learning from where their ideas are founded.

How We Report Bullying at Our School

Procedures are in place that allow students and parents to report bullying incidents as well as procedures that outline the requirements for staff to report bullying in accordance with legislation.

INTERVENTION

Student Reporting:	Staff Reporting:	Parent/Community Reporting:
• Reporting bullying to a trusted adult (e.g., parent, teacher, administrator, support staff, police liaison officer) • Using the "Report Bullying Now" button on the school/board website	• "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)	• Reporting bullying to the classroom teacher, support staff and/or administration • Using the "Report Bullying Now" button on the school website

How We Respond to Bullying at Our School

Our school response to bullying follows a bias-free 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) considering mitigating and other factors
- Contacting the parents of the person(s) who has been harmed and the parents of the person(s) who has caused harm, in accordance with legislation
- Collaborating with community partners, when appropriate
- Developing an action plan that is responsive and supportive
- Engaging in Restorative Practice conferencing, when appropriate
- Implementing a Safe Schools 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

INTERVENTION

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)

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TRAINING/LEARNING

How We Are Building Capacity for Prevention and Intervention At Our School

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

Student:

-clear expectations in the classroom
-"Courtesy Camp": developed by Lakewoods Staff; sets out positive discipline and routines for behaviours in school and classroom
-students are responsible for their behaviour on the yard and pro-active measures in place to support any needs
-Teaching positive communication techniques through the use of restorative practices

Staff:

- use of orange jackets on duty by all staff on the yard at all times for visibility, admin are on the yard and visible at recess/lunch)
-all teachers are enforcing the routines within the Courtesy Camp to ensure that there is alignment throughout the school
-clear expectations for classroom behaviours with support from admin, EA's and other staff, at all times
-use of walkies and walkie protocol for safe and pro-active use
-Staff solve problems, related to bullying in a collaborative way, ensuring that students are monitored closely and follow-up communication is provided to families

Parents:

-parents are clear on the expectations for behaviour in the class, yard and school
-pro-active calls made to give parents feedback on behaviour concerns as required
-SERT/EA/Admin/Teacher support through the day making visibility a priority for parents
-Open and welcome communication with parents to voice concerns, ensuring a collaborative and trusting partnership in creating a positive environment for students

COMMUNICATION

How We Are Communicating With Students, Staff, Parents and the Community

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

-establishing and maintaining clear and high behavioural expectations for the students
-consequences are built through a model of positive discipline and Bias Free Progressive Discipline
-strong communication with parents about expectations for how student are expected to behave
-calls home for positive and also discipline as required
-teachers communicate with parents about attendance (attendance policy in place)
-follow up for attendance by admin/SERT/Social Worker

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CONTINUOUS IMPROVEMENT	**Monitoring Our Progress**
	As part of the continuous improvement model, the Bullying Prevention and Intervention Plan will be monitored regularly through:
	• Safe and Accepting Schools Team meetings
	• Staff meetings, division meetings, department meetings, committee meetings
	• School improvement planning

Please visit www.ddsb.ca for more information on how the Durham District School Board is supporting student well-being and promoting a positive school climate.

SAFE SCHOOLS
Durham District School Board