



Bullying Prevention and Intervention Plan

Eastwood Collegiate Institute (hereafter referred to as the “School”) recognizes that a whole school approach to engaging the school community will help the School’s efforts to address inappropriate behaviour.

To this end, the School will utilize the following Ministry of Education definition of bullying in communications with the school community:

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; (“intimidation”)

For the purposes of the definition of “bullying” behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying

For the purposes of the definition, “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.

In its communication efforts, the School will:

- Identify different types of bullying, including cyber-bullying.
- Understand the myths and realities of bullying behaviour.
- Identify bullying and differentiate bullying from rough play and conflict.
- Understand power and peer dynamics.
- Identify how biases, prejudice and hate can lead to bullying.

- Identify different manifestations and underlying factors of bullying, such as body image, racism, sexism, homophobia, disability, etc.
- Understand a whole school approach and the essential importance of a positive school climate for student achievement and well-being.
- Develop awareness and understanding of the factors that contribute to a safe, caring and inclusive school climate.
- Identify ways to make students aware of how they can help prevent and address bullying.
- Identify strategies to engage parents in conversations about bullying prevention and how to promote a positive school climate.
- Reach out to parents and the broader school community.

The School will also communicate and share with the school community, policies and procedures including:

- [School Code of Conduct](#);
- [Board Code of Conduct Policy 6001](#);
- [Equity and Inclusion Policy 1008](#);
- [Student Discipline Policy 6008](#);
- [Bullying Prevention and Intervention Policy 6009](#);
- [Faith and Religious Accommodation Procedure AP1012](#);
- [Student Discipline Procedure AP1260](#); and
- [Student Bullying Prevention and Intervention Procedure AP1200](#).

The school will endeavor to increase education, awareness and outreach by using the following best practices:

- Annual review of the School and Board Codes of Conduct, Policies and Procedures with students, staff and parents/guardians/caregivers, through:
 - Assemblies, classroom review, publishing Code of Conduct in planners, on School website, providing links from school website to Board website;
 - Staff meeting presentations;
 - Sharing this information with Parent Council and S.C.I.S. Team;
 - Providing this information at Parent Nights.

The school has identified the following strategies to engage parents in conversations about bullying prevention and how to promote a positive school climate:

- Parent/Guardian/Caregiver – Teacher Conferences;
- Seminars;
- Presentations;
- Parent Council;
- S.C.I.S. Team;
- School newsletters and other communications with home;
- School Websites with direct posts or links to Board website, community agencies, organizations, etc.; and
- Invitation of community agencies and supports.

EVALUATION OF EVIDENCE

The School recognizes that effective anti-bullying strategies must be evidence-based.

The School will base its bullying interventions, strategies, practices and programs on evidence from the school's annual climate surveys and other relevant information. The school will take the following steps to assess anti-bullying initiatives and strategies:

- Evaluate the evidence to determine the main areas of concern, and identify issues in the physical environment, determine current procedures, and assess the strategies in place based on results of the school climate surveys and other relevant information.
- Identify children and youth involved in bullying (including the bully, the person being bullied and those who may be witnessed or been affected by the bullying).
- Review and update the School's strategies as a result of gathering new information and share with the school community.

PRE-EVALUATION STRATEGY

Consider the following points when developing the strategy:

- The School's main issues of concern raised by students, staff and parents/guardians/caregivers in the annual school climate survey and any other relevant information.
- The School's concerns raised in respect of the physical environment.
- The School's current processes for response, reporting, support and follow-up on issues.
- Based on the school climate survey results and other relevant information, what areas have shown success and improvement?
- Based on the school climate survey results and other relevant information, what areas require improvement?
- Based on the above, what action plan should the School implement to address the areas of concern?

POST-EVALUATION STRATEGY

The School will reassess the results of subsequent school climate surveys to verify the efficacy of the anti-bullying initiatives implemented. The post-evaluation phase gathers evidence to test the efficacy of the prevention, responses, interventions or supports provided in order for changes to be made, where necessary.

Upon re-evaluation, the School will establish a future direction with regards to bullying prevention and intervention strategies.

POLICY AND PROCEDURES

The School recognizes that a whole school approach and a strong policy and legislative framework are important for bringing widespread change.

The School also recognizes that the goals of policy initiatives must address the areas of challenge identified in school climate surveys and other relevant data.

The School will actively communicate its policies, procedures and guidelines to the school community (including involving the school community in the review and/or development of policies, procedures and guidelines relating to bullying, discrimination and harassment), by taking the following steps:

- Policies and Procedures posted on the school website and paper copies available from the main office;
- School Council members, Staff members, and Department Head's Council review and provide feedback annually;

- ECI's Caring, Safe, Inclusive (CSI) group analyzes the annual school climate survey and plans proactive school-wide initiatives to address school-wide concerns.

The roles/responsibilities of the school community (students, staff, parents/guardians/caregivers and community members) are as follows:

- Refer to [5.0 Intervention and Support Strategies, Student Bullying Prevention and Intervention Administrative Procedure 1200](#)

Based on its evidence-based analysis, the School has identified practices and initiatives for bullying prevention, by the following categories:

- a) Bullying prevention and intervention programs or activities that are evidence-informed and that address the needs identified by the Board or the School.
- b) Relationship building and community building programs that are present in the school, classroom and in the larger community.
- c) Activities that promote and positive school climate.
- d) Aware-raising strategies for students, e.g. social-emotional learning, empathy, developing self-regulation skills.
- e) Awareness-raising strategies to engage community partners and parents in early and ongoing dialogue.
- f) Ways to link to curriculum and daily learning.
- g) Ways to support and encourage role-modeling by caring adults and student leaders within the School and school community.
- h) Learning and training opportunities for school staff and school community.

The School will also:

- Provide opportunities for regular check-ins with students at-risk or affected by bullying;
- Provide opportunities for teachers to develop effective classroom management strategies using progressive discipline;
- Establish and maintain respectful and caring classrooms; and
- Align supervision plan to address where and when bullying happens, as identified through climate surveys.

INTERVENTION AND SUPPORT STRATEGIES

The School recognizes the importance of using timely interventions and supports with a school-wide approach.

To this end, the School will:

- Use teachable moments within a progressive discipline approach to address inappropriate behaviour, and consider mitigating and other factors;
- Have in place processes and strategies to identify and respond to bullying when it happens;
- Identify strategies for supporting all students involved in bullying;
- Communicate the progressive discipline approach to the school community and the procedures in place to support the student.

The School supports the use of the use of evidence-informed interventions and support strategies in a timely manner and using a whole school approach.