Forest Heights Collegiate Institute
Bullying Prevention and Intervention Plan

Forest Heights 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 create a safe, caring, inclusive and accepting school climate. We believe that a safe, caring, inclusive and accepting school climate is essential for student well-being and student achievement.

"Bullying is associated with a range of physical and mental health problems, as well as educational problems, and relationship problems. Experts call for early intervention for both the child who is victimized by bullying and the child who bullies. Without support, children who bully appear to learn how to use power and aggression to dominate others" (District School Board Ontario North East). 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 is intended by the pupil 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.

Cyberbullying
For the purposes of the definition of "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.

Bullying Prevention - Proactive Measures
The use of a published Code of Conduct for the school and the WRDSB Policies and procedures to support positive school climate include:
BP 6001 – Code of Conduct
BP6008 – Student Discipline
BP6009 – Student Bullying Prevention and Intervention
AP1200 – Student Bullying Prevention and Intervention
AP1260 – Student Discipline

Bullying Prevention and Intervention Plan for the School

The creation of a **Safe, Caring, and Inclusive School Team (SCIS)** comprised of school administration, teachers, students, school support workers, parent(s), and a community representative. The SCIS team uses data, student voice, and teacher voice to identify one aspect of school climate our school will focus on to improve over the course of the year. The SCIS team evaluates the school climate data from students, parents, and staff. After the evaluation of the school data, the SCIS team and other school stakeholders develop a positive school climate strategy that has a pre-evaluation phase, an action phase, and a post-evaluation phase.

The school's Gay Straight Alliance (GSA) group will promote safe places and address the issue of bullying based on sexual orientation or perceived sexual orientation. The school's Social Justice Club to provide a safe place to discuss issues of power.

EVALUATION OF EVIDENCE

The School recognizes that effective anti-bullying strategies must be evidence-based. To this end, the school has based 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

The school considers 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 with 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?

STRATEGY ACTIONS

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.

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, inventions 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.

Ongoing School-Based Measures
- Bullying Awareness Week (3rd week of November) activities to raise awareness of about bullying prevention and supports available to students
- The school's THINK campaign to help prevent cyber-bullying and bullying
- Student assemblies to raise awareness of bullying, bullying prevention, supports available to students, and the impacts of bullying.

Bullying intervention - Responsive Measures
- Our school staff will facilitate the reporting process
- All school staff are encouraged to report bullying behaviour
- Administration contact with parents when a student is a victim of bullying or a student engages in bullying behaviour.
- Use of restorative practices to repair relationships, issues of bullying, and cyber-bullying
- Our school has a referral process to our school social worker to support students dealing with relationship issues
- Our school will use our school's child and youth worker to help mediate issues related to bullying where appropriate and help identify behaviours that are inappropriate
- School Based Team is a multi-disciplinary team that meets bi-weekly or as needed to discuss supports for students at risk and students with well-being concerns.

Communication strategies as part of the aforementioned proactive measures, responsive measures, and curriculum work to reduce and prevent bullying

- 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.

Our school endeavors to increase education, awareness and outreach by using the following best practices, including an annual review of the School and Board Codes of Conduct, Policies and Procedures with students, staff and parents/guardians/caregivers, through:

- Assemblies, classroom review, and publishing the Code of Conduct in a folder, on the School website, and by providing links from school website to Board website;
- Annual review of our SCIS data;
- Staff meeting presentations and engaging staff in creating a positive school climate; and
- Sharing this information with Parent Council and S.C.I.S. Team.