BULLYING PREVENTION AND INTERVENTION PLAN

Jacob Hespeler Secondary School (hereafter referred to as the "school") recognizes and understands that in order to create a safe, caring, inclusive and accepting school climate, and to also address inappropriate behaviour, a whole school approach is necessary for engagement of the entire school community. Our commitment to fostering a safe, caring, inclusive and accepting school climate is reflected in all aspects of our school practices.

We believe that a safe, caring, inclusive and accepting school is fundamental to ensuring the following:

- Student well-being
- Student engagement
- Student achievement

The school will utilize the following definition of bullying from the Ministry of Education in its communication 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.

Bullying Prevention Strategies:

1.   Communicate School and Board Policies:

Use of the published School Code of Conduct
1.   [Code of Conduct](#)
o   Grade 9 Admin Visits
o   Guidance Visits
o   Child and Youth Worker Visits
o   Communicate, strengthen understanding, and implementation of Board Policies as follows:
1,   [Equity and Inclusion Policy 1008](#)
2.   [Code of Conduct Policy 6001](#)
3.   [Student Discipline Policy 6008](#)
4.   [Student Bullying Prevention and Intervention](#)
5.   [Faith and Religious Accommodations AP1230](#)
6.   [Student Discipline Procedure AP1260](#)
7.   [Student Bullying Prevention and Intervention Procedure AP1200](#)
8.   [Responsible Use Policy AP4070](#)

The School will also utilize Ontario Ministry of Education directives as follows:

ix.[Ontario's Education Equity Action Plan, 2017](#)
 x.   [The Provincial Code of Conduct, 2012](#)

2.   We offer partial and whole school activities and clubs that promote a positive school climate

o   GSA
o   Kindness Project
o   Safe, Caring and Inclusive Schools Committee
o   Many clubs, activities, and teams that promote a positive school climate
o   HAWKtivity Day
o   Assemblies including spirit days that increase positive connections to the school
o   Guest speakers that provide diverse representations of the school, and school community,with a focus on inclusion and an educational forum, which shares messages around support for bullying, mental health, and well-being.
o   Leadership themed weeks such as Holistic Health Week.

3.   **Create a Safe, Caring, and Inclusive School Team (SCIS)**

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/guardians/caregivers, 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.

4.   **Promote and engage students and staff in activities during local, national, and international events:**

o   Random Act of Kindness Day (Canada)
o   Bullying Prevention Week
o   Bell "Let's Talk" Event
o   World Kindness Day
o   UN International Day for the Elimination of Racism

5.   **Promote healthy relationship building, equity and inclusive practices, and community building programs that are present within the school, classroom and the wider school community through the following:**

o Role-modeling by caring adults and student leaders within the school;
o Embedding social/emotional learning within subject curriculum;
o Supporting Mental Health and Well-being through the Well-being Initiative;
o Increasing shared language around problem solving and conflict resolution for students;
o Improving the representation of our diverse school and community in our displays, programs and events.

6.   **Engage Parents/Guardians/Caregivers in early and ongoing dialogue:**

In order to increase awareness around building a safe, caring and inclusive school culture, the school will endeavour to increase education, awareness, and outreach through use of the following best practices:

o   Annual review of the School and Board Code of Conduct, and supporting Bullying Prevention and Intervention Policies and Procedures with students, staff and Parent/Guardian/Caregiver, through:
o   Assemblies, classroom review, published Code of Conduct on the school website, and providing links from the school website to Board website;
o   Posting the Bullying Prevention and Intervention Plan on the school's website;
o   Staff meeting presentations and general information sharing, including Professional Development, sharing information at School Council meetings, Parent/Teacher consultations, and other Parent/Guardian/Caregiver meetings, and Grade 8 Evening;
o   Sharing this information with the Safe, Caring and Inclusive School Team;
o   Ensuring parents/guardians/caregivers are aware of how to report incidents of bullying and inequity;
o   Sharing information through the school website bulletin board postings.

The School has identified the following strategies to engage parents in conversations about bullying prevention and equity and inclusive initiatives:

o   Parent/Guardian/Caregiver - Teacher Conferences;
o   School Council Meetings;
o   Safe, Caring and Inclusive School Team;
o   School communications with home;
o   Workshop sessions for Parents/Guardians/Caregivers, including promoting those offered by the Board, and community partners;
o   School website with direct post or links to the Board website, community agencies, organizations etc.; and
o   Invitation of relevant and diverse community agencies and supports.

EVALUATION OF BULLYING PREVENTION STRATEGY

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

1.   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:

o   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.
o   Identify children and youth involved in bullying (including the bully, the person being bullied and those who may be witness to or affected by the bullying).
o   Review and update the School's strategies as a result of gathering new information and share with the school community.

2.   The School's Bullying Prevention and Intervention Plan will follow the Plan, Act, Assess, and Refine Model on an annual basis in the service of continued improvement.

3.   The school will consider the following points when developing and /or revising the Bullying Prevention Strategy:

o   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.
o   The School's concerns raised in respect of the physical environment.
o   The School's current processes for response, reporting, support and follow-up on issues.
o   Based on the school climate survey results and other relevant information, what areas have shown success and improvement?
o   Based on the school climate survey results and other relevant information, what areas require improvement?
o   Based on the above, what action plan should the School implement to address the areas of concern?
o   The School will reassess the results of subsequent school climate surveys to verify the efficacy of the anti-bullying initiatives, and inclusive strategies 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.

4. The School will also:

o   Provide opportunities for regular check-ins with students at-risk or affected by bullying;
o   Provide opportunities for teachers to develop effective classroom management strategies using progressive discipline;
o   Provide opportunities to learn about the language of inclusion, as well as the matter of social privilege and its impact on relationships;
o   Provide training for staff to identify potential areas of conflict in order to engage in early intervention strategies;
o   Establish and maintain respectful and caring classrooms that also reflect the diversity of the school and community; and
o   Align supervision plan to address where and when bullying happens, as identified through climate surveys.

5.   The School recognizes the importance of using timely interventions and supports with a school-wide approach. To this end, the School will:
o   Use teachable moments within a progressive discipline approach to address inappropriate behaviour, and consider mitigating and other factors;
o   Have in place processes and strategies to identify and respond to bullying when it happens;
o   Identify strategies for supporting all students involved in bullying;
o   Communicate the progressive discipline approach to the school community and the procedures in place to support the student.

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