

Gary Allan Learning Center

Bullying Prevention and Intervention Action Plan

2022 / 2023

Providing students with an opportunity to learn and develop in a safe and respectful society is a shared responsibility in which the board and our schools play an important role. Schools with bullying prevention and intervention strategies foster a positive learning and teaching environment that supports academic achievement for all students and that helps students reach their full potential. Bullying prevention and intervention strategies must be modeled by all members of the school community.

from HDSB Bullying Prevention and Intervention Administrative Procedure

Definition of Bullying

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

- a) the behaviour is intended, or the student ought to know that the behaviour would be likely to have that effect of,
 - causing 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 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.

Bullying behaviour includes the use of any physical, verbal, electronic, written or other means. For the purposes of the definition of bullying, bullying by electronic means (commonly known as cyber-bullying), including, creating a web page or blog in which the creator assumes the identity of another person or impersonating another person as the author of content or messages posted on the internet; communicating material electronically to more than one individual or posting material on a web-site that may be accessed by one or more individuals

from Accepting Schools Act 2012

WELL-BEING MEMBERSHIP	
<i>School</i>	Gary Allan Learning Centers - Burlington, Oakville, Milton, Georgetown campuses
<i>Principal or Vice Principal</i>	Brad Yhard
<i>Teacher</i>	Denise Spring, John Gardiner, Matthew Armstrong, Hali Ruhl, Terry-Lynn Hill, Erin Thomas
<i>Non-Teaching Staff</i>	Lisa Stearns
<i>Parent</i>	
<i>Community Partners</i>	HRPS: Jeff Schwoob, Duncan Lyn, Jordan Denny, Shawn Thomas.
<i>Students</i>	Milton STEP students
WELL-BEING CONTACT PERSON (must be a staff member)	Darryl Houghton, Terry Lynn Hill, Matthew Armstrong
Contact Email Address	Houghtond@hdsb.ca , hillt@hdsb.ca , armstrongma1@hdsb.ca

<p>Types of bullying that exist in our school <i>(as identified through school based data and information)</i></p>
<ul style="list-style-type: none"> ● Cyber-bullying ● Verbal/social/emotional bullying ● Physical/threatening bullying <p>The most prevalent bullying in our school are cyber, verbal and social bullying as identified in our 2018 TTFM data. (Social 21.4%, Cyber 15.4%, Verbal 14.2%) Overall, 21.4% of students reported being a victim of bullying.</p> <p>Students report Cyber-bullying occurs through Instagram, Snapchat, Tiktok, Twitter and direct messaging.</p>

School Bullying Prevention SMART Goal

Students will report feeling safe at school, specifically that they feel the school staff can identify bullying and that school staff will step in to stop bullying, that students will feel included, and that they feel safe at school.

This will be measured by TTFM, Have Your Say, and student interviews

Baseline data from TTFM indicate that

- Students feel 54% of staff can identify bullying
- Students believe 54% of staff act quickly when they identify bullying
- Students feel excluded for high or low grades (15%), sexual orientation (8%), a disability (23%), aboriginal background (8%)
- 64% of students feel safe at school

Bullying Prevention and Awareness Strategies/Curricular Connections/Activities

(for whole school, and those students at risk of bullying behaviours)

Gary Allan will facilitate a variety of events throughout the school year **to promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment**

- Continuing to collect data through HYS, TTFM, exit passes, anecdotal conversations, monitoring conversations, and focus groups;
- Building Capacity of Culturally Responsive and Relevant Pedagogy;
- Connecting All About Me/MyBlueprint to students and classroom teachers learning and reflection journeys.

Some examples of school resources and activities:

- The Code Of Conduct is available on the Gary Allan website and is referenced routinely in a classroom, school and community context;
- Orange Shirt Day - Every Child Matters
- Purple Shirt Day - a day of action to raise awareness about the community's responsibility to look after children and youth
- School Team discussions
- Executive Functioning sessions with school Psych Ed Consultant
- Credits Achieved Wall
- Positive Messaging Wall - take a positive message sticky and pass it in, add a positive

message

- Positive spirit bulletin boards
- Student Photo Wall
- Bulletin Boards of Resources
- Classroom discussions with trusted adults
- Guest Speakers from university/college age groups
- Weekly/regular site check-ins with students

Bullying Intervention and Support Strategies

(for individuals who cause harm, are impacted by harm and are witness to harm)

Examples:

- ROCK
- ASIST trained staff member in the building
- Support students who want to make a difference and are interested in Anti-bullying, Anti-racism gender equality messaging- Leadership team
- Conferences in response to students who have been harmed, witnessed or who have harmed others, using CPS strategies/resources
- MDST involvement with high-needs students
- CYC supporting community circles in Intermediate division
- CYC involvement where needed with individual students or groups of students and for class-wide education around bullying and problem solving
- HDSB reporting protocol Bill 157, Reflection time
- regular home/school communication
- On-going messaging to students
- On-going messaging during staff meetings
- 1:1 conversations privately with individual students - focusing on getting to the root of the problem, beyond students “being mean”
- Application of Progressive Discipline

Training Resources and Outreach Strategies for Members of the School Staff, Parents and Community

Training Resources:

- Foundations for a Healthy School
- Aligned and Integrated Model for school Mental Health and Well-Being
- TTFM and HYS Data analysis and monitoring
- Student Feedback (e.g. student reflection, survey, etc.)
- Staff Feedback (e.g., focus groups, student reflection, survey, etc.)
- Supporting Minds: An Educator’s Guide to Promoting Students’ Mental Health and Well-Being
- Ontario’s Well-Being Strategy and Culturally Responsive Pedagogy

- [Equity and Inclusive Education in Ontario Schools](#) and [Ontario's Education Equity Action Plan](#)
- [Ontario First Nation, Métis and Inuit Education Policy Framework](#) and [Calendar of Events including Days of Significance](#)
- [Stepping Stones: A Resource for Educators](#)
- [A Renewed Vision for Education in Ontario](#)

Community Partners:

- Halton Health Region
- Halton Police

Communication:

- Gary Allan Website with up-to-date information
- SchoolMessenger with key resources and supports

Monitoring Strategies

- monitor progress throughout the year checking bullying reporting system; teacher and parent reporting incidents; as well as suspension rates
- have conversations with students, staff, parents

Bullying Prevention and Awareness Responsibilities for:

Staff:

As role models, staff uphold these high standards when they:

- help students work to their full potential and develop their self-worth
- empower students to be positive leaders in their classroom, school and community
- communicate regularly with parents
- maintain consistent and fair standards of behaviour for all students
- show respect for all students, staff, parents, volunteers and members of the school community
- prepare students for the full responsibilities of citizenship.

Students:

Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time and ready to learn
- shows respect for themselves, for others and for those in authority - contribute to the positive atmosphere
- refrains from bringing anything to school that may put the safety of others at risk
- follows the established rules and takes responsibility for their own actions
- where possible, if it is not putting themselves at personal risk, intervene
- tell a trusted adult about instances of bullying

Parents

Fulfill this responsibility when they:

- are engaged in their child's school work and progress
- communicate regularly with the school
- make sure their child is properly dressed and prepared for school
- ensure that their child attends school regularly and on time
- inform the school promptly about their child's absence or late arrival
- become familiar with the provincial code of conduct, the board's code of conduct and school rules
- encourage and help their child follow the rules of behaviour
- help school staff deal with disciplinary issues involving their child.

Monitoring and Review Process/Timelines

This plan has been shared with staff and parents via: (Underline)

- Staff Meeting
- School Website

Resources/Reference: Safe and Accepting Schools Policy

- *HDSB Admin Procedure* Bullying Prevention and Intervention
- *HDSB Admin Procedure* Positive School Climate
- TTFM Survey
- Safe Schools Social Workers
- Public Health Nurses