OUR SCHOOL COMMITMENT

We are committed to fostering a safe, accepting, inclusive, 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;

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.

2023 - 2024
Bullying Prevention and Intervention Plan

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

PPM 144

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: A. Morra	**Principal:** J. Fletcher **Vice Principal**: S. Neblett
Teacher(s): E. Allilomis, J. Sobec, M. Brown, N. Faroogh, A. Morra, M. Keefe, A. Iozzo, A. Szeto, B. Tsigaris, L. DeMoor	**Support Staff:** W. Smith
Student(s): Student Government- Saanvi N, Rohan N, Abby C, Evelyn S, Shampavi V, Afifa S, Negha K, Ashween, Jacob, Duaa, Prethe, Rithikan, Hussain, Hansika, Naz, Bhagirath, Julian, Kyami, Ajeesh, Aditri, Umaymah	**Parent(s):** School Community Council
Community Partner(s): Durham Public Health (Arthiga Thayapararajah), Durham Region Police (P.C. L. Kennedy, School Liaison Officer), Carea Outreach Worker (Sharon Hur)	

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 various of sources, including school climate surveys of students, staff and parents every two years. Our school data indicates the following:

STRENGTHS	Last school climate survey was done in 2020-2021** **School Climate data indicated that the vast majority of our students:** • **feel safe at school, 92.8-% of the time. (2020-21)** • **feel like they belong and are connected, 74.5% of the time. (2020-21)** • **feel like they have meaningful/engaged Learning, 65% of the time. (2020-21)** **Overall themes from School Climate data:** • Majority of respondents feel Richardson is a welcoming school • Student body is friendly overall • Feel safe/respected overall • Students feel they belong • Staff cares for the student body **Survey done during reduced hours at school and Cohorting (i.e. students in the building 2/3 days a week for 2.5 hours)

	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	• Having students/staff feel they matter to the Richardson community and have their voices heard • Having students feel supported when sad/anxious • Having students know what it is that they are feeling • Providing staff and students with resources to deal with issues that come up (ie. bullying, wellness, anxiety, etc.) • Raise awareness between bullying and conflict • Raise awareness about proper social media practices and the positive and negative effects of social media • Support staff to make them feel connected and build collegiality – Collaborate with School Improvement Team • Staff Well Being – Virtual Activities • Improve feeling of connectedness between Richardson and the school community (parents, local businesses, etc.)

A W	**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.

- Bell Let's Talk Day Activities
- Building Community and creating a positive and safe culture through spirit days and social media
- Bullying prevention school conference
- DYDAC Conference
- Cyber Safety Presentations
- Sex Trafficking Presentations
- Presentations from DRPS on varying topics
- Grade 8 Transition Night
- Grad Week (events and social media campaign)
- Flag Raising and social media campaign for Transgender Awareness Week
- 'Lunch and Listens' for staff presented by Psychology and Social Work Teams at Richardson
- Mental Health Club (renamed Not Today)
- Mental Health Week
- Orange Shirt Day
- Pink Shirt Day
- Ramadan Iftaar partnering with MEND (Muslim Educators Network of Durham)
- Richardson 'Doors Open' Community Curriculum Night
- Spirit Week(s) throughout the year (ex. Tech Spirit Week, Rivalry Week, etc.) and theme days
- Student of the Month/Week Recognition through videos made by staff and illustrating students in action
- Mentorship Class(es)- Focus on Grade 9 and 10
- Workshops on stress and anxiety (partnership with Durham Public Health)

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.

- 30+ Clubs/Councils/Teams for Students
- Arts Council
- COR (Cultures of Richardson)

- GSA (Gay Straight Alliance)
- BSA (Black Student Association)
- TSA (Tamil Student Association)
- MSA (Muslim Student Association)
- ESA (East Asian Student Association)
- PSA (Pakistani Student Association)
- Cultures of Richardson (COR)
- Instagram/TikTok Platforms (Social Media Team)
- International Day Assembly
- Not Today (formerly the Mental Health Club)
- Mentorship/Leadership classes
- HOSA (Future Health Professionals)
- DECA (Future Business Leaders)
- Musical Theater Program
- RAC (Richardson Athletic Council – intramurals, Terry Fox Event)
- Richardson's Social Media Team
- Student Government
- Feminist Society
- Students Without Borders
- Computer Club/Girls Who Code/Robotics Club

INTERVENTION

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.

Student Reporting:	Staff Reporting:	Parent/Community Reporting:
• Reporting bullying to a trusted adult (e.g., parent, teacher, administrator, support staff, police liaison officer)	• "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	• Reporting bullying to the classroom teacher, support staff and/or administration

• Using the "Report Bullying Now" button on the school/board website (more prominent on the website) • Reporting through the Richardson Social Media pages (pinned on page/story highlight to be active) • Staff to post "report bullying now' information in the google classroom for students who do not have social media	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) • Admin to communicate process and protection during class visits	• Using the "Report Bullying Now" button on the school website • Reporting through the Richardson Social Media pages*

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 Student Safety Plan, when appropriate
- Ensuring that students who report feel protected and safe and that their tips are confidential

INT How We Provide Ongoing Support to Those Impacted by Bullying at Our School

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 other 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, safety plans)
- Mediated conversations between all parties involved

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:
- Bell Let's Talk
- DYDAC Conference
- BSA Conference
- CAREA workshops
- Children's Mental Health Week
- Cyber-Safety Assemblies
- Grade 8 Transition Visits
- Pinewood (Anxiety/Stress)
- Social Media Awareness
- Grade Level Assemblies

Staff:
- Lunch and Learns with Psychology and Social Work Teams
- Mental Health Lead
- PD opportunities
- Sharing resources (eg. Mental health resources)
- Admin classroom visits

Parents:
- Parents as Partners
- SCC
- Sessions for parents for post secondary and transition nights
- Richardson Open Doors Night

COMMUNICATION

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

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

- Digital Posters/Graphics
- Storm Safe buttons and stickers
- Digital Weekly Memo (Staff and Students)

- Email
- Facebook group (Staff)
- Google Classroom (Staff and Students)
- Grade Level Guidance Google Classroom (student)
- Instagram (creating story highlights and other features to promote goals)
- Remind
- SCC Meetings
- School website
- Student produced short videos for defining, preventing and reporting bullying
- SYNER Voice messages
- TV Screens
- Twitter
- Newspaper club website (can use this platform to post about topics for students by students)

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