



Bullying Prevention and Intervention Plan

Cornwall Collegiate and Vocational School

Policy Statement:

Providing students with an opportunity to learn and develop in a safe, inclusive, and accepting school climate is a shared responsibility in which school boards and schools play an important role. The school climate may be defined as the learning environment and relationships found within a school community. The following are some characteristics of a positive school climate:

- Students, staff members, and parents feel safe, included and accepted.
- All members of the school community demonstrate respect, fairness, and kindness in their interactions, building healthy relationships that are free from discrimination and harassment.
- Students are encouraged and given support to be positive leaders and role models in their school community.
- Open and ongoing dialogue takes place between the principal, staff members, parents and students. All partners are actively engaged.
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- Every student is inspired and given support to succeed in an environment of high expectations.
- Bullying prevention and awareness-raising strategies for students and staff are reinforced through curriculum-linked programs

Research shows that bullying is a serious issue that has far-reaching consequences for individuals, their families and peers, and the community at large. Research also indicates that a clearly-articulated school-wide bullying prevention policy is the foundation of effective bullying prevention programming.

Bullying:

- Adversely affects a student's well-being and ability to learn.
- Adversely affects the school climate, including healthy relationships.
- 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.

Definition of Bullying:

For the purposes of policies on bullying prevention and intervention, as provided in subsection 1(1) of the Education Act:

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.
- 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

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

Cyberbullying

(1.0.0.2) For the purposes of the definition of bullying in section (1), 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.

Aggressive behaviour may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal and social. Aggressive behaviour may include:

Physical	Verbal	Social/Relational
<ul style="list-style-type: none"> • hitting • pushing • slapping • tripping 	<ul style="list-style-type: none"> • name calling • mocking • insults • threats • sexist, racist, homophobic, or transphobic comments 	<ul style="list-style-type: none"> • gossiping • spreading rumours • excluding others from a group • humiliating others with public gestures or graffiti • shunning or ignoring • may occur through the use of technology

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Safe and Accepting School Team:

Name of team member	Position
Jason Wagensveld	Principal
Marty Dettman	Vice-Principal
Tracy Armstrong	Vice-Principal
Michelle Piquette	Teacher
Genny St.Germain	Other member of staff
Susan Sauve Tanya Vierling	Parents
TBD	Community member
Montana Vierling	Student

Goals: (Data collected from Tell Them From Me Survey)

- To see an increase of 10% at all grade levels in students who feel safe at school and a decrease of 5% in those students who are subjected to physical, social, or verbal bullying or are bullied over the internet.

Students who feel safe at school as well as going to and from school.	May 2017	May 2018	May 2019
Grade 7	35	54	40
Grade 8	60	54	51
Grade 9	45	49	40
Grade 10	45	44	56
Grade 11	48	46	44
Grade 12	55	64	60
Students who are subjected to physical, social, or verbal bullying, or are bullied over the internet.	May 2017	May 2018	May 2019
Grade 7	36	39	28
Grade 8	24	29	31
Grade 9	20	19	31
Grade 10	20	28	18
Grade 11	17	25	13
Grade 12	16	16	23

Actions:

- Create a survey to attain a better understanding of what exactly students are feeling unsafe about (I.e. emotional, physical, psychological)
- Create a Microsoft Form to report bullying incidents. The link will be emailed to all students to report incidents of bullying. The form will include when, where, who and the details. Additionally, this will give us a better tracking system.



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Bullying Awareness and Prevention Strategies:

Safe School's team
 General Student Council Initiatives
 Link Crew notes and support
 Character Education Assemblies
 Elementary Girls Group
 Community Police Support – Dan Cloutier
 Positive Message Assemblies
 Progressive discipline

Reporting Bullying:

Student Reporting:

- Reporting bullying to a trusted adult (e.g. teacher, administrator, support staff, coach, police liaison officer)
- Bully reporting via Microsoft Form link

Staff Reporting:

- “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 incident shall report the matter to the principal as soon as reasonably possible.” (PPM 144)

Parent/Community Reporting:

- Reporting bullying to the classroom teacher and/or administration

Intervention Strategies:

Our school response to bullying includes a tiered approach that may involve the following immediate and long-term actions:

- Link Crew and Web Crew partnerships with Grade 7 and 9 students.
- Ensure the safety of all involved
- Responding to any student behaviour that is likely to have a negative impact on the school climate
- Using “teachable moments” with Progressive Discipline
- Teaching character development through curriculum foci
- Teaching character development through assemblies, presentations, guest speakers, etc.
- Following restorative justice practices to address incidents (ie. mediation)
- Conducting school-based investigations
- Contacting community partners, when necessary; contacting parents of the person(s) who has been harmed and the parents of the person(s) who has caused harm in accordance with legislation
- Considering mitigating and other factors

Capacity Building:

Staff	Students	Parents
<ul style="list-style-type: none"> • Restorative practices • Culturally responsive pedagogy • Poverty-Strategies • Violent Threat Risk Assessment Protocol • Safe Schools Bullying Awareness • Emotional Intelligence training 	<ul style="list-style-type: none"> • Link and Web Crew partnerships with Grade 7s and 9s. • School assemblies • Community service presenters (Police, Paramedics) • School-based presentations 	<ul style="list-style-type: none"> • Parent engagement presentation/activities • Events that parents/community are encouraged to attend: Holiday Breakfast, Remembrance Day Ceremony, Parent Teacher Interviews, Open House, Awards Assemblies

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Communication Strategies:

Student:

- Announcements
- Meeting with students
- Classroom visits
- Character assemblies
- School/Board websites messaging
- Class and School newsletter messaging
- Social media messaging
- Posters

Staff:

- Professional development activities
- Staff meetings
- Email reminders
- Weekly Notes
- School/board websites/training

Parents:

- Social media messaging
- School and Class Newsletter messaging
- School/Board website messaging
- School Activities involving parents (Open Houses, character and awards assemblies, concerts, information nights)
- School Council

Support and Follow-up:

Support for the person(s) who has been harmed, the person(s) who has caused the harm and the person(s) who has witnessed harm may include:

- Connection to a caring adult – teacher, administration, support staff, SST, SSC.
- Connection to a caring peer – peer mentor, Link Crew, Web Crew, Student Council
- Connection to a Board-level support such as psychological services
- Connection to community support services – Mental Health & Addictions, CCH, Laurencrest (Comfort Zone), Boys & Girls Club, Mental Health Hub, CAS.

Follow-up for the person(s) who has been harmed, the person(s) who has caused the harm and the person(s) who has witnessed harm will include:

- Individualized plan for students involved with regular check-ins.