



Listowel District Secondary School

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Our School Commitment

We are committed to fostering a safe and accepting learning environment that promotes the well-being and academic achievement of all learners using a whole school approach. We will respond to any student behaviour that is likely to have a negative impact on the school climate. We will investigate all reports of bullying. We will provide support to those affected by bullying.

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

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;

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

Cyber-bullying: For the purposes of the definition of "bullying" seen here, bullying includes bullying by electronic means (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.

PPM 144

LDSS Bullying Prevention and Intervention Plan

2015-2016

Our Safe and Accepting Schools Team is responsible for fostering a safe, inclusive, and accepting school climate

Principal: Petra Goetz

Vice Principal: Deanne Deelstra

Teachers: Christine Wick, Bill Nauta, Katey Knider, Helena Finch

Community Officer: Bill Dekoning

Student: Sierra Johnston

What the Data Tells Us- School Climate Survey and Other Data

As part of the on-going monitoring and evaluation process, school boards conduct school climate surveys of students and parents every two years.

Our school data indicates the following:

Strengths and Needs	<p>The highest area of concern identified by students in the 2014 climate survey was once again hallways but the numbers have decreased. (2012 survey indicated 8% of students were never bullied in the halls compared to 17% in 2014). In the two years prior to the survey LDSS focused on increased supervision in these areas and have clearly outlined the student expectations. "Students are not allowed to be in the school hallways while classes are in session. Students on study periods may be in the library or cafeteria."</p> <p>The area that increased the most since the last school climate report is electronic bullying.</p> <p>It was also noted that we did not have a way to report anonymous acts of bullying.</p> <p>Many opportunities/events to celebrate and engage students in promoting respect for self and others (Character Education)</p> <p>On the first day of school, the students were reminded of the school code of conduct. Posters with QR codes are placed around the school for quick access to the school code.</p>
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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	<ul style="list-style-type: none"> Reduce incidences of cyber bullying through student initiatives (CIC) as well as through Guest Speakers Reduce incidences of bullying based on perceived intellectual ability Promote reporting strategies, including Report Bullying Now website button Continue to provide PD and support to staff to identify, address, report, and reduce incidents Staff and CIC led character sessions for grade 9 students based on cyberbullying the day of the grade 10 OSSLT Anti-bullying bulletin board. Work of the LGBTQ team Track office referrals for bullying or violent behaviours as well as suspension and expulsion data Support activities between grades promoting a sense of belonging and unity to the student body
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Awareness And Prevention	What We are Doing In Our Classrooms and in Our School - Bullying Awareness and Prevention Strategies			
	Our school is implementing the following strategies to support the well-being of the whole child/youth and to positively impact students' readiness to learn. These strategies involve students, staff, parents and community members as part of a whole school approach to promoting a positive school climate.			
	Restorative Practice Language in Hallways, Classrooms, and Office Pink Shirt Day Inclusive education Anti Bullying lessons embedded in curriculum		Positive mental health- iMatter Program Progressive Discipline: A Bias-free Approach School-based community events	
	What 'Student Voice' is Doing 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 strategies are student-based initiatives that are being implemented at our school.			
	Choosin' Inclusion Crew Gay-Straight Alliance Student Council		Bullying Awareness and Prevention Week- November	
	What are the roles/responsibilities of the school community			
	The roles/responsibilities of the school community are as follows:			
	Students	Staff	Parents	Community Members
	<ul style="list-style-type: none"> Follow the code of conduct of the school, Treat all members of the school community with acceptance and respect, Report all incidents of bullying to staff and cooperate with staff in addressing any bullying that may occur at the school or outside of school, and Complete the school climate survey when it is issued every two years. 	<ul style="list-style-type: none"> Enforce the code of conduct consistently and fairly, Actively teach students appropriate behaviour for interacting with peers and adults, Model appropriate behaviour for interacting with others, Teach students what bullying is and that it is not acceptable behaviour. Teach students what to do should they be the target or witness of bullying behaviour. Support students who have been the target of or witness to bullying behaviour, Support students who have engaged in bullying behaviour in order to help them develop more positive ways of interacting with their peers, Apply progressive discipline as outlined in AP 352 Promoting Positive Student Behaviour, and Complete the school climate survey when it is issued every two years. 	<ul style="list-style-type: none"> Become familiar with the school code of conduct, Learn the definition of bullying and the various forms in which it can present itself, Work with the school staff to educate their children on appropriate behaviour for interacting with other children and adults, Model appropriate behaviour for interacting with others, Report incidents of bullying to school staff as soon as possible to assist staff in dealing with the matter quickly, Support school staff in implementation of bullying prevention initiatives, restorative practices and progressive disciplinary measures, and Complete the school climate survey when it is issued every two years. 	<ul style="list-style-type: none"> Become familiar with the school initiatives to promote a positive and welcoming atmosphere, Provide resources that complement the initiatives being undertaken by students, staff and parents to address bullying within the school and the community, and Report incidents of bullying to school staff as soon as possible to assist staff in dealing with the matter quickly.

Intervention/Responding	How We Report Bullying at Our School		
	Procedures are in place that allows 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: <ul style="list-style-type: none"> Reporting bullying to a trusted adult (e.g., teacher, administrator, support staff, coach, police liaison officer) "Stop A Bully" button on the school website 	Staff Reporting: <ul style="list-style-type: none"> "The Education Act states that an employee of the board who becomes aware that a student at the school may have engaged in a serious student incident shall report the matter 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) 	Parent/Community Reporting: <ul style="list-style-type: none"> Reporting bullying to the classroom teacher and/or administration by a phone call or letter Reporting bullying to the admin by email (hot link on website) "Stop A Bully" button on the school website
	How We Respond to Bullying at Our School		
Our school response to bullying includes a tiered approach that may involve the following immediate and long-term actions:			
<ul style="list-style-type: none"> Staff will ensuring the safety of all involved Staff will respond to any student behaviour that is likely to have a negative impact on the school climate If a situation does not threaten the staff member who is witness or who has been told of an incident, he/she must intervene. If the staff member considers his/her intervention in the situation successful, student is not referred to administration. However, administration must be informed if the staff member considers the incident to be one of violence or bullying. The staff member may determine that the student involved in the bullying and/or violent behaviour should be sent directly to administration, depending on the severity of the incident. At the discretion of the school principal, police intervention may be requested. Staff will use "teachable moments" with Progressive Discipline Staff will follow "A Restorative Approach to Handle Harassment in the Hallways in Three Minutes" (Stop the harassment, Identify the harassment, broaden the response, help the offender make amends, ask for change in future behaviour, check in with those impacted) Administration may conduct a school-based investigation Administration may contact community partners, when necessary; 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 Administration will consider mitigating and other factors 			

Intervention	How We Support and Follow-Up With Those Affected 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:	
	<ul style="list-style-type: none"> • School level support such as connection to a caring adult (e.g., guidance counsellor, teacher, student success teacher, SERT, support staff, coach) or appropriate co-curricular program (e.g., Peer mentoring, Gay-Straight Alliance, Me To We Group,) • School level support such as school nurse, addiction councillor, school liaison officer • Board level support such as social workers or psychological services (with consent) • Identifying community support resources (e.g., mental health services and counsellors) 	
	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:	
<ul style="list-style-type: none"> • Individual monitoring plan based on individual needs (e.g., regular check-ins) The degree of support offered and their frequency shall depend upon the feedback from the student. • A determination will be made as to which members of the school staff must be made aware of the incident, to ensure that the student is safe. 		

Training	How We Are Building Capacity for Prevention and Intervention At Our School		
	Training opportunities include board level training, community led training, and school based training.		
	Student: <ul style="list-style-type: none"> • Grade Assemblies • Police Liaison presentations • iMatter Mental Health Training • Presentations • Peace Tree • THINK Posters • Anti-bullying week Activities • Student created video focusing Digital Citizenship • Character Sessions on OSSLT day • Grade 9 Camp Day • Me to We Day 	Staff: <ul style="list-style-type: none"> • Restorative Practice • Culturally Responsive Pedagogy • Safe Talk Training • Violence Threat Risk Assessment Protocol • Safe Schools Bullying Awareness • Respect Online Program 	Parents: <ul style="list-style-type: none"> • Parents Reaching Out Initiatives (Grade 8 package with bullying flyer, new website, new sign, etc.) • School Council speakers (PIC) • Parent engagement • Presentations/activities

How We Are Communicating With Students, Staff and Parents		
To support a whole school approach, the school will communicate with staff, students, and parents. Communication methods include		
Communication	Student:	Staff:
	Discussions and conversations Announcements Classroom visits Assemblies School/Board websites/Newsletters Social media Posters	Discussions and conversations Staff meetings Department meetings Professional development days E-mails Social media Committees Professional learning networks School/Board websites
	Parents:	
	Discussions and conversations School/Board websites/ Newsletters Parent engagement activities (e.g., Open house, assemblies, concerts, information nights) Social media Synervoice	

How do we respond to Unacceptable Behavior	
Consequences	Each person is considered as an individual and consequences for unacceptable behaviour are carefully considered. Discipline should be a matter of learning. Consequences of misbehaviour may range from a warning or interview to suspension, expulsion and/or police involvement, depending upon the circumstances.
	<p>Unacceptable student behaviour may include any or all of the following:</p> <ol style="list-style-type: none"> 1. Assignment of detentions or assignments by teachers and/or school administration. Lunch hour detentions are to be served on the assigned day, in the detention room, at the start of the lunch period. They are 25 minutes long. 2. Consultation between parents and teachers and/or school administration. 3. Counseling and/or mediation. 4. Removal of privileges. 5. Restitution. 6. Negotiation of a specific contract between the student and the school. 7. Suspension or removal from a specific class. 8. In school suspension. 9. Out of school suspension. 10. Withdrawal from school. 11. Expulsion from school. <p>Note: All interactions with the Police and CAS will follow the Police/School Board Protocol.</p>

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 Department meetings Committee meetings AMDSB School Climate Survey Safe and Accepting Schools Team training