

BULLYING PREVENTION AND INTERVENTION PLAN

Name of School: Marymount Academy

Members of the Safe and Accepting Schools Committee:

Principal:	Stephanie Venturi
Vice-Principals:	J. Michelutti
SS Teachers:	L. Massimiliano (Secondary)/J. Chalut (Elementary)
Guidance:	Lynn Massimiliano
Resource Teacher:	J. St. Pierre (Secondary), J. Chalut (Elementary)
Chaplain:	Jennifer Geddes
Teacher Reps:	J. Tourville, T. Jutila
Staff Rep:	Tina Trudeau

Policy Statement:

Sudbury Catholic District School Board is committed to ensuring that all our school environments are ones of respect, dignity and trust, consistent with the Gospel Values. Bullying fails to respect the dignity and value of all individuals involved. Accordingly, the Board believes that all forms of bullying are unacceptable behaviours.

Please refer to <http://www.scdsb.edu.on.ca/admin/apgs/index.php> for SCDSB Bullying Prevention and Intervention Plan (APG).

At Marymount Academy we are committed to making our Catholic school a better place where:

- Students, parents, teachers and other school staff have the right to be safe, and to feel safe, welcomed and accepted;
- Healthy and respectful relationships based on Christ's teachings are promoted among all members of the school community;
- Students are encouraged to be leaders;
- Students, staff, parents and community members are expected to be positive role models and actively engaged;

- Positive behaviour is reinforced and celebrated;
- The Catholic Graduate Expectations are emphasized and support the improvement of learning outcomes for all students;
- Everyone is respected and valued.

Definition of Bullying (Bill 13)

“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. Electronic Bullying (commonly known as cyber-bullying), includes,

- (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.

Awareness Strategies

- Complete climate survey a minimum of every two years;
- Bully Awareness and Prevention week beginning the third Sunday in November;
- Quarterly review of the code of conduct (Sept, Nov, Feb, and April), expected behaviours and definition of bullying with students and stakeholders through classroom visits, assemblies, newsletters, announcements, school council meetings, websites etc.

Programs and Prevention

Individual Level:

- Foster respectful relationships and understanding with those around you.
- Hold meetings with students and their parents when inappropriate behaviour occurs.
- Support positive change and positive behaviour.
- Develop individual intervention plans for students involved in serious incidents.

Classroom Level:

- Make students feel safe
- Create an equitable and inclusive space for students.
- Give student voice and choice.
- Communicate positive behavioural expectations and consistently enforce school-wide rules on behaviour.
- Hold regular class meetings/discussions and communicate regularly with parents.
- Give opportunities for social emotional learning to build and practice healthy relationship skills through classroom activities and programs.
- Embed the principles of respect, equity and inclusive education through curriculum resources and classroom practices.

School Level:

- Ensure a culture of inclusivity and equity.
- Provide training for staff.
- Give opportunities for student voice and choice.
- Conduct pre and post school climate survey results to inform practices.
- Establish and communicate school rules regarding behaviour.
- Review and refine the school's supervision plan, which should identify 'hotspots' or those areas difficult to supervise.

Community Level:

- Foster school-community partnerships to support the school's programs.
- Communicate the schools' Code of Conduct and expectations on appropriate behaviour to the school community.

Intervention and Supports

Reporting incidents of bullying is the responsibility of all staff.

Reported incidents of bullying will be investigated and addressed through the teacher and/or principal/vice-principal. In addressing incidents of bullying (keeping in mind

mitigating factors such as age, circumstances, history, IEP), a progressive discipline approach should be used, which could include the following:

- Contact with the pupil's parent(s)/guardian(s);
- Verbal reminders;
- Review of expectations;
- Referral to CYW, or ISW;
- Reflection;
- Peer mentoring;
- Restorative justice;
- Possible detention;
- Meeting with School Liaison officer.

In some circumstances suspensions and expulsions may result.

Supports and Follow-up

- a) Incidents of bullying will be followed up with the students involved, the parents, the teachers and other school staff and community partners where appropriate.
- b) Students who engage in bullying, who have been bullied or may have witnessed or been affected by bullying will receive support which may include but is not limited to the following:
 - One on one and/or group meetings;
 - Learning opportunities;
 - Restorative justice;
 - Contracts or behaviour plans;
 - Referrals to CYW and or ISW;
 - Referrals to community partners such as the School Liaison Officer.

Suggested References

The Promoting Relationships and Eliminating Violence Network (PREVNet)
www.prevnet.ca

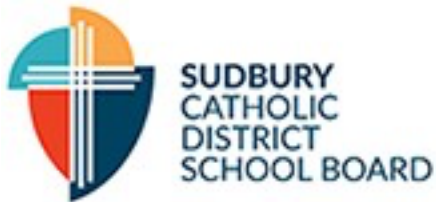
Policy/Program Memorandum No. 144: Bullying Prevention and Intervention
www.edu.gov.on.ca/extra/eng/ppm/144.pdf (English Version)

<http://www.edu.gov.on.ca/extra/fre/ppm/144f.pdf> (French Version)

Policy/Program Memorandum No. 145: Progressive Discipline and Promoting Positive Student Behaviour

www.edu.gov.on.ca/extra/eng/ppm/145.pdf (English Version)

<http://www.edu.gov.on.ca/extra/fre/ppm/145f.pdf> (French Version)



Toolkit for Safe, Inclusive and Accepting Schools on the Ontario's Institute for Education Leadership website

<http://live.iel.immix.ca/safeandacceptingschools/>

Ontario's Equity and Inclusive Education Strategy

www.edu.gov.on.ca/eng/policyfunding/equity.pdf

Equity and Inclusive Education in Ontario: Guidelines for Policy Development and Implementation

www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf

Policy/Program Memorandum No. 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools

www.edu.gov.on.ca/extra/eng/ppm/119.html (English Version)

www.edu.gov.on.ca/extra/fre/ppm/119f.pdf (French Version)

Ontario's Parent Engagement Policy

www.edu.gov.on.ca/eng/parents/poliicy.html

BULLYING PREVENTION AND INTERVENTION PLAN GOALS

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School Goals:

Key Issues of Concern/ Highlights	School Bullying Prevention and Intervention Goal(s)	Next Steps (Bullying Prevention and Intervention Strategies)
Student Anxiety	To create a 'place' for all students, and a caring adult for each student	-Creation of lunch clubs, Child and Youth worker, Indigenous Support worker, parent involvement, gender neutral washrooms, flying the Pride flag and Caring Adults.
Equity and Inclusivity	Bring attention to the individual differences and new cultures that belong to the school community	-identify the different cultures in the school and display their flags in the front foyer, building relationships through sports/clubs, use of the Child and Youth worker, Indigenous Support worker and other support staff personnel.