GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD BULLYING PREVENTION AND INTERVENTION PLAN 2023-2024

The GECDSB formally recognizes the discrete the second sec

SECTION:

- 1. Purpose
- 2. Education Awareness and Outreach
- 3. Evaluation of Evidence
- 4. Policy and Procedures
- 5. Prevention
- 6. Interven (e)-r to address

engages all stakeholders

o develop, in consultation with rdiamsol councils and the

2. EDUCATION, AWARENESS AND OUTREACH

The Board and each school will endeauroto increase education, awareness and outreach, which will help to engage all members of the school community to support school and Board efforts to deal with inappropriate student behaviour, including bullying.

Communications with the school community will include the following Ministry of Education definition of bullying as defined in section 1 of definition 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 pupiknown to 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 of 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 "bulliyingu" bsection (1) pehaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying

For the purposes of the definition, "bullying subsection (1) includes bullying by electronic means (commonly known as cyberlying), including,

- a) creating a web page or a blog in which the creator assumes the identity of another
- b) impersonating another person as the author of content or messages posted on tinternet; 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.



The Board and schools should strive to:

- x Identify different types of bullying, including to the bythe byt
- x Understand the myths and realities of bullying behaviour.
- x Identify bullying and differentiate budy from rough play and conflict.
- x Differentiate between teasing and bullying.
- x Understand power and peer dynamics.
- x Identify how biases, prejudice and hate can lead to bullying.
- x dentify different manifestations and underlying factors of bullying, such as body image, racism, sexism, homophobia, disability

In addition, each school should take the following steps:

- x Recognize a whole shool approach and the portance of a positive school climate for student achievement and wheling.
- x Include positive culture and wheeling goals in its school improvement planning.
- x Develop awareness and understanding of the factors that contribute to a safe, caring and inclusive school climate.
- x Identify ways to make students aware of how they can help, parded registrant report bullying.
- x Seek student and parent/guardian voice in developinglying prevention and intervention strategies.
- x Identify strategies to engage parents in conversations about bullying and prevention and how to promote a positive school climate
- x Reach out to parentsuardiansand the broader school community. Consider the following:
 - ➤ Reflect on relationships and interactions **and** so promoting healthy relationships using a variety of strategies.
 - ➤ Become knowledgeable about community partners and resources in the school and in the broader community.
- x Communicate and share with the school community, policies and procedures pertaining to safe schools, bullying prevention and intervention

3. EVALUATION OF EVIDENCE

Pre-evaluation Strategy

Each school will base its bullying interventions, strategies, practices and programs on evidence. Each school will take the following to assess their arbuillying initiatives and strategies:

x Identify the main issues of concern in a particular school r by students, school staff, pare gtardians, as well as identification issues in the physical environment.



7. CURRENT PLAN OF ACTION 2023-2024

Action item # 1: Bullying Awareness Week and "Welcoming and Inclusive Schools" Campaigns

Bullying Awareness and Prevention is oming andyear-round Last year our System Wide Bullying Prevention and Intervention Committeemewas WELCOMING AND INCLUSIVE SCHOOLS. The Mental Health Leadership Committee feels strongly that this needs to continue to be a focused priority in our schools and have decided to continue with this them for this year. The role of schools is to enhance the mental health of all students weBef can understand our students, promote teaching and learning and partner with home, school and community partners, students first need to be welcomed and included into their school environment. What do all students need at school@ry day studentseed a smile and a warm welcome, a connection to a caring adult, and a sense of belonging and inclusion. They need a chance to learn and a safe place to take risks. They need someone who withdotice reach out when something is wrong, someone who will listen and try to find them help and someone who believes in them and will instill hope.

For Bullying Awareness and Prevention Week 2023 GECDSB Schools will continue to promote and createWELCOMING AND INCLUSIVE SCHOOLS". By planning activities launchingnewinitiatives and/or continuing with initiatives that were introduced last year that ant458.0 OTd (7om)7 4e BT ntng. ,i