



**BULLYING PREVENTION PLAN 2024-2025
FOR SAFE AND MENTALLY HEALTHY SCHOOLS**

School Name: St. Patrick’s Catholic High School	Date: December 16, 2024
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Safe School Action Team Composition: Please indicate number of representatives in the following categories:

Students: 5	Teaching Staff: 3	Non-Teaching: 2	Parents: 3	Community: 2	Admin: 2
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Points for Consideration:

<p>Effective Action Plans consider the following sources of information:</p> <ul style="list-style-type: none"> ● Current survey results (school climate) ● How are you embedding Social Emotional Learning into the everyday practices in your classrooms and school? ● Survey trends - who is marginalized? ● Suspension reports - is there over-representation from vulnerable populations? ● Addressing anti-racism and anti-oppression in schools ● Feedback about safe and mentally healthy initiatives ● Focus groups of students and educational partners ● Audits of physical environment re: safe and mental health-safe places ● Review of existing programs and policies ● Information and input from parents and community partners ● Violent incident reports ● Students sent to other schools, alternate centres, offsite programs ● Referrals to mental health agencies/partners ● Consider the need for staff and student training, resources, and timelines 	<p>Effective safe and mentally healthy school programs:</p> <ul style="list-style-type: none"> ● School climate data from 2023 ● Use of MindUP program, SEL from School Mental Health Ontario and school-wide strategies that support SEL development ● Are comprehensive in nature and adhere to the Foundations of a Healthy School ● Reflect our Mission and focus on Equity and Inclusion for all ● Reflect our Faith ● Focus on skill building ● Focus on strengths of students and staff ● Select appropriate targets for change ● Select evidence-based strategies and programs ● Include students in the planning, implementing, and evaluating of activities ● Include parents in the planning and decision-making process ● Focus on the changing social and physical environment ● Attend to effective implementation practices
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Consider some of the following questions to help guide discussion and move you toward developing and selecting your school goals:

1. In what ways are 'Safe and Mentally Healthy Schools' embedded into your school's curricular programs? Are programs evidence based and age appropriate? Do gaps exist in any grade?
2. Do staff know the resources and guidelines provided for Safe Schools and Mental Health by the Ministry of Education? What type of training will be done?
3. Do all stakeholders feel welcome and involved in your school activities? What gaps, if any, are evident? How are you considering input from a lens of equity?
4. Are there comprehensive initiatives/programs that focus on positive, strength-based assets? Are students and parents involved in the planning, decision making for these initiatives?
5. Are faith-based practices focusing on spiritual and emotional health promoted as part of safe and mentally healthy schools?
6. Do you have anonymous confidential reporting at your school? Consider how students and staff report on mental health and bullying in your school.

Based on the information gathered and questions answered above identify up to three goals your school plans to implement. Complete the template below for each goal the team has identified.

Goal #1:			
Specific Goal: If we prioritize SEL practices such as self-awareness, managing emotions, and healthy relationships in our daily interactions, then we will create a positive and supportive school climate where all students and staff feel valued, respected, and connected.	Specific Implementation Strategies: <ul style="list-style-type: none"> • Explicit conversation around SEL with staff • Collaboration with SCCDSB SEL Lead to provide leadership/mentoring opportunities for staff and students • Link Crew • SSO training 	Timelines: Ongoing	Indicators of Success: <ul style="list-style-type: none"> • Increased visibility of inclusive environments. • Increased student feeling of belonging.
This goal is related to: <ul style="list-style-type: none"> • Staff input Board focus • SEL Competencies 	Stakeholders involved in the implementation and outcome of this goal: <ul style="list-style-type: none"> • All staff • All students 	How will you communicate the goal to stakeholders? <ul style="list-style-type: none"> • Curriculum connections • Announcements • School-wide activities • Department Head/Staff Meetings 	

Goal #2:			
Specific Goal: If we build staff capacity with useful tools, then we can educate students about the impact of social media on their lives and support the mental health needs of our students.	Specific Implementation Strategies: <ul style="list-style-type: none"> ● Provide current training for all staff ● Weekly Student Success meetings ● Explicitly teach students how to respond to unfavourable content on social media 	Timelines: Ongoing	Indicators of Success: <ul style="list-style-type: none"> ● Increased communication and conversation about the positive and negative impact of social media on students.
This goal is related to: <ul style="list-style-type: none"> ● School Climate Survey ● Staff needs and input 	Stakeholders involved in the implementation and outcome of this goal: <ul style="list-style-type: none"> ● All staff ● All students 	How will you communicate the goal to stakeholders? <ul style="list-style-type: none"> ● School newsletter ● PD days ● Curriculum connections 	

Goal #3:			
Specific Goal:	Specific Implementation Strategies:	Timelines:	Indicators of Success:
To increase and diversify opportunities for students to explore well-being.	<ul style="list-style-type: none"> ○ Wellness Videos that relate to SCCDSB virtues of the month. <ul style="list-style-type: none"> ● Aligning with our faith-based curriculum ● Aligning with our Catholic Education ● Making small little differences in both staff and students ● Bringing awareness to that virtue ● Universal approach ○ Kindness Week <ul style="list-style-type: none"> ● Universal approach to spreading kindness ● Finding creative ways to reach all students and staff (kindness cards, announcements, quotes in the halls) ○ Wellness Conferences <ul style="list-style-type: none"> ● Universal approach ● Supporting students' needs/wants ● Listening to student voices ● Expanding their knowledge toward mental health and how to take care of their own ● Finding new and creative ways to support student mental health ● Bringing awareness to mental health and school supports 	Ongoing	<ul style="list-style-type: none"> ● Reduction in bullying and harassment reporting (formal and informal) ● Increased participation in well-being initiatives ● School Climate Survey ● General improvement in school culture

This goal is related to:	Stakeholders involved in the implementation and outcome of this goal:	How will you communicate the goal to stakeholders?
<ul style="list-style-type: none"> ● School Climate Survey ● Review of existing programs and policies. 	<ul style="list-style-type: none"> ● Bullying Prevention Planning Team 	<ul style="list-style-type: none"> ● School newsletter ● PD days ● Curriculum connections ● Department Head and Staff meetings

Bullying Prevention and Intervention

In creating bullying prevention and intervention plans, the Ministry of Education provides boards with definitions that should be considered when developing Bullying Prevention and Intervention Plans.

From Policy/Program Memorandum No. 144, 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, 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 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.

Bullying includes the use of any physical, verbal, electronic, written, or other means.

Bullying is distinguished from conflict by the presence of a power imbalance. For bullying, there is a power imbalance whereas in conflict the power balance is more likely to be equal.

Cyberbullying includes the use of electronic means and communication technologies (e.g., email, cell phones, blogs, web pages,) to support deliberate, repeated, and hostile behaviour by an individual or group, intended to harm others.

Aggressive behaviour may be intentional or unintentional, direct, or indirect. Aggressive behaviour can take various forms including physical, verbal, and social or relational. Aggressive social behaviour can also occur via the use of technology.

Some of the following references or resources may be helpful:

The Promoting Relationships and Eliminating Violence Network (PREVNet) at <https://www.prevnet.ca/>

- School Mental Health Ontario Equity and Allyship Social Media Bundles:
<https://smho-smsso.ca/blog/online-resources/equity-and-allyship-social-media-bundles/>

Next Safe and Mentally Healthy Schools Action Team Meeting Dates:

1. Thursday, January 16, 2025
2. Thursday, April 17, 2025