![St. Clair Catholic District School Board logo]

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

School Name: Ursuline College Chatham Secondary School	**Date:** October 2024

Safe School Action Team Composition: Please indicate number of representatives in the following categories:

Students: 4	Teaching Staff: 2	Non-Teaching: 1	Parents: 2	Community: 1	Admin: 2

Points for Consideration:

Effective Action Plans consider the following sources of information:	Effective safe and mentally healthy school programs:
- 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	- 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 social emotional 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

Consider some of the following social emotional learning 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 social emotional learning which helps develop positive learning conditions at your school. Complete the template below for each goal the team has identified.

Goal #1:			
Specific Goal:	**Specific Implementation Strategies:**	**Timelines:**	**Indicators of Success:**
Building a culture of positive behaviour and wellbeing through a lens of diversity,	Link Orientation for Grade 9 students Head Start Program Daily opening exercises and prayer	Prior to the start of school invitations for grade 9 students to be immersed in the school.	Participation in our August in service sessions for grade 9 students.

| equity, and inclusion. | Lancer Vision messaging | Ongoing activities starting back post covid bringing excitement and engagement to the UCC community.

Opportunities for students' wellbeing to be addressed.

Classroom conversations to promote welcoming, wellbeing and compassion by caring adults. | Limited number of referrals for incidents of bullying, harassment and intimidation.

Limited number of suspensions for incidents of student conflict especially from a bullying lens.

Teachers and support staff who act as caring adults for our youth (60% report connected to adults).

Strong student success involvement. |
	Opening conduct assemblies		
	Extra curricular activities		
	Wellness Club participation and drop in lunch visits		
	Rainbow Alliance		
	UCC United Alliance		
	CYW small group presentations		
	Student Council initiatives		
	Kindness Week (November 18-22, 2024)		
	Responding swiftly and firmly to incidents of hate or race motivated incidents.		
	Student Support and Wellbeing Team		
	Anti Bullying National Pink Shirt Day promotion February 26, 2025		
This goal is related to:

Strategic Plan | **Stakeholders involved in the implementation and outcome of this goal:**

UCC teaching staff volunteering for transition activities for incoming grade 9 students as well as intermediate senior student volunteers.

Caring adults throughout UCC - teaching, non teaching, admin and CEC staff
Student Council staff leads and student council members | **How will you communicate the goal to stakeholders?**

Intentional efforts reach out to students in need and offer entry points for them to receive support throughout the year.

Communication tools such as School Messenger, EDSBY, Lancer Vision, newsletter, opening exercises and administration touch points with students and staff. | |

	Wellbeing team of CYW, SW, school chaplain and Student Services counsellors. Parent support, contact and intervention with their children.	

Goal #2:			
Specific Goal: To increase the awareness of social media impact on wellbeing of students (ie. cyber bullying)	**Specific Implementation Strategies:** Classroom conversations and community building Youth Officer participation in the school Student services engagement to rectify incidents of risk to students.	**Timelines:** Ongoing Ongoing Grade level student meetings	**Indicators of Success:** Willingness of students to dialogue openly and freely in the classroom Referrals to the office for school intervention
This goal is related to: Student feedback and office referrals related to online behaviour School climate survey data.	**Stakeholders involved in the implementation and outcome of this goal:** Student participation provided feedback for identifying concerns and will be the audience for messaging to build a positive school culture. Staff engagement in being a caring adult and listening to student voices. Chatham Kent Police Youth Officer supporting and promoting respectful and appropriate behaviour Student Services Team and Wellbeing Support	**How will you communicate the goal to stakeholders?** School Advisory Council meeting and guest presentations. School newsletter School Messenger communication EDSBY	

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 Faith and Wellness www.smho-smso.ca/fw
- School Mental Health Ontario Equity and Allyship Social Media Bundles:
  https://smho-smso.ca/blog/online-resources/equity-and-allyship-social-media-bundles/

Next Safe and Mentally Healthy Schools Action Team Meeting Dates:

1.
2.