



BULLYING PREVENTION PLAN FOR SAFE AND MENTALLY HEALTHY SCHOOLS

School Name: Ursuline College Chatham

Date: January 2022

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

Students: 2	Teaching Staff: 1	Non-Teaching: 1	Parents: 1	Community: 1	Admin: 1
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Points for Consideration:

Effective Action Plans consider the following sources of information:

- Current survey results (school climate)
- Survey trends- who is marginalized?
- Suspension reports-is there overrepresentation 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, alt centres, offsite programs
- Referrals to mental health agencies/partners
- Consider the need for staff and student training, resources and timelines

Effective safe and mentally healthy school programs:

- School climate data from 2021
- 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

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:	Specific Implementation Strategies:	Timelines:	Indicators of Success:
Staff, students parents and school community promote and sustain student well-being and positive behaviour in a safe, accepting inclusive and healthy learning environment.	Lancer Link Gr. 9 Orientation (virtual) Conduct Assemblies (virtual) Youth Officer Opening exercises and daily prayer Lancer Vision media presentation Student Council school wide initiatives Promotion of OCGE's	Shared during virtual grade level assemblies at the beginning of each semester Ongoing throughout the year	Reduction in the numbers of reports to the office by students who are harassed or bullied. Overall number of referrals to the school Social Worker

		Embedded in classroom teaching.	
<p>This goal is related to:</p> <p>School Climate Survey Ontario Catholic Graduate Expectations</p>	<p>Stakeholders involved in the implementation and outcome of this goal:</p> <p>All Staff</p> <p>Lancer Link Coordinators and Link Crew student leaders</p> <p>Leadership Class</p> <p>Youth Officer</p> <p>Student Council Staff Reps and student leaders</p> <p>Chaplain</p> <p>Social Worker</p>	<p>How will you communicate the goal to stakeholders?</p> <p>Opening exercises and morning prayers</p> <p>Lancer Vision</p> <p>School newsletter</p> <p>School website</p> <p>Staff and Department meetings</p> <p>EDSBY</p>	

Goal #2:			
<p>Specific Goal:</p> <p>To educate our students about the impact of social media on their lives. and as a staff work together to support students with mental health needs.</p>	<p>Specific Implementation Strategies:</p> <p>Staff</p> <p>Students</p> <p>Youth Officer</p> <p>Social Worker</p>	<p>Timelines:</p> <p>Ongoing</p>	<p>Indicators of Success:</p> <p>Increased communication and conversation about the positive and negative impact of social media on students.</p> <p>Fewer referrals to the office in regards to negative social media.</p>
<p>This goal is related to:</p>	<p>Stakeholders involved in the implementation and outcome of this goal:</p>	<p>How will you communicate the goal to stakeholders?</p>	

School Climate Survey Staff needs and input in an effort to build staff capacity on the efforts of social media on students.	Staff Students Youth Officer Social Worker	School newsletter PD Days Curriculum connections Morning exercises and morning prayers Lancer Vision Conduct Assemblies
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Goal #3:			
Specific Goal:	Specific Implementation Strategies:	Timelines:	Indicators of Success:
This goal is related to:	Stakeholders involved in the implementation and outcome of this goal:	How will you communicate the goal to stakeholders?	

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-smso.ca/blog/online-resources/equity-and-allyship-social-media-bundles/>

Next Safe and Mentally Healthy Schools Action Team Meeting Dates:

1. March 2022
- 2.