# 2026 - 2027

# Bullying Prevention and Intervention Plan

## *Promoting Healthy Relationships within Positive School Climates*

Henry Street HS

## OUR SCHOOL COMMITMENT

We are committed to establishing and supporting learning and working environments that are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination, oppression and harm. Indigenous inherent rights, human rights and equity are at the center of our work. This fundamental commitment to human rights begins with meaningful investment in a Positive School Climate.

A Positive School Climate:

- Ensures that everyone is treated with dignity and respect;
- Expects, welcomes and includes everyone;
- Values, affirms and supports the expression of diverse identities;
- Promotes, protects and upholds Indigenous inherent rights and human rights – including students' right to education without discrimination and employees' right to employment without discrimination;
- Centres the rights of the child/student in ways that are not discriminatory and that do not cause or perpetuate harm;
- Prioritizes relationships, well-being and equity through a whole school approach.

While we work proactively to promote positive and respectful interactions, we will also address any behaviour or interaction that is likely to have a negative impact on the school climate, including bullying, discrimination and other forms of harmful interaction. In planning our responses, we will consider and provide support for all impacted staff and students, including those who were harmed, those who witnessed the harm, and those who caused harm.

**We will promote a Positive School Climate in both proactive and responsive ways**

## MINISTRY STATEMENTS

*"*A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of bullying prevention."

*Taken from Ministry of Education of Ontario, PPM 145*

"Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate."

*Taken from Ministry of Education of Ontario, PPM 144*

## HEALTHY RELATIONSHIPS

Healthy Relationships are grounded in treating one another with dignity and respect.

Healthy Relationships provide:

- A sense of security and stability
- Basic needs
- A sense of being valued and belonging
- Support and guidance to learn essential skills and understanding
- Protection from excessive stress

All adults who are responsible for children play an important role in teaching them about healthy relationships and bullying. Teachers, parents/guardians, and other adults involved in children's lives:

- Model relationship skills and attitudes
- Create positive situations in which children and youth interact

Children will only learn positive relationship skills and attitudes if they observe and interact with adults who model positive relationships when interacting with children and adults.

*PREVNet*

## HARMFUL INTERACTIONS

**Bullying:** 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 ancestry, size, strength, age, intelligence, peer group power (e.g., popularity), 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 "bullying", behaviour includes the use of any physical, verbal, electronic, written or other means.

**Aggression:** A response to conflict, threat or an internal emotional state of anger/irritability in which the intent to harm may or may not be present. Aggression…

(a) can take direct or indirect forms, including physical, verbal, social and electronic
(b) can become bullying when a power imbalance in a relationship develops over time because repeated acts of aggression may intimidate the person on the receiving end

**Teasing:** A type of "playful" interaction that can range from positive (e.g., bantering, joshing, ribbing) to negative (e.g., mocking, pestering, tormenting)

(a) Positive teasing takes place within a healthy relationship. It is good natured, fun and reciprocal
(b) Negative teasing is characterized by words or actions that cause harm on one or both sides of the interaction. Negative teasing harms relationships as well as the school climate

**Slurs and personal insults:** The use of discriminatory, targeted or hateful language that is focused on Human Rights Code grounds, a person's identity or personal characteristics is never acceptable, whether this language is used in the context of bullying, conflict, teasing or aggression. These include:

(a) Slurs and phrases that dehumanize, mock, ostracize, discriminate against or victimize others based on race, Indigenous identity, sexual orientation, gender, gender identity, religion, ethnicity, neurodivergent traits, ability, financial status, family status, etc.
(b) Personal insults that target traits like body type and other physical characteristics, "intelligence," personality traits or personal interests

**Conflict:** A normal type of interaction that everyone should learn to navigate and resolve effectively. Conflict may be distinguished from other harmful interactions in that…

(a) there is no power imbalance between those in conflict, or at least, the power imbalance is not being weaponized by the person with more power
(b) all parties are typically invested in resolving the conflict (or at least ending it)
(c) conflict most often occurs among people who share an existing relationship: classmates, siblings, friends, partners, colleagues, etc.
(d) tensions underlying the conflict are not related to identity (e.g., ancestry, race, ethnicity, gender, sexual orientation, religion) and may be amplified by stressors for one or both parties in conflict
(e) conflict typically centers on disagreement, personal errors, unclear or unmet expectations, or poor communication

**Cyber-bullying:** For the purposes of the definition of “bullying” seen here, bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

(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.
(d) engaging in threatening, offensive or demeaning comments online towards another member of the school community

## Our Positive School Climates Team (Previously known as "Safe and Accepting School Team")

Our Positive School Climate Team leads our planning to promote a safe, inclusive, and welcoming school climate.

- **Chair:** N. Whaley
- **Teacher(s):** A. Igel, K. Hines, A. Mathews, J. McKinnon,
- **Community Partner(s):** Amanda Kernohan – Public Health Nurse
- **Student(s):** Adam Z., Samantha M., Saiyaana M., Ahmad Z., Delaney C., Emily D., Evelyn W.
- **Vice Principal:** T. Biffin J. Rook

## Strengths and Goals

### What the Data Tells Us – School Climate and Well-being Surveys and Other Data

As part of the on-going monitoring and evaluation process, schools gather data from various of sources, including school climate surveys of students, staff and parents/caregivers every two years. Our school data indicates the following:

**Strengths:**

- Students feel their culture is represented and respected in our school
- A large majority of students feel safe at school
- Students get along with others most of the time and support each other
- Students feel valued and welcomed into school

Based on the analysis of various sources of data, our school has identified specific bullying prevention and intervention goal statements for this school year. These goal statements will drive our actions for this year. Outcomes will be monitored and assessed using a continuous improvement cycle.

**Goals:**

To increase student awareness about resources and support they can access when feeling sad, anxious, hopeless, stressed, angry, confused, wired, or some other unusual emotion for them

- We will embed Character Education using a whole school approach committed to modelling and encouraging positive and respectful behaviour
- To support student voice in our school, through a variety of diverse and inclusive clubs/teams/structures
- To develop mechanisms to improve staff-to-student connections
- To create opportunities to build community amongst students and co-ordinate activities between various clubs/teams
- To establish formalized mentorship opportunities between senior and junior students
- Providing opportunities for students to access supports for their mental health and well being, including substance use

## Proactive Approaches

### What We are Doing in Our Classrooms and in Our School - Strategies that Promote a Positive School Climate

Our school is implementing a variety of strategies to support student well-being, affirm and promote diverse identities, and create a welcoming environment. These strategies involve students, staff, parents and community members as part of a whole school approach. Below are highlights of our strategies:

- Fostering healthy relationships / bullying awareness and prevention through the physical education and health curriculum
- Building resiliency – supported by the Health Department
- Bullying awareness and prevention – Kindness Week
- Caring adult – using student success as well as school wide interventions
- Character Education embedded throughout school
- Community involvement activities and opportunities for volunteerism
- Conflict resolution – conferencing with students/parents/guardians
- Culturally responsive and relevant pedagogy
- Equity and inclusive education – equity continuum including Indigenous Education, and support staff PD through the Anti-Oppression Department
- Positive mental health – Staff PD with the support of DDSB CYW
- Positive sense of self – school wide focus, growth mindset PD
- Progressive discipline: A bias-free approach
- Restorative practices as supported through administration
- School-based community events
- Student Advocacy Forums - ensuring every student has a voice and feels represented in the school
- Cyberbullying awareness and safety in the online learning environment
- Anonymous Tips (Report Bullying Button)
- Guidance and administration value open communication
- We are continually promoting self-reflective pedagogy and working on ways to make improvements throughout our school community
- Presentations and seminars focused on current issues relevant to school community
- Positive School Climate Committee analyzes and incorporates data from the School Climate Survey and Be the Voice Forum to ensure everyone feels a sense of belonging and well-being, including all staff and students
- Staff supports that include our Guidance Department, Student Success Team, Social Work and Psychological Services and De-Streamed Gr 9 Coaches
- School is continually supporting bullying prevention and interventions
- Staff are actively incorporating, universal design for learning, as well as, inclusive resources for lessons and activities
- Clubs & Activities posted for all staff and students, as well as bulletin boards for student clubs and activities
- School participation in the Durham Youth Drug Awareness Conference
- Resources from TAMI conference to support Teen Mental Health, implemented at the school level
- DDSB Mental Health Conference, display boards presented throughout the school
- Connecting with elementary feeder schools, drug awareness and mentoring
- Indigenous and environmental education that promotes literacy and awareness

## How Student Voice is Present in Our School

Engaging students to help shape the learning environment is an important component of a whole school approach in promoting a positive school climate – a climate in which *each and every* student feels that they matter. The following examples are highlights of student voice in action at our school:

- Gender-Sexuality Alliance
- Student Council/Leadership
- Muslim Students' Association
- DENSA
- Indigenous Student Circle
- Black Student Union
- Student Ambassadors
- Environmental Club
- Bullying Awareness and Prevention Week Conference
- Safe Schools Student Voice Conference
- Student participation on the Positive School Climate Team
- Student Leadership Courses
- Student Census Forum
- Arts Council
- HSHS Athletic Council
- Robotics Club
- Games Club, Chess Club, D & D Club
- Tech Crew
- School Reach Book Club
- Musical Theater Workshop
- Students have the ability to create and facilitate sports, clubs, initiatives
- Students have a say in the shape and visibility of the school in general
- More responsibility is available to students in school depending on their interest level
- Staff is welcoming and encourages students to help shape the school community
- Students are given more of a push to advocate for themselves when they see their efforts are acknowledged and rewarded
- Inclusive Student Services incorporates safe spaces and is accessible to all students

## How we create the conditions whereby students feel safe to report bullying and other harmful interactions at our school.

Creating the conditions within which students may feel safe to report begins with investment in relationship and the promotion of a Positive School Climate. Additionally, procedures may be put in place that facilitate students and parent/caregiver reporting as well as procedures that outline the requirements for staff to report such instances in accordance with legislation.

**Student Reporting:**

- Reporting bullying or other harmful interactions to a trusted adult (e.g., parent/caregiver, teacher, administrator, support staff, police liaison officer).
- Using the "Report Bullying Now" button on the school/board website provides students a more discreet means of reporting bullying behaviours.

**Staff Reporting:**

- "The Education Act states that an employee of the board who becomes aware that a student at the school of the board may have engaged in a serious student incident shall report the matter to the principal as soon as reasonably possible" (PPM 144)
- When appropriate, staff complete and submit the "Safe Schools Incident Reporting Form – Part I" to the principal. The principal provides written acknowledgement to the employee using the "Safe Schools Incident Reporting Form – Part II" (PPM 144)

**Parent/Community Reporting:**

- Reporting bullying and other harmful interactions to the classroom teacher, support staff and/or administration
- Using the "Report Bullying Now" button on the school website

**Strategies that help students to feel safe to report (e.g., relationship-building strategies, reporting mechanisms, awareness-building)**

- Ensuring the safety of all involved
- Responding to any student behaviour that is likely to have a negative impact on the school climate
- Contacting the parents of the person(s) who has been harmed and the parents of the person(s) who has caused harm, in accordance with legislation
- Collaborating with community partners, when appropriate
- Developing an action plan that is responsive and supportive
- Engaging in restorative practice conferencing, when appropriate
- Implementing a Safe Schools Student Safety Plan, when necessary
- Implementing/reviewing a Special Education Behaviour Safety Plan, when appropriate

## How We Are Building Capacity for Promoting Healthy Relationships as Part of a Positive School Climate at Our School.

Training/learning opportunities occur at the board level, community level and school level. Here are highlights of our training/learning opportunities:

**Students:**

- Welcome back / Grade Level Assemblies – review Code of Conduct
- Safe Schools Bullying Awareness and Prevention and Student Voice Conferences
- Talking About Mental Illness (TAMI)
- Cyber Safety
- Digital Citizenship
- Public Health presentation
- Specialist High Skills Major programming
- Workplace safety presentations

- Guidance grade level Google Classrooms
- Mental Health Week
- Character Education – Conversations and Teachable Moments
- Student leadership initiatives with a focus on building community, establishing a positive school climate
- Student of the Month

**Staff:**

- Culturally relevant and responsive pedagogy training
- School Climate Survey/Positive School Climate Team training
- DDSB Safety Week
- Dr. ABC – Andrew Campbell – Professor at OISE
- Mental Health First Aid for Adults Who Interact with Youth training, ASIST training
- Violence Threat Risk Assessment Protocol training
- Safe Schools Bullying Awareness and Prevention Week and Pink Shirt Day
- Positivity Week and school activities
- Orange Shirt Day, incorporate staff training and resources
- Building resiliency through self-regulation
- New Teacher Induction Program (NTIP) training
- Public Health presentations, facilitated through Public Health Nurse
- Clubs & Activities shared with staff, students and school community

**Parents/caregivers:**

- Parents Reaching Out Initiatives
- Parent/Guardian/Teacher event with social work and community representatives
- School Community Council
- Incorporating guest speakers at SCC meetings
- Parent engagement presentations/activities

## Responsive Approaches

### How We Respond to Bullying and other harmful interactions at Our School

Our school response follows a bias-aware approach to progressive discipline that involves the following immediate and long-term actions:

- Ensuring the safety of all involved
- Responding to any student behaviour that is likely to have a negative impact on the school climate

- Conducting a school-based investigation (consulting the Police/Board Protocol, when necessary and appropriate) considering mitigating, human rights and other factors
- Contacting the parents/caregivers of the person(s) who has been harmed and the parents/caregivers of the person(s) who has caused harm, in accordance with legislation
- Considering the broader context and implications of the harmful interaction (e.g., racism, homophobia, transphobia, biphobia, Islamophobia, antisemitism, faithism, classism, ableism, misogyny) in order to inform both immediate and long-term responses
- Developing an action plan that is responsive and supportive
- Taking concrete steps to repair relationship and restore a Positive School Climate
- Considering individual, class, and/or whole-school learning opportunities to foster the conditions wherein similar situations may be prevented in the future
- Consulting and collaborating with community partners, affinity groups and DDSB departments, as appropriate (e.g., DBEN, DENSA, KIEN, MEND, Equity, ISS, Indigenous Education, Positive School Climates)
- Implementing a Positive School Climates Student Safety Plan, when necessary
- Implementing/reviewing an Inclusive Student Services Behaviour Safety Plan, when appropriate

### How We Provide Ongoing Support to Those Impacted by Bullying at Our School

Support for the person(s) who has been harmed, the person(s) who has caused harm and the person(s) who has witnessed harm may include:

- Furthering school-level support such as connection to a caring adult, classroom and yard considerations, special needs considerations, participation in co-curricular programming
- Implementing board-level supports such as social work or psychological services (with consent)
- Identifying community support resources
- Implementing a Student Safety Plan when necessary

Follow-up for the person(s) who has been harmed, the person(s) who has caused harm and the person(s) who has witnessed harm will include:

- Individual monitoring based on specific needs (e.g., regular check-ins)
- Conversations or learning opportunities as needed to support self-awareness, understanding of impact, social-emotional learning skills, and/or to inspire a shift in ideological trajectory if needed, e.g., in cases where ignorance, hate or discrimination are at play

## Communication

### How We are Communicating with Students, Staff, Parents/Caregivers and the Community

To support a whole school approach, the school will communicate with staff, students, parents/caregivers and the community. Communication methods include:

- Student agenda
- Social media; Instagram, email messaging weekly
- Posters and bulletin boards
- Staff meetings

- Student leaders
- Discussions and conversations
- Announcements
- Classroom visits mentored by the leadership students
- Assemblies/presentations
- School/Board websites
- Newsletter
- Weekly Memo

## Continuous Improvement

As part of the continuous improvement model, the Bullying Prevention and Intervention Plan will be monitored regularly through:

- Positive School Climate Team meetings
- Staff meetings, division meetings, department meetings, committee meetings
- School Learning Plan discussions

Please visit Durham District School Board website for more information on how the Durham District School Board is supporting student well-being and promoting a positive school climate