

Evidence Analysis, Assessment and Evaluation

Available data is based on previous school year data. This data, combined with observational data, is used for school-based planning.

Our School Survey 2017

Grades 4, 5, 6

- 82% of St. Brigid students felt a sense of belonging at school.
- 91% of St. Brigid students had positive relationships at school.
- 88% of St. Brigid students indicate they demonstrate positive behaviours.
- 18% of St. Brigid students felt they had been verbally bullied and socially bullied.
- 34% of St. Brigid students report that bullying occurs most often outside of school.

Grades 7,8

- 74% of St. Brigid students felt a sense of belonging at school.
- 80% of St. Brigid students had positive relationships at school.
- 19% of St. Brigid students reported they were victims to severe to moderate bullying in the month before the survey.
- 18% of St. Brigid students felt they had been verbally bullied and socially bullied.
- 34% of St. Brigid students report that bullying occurs most often outside of school.
- 77% of St. Brigid students report high self-esteem.
- 6-9% of St. Brigid students report moderate to severe levels of depression.
- 7-9% of St. Brigid students report moderate to severe levels of anxiety.

Education, Awareness and Outreach

What is Bullying?

Bullying is defined as a form of (typically) **repeated, persistent, and aggressive behaviour** directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there **is a real or perceived power imbalance**.

Bullying is when one person continually uses mean, negative, harmful, and aggressive words or actions towards or about another person on purpose, while fully understanding that what they are doing is wrong and hurtful but do it anyways to make themselves feel bigger and more powerful while making the other person feel small and powerless.

A power imbalance may occur between a pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or receipt of special education. Bullying usually happens when one or more student's tease, threaten, spread rumours about, exclude, hit, shove, or hurt another person

Bullying can take different forms. These include:

- Physical: unwanted sexual touching, hitting, shoving, stealing, or damaging property
- Verbal: inappropriate epithets, remarks, jokes or innuendos, name calling, mocking, making sexist, sexualized, racist, homophobic, transphobic, and/or derogatory or profane comments

- Social: excluding others from a group or spreading gossip or rumours about them
- Electronic (commonly known as cyberbullying): spreading rumours, innuendos, hurtful comments, inappropriate images, cartoons or jokes, using cellphones, e-mail, text messaging, gaming platforms and/or through social media

A Positive Learning Environment is the sum of all relationships found within the school and is a critical component of bullying prevention. A positive learning environment is accepting, equitable, and inclusive of all persons regardless of race, colour, culture, ancestry, place of origin, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, religion, family status, or disability. A positive learning environment engages the school community, including parents/guardians, as well as the broader community. A positive learning environment exists when all members of the school community feel safe, respected, and actively promote positive language, behaviours and interactions.

Bullying has a profoundly negative impact on individual student’s life and overall learning environment. Our school is a place where each student comes to with different lived experiences. As such, we commit to work with all students to ensure a common understanding of what bullying is, and how each student can make a positive contribution to our school community.

St. Brigid’s recognizes the importance of teaching our students the difference between bullying, rude or mean behaviour, and conflict, while respecting all as actions that can be upsetting to any student. **People sometimes confuse conflict with bullying, but they are different.** Conflict between students does not always mean it’s bullying. Conflict occurs between people who have a disagreement, a difference of opinion or different views. When there is conflict, each person feels comfortable expressing their views. Children learn at a young age to understand that others can have different perspectives than their own. Developing the ability to gain perspective takes time and continues into early adulthood. Source: <https://www.ontario.ca/page/bullying-we-can-all-help-stop-it>

	CONFLICT	RUDE	MEAN	BULLYING
Frequency	Typically, infrequent. Can sometimes be occasional			Repeated
Intent	Typically, not planned or intentional. Most often is spontaneous	Can be intentional or non-intentional, but most often spontaneous	Usually intentional, but most often is not planned	Planned and intentional
Who is hurt?	All parties are upset	Can cause hurt feelings for one or all parties	Can deeply hurt one or all parties	The target of the bullying is upset and hurt
Cause	Most often a disagreement, argument or difference of opinion	Thoughtlessness, poor manners, narcissism, etc.	Anger, impulsive cruelty	Planned and intentional actions to gain control by the bully over the victim
Taking responsibility	All parties take responsibility for their own actions	Rude or mean person accepts responsibility and typically exhibits remorse for their behaviour and actions		The bully blames the victim
Who wants a resolution	Typically, an effort is made by all parties to find a resolution			The victim wishes the behaviour to stop, the bully does not
Resolution	Can be resolved through mediation	Most often is resolved through mediation. Progressive Discipline measures may be used by school administration.		Difficult to resolve through mediation. Often requires the use of significant intervention and support strategies for all parties along with Progressive Discipline measures.

Source: Jennifer Astles, DASA Newsletter, January 2014, TST BOCES

Policies and Procedures

The HCDSB Policies and Procedures the relate to bullying prevention and intervention:

Policy No: II-27 Student Behaviour

Policy No: II-39 Progressive Discipline and Safety in Schools

Policy No: II-40 Bullying Prevention Intervention

HCDSB Policies and Procedures will be communicated by:

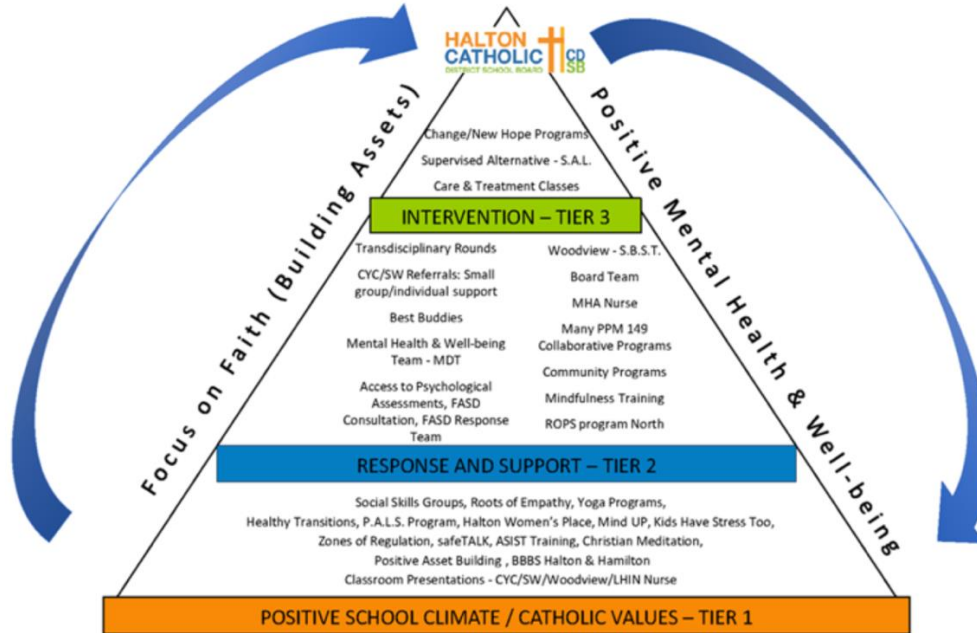
- Including board policies and school expectations on our school website
- Sharing information during school assemblies and announcements
- Sharing information through bulletin board postings within the school
- Sharing information at staff and divisional meetings
- Integrating Bullying Prevention and Intervention, along with Equity & Inclusion into classroom instruction, always guided by Gospel values
- Informing students, parents, staff members and school volunteers of our procedures for reporting incidents of bullying and safe school incidents
- Sharing information with parents to assist them to build awareness and knowledge about bullying
- School board policies will be linked to the school website and made available for community reference
- The Code of Conduct is reviewed with students during beginning of the year assemblies, and at other times as deemed necessary
- Staff members are reminded consistently by administration that we are to model positive interactions for our students daily and that the safety well-being of each student is our collective responsibility
- Staff are aware that it is their professional responsibility to respond and report all incidents of inappropriate student behaviour and are aware that supports within the school (CYC, administration, parish clergy) are available to encourage a positive resolution to any incident.

Intervention, Prevention, and Support Strategies

St. Brigid's will identify and promote an understanding of how to develop healthy relationships using a variety of strategies. We will make students aware of different types of bullying, including cyber bullying through a whole school approach of a creating and supporting a positive school climate for student achievement and well-being.

School staff welcome the opportunity to support students through classroom experiences, and additional clubs, teams, activities, etc. Our school's commitment to bullying prevention and intervention is rooted in the HCDSB Tiered Model of Intervention, which focuses on building assets along with positive mental health and well-being.

HCDSB Tiered Model of Intervention



Programs to support Bullying Prevention and Intervention along with positive well-being at St. Brigid's include:

- Focus on Board Theological Theme: "Do You Love Me?"
- School-wide focus on OCGE's and monthly Focus on Faith assemblies
- Bullying Prevention Week activities
- Roots of Empathy Program
- Code of Conduct Assemblies
- Liturgies
- Integration of equity and inclusion/social justice instruction into classroom lessons
- Use of Restorative Justice Practices for both victims and aggressors
- Partnership with Holy Cross Parish
- School-wide focus on Zones of Regulation & Mind Up Curriculum
- Creation of FIAT team to provide leadership opportunities to our students and provide increased opportunities for student voice and empowerment

Monitoring and Review

Our Bullying Prevention and Intervention plan will be reviewed frequently to address school data and needs.

Safe Schools Team 2021-2022

L. Odo – Principal
 G. Butt – Vice Principal
 T. Boras – Kindergarten
 A. Falcone – Primary

J. Stamatopoulos - Junior
 G. Hager – Intermediate
 J. Lavender - FSL
 C. Raymond - CYC