

# SCHOOL BULLYING PREVENTION AND INTERVENTION PLAN (BPIP)

West Nissouri Public School – 2016-2017

This plan is to be completed in conjunction with the *BPIP guide* found at: [www.tvdsb.ca/safeschools](http://www.tvdsb.ca/safeschools)

## Safe and Accepting Schools Team Members:

Principal:	Cathy Johnston	Parent(s):	Kim Martin Arden McClean
Teacher(s):	Sandra Balestrin	Student(s):	Natalie K, Greyson T, Eve M, Hailey B, Grayson R, Carter F, Allie H, Cole M, Sarah V, Naomi T, Nick R
Non-teaching staff:	Lori Dufton	Community partner(s):	Laura Langford

## STEP ONE: Data Collection and Assessment

Analysis of our Safe School Checklist indicates that we are solidly a “Stage 2” School – Planning and Responding Stage of Change (Engaging, developing, implementing, meeting, reinforcing, creating, modifying, training staff, planning, understanding the problem & making the links to gender, race or vulnerabilities, developing actions plans, wanting to involve all stakeholders, hopeful about potential for change, accepting challenges.)

The following Characterize Behaviour Incidents at our School

- Frequent Bus Reports – almost daily
- 3-5 Suspensions per year
- 1-2 Anonymous Reports from students per year
- Minimal classroom office referrals – once a month or less
- Minimal yard office referrals – once a month or less
- Minimal calls to office from parents – once a month or less

Types of incidents described by the Safe and Accepting School Team include the following

- Verbal Bullying: “Put Downs,” name calling, making fun of someone’s appearance/clothing, teasing, talking behind someone’s back, laughing at kids being teased – bystander, swearing, blaming, gossiping, rumors
- Social Bullying: judging, picking on non-athletic kids by choosing unfair teams, exclusion, dirty looks
- Physical Bullying: hands on, pushing, pranking, poor sportsmanship, aggressive and highly competitive play
- Cyber Bullying: texting about others

Safe Schools and Student Well-Being Survey 2016

- Over 80% of Junior & Intermediate students report Positive Well-Being
- Over 80% of Junior & Intermediate students report Positive Sense of Self-Acceptance
- 25% Junior & 27% Intermediate student report a feeling that other people are better than them
- 80% of Junior & Intermediate students report feeling safe at school

## School Bullying Prevention Statement:

West Missouri Public School is committed to developing a culture of greater respect and empathy in order to provide a safe and inclusive environment for all members of our school community. We will commit to following our School Bullying Prevention and Intervention plan through awareness and education (keep the plan alive).

## STEP TWO: Creating/Revising the Plan

### 1. Education – Awareness Raising and Skill Building:

#### **(Programs and Initiatives)**

##### Students:

- Recognition Assemblies – continue to focus on positive character traits and learning skills through Spark Recognition Awards, mentor texts. Teachers presenting Spark Awards. Consider more awards – consider recognition from staff outside of classroom teacher – explain clapping recognition at assemblies (insert a slide). Continue to consider Up-stander recognition.
- Student Voice considering “Minute to Win It” to focus student attention in assemblies.
- Promote Student Voice – advertise to other students on Friday Video Announcements – more frequent meetings – idea box
- Continue with Video Announcements – Student Voice – Highlight Safe Schools (role play situations)
- Promote Anonymous Reporting through Website
- St Leonard’s Society – Peer Power (Mediation) – Fall 2017
- 10 Day Procedure & Expectation plan implemented Fall 2016 – Assembly Focus – Revisit January & September ongoing
- Continue “Smile” campaign - add comments to announcements “Smile Report/File” – add to Newsletter
- Random Acts of Kindness reminders
- Continue to participate in Charity Work – Toonie Tuesday, Jump Rope for Heart, Epilepsy Awareness, Terry Fox, Food Drives (with rewards)
- Pick a Day for classroom focus on Awareness – keep the momentum from the Assemblies
- Improve communication with respect to addressing student concerns.

##### Parents/Community:

- School Advisory Council review of reports and initiatives
- School Advisory Council input
- School Advisory Council establishment of Parent Code of Conduct

### 2. Curricular Connections:

- Continue to support and encourage use of Mentor Texts
- Health and Physical Education Curriculum – Wellness, Sportsmanship
- Drama – role play of conflict resolution
- 4<sup>th</sup> R in Grades 7 & 8
- VIP – Grade 6

### 3. Training Opportunities for Staff:

- Culture for Learning
- Tribes

### 4. Leadership:

Student:

- Peer Power (Fall 2017 – St. Leonard’s Society)
- Student Voice
- Lunchroom and Door Monitors
- Library Helpers
- Office Helpers
- Point System for School Letter (Grade 8 Graduation)

Staff:

- Student Voice

Parent/Community:

- School Advisory Council

### 5. Community Connections/Resources:

- OPP Community Officer
- Optimists
- Boys and Girls Club
- Thorndale Library

6. The school **Code of Conduct** has been reviewed and updated to address bullying and reflect core values and expectations.  Yes  No Students and Parents are requesting a review of the Student Dress Code

7. When developing **supervision plans**, consideration has been made to address bullying where and when it happens as identified through school climate surveys and other feedback.  Yes  No

### 8. Responding:

Students-

- Use up-stander skills
- Reminders to seek adult assistance when issues are difficult or become physical
- Opportunities to role-play or practice responding to disrespectful behavior and bullying

Parents/Community-

- Communicate concerns/reports of bullying to the school through planners, anonymous reporting, phone calls and email
- Work in cooperation with staff to help resolve incidents of bullying and disrespect
- Continue and grow involvement with school-based, student activities

Staff-

- 4 R Response: Affirm, Ask, Asses, Act
- Respond consistently to inappropriate behavior – stop it, name it, explain it, ask for change
- Ask students to reflect on whether their behavior is safe and respectful
- Address incidents of verbal and physical acts of aggression to prevent further escalation
- Incorporate Restorative Practices when dealing with student behavior
- Communicate with parents regarding behavior or incidents of victimization
- Ensure that students and parents are aware of the anonymous bullying reporting link on school website
- Inform parents of the continued plans to increase respectful behaviour

#### 9. **Reporting:**

- On-line reporting
- Reminders about on-line reporting in Newsletters, assemblies, etc.
- Office referrals for incidents
- Bus reports

#### 10. **Support Strategies :**

Student who engaged in bullying:

- Communication with parents
- Involve parents in the development of an action plan to address behavior
- Progression Discipline
- Use of Restorative Practices
- Continue to establish opportunities for student leadership

Student who has been bullied:

- Communication with parents
- Determine supports in collaboration with student and parents
- Provide safety support; staff member to walk with, buddy, safe space away from bully
- Communicate the plan for safety with all staff and bus driver

Students who witness bullying:

- Reinforce role of Up Stander
- Provide opportunities for discussion to support emotional well-being

#### 11. **Follow Up:**

- Monitor to ensure strategies are effective
- Referral to other supports as needed; School Support Counsellor, PDT, Police
- Ongoing and regular check in with student and parent

#### 12. **Communication:**

Students –

- Teacher review of behavior expectations with class at beginning of year and ongoing as needed
- Review of expectations and procedures on announcements, newsletters and in assemblies

Parents/Community –

Staff –

### **STEP THREE: Implementation Plan**

Timelines	Who	How
Spring	S. Balestrin C. Johnston	Sharing of BPIP with staff and School Advisory Council.
Ongoing	C. Johnston	Promote existing strategies – anonymous reporting, Smile campaign, Student Voice (forum for input).
Ongoing	Everyone	Random Acts of Kindness
Ongoing	Staff	Review of 10 Behaviour Expectation plan.
Ongoing	Student Voice	Assembly Modifications <ul style="list-style-type: none"><li>• Revisit Award system</li><li>• Minute to Win It</li><li>• Teacher recognition</li><li>• Skits</li></ul>
Fall 2017	C. Johnston	“Peer Power” – St. Leonard’s Society
2017-2018	C. Johnston	Friendship Bench included in Peace Garden Landscaping Plan
Spring 2017 Ongoing	Staff/Community & Parent Reps	Input/Suggestion Box Continue to Grow our Extra-curricular offerings – more to do/less trouble to get involved in.

### **STEP FOUR: Monitor/Reflect**

Timelines	Who	How
May/June 2017	Safe School Committee	Review input from Staff and School Advisory Council.  <b>Monitor – consider ongoing surveys of student through Google Survey</b>  <b>Reflect – monitor assemblies, monitor reporting, and monitor positive initiatives.</b>
SAST Meeting Dates: 1- _____ 2- _____		<b>Indicators of Success</b> <ul style="list-style-type: none"><li>- student reporting of concerns</li><li>- communication of reward criteria</li></ul>

		- increase in student recognition
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		<b><u>Celebration of Success</u></b>
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Our BPIP will be reviewed annually and posted on our school website by June 30<sup>th</sup> for implementation the following school year.