

SCHOOL BULLYING PREVENTION AND INTERVENTION PLAN (BPIP)

(Arthur Stringer Public School 2018 - 2019)

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

Safe and Accepting Schools Team Members:

Principal/VP:	Scott Purvis/Joanna Letsos	Parent(s):	
Teacher(s):	Jen Fair	Student(s):	Avery Hill
Non-teaching staff:	Kerry Vella	Community partner(s):	Keith Tapp

STEP ONE: Data Collection and Assessment

<p>Strengths/Successes:</p> <ul style="list-style-type: none"> • Continued use and promotion of common script for inappropriate behaviours (defiance) • Promote positive choices, growth mindset, pursuing and fostering friendships (i.e. bulletin board) • Increased school events for community and parents (i.e. movie night, bazaar and math night) • Best Buddies program, building healthy relationships among student population • Student leadership opportunity (i.e. FDK helpers, Spirit Squad, office helpers, snack program) • Consistent administration presence on the yard at every recess • Concrete boundaries for student language as explained at the beginning of the year to the whole school 	<p>Gaps and main areas of concern:</p> <ul style="list-style-type: none"> • Developing an awareness of cyber bullying and its impacts both inside and outside the school • Development of a peer mentoring program • Address bullying prevention through a more proactive, positive approach, through use of the maker space and cooperative activities regarding character education, and emotional literacy • Education of both students and parents about the differences between bullying and conflict
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School Bullying Prevention Statement:

Arthur Stringer continues to be committed to ensuring a safe, respectful and inclusive learning environment fostering acceptance and accountability for all. We are striving to build a cooperative Learning Community.

STEP TWO: Creating/Revising the Plan

1. Education – Awareness Raising and Skill Building: (Programs and Initiatives)

Students:

- Continue monthly Recognition Assemblies to celebrate social and academic

Parents/Community:

- Stringerama

Success

- Teach and celebrate friendly competition

Through gym class and extra curricular

- Expand extra-curricular

Volleyball team, basketball team, chess club, track and field, cross country, badminton, YOGA, best buddies, colouring club

Me to We, Band

- Spirit days/spirit squad
- Fundraisers and charity initiatives (food drive Terry Fox Run, Jump Rope for Heart)

- Expert guest speakers (parenting/children) i.e. CAS
- Family Movie Night
- Bring back Multicultural night
- Grade 8 Math Information Night with Mr. Nikolopoulos from Laurier
- Math night

2. Curricular Connections:

- Mentor texts/read alouds
- TRACKS
- Diversity: Embracing Who We Are-Mentor text
- Character Development Resources
- Stand Up to Bullying Resources
- VIP for Grade 6

3. Training Opportunities for Staff:

- Where possible ongoing training for staff in the area of bullying, internet safety, and mental health
- Bullying prevention modules
<http://safeschool.ca/plm/bullying-prevention>
- TRACKS training – Train the Trainer
- Ongoing staff training at Staff Meetings
- TVDSB workshops

4. Leadership:

Student:

- Healthy Snack helpers
- School council Representative
- Special event volunteers (cash, tickets etc)
- Special Olympics
- Learning Buddies
- Announcements
- Best Buddies
- Me to We
- Spirit Squad
- Outdoor cooperative activities (i.e. Jump Rope and summer fun)

Staff:

- Staff supervise extra-curricular opportunities

Parent/Community:

- School council
- Keith Tapp, Terry Fox Liason

- Program Development Team meetings
- Promote and encourage attendance at school events

5. Community Connections/Resources:

- Board supports (i.e. TOSA's, FNMI, Learning Coordinators, School Support Counselor, Community School officer)
- VIP
- Before and After school Program
- Laurier High School extra-curricular activities for Grades 7/8
- High School Coop students and volunteers
- Public Health Nurse
- SCIP (School Community Intervention Partnerships)
- St. Elisabeth's Health Care (OT/PT)
- Westminister Community Centre
- Cross Cultural Learning Centre (CCLC)

6. The school **Code of Conduct** has been reviewed and updated to address bullying and reflect core values and expectations. X Yes No

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. X Yes No

8. Responding:

Staff

- Staff will talk students through understanding the difference between bullying and conflict or telling and tattling.
- Model appropriate relationships and conflict resolution skills (i.e Drama role-playing, and social stories)
- Staff will use common language
- Identify and respond to student's needs for additional support
- Walkie Talkies for quick and efficient communication
- Establish and maintain open and positive communication with families
- Include parents in strategizing and developing an action plan

Students

- Report to staff immediately and confidentially at student's discretion
- Kindergarten use of Kelso's choices

Parents/Community-

- Establish and maintain open and positive communication with school
- Address more general concerns about bullying at school council meetings
- Read newsletter/website for tips on bullying prevention and definitions.

9. Reporting:

- Encourage students parents/community to report any incidents of bullying

- Continue to complete the Safe Schools incident Reporting Form when applicable
- Administration to monitor and respond to bullying reports
- Connect with school community officer

10. Support Strategies :

Student who engaged in bullying:

- Develop an action plan with the goal to end the bullying situation and signed by parents
- Progressive discipline approach
- Students are provided a warning, followed by a logical consequence and from there suspension
- Develop student’s awareness of the impact of their actions
- Contact parents when appropriate and involve them in discussions and decisions about discipline
- Develop skills and ideas for alternatives to replace the bullying behavior

Student who has been bullied:

- Provide option for a safe place to go or alternate recess opportunities, alternatives for social situations like extra-curricular activities or “buddy” times.
- Empower student with appropriate vocabulary and strategies (i.e. school support counsellor) to remove themselves from bullying situations
- Determine a trusted adult in the school who can support the student

Students who witness bullying:

- Provide opportunities for discussion with teachers, staff, school counselor to reinforce upstander skills
- Teachers will provide opportunities and teachable moments for students to discuss the impact of bullying situations and how to support a friend.

11. Follow Up:

Students who engaged in bullying:

- Regular check-in’s by administration, LST’s or school support counselor to see if bullying has stopped
- Review and assess progress of action plan

Students who have been bullied:

- Regular check-in by administration, LST’s, or school support counselor to see if the bullying has stopped and how they are feeling
- Educate and empower them to develop resiliency skills

12. Communication:

Students –

- Discuss in class and at first day of school assembly

Parents/Community –

<ul style="list-style-type: none"> • Inform students of the BPIP on the school website 	<ul style="list-style-type: none"> • Share the school code of conduct with all parents at the beginning of the year via planner, newsletter, and website. • School newsletter • Parent engagement nights • School council meetings • School website • Outdoor school sign • Social media • Synervoice
<p>Staff –</p> <ul style="list-style-type: none"> • Staff meetings • Conference emails • Social media 	

STEP THREE: Implementation Plan

Timelines	Who	How
June 28, 2019	Administration	Post BPIP on school website
June 28, 2019	Administration	Review BPIP at June PD Day
September 2019	Administration/ Staff	Review with students the BPIP at first day assembly and in classes the first week of school, and first school council meeting
September 2019	Administration	Implement Bully Box at the office
September 2019	Jen Fair	Connect with Investing in Children to host school math, literacy and STEAM events
September 2019	LST's	Implement the Angel (staff/student) buddy program

STEP FOUR: Monitor/Reflect

Timelines	Who	How
September to June	SAST – Community Member	Monitor Ensure community involvement continues to contribute to the success of the plan, gather input/feedback
	SAST Parent	Continue to promote parental contribution and that it remains an agenda item for discussion at parent council meetings to gather input/feedback Dialogue with parents to ensure their voices are heard and they are contributing to the success of the plan
	SAST Student	Continue to promote student engagement and contributions to the plan i.e. student representative at parent council meeting

	SAST Teacher/non-teaching staff	Ensure student voice is heard Ensure BPIP programs and initiatives take place as planned and gather feedback/input from staff
	SAST Administration	<p>Ensure staff contribution continues and remains an agenda item for discussion at staff meetings to gather input/feedback</p> <p>Ensure SAST meetings occur as planned</p> <p>Ensure BPIP initiatives take place as planned</p> <p>Gather feedback from staff</p> <p>Add to / modify BPIP as necessary</p> <p><u>Reflect</u> Each SAST member will provide feedback collected about the implementation of the BPIP</p> <p><u>Indicators of Success</u> Clearer understanding of bullying by staff students and parents Positive reports from staff, students, parents and visitors to the school Student evidence of positive choice making prior to being sent to the office Staff continue to model appropriate and respectful behavior and in teachable moments Staff continue to address student misbehaviors in an effective and consistent manner</p>
	SAST	<p><u>Celebration of Success</u> As a school we will celebrate the success of students through:</p> <ul style="list-style-type: none"> • Recognition Assemblies – bulletin board • Praise, encouragement and positive engagement • Student appreciation lunches • Morning announcements • Thank you cards to leaders (teacher to student, student to volunteer, teacher to teacher)

Our BPIP will be reviewed annually and posted on our school website by June 30th for implementation the following school year.