

SCHOOL BULLYING PREVENTION AND INTERVENTION PLAN (BPIP)

(Victoria Public School - Year 2019/2020)

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:	<u>Julia Bujouves</u>	Parent(s):	<u>Amy Prevost, Shanda Mitchell-Barlow</u>
Teacher(s):	<u>Kelly Reeves, Rebecca Vickers Maria Vieira</u>	Student(s):	<u>Emily Prasad, Carly Farrow</u>
Non-teaching staff:	<u>Renee Kellerman</u>	Community partner(s):	<u>Janet Didsbury</u>

STEP ONE: Data Collection and Assessment

<p>Strengths/Successes:</p> <ul style="list-style-type: none">• Caring and supportive staff who always strive to put student needs first• Supportive and active parent community• Ongoing communication with parents through newsletters, phone calls, classroom messaging, Eblasts• Older students often helping younger students on yard.• Access and increased visibility of School Social Worker• Online bullying reporting in place.• VIP Program• Calmer school setting, decreased stress• Healthy Snack program• Development and implementation of a wellness room with pro-active breaks• Student voice valued through opportunities for leadership (assemblies, Spirit Council, lunch helpers, bus helpers, office helpers, milk distribution)• Increased school events for community and parents (movie nights, Fall Harvest Potluck, Arts Café, Probability Fair)	<p>Gaps and main areas of concern:</p> <ul style="list-style-type: none">• Appropriate use of Social media and cell phones• “Hands on” behavior to solve conflict on the yard• Emotional and physical safety of students and staff• Using appropriate words to address feelings and frustrations• Self-regulation strategies, building frustration tolerance
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School Bullying Prevention Statement:

At Victoria Public School, we are committed to promoting a welcoming, safe and inclusive learning environment.

STEP TWO: Creating/Revising the Plan

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

Students:

- Assemblies – recognition, celebrating learning, with a focus on 7 Grandfather teachings
- Orange Shirt Day Assembly
- Pink Shirt Day
- Bullying Pledge
- Extracurricular at lunch, recess – intramural and sports teams, band, drama clubs, arts club
- Grade 6 VIP program
- Guest speakers (YMCA, Fashion Takes Action, Heart and Stroke Society)
- Review Bring Your Own Device policy
- All students belong and diversity is respected
- Review the difference between tattling and reporting and post in classes

Parents/Community:

- Invite parents/community to our assemblies
- Meet the Family Night
- Conduct parent survey from Ministry of Education (<http://safeatschools.ca>)
- Social worker and Public Health nurse presentations at evening events
- Kindergarten information night
- Encouraging parent engagement in school activities

2. Curricular Connections:

- Diversity: Embracing Who We Are – mentor texts, gr. K-8
- Stand Up to Bullying Resource (mentor text and lessons)
- 4th R Health curriculum (Grade 7/8)
- VIP Program

3. Training Opportunities for Staff:

- Staff training at staff meetings as needed
- 4A Response, "How to Handle Inappropriate Behavior" p. 89, 90 BPIP resource(Sept staff meeting)
- Review Bring Your Own Device policy
- Reframing Your Responses
- Involvement of Mental Health TOSA as necessary
- Book study, *Fostering Resilient Learners, Strategies for Creating a Trauma-Sensitive Classroom*
- Online Health and Safety modules at staff meetings
- Suicide Awareness Training

4. Leadership in School Community:

- Office Helpers
- MCs at school assemblies
- Morning Announcement leaders
- Spirit council
- Recognition assemblies
- Safe Schools Team
- Student to Student mentorship/"Therapy"
(older students help younger students with bullying)

Staff:

- Program Development Team

Parent/Community:

- Extra-curricular activities
- Safe Schools team
- Volunteers
- Program volunteers (Fanshawe students)

5. Community Connections/Resources:

- Big Sister / Brother Mentors
- Community School Officer
- Merrymount Heroes Program
- Public Health Nurse
- TVDSB Support Services (Learning Co-ordinator, psychologist, social worker, Teachers on Special Assignment)

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

** extra supervision at 2nd half of noon recess on J/I yard

8. Responding:

Staff:

- Staff will respond consistently to inappropriate behavior (*How to Handle Inappropriate Behavior* – Stop it, Name it, Explain it, Ask for change)
- Model appropriate relationship skills
- Identify and respond to student's need for additional support
- Establish and maintain open and positive communication with families
- Giving students choice, e.g. "You may speak with me now about the issue or you may speak with me at recess".
- Build inclusivity

Students:

- Use Upstander skills
- Will seek support from staff
- Use "I" messages... I feel _____ when you_____, please stop.
- Review definition of bullying, small v.s. large problems
- Encouraged to use mindfulness strategies
- Practice collaborative problem-solving strategies

Parents/Community-

- Promote and maintain open and positive communication with the school

9. Reporting:

- Continue to encourage students to report to a yard duty teacher, office
- Staff complete the Safe Schools Incident Reporting Form when applicable
- Bus drivers use of the Student Conduct Report
- Online bullying button on school website for parents/students, (p.98 BPIP)
- Use of walkie talkie on yard
- Consistent and ongoing communication between educators and parents

10. Support Strategies :

Students who engage in bullying:

- Develop an action plan (Solution sheet) with the goal to end the bullying situation
- Progressive discipline approach
- Involvement in activities that develop empathy, sense of responsibility, respect, kindness, inclusion
- Communicate with all people involved including staff, students and parents
- Scheduled and informal check-ins
- Educate and empower them to develop resiliency skills

Student who has been bullied:

- Involve the student when developing an individualized action plan
- Determine a trusted adult in the school who can support
- Encourage and provide conditions for new friendships (sometimes outside of own grade)
- Involve parents / guardians
- Scheduled and informal check-ins
- Educate and empower them to develop resiliency skills

Students who witness bullying:

- Provide opportunities for discussion with staff to reinforce Upstander skills

11. Follow Up:

Students who engaged in bullying:

- Regular check-ins by admin, LST, trusted adult to see if the bullying has stopped
- Review and assess progress of action plan
- Involve parents / guardians

Students who have been bullied:

- Regular check-ins by admin, LST, trusted adult to see if the bullying has stopped and how they are feeling
- Help students to gain or strengthen skills
- Program Development Team meeting
- Modify safety plan as needed
- Involve parents / guardians
- Educate and empower them to develop resiliency skills

12. Communication:

Students:

- Discuss in class at beginning of year that BPIP is on school website
- Review on announcements
- Reinforce Code of Conduct at various assemblies

Staff:

- Continued communication during Staff meetings
- School Website
- Brightspace App / Email

Parents/Community:

- Newsletters
- Meet the Family Night
- School Council meetings
- School website
- Brightspace App / Email

STEP THREE: Implementation Plan

Timelines	Who	How
June 2019	Admin	<ul style="list-style-type: none">• Update BPIP posted to website• Review BPIP – Reporting Binder, Inappropriate behavior – Stop it, Name it, Explain it, Ask for change, with staff
September staff meeting	Admin	<ul style="list-style-type: none">• Review BPIP, teach How to Handle Inappropriate Behaviour – Stop it, Name it, Explain it, Ask for change, and review the anonymous reporting line with students
September 2019		Information to go home via newsletter reminding the community of the anonymous reporting line, drop-box, difference between conflict and bullying and How to Handle Inappropriate Behaviour
September		<ul style="list-style-type: none">• Offer community programs as appropriate (Heroes, Go Girls, Big Sisters/Big Brothers)

STEP FOUR: Monitor/Reflect

Timelines	Who	How
Sept - June	Admin – Parent	Monitor Ensure parental contribution continues and it remains an agenda item for discussion at School Council meetings to gather input/feedback

Sept - June	Admin – Student	<p>Ensure student contribution continues</p> <p>Dialogue with students after the various BPIP initiatives to ensure the student voices are heard and are contributing to the success of the plan</p> <p>Ensure BPIP programs and initiatives take place as planned</p> <p>Gather input/feedback from staff/students</p>
	Admin/Teacher/ Non-teaching staff	<p>Ensure staff contribution continues and it remains an agenda item for discussion at Staff meetings to gather input/feedback</p> <p>Ensure SSAT meetings occur as needed</p> <p>Ensure BPIP programs and initiatives take place as planned</p> <p>Gather feedback from staff</p>
	SSAT	<p><u>Reflect</u></p> <p>Each member of the team will bring back feedback collected about the implementation of the BPIP</p> <p><u>Indicators of Success</u></p> <ul style="list-style-type: none"> - Positive staff, parent, community and student feedback - Fewer referrals to office, bus incident reports - Positive interventions by students in bullying situations - Active participation and commitment to the BPIP by all - Staff comfortable with the 4A Response - Parent, student reporting of incidents as necessary - Staff addressing inappropriate behavior in a timely, consistent and effective manner <p><u>Celebration of Success</u></p> <p>As a school we will celebrate the success of students through</p> <ul style="list-style-type: none"> - Morning announcements - Social events/gatherings - Bulletin boards - Student certificates - Thank you cards to leaders
SAST Meeting Dates: November 2019 & May 2020		

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