

SCHOOL BULLYING PREVENTION AND INTERVENTION PLAN (BPIP)
Innerkip Central for 2018-2019

Safe and Accepting Schools Team Members:

Principal: C. Williams

Teacher(s): J. Hofman

Non-teaching staff: K. Routly

Parent(s): A. Johnson

Students: R.L., M.D.

Community partner(s): M. Condruck

STEP ONE: Data Collection and Assessment

<p>Strengths/Successes:</p> <ul style="list-style-type: none"> ▪ Positive school culture with staff who are committed to maintaining and enhancing the culture ▪ Strong community support ▪ On-going respectful behavior ▪ Student voice ▪ Celebration of student voice, leadership roles and activities ▪ Pride in school <p>Data:</p> <ul style="list-style-type: none"> ▪ Safe Schools Well-Being survey results ▪ Bus Conduct reports ▪ Attendance ▪ Anonymous reporting on school website ▪ Anecdotal reports ▪ Bus Incident reports 	<p>Gaps:</p> <ul style="list-style-type: none"> ▪ Curricular connections (and use of resources) in the individual classrooms. Focus varies by individual classrooms. ▪ Calming strategies – implement more frequently and consistently school-wide ▪ Time out space availability ▪ Awareness of anonymous reporting on website ▪ Spirit Club / Spirit day – student voice (2 reps per homeroom) ▪ Colour House Activities / Assemblies / Connections Working groups
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School Bullying Prevention Statement:

Innerkip is committed to ensuring that everyone in our school **is** safe and **feels** safe.

STEP TWO: Creating/Revising the Plan

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

Students:

- Extra-curriculars at lunch (sports teams, knitting club, choir, play, yearbook, etc.)
- Bullying Awareness / The Pledge
- OPP Kids (Grade 6)
- Safe Schools section on website
- Mental Health Awareness
- Incentive program 'Gotchas'
- Mental Health Conference for two grade 7 students
- "Go Girls" for grades 6-8

Parents/Community:

- Link to TVDSB Safe Schools website on our own website
- invite community to open houses, concerts, school play, math night, assemblies, activities (e.g., mental health), talent show, etc.

2. Curricular Connections:

- Promote Diversity: Embracing who we are - Mentor texts
- Character Education Kit
- Stand Up To Bullying Resources
- Problem-solving model
- TVDSB Mental Health Initiatives

Staff: Commit to keeping bulletin boards up to date and demonstrating student work (goal based and art based) – things to be proud of

3. Training Opportunities for Staff:

- Online bullying prevention modules at <http://safeatschool.ca/plm/bullying-prevention>
- Tribes
- Reframing our Responses
- Mindfulness Workshops
- Mental Health Champion Workshop(s)
- <https://www.healthunit.com/school-toolkits>

4. Leadership:

Students:

- Lunch buddies and office helpers
- Recycling and garbage helpers
- Clubs and sports
- Students are members on SAST
- SAST members assist in planning events
- Spirit Committee (2 students from each homeroom) – Student Council
- Talent Show
- Play day
- Festive Bulletin Boards

Staff:

- Program Development Team
- Safe and Accepting School Team
- Extra-curriculars

Parent/Community:

- Nutrition Program
- Classroom volunteers
- SAST team members
- Arts Volunteers (play, concert)
- Knitting Club

5. Community Connections/Resources:

- Community Police Services Officer
- Public Health Unit

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

8. Responding:

Students:

- Use Upstander skills
- Use assertive communication skills
- Use anonymous reporting

Staff:

- Will respond appropriately and consistency to inappropriate behavior (Stop it, Name it, Explain it, Ask for change) – need to continually emphasize and practice
- Identify and respond to student's need for additional support
- Ongoing communication with parents
- Model appropriate relationship and conflict resolution skills
- Explain difference between bullying and conflict (poster)
- Post relevant charts/posters

Parents/Community:

- Establish and maintain open and positive communication with the school
- Work with school to resolve the bullying situation and help with strategizing and developing an action plan
- Establish and maintain open and positive communication with families

9. Reporting:

- Anonymous online reporting
- Students to report to yard duty staff immediately – continue to encourage
- Report to classroom teachers or office by students
- Staff referrals to office
- Classroom community circle
- Bus incident reports

10. Support Strategies:

Student who engaged in bullying:

- progressive discipline approach
- communication with parents
- peer intervention
- restorative approaches
- positive re-enforcement

Students who witness bullying:

- validate Upstander
- provide opportunity for discussion (teachable moments)
- collaborative problem-solving

Student who has been bullied:

- debriefing
- reaffirmation
- communication with parents
- refer to Social Worker, as needed
- provide access to safe location

11. **Follow Up:**

Students who engaged in bullying:

- Monitor by administrator /staff to verify the bullying has ended
- Communicate with parent
- Make sure staff are aware of key incidents
- Engage in conversations with students

Student who has been bullied:

- Regular check-ins by administrator and classroom teacher to see if bullying has ended and if they are requiring further support
- Provide opportunities for leadership and to boost self-esteem

12. **Communication:**

Students:

- Inform students of BPIP in September
- Review Code of Conduct in planners
- Discuss how to use the online reporting (review periodically throughout the year)
- Discuss and review the difference between bullying and conflict
- Discuss how to be an upstander
- Provide opportunity to journal

Staff:

- Staff meetings
- Outlook conference - emails
- Individual emails

Parents/Community:

- Newsletters
- School Council meetings
- School website – online reporting and calendar

STEP THREE: Implementation Plan

Timelines	Who	How
May 2018	SAST	<ul style="list-style-type: none">▪ Review Safe Schools Action Plan and BPIP▪ Prepare Reflection on Action Plan▪ Revise BPIP
By June 30, 2018	Admin	<ul style="list-style-type: none">▪ Post school BPIP and Safe Schools Action Plan Reflection on school website
Sept. 2018	Admin	<ul style="list-style-type: none">▪ Include information on BPIP in school newsletter▪ Review BPIP with staff at first staff meeting and organize staff commitments to the plan▪ Review BPIP with School Council▪ Review BPIP with students by teachers in classrooms

STEP FOUR: Monitor/Reflect

Timelines	Who	How
<p>Sept - June</p> <p>SAST Meeting Dates:</p> <p>To be determined in fall 2018</p>	SSAT – Community Member	<p><u>Monitor</u></p> <ul style="list-style-type: none"> ▪ Ensure parents/guardians continue to contribute concerns/ideas ▪ Ensure the BPIP remains an agenda item for discussion at School Council meetings to gather feedback and input ▪ Discuss with parents/guardians to ensure their voices are heard and they are contributing to the success of the plan
	SSAT – Teacher/Non-Teaching	<ul style="list-style-type: none"> ▪ Ensure student contribution continues ▪ Discuss with students about the various BPIP initiatives occurring at school to ensure student voices are heard and they are contributing to the success of the plan. ▪ Ensure BPIP programs and initiatives take place as planned
	SSAT Admin	<ul style="list-style-type: none"> ▪ Ensure staff contribution continues and Safe Schools, including BPIP, remains an agenda item for discussion at staff meetings (gather input/feedback) ▪ Ensure SAST meetings occur as planned
	SSAT	<p><u>Reflect</u></p> <ul style="list-style-type: none"> ▪ Each team member will bring feedback collected about the implementation of the BPIP.
	SSAT	<p><u>Indicators of Success</u></p> <ul style="list-style-type: none"> ▪ Staff addressing inappropriate behavior in a timely, consistent and effective manner in the moment (teachable moments) ▪ Positive staff and student feedback ▪ Increase in Upstander interventions to bullying on the yard ▪ Increase in students asking for help from friends when being bullied ▪ Active commitment to the BPIP by all staff ▪ Staff (teachers, EAs, lunchroom supervisors, etc.) all comfortable with the responding <p><u>Celebration of Success</u></p> <p>Innerkip will celebrate through</p> <ul style="list-style-type: none"> ▪ Morning Announcements ▪ Mental Wellness Bulletin Board ▪ Assemblies / Activities in Colour Houses / Connecting Work Groups ▪ ‘Gotcha’ incentive draws (prize, photo on certificate, postcard) ▪ Spirit days

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