

SCHOOL BULLYING PREVENTION AND INTERVENTION PLAN (BPIP)
Innerkip Central for 2017-2018

Safe and Accepting Schools Team Members:

Principal: L. Trewin

Teacher(s): J. Hofman, C. Walker

Non-teaching staff: K. Hilderley-Chesney, J. Russell

Parent(s): K. Routly

Students: C.K., A.R.

Community partner(s): M. Condruck

STEP ONE: Data Collection and Assessment

Strengths/Successes:

- 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
- Improved connection of Intermediate students to the school
- Pride in school

Data:

- Safe Schools Well-Being survey results
- Bus Conduct reports
- Attendance
- Anonymous reporting on school website
- Anecdotal reports
- Bus Incident reports

Gaps:

- 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

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 / Upstander Fair
- VIP (Grade 6)
- Safe Schools section on website
- Mental Health Awareness

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.

- Incentive program 'Gotchas'
- Mental Health Conference for two grade 7 students
- "Go Girls" for grades 6-8
- Spirit Club / Spirit day – student voice (2 reps per homeroom)
- House Colours Activities / Assemblies / Connections Working groups

2. Curricular Connections:

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

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)

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)
- Talent Show
- Upstander Fair
- 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 practise
- 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

Student who has been bullied:

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

Students who witness bullying:

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

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

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

<ul style="list-style-type: none"> Engage in conversations with students 	<ul style="list-style-type: none"> Provide opportunities for leadership and to boast self-esteem
12. <u>Communication:</u>	
Students: <ul style="list-style-type: none"> 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 (poster) Discuss how to be an upstander Provide opportunity to journal 	Staff: <ul style="list-style-type: none"> Staff meetings First Class conference - emails Individual emails Parents/Community: <ul style="list-style-type: none"> Newsletters Weekly community e-news School Council meetings School website – online reporting and calendar

STEP THREE: Implementation Plan

Timelines	Who	How
May 2017	SAST	<ul style="list-style-type: none"> Review Safe Schools Action Plan and BPIP Prepare Reflection on Action Plan Revise BPIP
By June 30, 2017	Admin	<ul style="list-style-type: none"> Post school BPIP and Safe Schools Action Plan Reflection on school website
Sept. 2017	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
Sept - June	SSAT – Community Member SSAT – Teacher/Non-Teaching SSAT Admin	<u>Monitor</u> <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 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 Ensure staff contribution continues and Safe Schools, including BPIP, remains an agenda item for discussion at staff meetings (gather input/feedback)

<p>SAST Meeting Dates:</p> <p>To be determined in fall 2017</p>	<p>SSAT</p> <p>SSAT</p>	<ul style="list-style-type: none"> ▪ Ensure SAST meetings occur as planned <p><u>Reflect</u></p> <ul style="list-style-type: none"> ▪ Each team member will bring feedback collected about the implementation of the BPIP. <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
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Our BPIP will be reviewed annually and posted on our school website by June 30th for implementation the following school year.