

# SCHOOL BULLYING PREVENTION AND INTERVENTION PLAN (BPIP)

(School Name: Elgin Court Public School Year: 2019 )

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:	Tammy Waller Gordon (P) Kim Campbell (VP)	Parent(s):	Jennifer Cormier
Teacher(s):	Lana Harder	Student(s):	B.H.
Non-teaching staff:	Danielle Rivard	Community partner(s):	Deb Baker

## STEP ONE: Data Collection and Assessment

<p><b><u>Strengths/Successes:</u></b></p> <ul style="list-style-type: none"> <li>- staff have created a culture of high expectations and students feel supported by staff</li> <li>- an alternate recess program for students who struggle on the yard</li> <li>- students have been well informed about “bullying” through assemblies and special guests in the school (i.e., Mark and Sarah)</li> <li>- students are more readily taking responsibility for their behaviour choices</li> <li>- successful programs throughout the school such as intramurals, Go Girls, Me to We, sports teams, and extra-curricular clubs</li> </ul> <p><b><u>Data Collection:</u></b></p> <ul style="list-style-type: none"> <li>- Safe Schools Survey Results</li> <li>- Suspension Data</li> <li>- Office Referrals</li> </ul>	<p><b><u>Gaps and main areas of concern:</u></b></p> <ul style="list-style-type: none"> <li>- Stronger focus on mental health and wellness initiatives: building resiliency, mindfulness and self-regulation</li> <li>- Consistency in staff responses, communication and enhanced conflict resolution skills</li> <li>- Building staff and student relations (especially with rotary and supply teachers)</li> <li>- Broader understanding of diversity and culture within the community; greater inclusion of student differences and challenges</li> </ul>
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## School Bullying Prevention Statement:

Elgin Court is committed to the safety, well-being and sense of belonging of all students by creating a culture of respect, acceptance, and celebrating individual strengths and differences.

## STEP TWO: Creating/Revising the Plan

<p><b>1. <u>Education – Awareness Raising and Skill Building:</u></b> <b>(Programs and Initiatives)</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Extra-curricular – band, intramurals, clubs, sports, choir</li> <li>• School spirit days</li> <li>• VIP</li> <li>• Pledge to end Bullying / Acts of Kindness</li> <li>• WITS/LEADS program</li> </ul>	<p>Parents/Community:</p> <ul style="list-style-type: none"> <li>• Invite parents/community to assemblies and celebrations</li> <li>• Link to TVDSB Safe Schools on Elgin Court website</li> <li>• Provide programs that support our BPIP (WITS/LEADS program)</li> <li>• Code of conduct in school planners and on the Elgin Court website</li> </ul>
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## 2. Curricular Connections:

- WITS program (K-3) LEADS program (4-8)
- The 4<sup>th</sup> R
- VIP
- Health Curriculum/OPHEA
- Stand Up to Bullying (Mentor texts and Teacher Resources)
- Outdoor Classroom
- Diversity: Embracing Who We Are (Mentor texts and teacher resources)

## 3. Training Opportunities for Staff:

- Online bullying prevention modules at <http://safeatschool.ca/plm/bullying-prevention>
- Staff meeting – agenda items
- Professional development opportunities – Culture for Learning, Safe Schools, Equity and Inclusion

## 4. Leadership:

### Student:

- Student Council Representatives
- MC's for assemblies/announcements
- Student referees in the intramural program
- Me to We

### Parent/Community:

- School Community Officer
- Volunteers in school
- PTA
- Snack Program

### Staff:

- Safe Schools Team involvement
- Coaching
- Student Council Advisor
- PTA Staff Rep
- Math Leads

## 5. Community Connections/Resources:

- School Community Officer
- Public Health Nurse
- CYC Students from Fanshawe
- Co-op students from area high schools
- Destination Church
- VON
- Eat 2 Learn
- Big Brother/Big Sister (in school mentoring program)
- Wellkin
- OECYC
- Go Girls

6. The school **Code of Conduct** has been reviewed and updated to address bullying and reflect core values and expectations. **Yes**

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**

## **8. Responding:**

### Students

- Reinforce WITS/LEADS program
- Reinforce 'Upstander' skills
- Report incidents of bullying to a trusted adult

### Parents/Community

- Establish open communication with the school
- Report concerns to staff
- Work with the school to resolve issues and develop next steps/action plan

### Staff:

- Establish and maintain open and positive communication with families
- Staff will respond appropriately and consistently using WITS/LEADS approach and conflict resolution
- Model appropriate relationship and conflict resolution skills
- Address problems as they occur
- Identify and respond to students' needs for additional support
- Include parents in developing an action plan for their child

## **9. Reporting:**

- Encourage students and parents/community to use the online reporting system
- Staff completes Safe Schools Incident Reporting forms
- Encourage students to report to supervisors immediately

## **10. Support Strategies :**

### Student who engaged in bullying:

- Follow progressive discipline guidelines
- Ensure staff are aware of the students involved in the bullying behavior
- Action plan: consequences that are appropriate, what is appropriate behavior, support and development of appropriate social skills
- Regular check ins by Admin, LST, SSC
- Contact parents when needed

### Students who witness bullying:

- Provide opportunities for the students to discuss with admin, classroom teacher / LST about the bullying incident and being an 'Upstander'
- Teachers will provide opportunities and teachable moments to discuss the impact of the bullying situation and peer support

### Student who has been bullied:

- Inform the parents of the incident
- Students are supported by staff or admin to learn strategies to advocate for themselves
- Provide an option for a safe place to go to establish a next step plan
- Provide the opportunity to speak to a trusted adult
- Ensure staff are aware of the students that have been bullied
- Referral for additional support if necessary

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

Students who are engaged in bullying:

- Regular check in by admin, LST, SSC and teachers to ensure that the bullying has stopped
- Review and assess process of the strategies and/or action plan
- Referral to additional support if needed

Students who have been bullied:

- Regular check-ins with the students by a trusted adult in the school to ensure the students are feeling safe and that the bullying has stopped
- Review and modify the safety plan if necessary

### 12. **Communication:** increase use of electronic communication (website/Twitter/Anonymous Reporting System)

Students

- inform students of the BPIP on school website
- review BPIP with students
- remind students throughout the year in assemblies and on announcements

Staff

- BPIP review
- Website
- Weekly Howler
- Email
- Regular communication between home and school (celebrating positives)

Parents/Community

- Newsletters
- School website
- School Council Meetings (PTA)
- Outdoor school sign

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

Timelines	Who	How
June 2019	Safe Schools Team	Meet to review data and develop BPIP
September 2019	Admin	Post BPIP on school website
Sept 2019 – June 2020	SAST and regular staff	Assemblies, planner communication, weekly School Messenger blasts, Frequent communication with parents

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

Timelines	Who	How
Sept - June	Safe and Accepting Schools Team	<b>Monitor</b> <ul style="list-style-type: none"><li>• Provide opportunities for staff to dialogue about the Bullying Prevention and Intervention Plan and to gather feedback</li><li>• Continue to build capacity around recognizing and responding to stress behavior</li><li>• Ensure student voices are heard as they relate to the BPIP</li></ul>

<p>SAST Meeting Dates: 1- <u>    TBA    </u> 2- <u>    TBA    </u></p>		<p><b><u>Reflect</u></b></p> <ul style="list-style-type: none"> <li>• Members of the team will bring feedback collected regarding the implementation of the BPIP</li> </ul> <p><b><u>Indicators of Success</u></b></p> <ul style="list-style-type: none"> <li>• Staff will increasingly address inappropriate behavior consistently, effectively and in a timely manner</li> <li>• Decrease the number of office referrals</li> <li>• Positive feedback from staff, students and community</li> </ul> <p><b><u>Celebration of Success</u></b></p> <ul style="list-style-type: none"> <li>• Leadership skills and behavior will be celebrated at school assemblies</li> <li>• Increase of praise and student recognition in individual classrooms</li> <li>• Increase in students sent to the office for positive “celebrations”</li> </ul>
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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.