

SCHOOL BULLYING PREVENTION AND INTERVENTION PLAN (BPIP)

(School Name Springfield 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>Cindy Mallory</u>	Parent(s):	<u>Susie Hamm</u>
Teacher(s):	<u>Kristin Austen</u>	Student(s):	<u>n/a – K-6 school</u>
Non-teaching staff:	<u>Dawn Bilodeau</u>	Community partner(s):	<u>Mary Giesbrecht/ Michelle Virdee</u>

STEP ONE: Data Collection and Assessment

Strengths/Successes:

- Positive culture
- St. Leonard's Society – Peacemaker Programme & Moment of Choice
- Open door policy for concerns – Parents/Teachers etc.
- Online Reporting
- Community partners – S. Dorchester Optimist, Springfield Library, Springfield Lioness, Public Health Nurse,
- Physical Space
- Student reflection & Problem Solving

Gaps and main areas of concern:

- Common language & strategies with all students, staff & parents
- Anonymous concern reporting for students, parents other than online reporting
- Information will be provided in the school newsletters/ school website regarding reporting opportunities for bullying/conflict

School Bullying Prevention Statement:

Springfield Public School fosters an environment that welcomes all members of the school community to a kind, inclusive and accepting home. At Springfield School, everyone is encouraged to be the best person they can be in a supportive setting.

We are respectful and unique.

STEP TWO: Creating/Revising the Plan

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

Students:

- Participate in The Pledge
- Saidat
- Leroy Hibbert - LUSO
- St. Leonard's Society for Peacemakers and Peer Power
- Community OPP officer presents in school and delivering V.I.P programme
- Spirit Days/ events
- Food drive
- Toonie Tuesday
- Sea of Pink
- Terry Fox National School Run Day
- Battery Recycling
- Be an Upstander
- Santa Claus Community Parade
- Office Helpers
- Lunch Room Helpers
- Community concerts
- September Open House
- Week at a Glance Communique
- School Calendar
- Website
- Twitter & Facebook
- Daily Meditation Practice

Parents/Community:

- Participate in The Pledge
- Saidat
- Toonie Tuesday
- Battery Recycling
- Food Drive
- September Open House
- Community Concerts
- Week at a Glance Communique
- School Calendar
- Website
- Twitter & Facebook

2. Curricular Connections:

- V.I.P. (values, influences, peers) Program
- “Take Care of One Another and Be Kind”
- Character traits mentor texts
- Mental health mentor texts
- Bounce Back (messages on announcements)
- Kelso’s Choice,
- Stand Up to Bullying Mentor Texts
- Diversity Kit
- Steps to Respect resource
- Tribes
- Mindfulness Training
- Autism Awareness
- World Down Syndrome Day

3. Training Opportunities for Staff:

- Dialogue at staff meetings
- System supports for staff on a as needed basis
- Respect in sport
- How to Handle Inappropriate Behavior – Stop it, Name it, Explain it, Ask for change
- Process for Handling Reports: The 4-A Response
- Tribes
- St. Leonard’s Society
- Culture for Learning Team Presentations – LGBTQ+

4. Leadership:

Student:

- Peacemakers
- Safe and accepting schools team
- Lunch room monitors
- Rainy day helpers
- Office helpers
- Environmental team – battery challenge
- Healthy Schools Team

Staff:

- Staff advisor for council
- Safe and accepting schools team
- Program Development Team
- School Support Counsellor
- Sports teams
- Healthy Schools Team

Parent/Community:

- Safe and accepting schools team
- School Council
- Parent volunteers
- Healthy Schools Team
- TVPIC /Pro Grant Events open to community

5. Community Connections/Resources:

- Community school officer
- Health Unit
- Kids Club
- Library
- St. Leonard's Society
- Ag Day
- Saidat
- Lioness
- Leroy Hibbert - LUSO
- S. Dorchester Optimist

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:

Students-

- Use Upstander Skills
- Peacemakers
- The Pledge
- School Climate Survey
- Co-construct anchor charts for behavior expectations in classrooms

Parents/Community-

- Anonymous reporting
- Establish and maintain open and positive communication with school
- Work with school to resolve conflict situations and help with strategizing and activating an action plan
- P.D.T. meetings

Staff-

- Respond consistently to inappropriate behavior
- How to Handle Inappropriate Behaviour
- 4A Response

- Name it, Explain it, Ask for Change
- Model appropriate relationship skills
- Address early signs of problems to prevent bullying (PDT/ Team meetings)
- Identify and respond to students' need for additional support
- Establish and maintain open and positive communication with family
- Encourage parents to help in ending the bullying situation
- Include parents in strategizing and developing an action plan
- Confidentiality

9. Reporting:

- Continue with our online reporting
- Encourage students, parents/community to use this form of anonymous reporting through reminders by teachers, in newsletters home and on outdoor school sign
- Staff complete the office referrals/recess reports when applicable
- Bus drivers to complete online incident reports
- Anonymous reporting box in classrooms

10. Support Strategies :

Student who engaged in bullying:

- Develop an action plan with the goal to end the bullying situation
- Progressive discipline approach
- Appropriate action regarding consequences
- Develop student's awareness of the impact
- Develop skills and ideas for alternatives to replace the bullying behavior
- Involvement in activities that develop empathy, respect, responsibility, kindness and inclusion
- Referral to outside agencies and TVDSB system staff for support
- TVDSB Safe Schools protocol followed and implemented.
- Suspension and re-entry plan
- Safety and Behaviour Plans
- Communication with home

Student who has been bullied:

- Ensure the safety of the student
- Involve the student closely when developing an individualized action/safety plan
- Provide an option of a safe place to go
- Encourage participation in safe social situations like extra-curricular activities or clubs
- Determine a trusted adult in the school who can support
- Provide counselling opportunities, either through school support counsellor
- Involve TVDSB Safe Schools Team
- Communication with parents
- Development of safe strategies for reporting
- ASSIST protocol implemented if necessary – Principal
- Check-ins by administration and teachers

Students who witness bullying:

- Provide opportunities for discussion with teachers to develop and reinforce Upstander skills
- Communication with parents
- Involve TVDSB Safe Schools Team if necessary
- 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 engage in bullying:

- Regular check-ins by administration, school support counsellor, learning support teacher, to see if the bullying has stopped
- Review and assess the progress of action plan
- Review and modify behavior/safety plan
- Ongoing communication with home

Students who have been bullied:

- Regular check-ins by administration, school support counsellor, learning support teacher, to see if the bullying has stopped and how they are feeling
- Help student to gain or strengthen skills
- Program development team meeting

- Modify safety plan as needed
- Ongoing communication with home

12. **Communication:**

Students –

- Inform students of our BPIP on school website
- Discuss in class at the beginning of the year & on-going as needed
- Review on announcements
- Assemblies

Parents/Community –

- Newsletters
- School council meeting
- School website
- E-news
- Twitter
- Facebook
- Outdoor school sign

Staff –

- Staff meeting in September
- Staff conference

STEP THREE: Implementation Plan

Timelines	Who	How
May 9	SAST & Admin	Meet to create and discuss BPIP
June 6	SAST & Admin	Share BPIP with School Council
Sept – first week 2019	Admin & Staff	Share BPIP with school community – begin initiatives with community partners

STEP FOUR: Monitor/Reflect

Timelines	Who	How
End of Sep 2019	Admin & Staff SAST team	<p>Monitor</p> <ul style="list-style-type: none"> • Ensure community contribution, dialogue with other community members to ensure their voice is heard and they are contributing to the success of the plan, gather input/feedback

<p>SAST Meeting Dates: 1- Sept 2019 2- Spring 2020</p>		<ul style="list-style-type: none"> • Ensure parental contribution continues and it remains an agenda item for discussion at School 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 • Ensure student contribution continues • Dialogue with students after the various BPIP initiatives to ensure the student voices are heard and they are contributing to the success of the plan • Ensure the BPIP programs and initiatives take place as planned • Gather feedback from staff • Ensure staff contribution continues and it remains an agenda item at staff meetings to gather further input • Ensure SAST meetings occur as planned • Ensure BPIP programs and initiatives take place as planned • Gather feedback from staff <p><u>Reflect</u></p> <ul style="list-style-type: none"> • Each member of the team will bring back feedback collected about the implementation of the BPIP <p><u>Indicators of Success</u></p> <ul style="list-style-type: none"> • Positive feedback from students, staff and parents • Fewer office referrals and recess reports • Fewer bullying incidences • More positive student interventions • Staff addressing inappropriate behavior in a timely, consistent and effective manner <p><u>Celebration of Success</u></p> <ul style="list-style-type: none"> • Student certificates • Announcements • Bulletin boards
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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.