

SCHOOL BULLYING PREVENTION AND INTERVENTION PLAN (BPIP)

(School Name: South Ridge P.S - 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:	Tim Coombs	Parent(s):	Carolyn Peters
Teacher(s):	Laura Hughes, Christine Murray, Jenn Manary	Student(s):	
Non-teaching staff:	Sara Jacob	Community partner(s):	Barb Ledgley

STEP ONE: Data Collection and Assessment

Strengths & Successes:	Gaps and areas for growth:
<ul style="list-style-type: none">➤ Character Development programs➤ PeaceKeepers➤ Positive school culture – honesty, stepping up-Spirit Days➤ Involved Parent Community	<ul style="list-style-type: none">➤ Ongoing development of communication skills to deal with conflict vs bullying➤ Consistent messaging(hallway vernacular/common language) when coaching students through conflict➤ Consistent coaching and strategy development related to organized games and outdoor play➤ Social Network (Ex. Facebook, Twitter)

School Bullying Prevention Statement:

South Ridge is a caring school where staff, students, parents and community work together to promote acceptance in an environment where everyone feels safe, included and valued. At South Ridge Public School, everyone is encouraged to be the best person they can be in a supportive setting.

STEP TWO: Creating/Revising the Plan

1. Education – Awareness Raising and Skill Building:

(Programs and Initiatives)

Students:

- Character Education Programs –
- Assemblies – Peacekeeper, Quincy Mack,
- Spirit Days
- Pledge
- *VIP program*
- Heather Pelland Building Relationships program
- Tribes
- PeaceKeepers
- St. Leonard’s Society
- Extracurricular at breaks – choir, sports, intramurals
- Resiliency through Learning Support
- Buddy Bench on Primary yard
- Games/lines painted on asphalt
- Forest Cliff Grade 8 Trip
- Junior/Primary Water Day led by Intermediate Students
- Lunch Monitors
- Internet Safety
- *Monthly newsletters*

Parents/Community:

- School Council
 - Parents invited to all assemblies
 - Parent Volunteers running Food for Thought program
 - Parent volunteers – Reading program, Volunteers in classrooms
- Parents involved in the daily life of the school – Staff Appreciation Day/Craft Sale/ Water Day, Internet Safety evening, school newsletter highlights mindfulness strategies.

2. Curricular Connections:

- PeaceKeepers
- Character Education
- The Pledge
- V.I.P. Program (renamed: KIDS)
- Internet Safety workshop
- South Western Board of Health for Growth and Development
- Online student behavior training
- Tribes

3. Training Opportunities for Staff:

- Safe and Accepting Schools Training
- Reframing our Responses training
- Tribes Training
- LGBT2Q+ PD sessions
- Mental Health training

4. Leadership:

Student:

- PeaceKeepers
- Reading Buddies
- Lunch Room Monitors, Snack Program delivery crew
- Grade 6,7,8 Leaders – Terry Fox, Sound and Chair Crew, Assembly Leaders, QDPA, Intramural Referees
- Water Day
- Safe and Accepting School Team

Staff:

- School counsel rep.
- School Improvement Team Members
- Safe & Accepting School Team Members
- Health & Safety Team Members
- PeaceKeeper Leaders
- Mental Health Lead teachers
- Intramural sports and Coaching
- Yoga sessions

Parent/Community:

- School Council
- Safe & Accepting School Team
- Food for Thought Team
- Hot Food Team
- Craft Sale Team
- Snack Program

5. Community Connections/Resources:

- St. Leonard's Society – PeaceKeeper Training, Saidat
- School Social Worker
- School Public Health Nurse
- TVDSB System Supports – Mental Health TOSA, Spec Ed. Co-ordinator, LD TOSA, ASD, CAS, Early Years Tosa
- Co-op Students

- CYC and ECE from Fanshawe College
- Fire Prevention/Police Safety
- Peer Mentorship training
- Big Brother/Sister Mentorship training
- Healthy Relationships Plus Girls' group by Barb Ledgley
- St Leonard's Restorative Justice

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 appropriate skills
- Peacekeepers
- Buddy Bench

Parents/Community:

- Establish and maintain positive communication with school.
- Work with school to address incidences of bullying and conflict.
- Anonymous online bullying/reporting tool

Staff:

- Establish and encourage open and positive communication with families.
- Model appropriate relationships and skills.
- Address problems as they occur.
- Document and communicate ongoing problems with appropriate staff. (i.e. admin)
- Empowering student choice during restorative process

9. Reporting:

- Continue to communicate to our school community our new on-line reporting system.
- Encourage students/staff/parents to use this system.

- Communicate how to use this system and where to find it through newsletters, school council and on website.
- Staff complete Safe Schools Incident Reporting Forms
- Bus Drivers report incidents using Student Conduct Reports
- Open lines of communication

10. Support Strategies :

Student who engaged in bullying:

- Investigation/discussion with appropriate staff (i.e. administration, teachers, SSW, LST)
- Contact with Parents – support for parent or family and student – outside agencies (i.e. O.E.C.Y.C.)
- Progressive Discipline
- Restorative approaches
- Detentions
- Counselling related to developing appropriate social/peer/interaction skills.
- Suspension with specific re-entry plan to build and develop appropriate skills

Student who has been bullied:

- Determine level of threat
- Ensure safety of student
- Contact Parents - support for parent or family and student – outside agencies (i.e. O.E.C.Y.C.)
- Develop a safety plan for student
- Connect student with a trusted staff member who will check in with student
- Provide a safe place for student to go during non-instructional time
- Help student build a plan to develop assertiveness and safe reporting

- Referrals to appropriate TVDSB support staff
- Police involvement
- Specific training related to safe reporting for the student
- Involvement of SSW/TVDSB support personnel (i.e. school psychologist, SSW)
- A place to go for a break during instructional time.
- Students know they can be listened and know that there is a trusting relationship at school with staff.
- Extra curricular activities

Students who witness bullying:

- Provide specific opportunities for training related to reporting of incidences
- Provide support for student (i.e. referrals to SSW, trusted staff member)
- Provide consequence-free opportunities to report safely
- Provide opportunities for these students to step up and deliver anti-bullying messages and anti-bullying leadership for other students
- Positive recognition for students who report – create a culture of safe reporting
- Provide strategies/language for students who report to use when reporting or dealing with bullying incidences

11. Follow Up:

Student who engaged in bullying:

- Regular check-ins by admin and trusted staff to see if bullying has stopped
- Review and assess progress of action plan
- Address online bullying

Student who has been bullied:

- Regular check-ins by admin, trusted staff member, SSW to see if bullying has stopped and how they are coping/feeling
- Ongoing communication with parents
- Modify safety plans if needed
- Ensure students are aware that follow up has occurred.
- Foster trusting relationships
- Online behavior training

12. Communication:

Students:

- School website
- Assemblies
- Announcements
- Class newsletters
- Bulletin board

Staff:

- School website
- Staff meetings
- Participation in TVDSB anti-bullying initiatives (The Pledge)
- Newsletters
- Teacher led discussions – shared reading

Parents/Community:

- School Council
- Newsletters
- Website
- Open House/Parent Night
- Anti-Bullying Awareness
- Communication re TVDSB anti-bullying campaigns (The Pledge)
- Education re difference between bullying and conflict
- Strategies for parents to support their children who experience bullying/conflict

STEP THREE: Implementation Plan

Reset the timelines and tasks

Timelines	Who	How
June 2019	Admin/Non-Teaching Staff/Parent	Review BPIP
June 2019	Admin	Post school BPIP on school website
Sept 2019	Admin, Staff and Students (need student voice)	Share BPIP with school community – begin initiatives with community partners.

STEP FOUR: Monitor/Reflect

Reset timelines and tasks

Timelines	Who	How
Sept – June 2019-2020	SSAT Community Member SSAT Parent	Monitor Ensure community contribution continues, gather input/feedback – consult re community supports and programs to support our BPIP Maintain parent participation – continue dialogue with parents to include their voice and ensure their contribution to the plan
SAST Meeting Dates: 1- Nov. 2019 2- May 2020	SSAT Teacher/Non-Teaching Staff SSAT Admin SAST	Monitor implementation of BPIP – gather feedback from staff – bring feedback to Admin for inclusion in any plan revisions. Ensure implementation of BPIP, gather feedback from all stakeholders, schedule SAST meetings, align BPIP with SIP Bring Safe Schools committee members back together in November 2018 Reflect Each member of the team will bring feedback collected about the implementation of the BPIP Indicators of Success:

		<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> <p>As a school we will celebrate the success of students through:</p> <ul style="list-style-type: none">➤ Celebration assemblies➤ Morning 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.