

# SCHOOL BULLYING PREVENTION AND INTERVENTION PLAN (BPIP)

(School Name: Lambeth - Year 2018 - 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:	<u>Lisa Williams/John Richmond</u>	Parent(s):	<u>Beth ODonavan</u>
Teacher(s):	<u>Catherine Dionysakopoulos</u>	Student(s):	<u>Andrew Evans</u> <u>Jacob Clelland</u>
Non-teaching staff:	<u>Janette Chute</u>	Community partner(s):	<u>Dana Trask</u>

## STEP ONE: Data Collection and Assessment

<b>Strengths/Successes:</b> <ul style="list-style-type: none"><li>• Student reports of incidents</li><li>• Bus conduct reports</li><li>• Attendance data</li><li>• Anecdotal feedback from Parent Council regarding positive home and school communication</li><li>• Anonymous reporting mechanism</li><li>• Parent/teacher engagement survey</li></ul>	<b>Gaps and Main Areas of Concerns</b> <ul style="list-style-type: none"><li>• Social Media Awareness – Digital Citizenship/Cyberbullying</li><li>• Continued education for parents, staff and school community to understand the difference between bullying and conflict. Clearly define each term. Possibly use video announcements as a way to educate student population</li><li>• Decrease of student empathy and respect within junior to intermediate divisions</li><li>• Lack of resiliency displayed by students</li></ul>
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## School Bullying Prevention Statement:

We, at Lambeth P.S., are committed to ensuring that everyone feels a sense of belonging, is respected and feels safe at school.

## STEP TWO: Creating/Revising the Plan

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

#### Students:

- Whole school character education/colour house and student recognition initiatives/assemblies (Sara Westbrook, the Pledge – Nov., Sea of Pink,
- 1000 Acts of Kindness – Feb., Spirit Days, Me to We)

#### Parents/Community:

- Staff/Admin. Presentation re: school initiatives, information nights at School Council meetings
- “Lambeth Cares” column in school newsletter (parent education on issues surrounding Bullying)

- School song
- FNMI student leadership (story-telling, cultural dance, beading)
- Intermediate leadership opportunities through Colour House Initiatives
- Revision of the School Code of Conduct

## 2. Curricular Connections:

- Problem solving strategies using shared vocabulary – JK-8 (WITS program to be explored)
- VIP for grade 6
- 4<sup>th</sup> R for grades 7-8
- 4<sup>th</sup> R for FNMI students
- Definition of Bullying and whole school usage of common language
- Bounce Back Mental Health Awareness resources (TVDSB website)
- [www.mentalhealth4kids.ca](http://www.mentalhealth4kids.ca)

## 3. Training Opportunities for Staff:

- Definition of bullying and whole school usage of common language
- Ensure all noon hour supervisors understand school expectations regarding bullying prevention and intervention (training in problem-solving strategies and yard/hall/room expectations, introduce supervisors at first Colour House Assembly)
- Sept. staff meeting to set tone for the year (bullying awareness, effective problem solving strategies)
- Feb staff meeting (Mental Health Awareness)
- June – reflection on the plan
- Video announcements – awareness of technology

## 4. Leadership:

Student:

- Lunch room monitors/Kindergarten Helpers/Peace Keepers/Buddy Bench
- Intermediate Leaders (Colour Houses)
- First Nations Cultural Mentors – crafts/sports/storytelling

- Bus patrollers (look into this through the London Police Service)

Staff:

- Safe Schools Committee
- Admin. Council
- Model and explicitly teach curricular connections

Parent/Community:

- Community School Officer
- Parent Council Representatives

**5. Community Connections/Resources:**

- CYW/ECE Students from Fanshawe College
- St. Leonard’s Society (Restorative Approaches Program)
- Big Brothers/Big Sisters – Go Girls! Game ON
- Roots of Empathy

6. The school **Code of Conduct** has been reviewed and updated to address bullying and reflect core values and expectations.  Yes  No (We plan to rewrite 2016 – 2017)

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-

- Will be educated on the difference between being a bystander and being an Upstander
- Will report through anonymous methods or to a trusted adult within the school
- Participating in the pledge

Parents/Community-

- Will communicate possible bullying situations through reporting tools or through direct communication with Staff. (see Flow of Communication Chart)

Staff-

- Will respond consistently to problems and inappropriate behavior using common vocabulary/language and strategies
- Will respond consistently to all reported and witnessed incidents with The 4-A Response (affirm feelings, ask questions, assess safety,

act)

- Collaboratively problem solve with students to create an action plan
- Address early signs of problems with Division teachers, Parents and Administration to prevent bullying
- Identify and respond to students' need for additional support
- Establish and maintain open and positive communication with families
- Include parents in strategizing and developing an action plan if needed
- Participating in the Pledge

### 9. **Reporting:**

- Continue with on-line reporting
- Staff understand and complete Office Referrals; and Safe Schools Incident Reporting Form *when applicable*
- Bus drivers use Student Conduct Reports
- Parents report to teachers first – refer to Communication Flow Chart
- Encourage use of planners, letters and websites for teacher/parent communication as well as new Apps such as Remind 101, Seesaw, Class Dojo, Fresh Grade etc.

### 10. **Support Strategies :**

Student who engaged in bullying:

- Create an action plan/next steps with a goal to end bullying
- Developing student awareness of the impact
- Employ Progressive Discipline as required
- Employ Restorative Approaches when appropriate
- Communicate regularly with parents

Student who has been bullied:

- Create an action plan with the goal of keeping the student safe e.g., safe place, a trusted adult, develop assertiveness skills
- Communicate action plan and next steps with student's family

Students who witness bullying:

- Provide opportunities for discussion and reflection with teachers and peers in order to debrief
- Teachers discuss the impact of bullying, the role of upstander vs. bystander, and how to support a friend

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

Students who engage in bullying:

- Monitored by classroom teacher, LST, Administration to see if bullying has stopped

Students who are Victims of Bullying:

- Monitored by classroom teacher, LST, Administration to see how they are feeling

- Review and assess progress of action plan
- Communicate regularly with parents
- Ensure staff are aware of students in their class involved in bullying situation
- Help student to gain or strengthen resiliency skills
- Communicate regularly with parents

## 12. **Communication:**

### Students:

- Discuss Code of Conduct in class in September, and review in scheduled assemblies
- Anti-Bullying initiatives will be highlighted during whole group assemblies (Colour Houses) or on morning announcements

### Staff:

- Staff meetings
- Admin. Council
- Division Meetings

### Parents/Community:

- Newsletters
- Inform parents of BPIP on school website
- School Council

## **STEP THREE: Implementation Plan**

Timelines	Who	How
June 2016	SAST	<ul style="list-style-type: none"> <li>• Complete BPIP</li> <li>• Share results of BPIP and Safe Schools related literacy resources at staff meeting</li> </ul>
Sept. 2016	SAST	<ul style="list-style-type: none"> <li>• Share results of BPIP with school council</li> <li>• Post BPIP on school website</li> <li>• Share information regarding creation of BPIP in Sept. newsletter</li> <li>• Deliver introductory staff training (4A Response, Handling Inappropriate Behaviour) and discuss staff implementation expectations of BPIP for the 2016-2017 school year, at Sept. Staff Meeting</li> </ul>
Oct. 2016 – June 2017	SAST, Admin Council	<ul style="list-style-type: none"> <li>• Revisit school code of conduct</li> <li>• Support the implementation of BPIP programs and initiatives as planned</li> </ul>

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

Timelines	Who	How
2016 – 2017 School Year	SAST, Admin Council, Teacher/non teacher staff,	<p><b>Monitor</b></p> <ul style="list-style-type: none"> <li>• Ensure contributions by all stakeholders are welcomed, reviewed and implemented as necessary to meet the goals and objectives identified in the BPIP</li> </ul>

<p>SAST Meeting Dates: 1- _____ 2- _____</p>	<p>parents, students, community</p>	<ul style="list-style-type: none"> <li>• Ensure BPIP programs and initiatives take place as planned</li> <li>• Ensure SAST meetings occur as planned</li> </ul> <p><b><u>Reflect</u></b></p> <ul style="list-style-type: none"> <li>• Staff will reflect on progression of BPIP initiatives at Division Meetings, Admin Council and at Monthly staff meetings</li> </ul> <p><b><u>Indicators of Success</u></b></p> <ul style="list-style-type: none"> <li>• Clearer understanding of what constitutes bullying by students, staff and parents</li> <li>• Staff addressing inappropriate behavior in a timely, consistent and effective manner</li> <li>• Curricular connections are being used regularly in JK-8 Classrooms (Kits)</li> <li>• Increase in student confidence to initiate Upstander interventions</li> <li>• Increase in respect and empathy displayed by students</li> <li>• Increase in positive responses as seen in Safe Schools and Student Well-Being Survey</li> <li>• Active participation and commitment to BPIP by all staff</li> </ul> <p><b><u>Celebration of Success</u></b></p> <ul style="list-style-type: none"> <li>• Colour house assemblies</li> <li>• Morning announcements (Video announcements)</li> <li>• Feature stories in school newsletter</li> <li>• Staff celebration of successes at monthly staff meetings</li> <li>• Sunshine phone calls to parents (SeeSaw, Class Dojo, Notes, messages)</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.