

# SCHOOL BULLYING PREVENTION AND INTERVENTION PLAN (BPIP)

(School Name Mary Wright P.S. - 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:	Scott Barker (P), Marci Damen (VP)	Parent(s):	Leslie Lawrence
Teacher(s):	Emily Heynsbergen, Becky Gibson	Student(s):	MC, THG, MM, ZG
Non-teaching staff:	Elisha Kehoe	Community partner(s):	

## STEP ONE: Data Collection and Assessment

### Strengths/Successes:

- Character Traits and academic successes are recognized and celebrated monthly
- Behaviour incident reporting system to communicate issues and concerns
- School Climate Survey 2017-18 – most areas scored favorably
- Anecdotal feedback from students, parents and staff that regarding an improvement in the culture of the building
- Mustang Moments are increasing and are being distributed across the grade levels

### Gaps and areas of concern:

- School Climate Survey 2017-18 – Mental Health and Emotional Safety scored less favorably
- Anecdotal information indicating that students do not feel that their concerns are addressed by staff
- Unstructured activities continue to be concerning with regards to bullying and hands-on behavior
- Anecdotal feedback from students, parents and staff about continued incidents of disrespect and disruptive behavior impacting student learning
- Frequency of student reports that hands on/physical aggression is used “to defend themselves or their friend:

## School Bullying Prevention Statement:

At Mary Wright, we commit to demonstrating kindness so that all members of our community and visitors feel welcome, safe and accepted.

## STEP TWO: Creating/Revising the Plan

### 1. Education – Awareness Raising and Skill Building:

#### (Programs and Initiatives)

#### Students:

- Celebration of Learning Assemblies recognize students who demonstrate positive character and academic achievement
- Student Parliament initiatives
- Mustang Moments to celebrate kindness, respect and hard work
- Best Buddies
- Kind Club
- Door Greeters/Welcoming Committee
- GSA Club
- Kindness bulletin board
- Video announcements
- Hands off policy reminders
- Recess Club
- Incident reporting form

#### Parents:

- Attendance at school assemblies
- Parent engagement events and activities
- Link to online anonymous reporting
- Mustang Parent Corner
- Newsletters
- Website
- Mustang Memo Box in foyer

- Consistent messaging and explicit teaching re: conflict/rude/mean/bullying comparison chart
- Motivational Message Board in office
- Mustang Memo Box in foyer

Staff:

- Kindness Wall
- Wellness Challenge
- Training and collaboration regarding managing student behavior (WITS/LEADS)
- Mustang Memo Box in foyer

2. **Curricular Connections:**

- Diversity kit with mentor texts
- Roots of Empathy
- VIP Grade 6 students
- Fun Friends, Friends for Life

3. **Training Opportunities for Staff:**

- WITS/LEADS
- 4A Response: Ask, Affirm, Assess, Act
- Supporting students with challenging behaviours

4. **Leadership:**

Student:

- Lunch helpers
- Office helpers
- Video announcements
- Student Parliament
- Safe Schools Committee
- Team leaders for activity days
- Kind Club members

Parent/Community:

- School Council members
- Volunteers
- Community officer
- YMCA
- Career fair inviting parents or community members to come in and speak about their job
- MyFM 105.7

Staff:

- All educators and staff
- School Improvement Team
- Safe Schools Committee
- Extracurricular activity supervisors promote collaboration, teamwork etc.

5. **Community Connections/Resources:**

- VIP Officer
- Community Officer
- SDCI
- YMCA – health and wellness
- Municipality Recreation Department
- MyFM 105.7
- Public Health Nurse

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 WITS/LEAD strategies
- act as an Upstander
- seek adult assistance
- report concerns to Mustang Memo box

### Staff

- support skill development of students through use of WITS/LEADS strategies
- respond appropriately using 4A response
- consistent use of office referral form
- maintain open and positive communication with families (phone calls, meetings)
- act proactively in preventing student conflict at early stages
- progressive discipline
- report concerns to Mustang Memo box

### Parents/Community

- report concerns to Mustang Memo box
- online anonymous reporting
- communicate concerns to teacher first
- work collaboratively with school to resolve concerns and develop next steps and action plan

## 9. **Reporting:**

- Encourage reporting through Mustang Memo box and anonymous reporting
- conversations with classroom teacher (planner, phone calls, Brightspace etc)
- conversations with administrators

## 10. **Support Strategies :**

### Student who engaged in bullying:

- Create an action plan/next steps with a goal to end the bullying
- Communication with parents
- Implement the progressive discipline approach (also in tune with case-by-case issues)
- Appropriate & consistent consequences
- Create an environment where empathy can develop for the student engaged in bullying (also, if you were in their shoes...)
- Re-entry meetings after suspensions
- Redefine and review "bullying vs. conflict (Many situations that may first appear to be Bullying behaviour is really more about conflict)
- Focus some of our discussions on conflict than allow everything to be added up to equal Bullying.
- Regular check ins with student

### Student who has been bullied:

- Involve the student in creating an action plan/next steps tailored to their needs
- Ensure staff are aware of incidents and monitor situations to prevent further bullying
- Communication with parents
- Regular check ins with student
- Provide options for 'safe places'/ 'safe people' (staff)
- Raise confidence/promote making new friends
- Encourage participation in clubs, extracurricular activities

### Students who witness bullying:

- Provide opportunities for discussion with teachers, staff, school counsellor, etc. to reinforce Upstander skills
- Teachers discuss the impact of bullying, the role of Upstander vs bystander, and how to support a friend

## 11. **Follow Up:**

### Students who engaged in bullying:

- Monitored/checked up on by administration, LST, SSC to verify if bullying has ended.
- Review the next steps/action plan as needed
- Communicate regularly with parents

### Students who have been bullied:

- Regular check-ins by administration, SSC, LST to see if bullying has ended and how they are feeling.
- Encourage positive self-esteem/improve self-confidence
- Adjust safety plan as needed

## 12. **Communication:**

Students – Class discussions, website, messaging on announcements and assemblies, classroom discussions, community circle activities

Parents/Community – School website, newsletter, parent corner in foyer, planners, phone calls, Brightspaces app, School Council meetings

Staff – staff meeting, Outlook email and conference group

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

Timelines	Who	How
May 2019	SAST	Share draft BPIP for 2019/20 with staff at May staff meeting
May 2019	Administration	Post BPIP in Culture for Learning Outlook files Post BPIP on school website and MW Outlook group
September 2019	Administration	Review BPIP at staff meeting Share information regarding BPIP in school newsletter Review BPIP with School Council
	Administration/teachers All staff	Review BPIP with students at assemblies and in class Implement WITS/LEAD program
September 2019	SAST/Student Parliament	Meet with Student Parliament to review BPIP and determine how their initiatives will support the plan

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

Timelines	Who	How
ongoing	SAST	<p><b>Monitor</b></p> <ul style="list-style-type: none"> <li>Review feedback received from students, parents, staff and community through Mustang Memos, anecdotal etc. to reflect on how the plan is meeting the needs of the school community.</li> <li>Ensure dialogue continues with students, staff and parents</li> <li>Observe and monitor student interactions on the yard</li> </ul> <p><b>Reflect</b></p> <ul style="list-style-type: none"> <li>Feedback provided by staff and school council at monthly meetings</li> </ul> <p><b>Indicators of Success</b></p> <ul style="list-style-type: none"> <li>Fewer office referrals</li> <li>Fewer suspensions</li> <li>Staff addressing inappropriate behavior in a timely, consistent and effective manner (teachable moments)</li> <li>Positive staff and student feedback</li> <li>Increase in students asking for help from when being bullied</li> <li>Active commitment to the BPIP by all staff</li> <li>Staff (teachers, EAs, lunchroom supervisors, etc.) all comfortable with the 4A response</li> </ul> <p><b>Celebration of Successes</b></p> <ul style="list-style-type: none"> <li>Monthly assemblies</li> <li>Announcements</li> <li>Mustang Moments</li> <li>Bulletin Boards</li> <li>School website</li> <li>Monthly newsletter</li> </ul>
SAST Meeting Dates: 1- September/October 2019  2- January 2020	SAST and Student Parliament  SAST	

Our BPIP will be reviewed annually and posted on our school website by June 30<sup>th</sup> for implementation the following school year.