

# SCHOOL BULLYING PREVENTION AND INTERVENTION PLAN (BPIP)

(School Name: Aldborough PS - Year 2019/20)

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>Mr. D. Fife, Mrs. S. Vance (VP)</u>	Parent(s):	<u>Kelly Towers</u>
Teacher(s):	<u>T. Pearson, S. Kirschner, T. Fink</u>	Student(s):	<u>R.H.</u>
Non-teaching staff:	<u>Mrs. G. Schneider</u>	Community partner(s):	<u>Trin Hill</u>

## STEP ONE: Data Collection and Assessment

<b>Strengths/Successes:</b> <ul style="list-style-type: none"><li>• Implementation of mindfulness and social and emotional learning</li><li>• Caring staff dedicated to supporting all students</li></ul>	<b>Gaps and Areas of Concern:</b> <ul style="list-style-type: none"><li>• Maintaining momentum from work with mindfulness and social and emotional learning</li><li>• Influence of older students on the younger ones must remain positive</li><li>• Bus behaviour</li><li>• Unsafe, unhealthy behaviours</li></ul>
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## School Bullying Prevention Statement:

Aldborough PS is committed to ensuring that all students will be mindful of their actions and respectful to all in our school community.

## STEP TWO: Creating/Revising the Plan

<b>1. <u>Education – Awareness Raising and Skill Building:</u></b> <b>(Programs and Initiatives)</b>	
<b>Students:</b> <ul style="list-style-type: none"><li>• Regular Assemblies – Sharing/Spirit and Mindfulness (One/month of each)</li><li>• Extra-curricular activities : clubs and athletics</li><li>• Fairness Matters – initiative driven by the students</li><li>• Turtle Club – Indigenous education</li></ul>	<b>Parents/Community:</b> <ul style="list-style-type: none"><li>• Link to TVDSB safe schools site through school webpage</li><li>• Parents invited to attend all assemblies</li><li>• Discussions at school council meetings</li></ul>
<b>2. <u>Curricular Connections:</u></b>	
<ul style="list-style-type: none"><li>• Health &amp; Physical Education curriculum</li><li>• VIP and other Grade appropriate Programs</li><li>• Guest speakers – Community Partners</li></ul>	<ul style="list-style-type: none"><li>• Stand Up to Bullying Kit – mentor text and teacher resource</li><li>• Bullying Resources in Library</li><li>• Diversity and Mental Health Kit in Library</li></ul>
<b>3. <u>Training Opportunities for Staff:</u></b>	
<ul style="list-style-type: none"><li>• Staff training/discussions related to appropriate display of behaviour</li></ul>	<ul style="list-style-type: none"><li>• The Third Path: Book Study for Staff</li><li>• ASIST (5 staff members trained currently)</li></ul>

- Staff meeting agenda item
- Social and Emotional Learning training in staff meetings (best practice sharing)
- Online bullying prevention modules at <http://safeatschool.ca/plm/bullying-prevention>

#### 4. Leadership:

##### Student:

- Leadership Council (Student Voice)
- Peer leader program for playground
- Lunch monitors in the classrooms
- Student Parliament reps
- Student bus buddies
- Office helpers
- Announcement crew
- Mindful buddies

##### Staff:

- Student Parliament advisor
- Program Development Team
- School Social Worker/Attendance
- Noon Hour Supervisors

##### Parent/Community:

- Guest Speakers for Fairness Matters
- AVPC – parent volunteers

#### 5. Community Connections/Resources:

- School Health Nurse
- WECHC personnel
- Classroom volunteers
- Community leaders/business owners (Career day)

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-

- Demonstrate appropriate skills
- Students willing to report to school staff (foster trusted relationships through “Who has my back” form)
- Use communication skills that are practiced through various classroom programs

##### Staff-

- Staff will respond appropriately to inappropriate behavior
- Model appropriate skills
- Establish open communication with all
- Use consistent language with students
- Encourage parents to assist in correction of behaviour

##### Parents/Community-

- Include parents in development of action plan
- Work with school to resolve issues related to bullying and assist in correction of behaviour

#### 9. Reporting:

- Online anonymous reporting
- Continue to educate and encourage student/parent use of this tool
- Bus drivers complete forms to keep us informed

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

Students who engaged in bullying:

- develop action plan to alleviate the bullying
- use progressive discipline model
- consequence appropriately
- continue to develop student awareness

Students who has been bullied:

- involve student, when necessary, in action plan process
- provide safe location for students
- provide support to individual

Students who witness bullying:

- encourage students to come forward
- provide opportunities for discussion with staff

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

Students who engage in bullying

- Admin completing regular check in with student
- Is the action plan addressing their behaviour?

Students who have been bullied

- Has bullying stopped? How are they feeling?
- Help students to gain or strengthen skills
- PDT meeting if necessary
- Modify plan if needed

### 12. **Communication:**

Students

- inform students about plan location on school website
- review at regular assemblies
- beginning of year discussions in class

Parents/Community

- newsletters
- Parent Council meetings
- School website
- Email
- Parent information evening

Staff

- staff meeting
- email
- school conference site

**STEP THREE: Implementation Plan**

Timelines	Who	How
Spring 2019	SAST	<ul style="list-style-type: none"><li>• Discuss BPIP implementation</li><li>• Choose student team member</li></ul>
	SAST	<ul style="list-style-type: none"><li>• SAST meeting</li><li>• Discuss findings of previous Safe School Survey and continue with formulation of BPIP</li><li>• Dialogue with members regarding thoughts and feelings about bullying prevention</li></ul>
June 2019	Admin	<ul style="list-style-type: none"><li>• Send out draft of BPIP to staff for input / staff meeting</li></ul>
June 2019	SAST	<ul style="list-style-type: none"><li>• Submit plan</li></ul>
	Admin	<ul style="list-style-type: none"><li>• Post BPIP on School Webpage</li></ul>
June 2019	Admin Teachers	<ul style="list-style-type: none"><li>• Review BPIP with staff</li></ul>
Early September 2019	Admin Teachers	<ul style="list-style-type: none"><li>• Review BPIP with Parent Council and Community members</li><li>• Present and implement BPIP with students</li><li>• Include BPIP information in school newsletter</li></ul>

**STEP FOUR: Monitor/Reflect**

Timelines	Who	How
Sept- June	Community Member	<p><b><u>Monitor</u></b></p> <ul style="list-style-type: none"> <li>• Ensure that community involvement is ongoing</li> <li>• Gather input and ongoing feedback</li> <li>• Ensure that parental involvement is ongoing</li> <li>• BPIP as agenda item at AVPC meetings</li> <li>• Gather input and feedback where appropriate from other parents</li> </ul>
	Parent Member	
	Student Member (Girl & Boy)	<ul style="list-style-type: none"> <li>• Ensure that student contributions are ongoing</li> <li>• Hold open discussions with other students about BPIP</li> <li>• Use their voice to be heard in appropriate manner</li> </ul>
	Teaching/Non-Teaching Staff	<ul style="list-style-type: none"> <li>• Gather input and feedback from colleagues</li> <li>• Ensure BPIP is implemented in the intended manner</li> </ul>
	Administration	<ul style="list-style-type: none"> <li>• Ensure staff input continues and remains as agenda item at staff meetings</li> <li>• Ensure BPIP is implemented and followed through</li> <li>• Provide necessary support for all through implementation of the BPIP</li> </ul>
	SAST	<p><b><u>Reflect</u></b></p> <ul style="list-style-type: none"> <li>• SAST members will provide feedback as collected about BPIP</li> </ul> <p><b><u>Indicators of Success</u></b></p> <ul style="list-style-type: none"> <li>• Decrease in number of students to office for behavior</li> <li>• Greater awareness of SEL</li> <li>• Inappropriate behaviours addressed at the right time</li> <li>• All staff buying in to the plan</li> <li>• Positive feedback from all community members</li> <li>• Use of online reporting methods</li> <li>• Students willing to speak up for themselves and others</li> </ul>
SAST Meeting Dates: 1- Fall 2019 2- Spring 2020		<p><b><u>Celebration of Success</u></b></p> <ul style="list-style-type: none"> <li>• Recognizing students work in assemblies and on announcements</li> <li>• Spirit Days and assemblies each month</li> </ul>

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