

SCHOOL BULLYING PREVENTION AND INTERVENTION PLAN (BPIP)

(School Name Lord Elgin 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:	<u>T. Macdonald (VP)</u>	Parent(s):	<u></u>
Teacher(s):	<u>C. Sawaski</u>	Student(s):	<u>Tiandra & Vincent</u>
Non-teaching staff:	<u>K. Hawkins (EA)</u>	Community partner(s):	<u>Constable R. Elliott; Erin Wilcox (PHN)</u>

STEP ONE: Data Collection and Assessment

Strengths/Successes:

- **Positive school climate due to:**
- Growth mindset in Math
- Terrific Kids Assemblies
- Monthly character focus (ROAR: Respect, Optimism, Acceptance, Responsibility)
- The Pledge
- ROAR Paw Print Awards daily
- Community Building Activities: Cavalcade, Terry Fox, Walking School Bus, Family Fun Fair, Turkey Dinner, White Elephant, Knitting program, Math Mindfulness Night & Pasta Dinner
- Time Project (2nd place global winners)
- Dance Festival
- Hour of Code
- Global Read Aloud
- Band Program
- Athletic Program: Cross Country, Soccer, Volleyball, Basketball, Track & Field
- Milk Program
- Snack Program
- Healthy School Committee
- Breakfast Program
- Welcome Back to School Initiative: Snacks provided on yard before school on first day in September
- Holiday PJ and Gift Extravaganza
- Volunteer Appreciation Luncheon
- VIP
- Roots of Empathy
- Banana Grams
- Light Up the World with Kindness
- Kindergarten Open House
- Meet the Teacher

Gaps and main areas of concern:

- Student respect for each other/staff/supply staff
- Need greater sense of empathy, confidence, resilience, mindfulness, self-regulation demonstrated by students
- Need more adult and mature student role models from the community to get involved
- Cooperative games/play need to be explicitly taught and managed (e.g. Referees)
- Greater need for respectful use of technology and social media (e.g. Good digital citizens)
- Cell phone expectations need to be monitored more consistently by staff
- Lack of general growth mindset among students
- Need increased parental involvement (e.g. School council, parent volunteers)

- United Way
- Pop tab collection for wheelchairs
- Facility Improvements: Reading garden, Learning Commons, community garden
- RED Day: painted murals, vegetable garden, outdoor painting, sports equipment
- Fundraisers: Chocolate bars, Card & Gift Wrap, Fresh From the Farm, Spirit Wear
- Indigo: Love of Reading grant

School Bullying Prevention Statement:

Lord Elgin Public School is committed to ensuring safety for staff, students, parents and community members by promoting a culture of community, focusing on respect, optimism, acceptance and responsibility.

STEP TWO: Creating/Revising the Plan

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

Students:

- Re-introduce school SPIRIT days and reward classes with participation certificates (e.g. twin day, black and yellow day, hat day)
- Continue to promote character building by recognizing ROAR students on announcements, TK certificates and assemblies, presentations
- Introduce a program where intermediate students support younger students on the school yard and plan and implement cooperative games
- Continue to make use of the YMCA on-site activities (e.g. girls club, recess readers, art)
- Grade 6 VIP
- Encourage use of Student Success Room, when necessary
- Believe in Yourself Kids Power Conference
- GEMS conference (Girls Embracing Montcalm Spirit)

Parents/Community:

- Implement the email service to inform parents of family events and anonymous reporting
- Continue to encourage more frequent parent participation in School Council (e.g. offer a sign up at Meet the Teacher Night, provide food at meetings)
- Create a list of jobs around the school so that parents are aware of what assistance we are looking for
- Maintain an updated school website and encourage parent use
- Monthly school and class newsletters
- Kindergarten Open House
- Invite parents to the school for assemblies and special days
- School Sign on front yard
- Student Planners as a communication tool, which include Code of Conduct expectations

2. Curricular Connections:

- Stand Up to Bullying and Diversity: Embracing Who We Are – mentor texts in school Library Learning Commons
- VIP
- ROAR mural
- Roots of Empathy

3. Training Opportunities for Staff:

- Staff Meetings/PD Days
- TIER system review with LST and support staff
- Lunch and Learn
- BMS Training
- Culture for Learning

4. Leadership:

Student:

- Office Helpers
- Kindergarten Helpers
- Assembly MCs
- Student Video Announcements
- Believe in Yourself Kids Power Conference
- Culture for Learning Mental Health Champions
- Raise the Bar Conference
- GEMS conference (Girls Embracing Montcalm Spirit)

Staff:

- TK assemblies
- Team and Club Leaders
- Staff Meeting PD
- Extra-curricular Activities
- School Improvement Team
- Lunch and Learn

Parent/Community:

- Safe Schools
- Field Trip Volunteers
- Parent Council Members
- London Hydro
- YMCA
- LUSO
- School Constable
- City of London Program (Summer)
- Swim to Survive
- Breakfast Club
- White Elephant Sale
- Book Fair
- UWO/Fanshawe Students
- High School Co-op placements
- LIT Program (Learning It Together)

5. Community Connections/Resources:

- Kiwanis
- North London Optimists
- Star of East Organization
- YMCA
- London Police Services
- North Park Church
- Maycourt Club of London
- Stoneycreek PS
- Clara Brenton PS
- McDonald's
- Great Canadian Bagel
- Beacock Library
- Western University
- Montcalm SS
- LUSO
- St. Leonard's Society
- Knitting Ladies
- Fanshawe College
- London Health Unit (PHN)
- SWIS Workers
- Walmart
- Tim Hortons
- Knollwood Baptist Church

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:

- Encouraging Positive Problem Solving
- Identifying Conflict vs. Bullying
- Encouraging perseverance and resiliency
- Encouraging responsible behaviours and ownership of less desirable ones
- Use developing Upstander Skills
- Use of Anonymous Reporting on Web Site

Staff

- Use of Office Intervention Form
- Follow up with students and parents by staff and administration
- Staff actively model and "talk through" positive problem-solving strategies/techniques
- Success Criteria for Conflict/Bullying response is co-constructed with students (e.g. learning skills)
- Open communication between home and school (e.g. email/school website, school/class newsletter, Twitter)
- Provide ongoing support/referrals to additional supports for students if required
- Respond to student behaviours/needs through tiered supports

Parents/Community:

- Communication is open and positive
- Community members work collaboratively with school staff to address issues
- Work with the school to resolve the issue and develop next steps/action plan
- Review and sign bullying pledge in the planner
- Read newsletters/website/emails
- Coffee Club: monthly opportunity to dialogue with parents

9. Reporting:

- Continued use of anonymous online reporting system
- Continue to use the Office Referral Form for staff (double sided to ensure there is a copy for the office to file and a staff copy to inform/follow up)
- Re-introduce “Problem Solving sheets” to resolve conflicts and issues in the Student Success Room
- Encourage students to report issues to yard duty teachers immediately

10. Support Strategies :

Student who engaged in bullying:

- Appropriate action regarding consequences
- Establish clear expectations for the future and develop a plan/next step if reoccurrence
- Contact parent/guardians with expectations
- Student referred to support staff such as School Support Counsellor (SSC), if required and meets expectations on TIER
- Continued action taken (Progressive Discipline – suspensions may be used)
- Monitor their actions closely
- Empower students with appropriate strategies to remove themselves from bullying situations
- Encourage participation in extra-curricular activities
- SSC visits to classrooms in September to refresh students on problem solving and conflict resolution strategies

Student who has been bullied:

- Support student, including options for a safe place to be
- Contact parents and involve them in action plan
- Determine a trusted adult in the school who can support
- Monitor closely
- Schedule check in times with student and trusted adult

Students who witness bullying:

- Praise and support for being an Upstander
- Provide opportunities to learn Upstander skills if witnesses did not report bullying

11. Follow Up:

Students who engaged in bullying:

- Regular check-ins by admin, SSC (if referral), LST, SWIS, teacher to see if the bullying has ceased
- Review and assess progress of action plan
- Track behavior through office referrals in binder
- “Check in” with student regularly to support positive social skill development
- Recognize and celebrate appropriate behaviours
- Referral to additional support if required
- Encourage and provide leadership opportunities
- Ensure that staff are aware of student involvement in bullying behaviours

Students who have been bullied:

- Regular check-ins by admin, LST, SSC (if referral), SWIS, teacher to see if bullying has ceased
- Help student to gain or strengthen skills
- Referral to additional support if required
- PDT meeting (if needed)
- Modify plan as necessary
- Ensure staff are aware of student being bullied

12. Communication:

Students:

- Inform students of BPIP on school website
- Discuss in class at beginning of school year along with Code of Conduct in planners
- Monthly TK Assemblies
- Review on announcements: ROAR (Daily Paw Print winners, Joke of the Day, AWESOME thought of the day)

Parents/Community :

- School Website
- School Council meetings
- Outdoor school sign
- Email/E-news
- School newsletters

Staff :

- Share BPIP via email and review at September staff meeting
- Outlook 365 email system
- Follow up with staff regarding student office referrals

STEP THREE: Implementation Plan

Timelines	Who	How
June 2019	VP	Electronically post BPIP to board conference and school website
September 2019	P/VP	Share BPIP link in newsletter, electronically, and with School Council
	P/VP	Share BPIP with staff and discuss at staff meeting
Sept-June 2019-2020	Teachers	Review BPIP with students along with Code of Conduct in planners in classrooms
	Staff	Contribute to monthly TK assemblies to support the BPIP; Promote education and awareness around cyberbullying and mental health and wellness; Highlight positive student activities and Upstanders at assemblies. Utilize Community Police officer to promote cyber safety; explore partnership with area secondary schools for peer mentor programs around cyber safety; implement mental health and wellness practices for daily use to promote proactivity over reactivity

STEP FOUR: Monitor/Reflect

Timelines	Who	How
Ongoing from Sept-June	All Staff	Monitor <ul style="list-style-type: none">• School Culture to be monitored on ongoing basis• Address concerns as a staff as they arise• Discuss progress/concerns at staff meetings during H & S time

May-June	BPIP Committee	<p><u>Reflect</u></p> <ul style="list-style-type: none"> • In Spring of each year, look at current BPIP to help drive changes and make necessary adjustments
Ongoing	Students, Staff, Parents	<p><u>Indicators of Success</u></p> <ul style="list-style-type: none"> • Increased evidence of students being Upstanders • Maintain positive results on Safe Schools and Student Well-Being Survey • Positive feedback from students, parents, and staff on school culture • Fewer office referrals • Increase in students seeking help from others • Greater sense of respect, optimism, acceptance, and responsibility demonstrated by students • All staff addressing inappropriate behavior in a timely, consistent and effective manner
Ongoing	Students, Staff, Parents/ Community	<p><u>Celebration of Success</u></p> <ul style="list-style-type: none"> • Monthly TK Assemblies • Morning Announcements • Special event: Cavalcade, Fun Fair... • Personal acknowledgements: ROAR certificates, Paw Print awards

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