

# SCHOOL BULLYING PREVENTION AND INTERVENTION PLAN (BPIP)

(School Name Glencoe DHS - Year 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:	Tom Maloney	Parent(s):	Tracy Harvie
Teacher(s):	Ron Vandecasteele, Karen Kading, Dion Bruce	Student(s):	Paige D.
Non-teaching staff:	Ieva Naujokaityte	Community partner(s):	Leanne Powell

**STEP ONE: Data Collection and Assessment**

<p><b>DATA COLLECTION</b></p> <ul style="list-style-type: none"> <li>Safe School &amp; Student Well-Being Survey</li> <li>Caring adult survey</li> <li>Website anonymous reporting</li> <li>Anecdotal feedback based on concerns expressed by students, staff, community partners, and parents</li> </ul> <p><b>STRENGTHS/SUCCESSSES</b></p> <ul style="list-style-type: none"> <li>Active student leadership groups n- STUCO/ SAA</li> <li>Students are reporting concerns to the school and community police on a regular basis.</li> <li>Due to smaller size, staff know all students in the school and there is easy communication amongst staff around individual student plans</li> <li>Presence of developmental students from System Classes bring acceptance and appreciation of differences to the school</li> <li>Parents feel comfortable entering the school to report concerns</li> <li>Very successful transition activities for grade eights coming into our school ie. GALE FORCE – a leadership retreat that bonds seniors with grade 9s</li> <li>48% of GDHS have played one or more sports in 2018-2019</li> <li>The School Climate Survey indicates that:             <ul style="list-style-type: none"> <li>GDHS is slightly better than TVDSB board averages in regard to physical safety and Bullying/Cyberbullying.</li> <li>The Engagement domain is a GDHS strength. Scores were better than board averages in three sections, and average in the other.</li> </ul> </li> </ul>	<p><b>GAPS/AREAS OF CONCERN</b></p> <ul style="list-style-type: none"> <li>-Rewarding positive behavior</li> <li>-Empathy development and growth needs improvement</li> <li>-Self reflection/awareness of behaviour and action needs improvement</li> <li>-Resiliency and coping strategies need improvement</li> </ul>
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## School Bullying Prevention Statement:

At GDHS we are committed to providing all students, staff and visitors with a safe and caring environment. The school community takes action to support each other. All students will understand the definition and consequences of bullying, including direct and indirect communication. Our School's response to inappropriate behaviours will be clearly communicated.

## **STEP TWO: Creating/Revising the Plan**

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

#### **(Programs and Initiatives)**

#### **1. Education – Awareness Raising and Skill**

#### **Building: (Programs and Initiatives) Students:**

- High School Here I Come – opportunity to outline definition and response to bullying
- Video Announcements
- Taking the Pledge
- GALE Force
- Student Representation at Safe Schools'

#### **Initiatives**

- Leadership class
- Stress buster days (1 per semester)
- Every Child Matters day as an Awareness Day

for

FNMI support

- Empathy building campaigns including:  food bank challenge
- women shelter toiletry drive
- shine the light campaign
- acts of kindness initiative by DE students •PSA

webcasts to engage students and parents (ex. health unit info., restorative justice, applying for scholarships, domains from school climate survey, etc.), incorporate this into parent-teacher night

#### **Parents/Community:**

- Publicize the BPIP using our school website
- Gauge parental interest in a presentation for parents regarding social media through School Council
- Review 3A's and Triple P Parenting Program at Grade 9 luncheon where parents and students are present at the end of 'High School, Here I Come'
- use social media to share PSA announcements (left column)
- TVPIC presentations

### **2. Curricular Connections:**

- 4 th R in Phys. Ed. & English
- GLE/GLS /GLC
- Explore connections in core subjects curriculum

- GALE FORCE
- Gaels helping Gaels
- Response Protocol
- Organizing Violence Prevention Facilitators • Learning Forward

5. Community Connections/Resources:

- Social Worker • CAMH Strathroy
- Public Health Nurse • John Howard Society
- St. Leonard's Restorative Justice program

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

3. Training Opportunities for Staff:

- Tribes Training
- Respect in Sport
- Cultural for Learning Sessions TVDSB
- Staff safety modules
- 4th R Program

4. Leadership:

Student:

- Student Council/Leadership Class
- SAA
- Shadow Day
- High School Here I Come
- Grade 8 Workshops
- Best Buddies

<p><b>8. <u>Responding:</u></b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Use skills to stand up to bullying if it's a safe situation</li> <li>• Students should support students who have been bullied and try to encourage them to report</li> </ul> <p>Parents/Community:</p> <ul style="list-style-type: none"> <li>• Encourage parents to Act by contacting the school with detailed information</li> </ul>	<p>Staff:</p> <ul style="list-style-type: none"> <li>• Will respond to all student behavior that negatively impacts the school climate</li> <li>• Staff respond appropriately and consistently</li> <li>• Staff respond consistently to inappropriate behavior (Stop it, Name it, Explain it, Ask for change)</li> <li>• Staff encourage Upstander behavior</li> <li>• Administrator responds to the person engaging in inappropriate behaviour and bullying (progressive discipline)</li> <li>• Guidance supports the students affected by bullying</li> <li>• Staff participation in student led initiatives • Recognition (Sunshine Awards) for appropriate behavior</li> </ul>
<p><b>9. <u>Reporting:</u></b></p> <ul style="list-style-type: none"> <li>• Online anonymous reporting on school website monitored by Admin</li> <li>• Bus drivers use of Student Conduct Report</li> <li>• Staff complete the Safe Schools Incident Reporting Form when applicable</li> </ul>	<ul style="list-style-type: none"> <li>• We will communicate our online anonymous system and reporting procedures via: School Facebook, School Newsletters, School Council Meeting, Staff Meetings, First day information by teachers in home rooms, School Assemblies , Grade visits at the start of the year with Principal and Vice-Principal</li> </ul>
<p><b>10. <u>Support Strategies :</u></b></p> <p>STUDENTS WHO ENGAGED IN BULLYING</p> <ul style="list-style-type: none"> <li>• Discussion with various staff depending on the situation (Teacher, Guidance, Admin., Social worker)</li> <li>• Contact with Parents/Guardian</li> <li>• Written work assignment with focus on developing awareness of impact • Restorative Approaches</li> <li>• Help to develop necessary social skills (through discussion)</li> <li>• Progressive discipline approach that can include detentions/suspensions</li> </ul>	<ul style="list-style-type: none"> <li>• Community service opportunities to promote positive social skills and relationships</li> <li>• Referral to Social Worker or Psych Services, if needed</li> <li>• Students who witnessed bullying: Provide opportunities to develop and reinforce Upstander skills Teachers will use teachable moments to discuss the impact of bullying situations and how to support peers who have been bullied</li> <li>• Discussion with various staff depending on the situation (Teacher, Guidance, Admin., Social worker)</li> </ul>
<ul style="list-style-type: none"> <li>• Ongoing support to build social/emotional competency</li> </ul>	<p>to develop a plan that includes a safe place for the student to go to</p>
<p><b>11. <u>Follow Up:</u></b></p> <p>Students who engage in bullying:</p> <ul style="list-style-type: none"> <li>• Re-entry meeting with students who have been suspended for bullying that includes, education strategies for student and timetable modifications if needed</li> <li>• Notification to staff who interact with students in regard to who was bullied and by whom</li> </ul>	<p>Student who has been bullied:</p> <ul style="list-style-type: none"> <li>• Admin, Guidance, social worker or assigned staff member to check with student on scheduled meeting dates to monitor student and modify safety plan if needed</li> </ul>

**12. Communication:** Student(s):

- Use of School Website, Facebook page
- Assemblies and video announcements, bulletin board displays
- In school support staff class visits

Parents/Community:

- Use of school website, Facebook • School newsletter
- Staff:
  - School conference on First class
  - Staff meetings
  - School website, Facebook

**STEP THREE: Implementation Plan**

Timelines	Who	How
May 2019	Safe Schools team	Meet and formulate plan
June 2019	VP	Review Draft Plan with principal
	VP	Post to BIPSA to school website
Sept 2019	BPIP/SSAP team meets (establish a team in Sept. 2019, include the Mental Health Champion and students)	Committee establishes a calendar of events considering BPIP and Safe School Action Plan  Refer to BPIP in grade meetings, staff meetings, school newsletters Discuss BPIP at School Council  Outline link of Safe Schools and BPIP at School Council

**STEP FOUR: Monitor/Reflect**

Timelines	Who	How
Ongoing for year	BPIP Team /Admin	<b>Monitor</b>
BPIP Meeting Dates: 1- September 2019 2- December 2019 3- March 2020 4- May/June 2020	BPIP - Need to establish committee members	<ul style="list-style-type: none"> <li>• Obtain feedback from community, staff, ,students and parents</li> <li>• Promote use of school website for information, promote the anonymous reporting via website</li> <li>• Include safe school items on staff meeting agenda</li> <li>• Review safe School Climate Survey and identify points of concern</li> <li>• Encourage input from all groups</li> </ul>
Consider other school initiatives		<b>Reflect</b>
		<ul style="list-style-type: none"> <li>• Review with all the implementation and take feedback for the continued rollout of plan</li> <li>• Look at transition planning and obtain input of concerns from feeder schools</li> </ul>

<p>through Culture for Learning including:</p> <ul style="list-style-type: none"> <li>- Student well-being - Diversity and inclusive education</li> <li>- Mental health</li> <li>- Safe School</li> <li>- Healthy Schools</li> </ul> <p>Meeting Dates:</p> <p>1- <u>Sept 25, 2019</u></p> <p>_____</p> <p>2- <u>Nov 27, 2019</u></p> <p>_____</p>		<ul style="list-style-type: none"> <li>• Review all input from various sources and address concerns.</li> </ul> <p><b><u>Indicators of Success</u></b></p> <ul style="list-style-type: none"> <li>• Positive feedback from staff and students</li> <li>• Reduced reporting of incidents</li> <li>• Fewer office referrals</li> <li>• Lower levels of classroom disruptions</li> <li>• Increased input from all parties of interest</li> <li>• Increased level of staff comfort with 4A responses</li> <li>• School Climate Survey (2020)</li> </ul> <p><b><u>Celebration of Success</u></b></p> <ul style="list-style-type: none"> <li>• Use of morning announcements for recognition</li> <li>• Utilize school web site to recognize Safe Schools/Social Justice initiatives and events</li> <li>• Present students with award certificates “Sunshine Awards”</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.