

SCHOOL BULLYING PREVENTION AND INTERVENTION PLAN (BPIP)

(School Name: Knollwood Park Public School – Year: 2017-2018)

This plan is to be completed in conjunction with the *BPIP guide* found at: www.tvdsb.ca/safeschools

Safe and Accepting Schools Team Members:

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| Principal: | <u>Jennifer Floris (VP)</u> | Parent(s): | <u>N/A</u> |
| Teacher(s): | <u>Emily Oatman</u> | Student(s): | <u>Kyleigh K, Sophia M.</u> |
| Non-teaching staff: | <u>Tabatha Matthews/Diane Penny</u> | Community partner(s): | <u>Nancy Ticknor</u> |

STEP ONE: Data Collection and Assessment

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| <p>Strengths/Successes:</p> <ul style="list-style-type: none">• Positive culture created due to events such as Math Café, Learning for Breakfast (3 sessions), Christmas concert, Spirit Assemblies, and extra-curricular activities.• The school production of the Lion King Jr (April) was an excellent opportunity for staff, students and community to come together – much positive growth/community building from this.• Active community relations (Tim Hortons, LUSO, Investing in Children, YMCA, MLHU, City of London, London Police Services, etc...)• CYC & ECE students, Reading Buddies – building student relationships• Monthly Shining Knight & Math Awards• EarlyON centre – although less connection than there was with PFLC• Yard duty on yards where teachers know students for consistency• Staff and administration are more proactive so less reactive responses are needed• Fewer office referrals for behaviour & suspensions are down.• Many fewer Code Yellows/Lockdowns/calls to police - improves feeling of safety and positive tone at school | <p>Gaps and main areas of concern:</p> <ul style="list-style-type: none">• Conflict resolution skills• BPIP and link to TVDSB Safe Schools website on our school website• Parent volunteer involvement• Ensure staff, students, and parents have shared understanding of ‘bullying’ as opposed to ‘conflict’ – build conflict resolution skills• Ensure teachers leave more complete notes regarding high needs students for supply teachers• Ensure that students are aware of the anonymous reporting system/how to use it – students• Continue to build Leadership Team• Continue to promote positive school culture i.e., Character Trait Assemblies• Students would like to see return of Carnaval and Knollwood Idol in 2018-2019• Students report that gossip among students is an issue |
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School Bullying Prevention Statement:

Knollwood Park Public School is committed to ensuring that our school is a safe, inclusive, respectful and welcoming learning environment for students, parents, caregivers, and staff.

STEP TWO: Creating/Revising the Plan

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

Students:

- Annual signing of The Pledge to End Bullying – important and needs to be posted after signing – return to this in 2018-2019
- Courtesies continued – outline expectations for behavior
- Code of Conduct
- Assemblies – London sports teams presentation with focus on ‘teamwork’ (No assembly in 2017-2018 but London Knights already booked for 2018-2019)
- Extra-curricular activities during nutrition breaks and after school – Intramurals, Athletic teams, Y programs, Breakfast Club, Snack program
- Buddies programs between divisions
- Autism Awareness Day
- Memo to teachers re: anti-bullying days so they can follow up with classroom activities, promote pink/orange shirt day
- Shining Knight & Math awards
- School production

Parents/Community:

- Anonymous reporting system on Knollwood website – info needs to get out to parents and to students, particularly intermediates – however, staff and students feel that as Knollwood is a small school community, many of our families prefer to speak face to face with administration rather than use anonymous reporting system
- Invite parents/communities to our assemblies and school events
- Continue to build an active School Council and Home and School Association – promote this to get increased participation

2. Curricular Connections:

- Tribes
- Kagan Structures
- Emotional Literacy
- Mindfulness
- Aboriginal Day
- Kelso’s Choice
- Values, Influences and Peers (Grade 6) & Police visit (Grade 8)
- Curricular connections to Health
- Project-Based Learning
- The Pledge to End Bullying
- Character Development Kit (includes Diversity training kits – need to display in prominent place)
- Game On, Go Girls
- Stand by Me mentor program
- Internet Safety – especially social media
- Staff would like to see more community building with London Police Dept – feel a class visit in Grade 4 would be of benefit – inclusion as Community Helpers

3. Training Opportunities for Staff:

- Behaviour Management Systems (BMS)
- Mental Health/Reframing our Responses
- SafeTalk/ASIST training
- First Aid/CPR
- Opportunities for staff to support staff (e.g. meetings with LST, Social Worker, Administration)
- Safe Schools conference
- ECE and teacher mentors

4. Leadership:

Student:

- Reading Buddies programs
- OFIP Math Club
- School Production
- Investing in Children events (student helpers)
- Halloween Fun Night (student helpers)
- Peer leaders in the classroom and playground – need to develop
- Office helpers
- Video Announcements
- Gym Storage Room organization
- Spirit Assemblies
- Points system for consistently engaging in leadership activities (Grade 8 School Letter Award)

Staff:

- Safe Schools conference
- Reframing our Responses

Parent/Community:

- Home and School Association/School Council
- Stand by Me mentors
- CYC & ECE students

5. Community Connections/Resources:

- LUSO
- Go Girls, Game On
- Heroes (Merrymount)
- YMCA programs
- Investing in Children
- City of London
- London Police Service
- Middlesex London Health Unit
- Maycourt Club
- Western University – LIT
- Fanshawe College – CYC & ECE students
- Montcalm S.S.

- EarlyON
- Tim Hortons Byron
- London Children's Museum
- Museum London
- Kelseys

6. The school **Code of Conduct** has been reviewed and updated to address bullying and reflect core values and expectations. Yes No Dress code reviewed/updated by Home and School May 2018

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

- Assertive communication skills practised in Social Skills groups
- Assertive communication skills practised in 4th R curriculum
- Kelso's Choice used to resolve conflicts
- Encouraged to use their Upstander Skills
- Opportunities to build empathy and inclusion through Roots of Empathy program and other classroom initiatives

Parents/Community

- Establish and maintain open and positive communication with school

Staff

- Use of strategies (Kelso's Choice, Tribes, etc.)
- Model appropriate relationship skills
- Written and verbal communication with parents
- Including parents in strategizing and developing next steps
- Remind staff to spread out on yard when on duty and to circulate
- Increased home communication

9. **Reporting:**

- Use office referral forms
- Continue on-line reporting
- Encourage students, parents/community to use this form of anonymous reporting through reminders by teachers, in newsletters home, twitter, emails and school sign
- Bus drivers use of the Student Conduct Report
- Staff complete the Safe Schools Incident

Reporting Form when applicable

- Staff reminded to complete Incident Reporting Forms (online but paper copies still need to be available)

10. Support Strategies :

Student who engaged in bullying:

- Progressive discipline approach
- Appropriate action regarding consequences
- Develop students' awareness of the impact
- Develop skills and ideas for alternatives to replace the bullying behavior
- Involvement in activities that develop empathy, sense of responsibility, respect, kindness and inclusion with same aged peers
- Work with families/the school is a family

Student who has been bullied:

- Provide an option for a safe place to go
- Encourage participation in social situations such as extra-curricular activities
- Remind students about adults and peer mentors who can support them
- Encourage new friendships
- Listen to the student by asking "What do you feel would be an appropriate consequence?"
- Notify the parents/guardians
- Educators follow-up with whole-class discussion

Students who witness bullying:

- Teachers provide opportunities and teachable moments for students to discuss the impact of bullying situations and how to support a friend
- Notify parents/guardians both to praise and to discuss the need for follow-up conversations at home
- Remind students of alternative strategies of Bystanders
- Continue to email pictures and notes to staff when there is a situation involving a student they need to be aware of

11. Follow Up:

Students who engaged in bullying:

- Create and/or modify Management of Aggressive Behaviour/Safety Plan (if applicable)
- Refer to outside agencies or School Support Counsellor
- Invite families to meet with the school team

- Regular check-in meetings with administration or LST

Students who have been bullied:

- Regular check-in meetings by administration or LST to see if the bullying has stopped
- Meet with the families of victims to share strategies and responses
- Refer to outside agencies or School Support Counsellors
- Ensure that involved staff are aware of the bullying situation

12. **Communication:**

Students:

- Assemblies – monthly
- Beginning of year assembly to outline courtesies – this may need to be divisional
- Announcements – students need to be involved
- Video announcements daily
- Classroom lessons and activities (curricular connections and formal programs)

Parents/Community:

- Newsletters
- Parent and Family Nights
- School Council/Home and School Association meetings
- School website
- School sign – have students help with this
- Agenda/planner notes
- Phone calls
- Teacher communication before/after school
- Increased parent engagement on a regular basis
- Consider student-led conferences for 2018

Staff:

- Office referral forms
- E-mails/use of Knollwood Conference in Outlook
- Staff meetings

STEP THREE: Implementation Plan

| Timelines | Who | How |
|---------------|--------------------------------------|---|
| May/June 2018 | Safe & Accepting Schools Team (SAST) | <ul style="list-style-type: none"> - Complete Safe schools reflection activities / forms - Refine BPIP - Review and share with staff - BPIP shared on school website/Culture for Learning group (Outlook) |

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| Fall 2018 | SAST/Admin | - BPIP shared/reviewed by School Council |
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STEP FOUR: Monitor/Reflect

| Timelines | Who | How |
|----------------------------|--------------------------|---|
| September 2018 – June 2019 | SAST Admin | <p>Monitor</p> <ul style="list-style-type: none"> - Ensure staff understand/contribute to BPIP focus - Ensure that SAST meetings happen as planned - Ensure feedback is received from staff - Ensure BPIP initiatives occur as planned |
| | Community Member | |
| | SAST Teacher/Non-Teacher | |
| | SAST Community Member | |
| | SAST Students | <ul style="list-style-type: none"> - Support student contributions and reflections on BPIP - Connect with other students (Leadership Team) to help implement BPIP initiatives |
| | | <p>Reflect</p> <p>Indicators of Success:</p> <ul style="list-style-type: none"> - Fewer office referrals - Staff comfortable with the 4A response - Staff addressing and handling inappropriate behavior in a timely, consistent and effective manner - Anonymous bullying tool on school website will be used by students and parents - Follow-up student survey will show improvement in all areas - Less bystanders when bullying is reported - Stronger leadership in grades 7 and 8 - Self-regulation skills improve on reports - Student use of mindfulness self-calming techniques - Students have more confidence and are willing to take risks <p>Celebration of Success:</p> <ul style="list-style-type: none"> - Morning announcements - Monthly Spirit Assemblies - Social events (e.g., Math, Concerts) - Bulletin boards/Math Whiteboard - Student leadership recognition - Highlights in school newsletter, Twitter |

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