

SCHOOL BULLYING PREVENTION AND INTERVENTION PLAN (BPIP)

(School Name: Knollwood Park 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:	Brenda Williams Laurie McKenzie	Parent(s):	Shannon Alfred Melissa Ziegler
Teacher(s):	Melissa Ziegler Marlene Wasko	Student(s):	Charlotte Baker Zoey Waller
Non-teaching staff:	Janet Costello	Community partner(s):	Erin Wilcox

STEP ONE: Data Collection and Assessment

Data Collection:

- suspension/expulsion data
- violent incident reports
- office referrals
- Safe Healthy schools dialogue

Strength and Successes:

- positive culture created through school initiatives and events; Wellness Night, Books for Breakfast, Music Concerts, Character Assemblies, Student Council initiatives, Choir at London Knights game,
- active community relationships; London Police, Denny's, Investing In Children, YMCA, St. Leonard's Association
- CYC and ECE student from Fanshawe
- Reading Buddies, pairing older and younger students
- Character assemblies hosted by student council
- Knollwood Idol hosted by student council
- EarlyOn center onsite and participation in school events
- Yard duty and yard supervision where teachers know students
- alternate recess activities for student choice
- Voices Around the Table meeting for staff
- SSC and attendance councilor involvement

Gaps and Main Areas of Concern:

- conflict resolution skills
- parent engagement and involvement at school
- student understanding of bullying and conflict
- build student leadership and understanding when problem solving (eg. Peer Power)
- more awareness around anonymous reporting system on school website (eg. Newsletter)
- continue to build student leadership initiatives
- build on positive student accomplishments through Character assemblies (eg. Shining Knights)

School Bullying Prevention Statement:

Knollwood 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
- revised Code of Conduct
- extra-curricular activities
- alternate recess activities
- buddies programs between older and younger students
- participation in awareness and acceptance initiatives (eg. Pink Shirt Day)
- Time to Think and Peer Power programming
- VIP for Grade 6
- Student Council
- SSR room

Parents/Community:

- anonymous reporting on school website
- invite parent communication
- invite parents to Character Assemblies
- continue to build an active School Council and Home and School Association
- community connections through school initiatives (eg. Wellness Night)
- promoting school events and initiatives on school sign, on school website, and in monthly newsletter

2. Curricular Connections:

- student led conferencing
- roots of empathy
- building a classroom community through Tribes
- promoting emotional literacy
- mindfulness initiatives
- VIP for grade 6 and London Police presentations for Grade 7/8
- Health and Literacy curriculum connections
- character development kit, diversity kits, and other resources
- community resource officer

3. Training Opportunities for Staff:

- Behaviour Management Systems (BMS)
- mental wellness initiatives
- reframing our responses
- ASIST training
- VTRA training
- First Aid training
- SSC, attendance, LST, collaboration opportunities
- mentoring opportunities

4. Leadership:

Student:

- Student Council
- buddies programs
- Investing In Children
- Peer Power
- Office Helpers
- Video Announcements
- Character Assemblies
- Grade 8 Letter Award

Staff:

- Safe and Healthy Schools committee
- Reframing our Responses
- Fanshawe Students (CYC and ECE)
- Staff Meetings
- PD Day's

Parent/Community:

- Home and School
- School Council
- Safe Schools and BPIP committee

5. Community Connections/Resources:

- Go Girls
- Heroes
- YMCA
- St. Leonard's
- Roots of Empathy
- Investing In Children
- London Police
- Middlesex London Health Unit
- Maycourt
- Fanshawe College
- Montcalm S.S.

6. The school **Code of Conduct** has been reviewed and updated to address bullying and reflect core values and expectations. Yes No ****In the process of Updating****

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:

- building student leadership through Peer Power
- encourage upstander skills
- opportunities to build empathy and inclusion through Roots of Empathy and Time to Think
- increase awareness of anonymous reporting

Parents/Community:

- increase parent communication through phone calls
- establish and maintain open and positive communication

Staff:

- use of strategies that increase classroom community
- build relationships with student and families
- written and verbal communication with families
- including parents in strategizing and developing next steps
- offer supervised alternative recess plans

9. **Reporting:**

- use of safe schools incident forms
- anonymous reporting on website
- students feel safe to report to adults
- parents communicate with staff

10. **Support Strategies :**

Student who engaged in bullying:

- progressive discipline
- alternative recess location
- appropriate action regarding consequences
- develop student awareness, impact, and empathy
- communication with parents
- education and involvement in activities that develop empathy, sense of responsibility, respect, kindness, and inclusion

Student who has been bullied:

- safe space for students
- encourage extra-curricular activities and other positive social situations
- adult and peer mentors for support
- listen to student voice
- notify and work with parents
- whole class educational opportunities

Students who witness bullying:

- teachable moments
- open communication with parents
- encourage bystanders
- offer alternate recess plans
- encourage leadership and mentoring

11. **Follow Up:**

Students who engaged in bullying:

- Management of Aggressive Behaviour Plan, if appropriate
- referral to outside agencies or school based supports
- open communication with families
- regular check-in's with student by teacher and administration

Students who have been bullied:

- regular check-ins with teacher and administration
- open communication with all stakeholders
- referrals to outside agencies or school based supports

12. **Communication:**

Students:

- Character assemblies
- Video announcements
- classroom lessons and activities

Parents/Community:

- newsletters
- parent and family initiatives
- Home and School/School Council
- school website
- agenda
- phone calls home

- increased parent engagement
- student led conferencing

Staff:

- safe schools forms
- emails
- staff meetings
- PD Days

STEP THREE: Implementation Plan

Timelines	Who	How
May 3, 2019	Safe and Healthy Schools Team	-completed safe schools checklist to collect data -reviewed Safe Schools Action Plan and BPIP -revised and shared Safe Schools Action Plan and BPIP with Safe and Healthy Schools Team
June 2019	Administration	-share Safe Schools Action Plan and BPIP to Home and School -share Safe Schools Action Plan and BPIP with Staff -post Safe Schools Action Plan and BPIP on school website

STEP FOUR: Monitor/Reflect

Timelines	Who	How
May 2019 – May 2020 SAST Meeting Dates: 1- May 3, 2019 2- Fall 2019	Safe and Healthy Schools Committee	<p>Monitor</p> <ul style="list-style-type: none"> -ensure all stakeholders are involved in the implementation of the Safe Schools Action Plan and BPIP -meet with Safe and Healthy Schools committee regularly to review and ensure implementation -gather feedback from staff, students and community <p>Reflect</p> <ul style="list-style-type: none"> -use data and feedback from staff, students, and community <p>Indicators of Success</p> <ul style="list-style-type: none"> -safe schools incident reports -staff involvement -anonymous reporting used by students and staff -increased student leadership -increased use of self-regulation and mindfulness strategies in all classrooms <p>Celebration of Success</p> <ul style="list-style-type: none"> -video announcements -character assemblies -school initiatives -newsletter and school website -awards -Shining Knights

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