

# SCHOOL BULLYING PREVENTION AND INTERVENTION PLAN (BPIP)

(School Name: Sir Arthur Currie PS – Year 2018-19)

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:	S. Bruyns	Parent(s):	C. Clark,
Vice Principal:	M. Lynds		A. Stevenson
Teacher(s):	S. Tyrer, G. Grasby, L. Fonseca	Student(s):	Arianna R., Austin M., Nahid K., Khalid A.
Non-teaching staff:		Community partner(s):	

## STEP ONE: Data Collection and Assessment

<p><b><u>Strengths/Successes</u></b></p> <ul style="list-style-type: none"> <li>Wide range of extra-curricular clubs, activities, sports, and intramurals</li> <li>Experienced staff that embed lessons on kindness and empathy into their practice</li> </ul> <p><b><u>Data:</u></b></p> <ul style="list-style-type: none"> <li>Positive results on the 2017-2018 School Climate Survey (Grade 5-8)</li> <li>Suspension Data is consistently low over the first year</li> <li>Office referrals are low</li> <li>Incident/Accident Reports for staff are low</li> </ul>	<p><b><u>Gaps</u></b></p> <ul style="list-style-type: none"> <li>Student empathy needs to become more consistent in less structured times (i.e., nutrition breaks, transitions, hallways)</li> <li>According to School Climate Survey Data “Bullying/Cyberbullying” and “Mental Health” just exceeded the ten percent threshold as a concern for the student population</li> </ul>
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## School Bullying Prevention Statement:

At Sir Arthur Currie we are committed to creating a safe and welcoming environment through building our capacity for empathy each and every day.

## STEP TWO: Creating/Revising the Plan

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

**Students:**

- Active and Safe Routes to School
- Lunch Helpers
- Values Influences and Peers (grade 6)
- School Climate survey (grade 5- 8)
- Various extra-curricular and co-curricular athletic activities.
- Alternate nutrition break programs (games club, intramurals, choir, band)
- Charity Fundraisers: Terry Fox, London Food Bank

**Parents/Community:**

- Invite parents/community to our assemblies, sporting events
- E-newsletters, social media (Twitter, FaceBook, Instagram)
- Fresh Grade
- Parent volunteers
- Community Events (Family Literacy Day, Cabaret, etc...)
- Ongoing partnerships with Family Centre and Whitehills Childcare

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

VIP Program  
Mentor texts available in LLC to support Diversity, Embracing Who We Are (teacher/student resource kit)

Health Curriculum  
Guest speaker – Emil Sher

**3. Training Opportunities for Staff:**

Assist Training Culture for Learning – Mental Health and Equity  
Champions  
BMS training  
Violence Awareness modules

**4. Leadership:**

**Student:**

Lunch helpers  
Milk/Popcorn helpers  
video announcements  
Student referees and intramural coaches  
Take Action Team  
Eco School Team  
Spirit days to build character and support school spirit  
Office helpers  
Active and Safe Routes to School

**Staff:**

Safe Schools Committee members  
Extracurricular supervisors

**Parent/Community:**

Volunteers (nutrition break supervisors, school council),  
Fanshawe co-op students  
Teacher Candidates  
community school officer

**5. Community Connections/Resources:**

- Public Health Nurse (MLHU)
- School Support Counsellor
- Active and Safe Routes to School
- Community School Resource Officer
- SWIS worker

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. X Yes  No

**8. Responding:**

**Students**

- Will use the anonymous reporting system in place to report incidents
- Report incidents of bullying to a trusted adult
- Use upstander skills in bullying situations

**Parents/Community**

- Work collaboratively with the school to develop strategies and/or an action plan to resolve bullying situations when and where appropriate
- Establish and maintain respectful and regular communication with the school
- Can use the anonymous reporting system to report bullying incidents

**Staff**

- Continue to respond positively and consistently to inappropriate/undesirable behavior
- Model appropriate interactions and relationship skills
- Educate to ensure the difference between unkind/unacceptable interactions and bullying
- Address early signs of problems to prevent bullying
- Identify and respond to students' need for additional support
- Establish and maintain open and positive communication with families
- Include parents in strategizing and developing an action plan

**9. Reporting:**

- Anonymous form from school website
- Completion of Safe Schools Incident Forms
- School Climate Survey (grade 5 to 8)

**10. Support Strategies :**

**Student who engaged in bullying:**

- Progressive Discipline approach
- Notify parents

**Students who witness bullying:**

- Provide opportunities for discussion with teachers and administration to develop and reinforce upstander skills

- Develop students' awareness of the impact of their actions
- Involvement in activities that develop empathy, sense of responsibility, respect, kindness and inclusion

- Teachers will provide opportunities and teachable moments for students to discuss the impact of bullying situations and how to support a friend

**Student who has been bullied:**

- Notify parents
- Provide an option for a safe place to go (e.g. games club/group in office)
- Encourage participation in social situations such as extra-curricular activities/peer buddies
- Encourage new friends

**11. Follow Up:**

**Students who engaged in bullying:**

- Regular check-ins with students by the admin team, the Learning Support Teacher, and/or classroom teachers to ensure that the bullying has stopped
- Review and assess process of the strategies and/or action plan

**Students who have been bullied:**

- Regular check-ins with the students by a trusted adult in the school to ensure the students are feeling safe and that the bullying has stopped
- Review and modified the safety plan, if necessary

**12. Communication:**

**Students :**

- Teachers to inform students that the Bullying Prevention and Intervention Plan and Anonymous Reporting System are available on the school website

**Parents and Community:**

- The Bullying Prevention and Intervention Plan and anonymous reporting system will be communicated to parents and community members through Parent Council Meetings, school newsletters, school website

**Staff:**

- Staff will review the Bullying Prevention and Intervention Plan and anonymous reporting.

**STEP THREE: Implementation Plan**

Timelines	Who	How
Nov. 2018	All Staff, School Council	<ul style="list-style-type: none"> <li>• Safe Schools Committee meeting in the Fall to plan and implement events and actions in the newly created Safe School Action Plan</li> </ul>
Feb. 2019	Safe School Action Team	<ul style="list-style-type: none"> <li>• Develop BPIP then prepare to share(posted on website, shared with School Council, Staff)</li> </ul>
Mar. 2019	All Staff	<ul style="list-style-type: none"> <li>• Share BPIP at staff meeting and discuss</li> </ul>

**STEP FOUR: Monitor/Reflect**

Timelines	Who	How
Oct. 2018	Safe School Action Team	<p><b>Monitor</b></p> <p>Review School Climate Survey data, develop initial Safe School Action Plan</p>
Nov. 2018	All Staff, School Council	<p>Review developed Safe School Action Plan</p>
Ongoing	Safe School Action Team	<p><b>Reflect</b></p> <p>The Safe School Action Team will meet in February and June to review both the Safe School Action Plan and the BPIP</p> <p>Input is also collected on an ongoing basis from staff, students, parents and community members through office referrals and communication</p>

		<p><b><u>Indicators of Success</u></b></p> <ul style="list-style-type: none"> <li>• Positive dialogue and active involvement in school initiatives by students, staff, parents, and community members</li> <li>• Students will feel confident to seek support from adults and friends if conflicts among peers arise</li> <li>• Staff address any potential issues in a timely, consistent and effective manner</li> </ul> <p><b><u>Celebration of Success</u></b></p> <ul style="list-style-type: none"> <li>• Development of Caring Coyote PSA video library</li> <li>• Participation in CARE (Caring Acts Reach Everyone) – student voice contest</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.