

SCHOOL BULLYING PREVENTION AND INTERVENTION PLAN (BPIP)

(Parkview P.S.—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:	Julia Schmalz Rheba Moore-Nash, V.P.	Parent(s):	Richelle Kent, Ian McCulloch, Karen Yeo
Teacher(s):	Adam Nemeth (Chair), Joe Cyros, Lisa Morris, Roanne Therrien, Pauline Moorhouse	Student(s):	Joel H., Brooklyn L., Hassaan N., Lucas S., Cole H., Kaelie D.
Non-teaching staff:	Emma Cox	Community partner(s):	Cst. Scarpelli

STEP ONE: Data Collection and Assessment

Strengths/Successes	Areas of Concern/Areas of Focus
<ul style="list-style-type: none"> Strong history of <i>Peaceful Schools</i> initiatives that include support of community agencies [e.g., Pediatric Emergency Dept. (Child Life), Strathroy Women’s Shelter] Strong relationship with School Council and community groups (e.g., Optimists of Komoka-Kilworth, Gateway Church) Successful peer support initiative on FDK playground Encouraging results on School Culture for Learning Survey Strong parental support 	<ul style="list-style-type: none"> Maintaining positive school culture with a rapidly increasing diverse student population Focusing on strategies needed to grow an emotionally and mentally healthy school Explicit teaching of conflict resolution skills to students; explicit PD for staff Explicit teaching of Provincial Health Curriculum in all areas, but particularly in the areas of substance abuse, mental health, and relationship building Need for consistent and meaningful staff response to student concerns Recognition of the need for increased student voice Recognition of need for increased staff knowledge of mental health and wellness

School Bullying Prevention Statement:

We believe that each of us has a responsibility to treat each other with dignity and respect, and collectively develop a school environment that is emotionally and mentally healthy. Teaching our students to solve conflict and live well together is a shared responsibility amongst all Parkview Community members.

STEP TWO: Creating/Revising the Plan

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

Students:

- Leaders in Action (Intermediate) / School Council
- Peaceful School Committee
- Eco School/Green Team
- Spirit Days

- Bus Buddies
- Emotional Literacy program in FDK—Tracy Lomas
- Extracurricular Clubs
- Whole School Events (e.g., Bike Rodeo, Play Days, Track and Field, School Council sponsored events, concerts, etc.)

Parents/Community:

- Parkview School Council (PSC)—proposed opportunities for parent information sessions
- Home & School
- Monthly PSC newsletter inserts

2. **Curricular Connections**

- Grade 6 VIP
- Grade 8 VIP
- Equity and Diversity resource kits – Library Learning Commons support
- Health and Physical Education Curriculum (area for increased focus and attention)

3. **Training Opportunities for Staff**

- PD at Staff Meetings (student mental health awareness, e.g., Reframing Our Responses with C4L Team, conflict resolution strategies)
- Lunch and Learns and PD with School Social Worker
- Staff in-service opportunities provided by School Social Worker, and Administration at staff meetings (focus-dealing with student conflict)
- Restorative Practices info (St. Leonard Society)

4. **Leadership**

Student:

- Peaceful School Committee / Student Council
- Student Voice Newsletter
- Leaders in Action (Intermediate Division) / School Council
- Proposed new Student Voice/Creating a Mentally Healthy School Committee
- Lunchroom monitors
- Bus Buddies
- Peacemakers on FDK yard
- Green Team

Staff:

- Staff support of extracurricular activities
- Culture for Learning (C4L)/Safe & Accepting Schools Team (SAST) will continue to work on supporting a mentally healthy school

Parent/Community:

- Parkview School Council
- Home & School
- Optimists of Komoka-Kilworth

5. **Community Connections/Resources**

- VIP Community Officer
- School Social Worker
- St. Leonard's Community Services (in class support and student workshops)

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 will benefit from ...

- being educated on the use of our anonymous online bullying reporting system

- explicit teaching of a variety of conflict resolution and leadership skills
- explicit teaching of the Health Curriculum

Parents/Community will be ...

- educated through the newsletter on the use of our anonymous online bullying reporting system
- educated through the newsletter and parent info nights on the difference between bullying and age-appropriate conflict
- provided with opportunities to learn about health related topics (including substance abuse and emotional/mental health) with School Council supporting these initiatives

Staff will ...

- respond consistently to inappropriate behavior
- incorporate Restorative Practices when dealing with student behaviour
- communicate regularly with parents regarding issues of disrespectful language or behaviour
- focus on understanding the underlying motivations for behaviour and reframing of responses

9. Reporting

- Online anonymous reporting on school website monitored by administration
- Reports to Office by staff and students

10. Support Strategies

Support strategies for students who have engaged in bullying include:

- Development of action plans/Restorative responses for specific incidents (where appropriate)
- Use of progressive discipline (to be explained to parents and used consistently amongst staff)

Support strategies for students who have been bullied include:

- Providing reassurance that the bullying will be addressed; provide for a safe and supportive place and or trusted persons to talk with
- Contacting the parent/guardian (contact victims first)
- Providing strategies for dealing with bullies and bullying behaviour
- Developing a plan for future interactions

Support strategies for students who have witnessed bullying include:

- Providing explicit instruction and training related to the impact of bullying and specific leadership skills
- Providing specific instruction on a variety of conflict resolution skills

11. Follow Up

- Identify personnel in charge of checking in with victim, bully and bystander
- Review and assessment of any action plans
- Explicit teaching of required skills
- Plan for additional training for students and/or staff to address any unresolved issues
- Provide opportunities for feedback from all participants in the incident

12. Communication

Students:

- Whole school assemblies
- Student displays
- Classroom instruction (specifically targeting conflict resolution strategies)
- Visual cuing for students

Parents/Community:

- Monthly school newsletter
- Communication/in-service for School Council (spearheaded by Parent reps on Safe School Action Committee)
- School assemblies (every other month)

Staff:

- Staff Handbook
- Parkview 10-Day Startup
- PD at Staff Meetings
- Lunch and Learn opportunities

STEP THREE: Implementation Plan

Timelines	Who	How
May/June 2019	Discussion with Culture for Learning Focus Committee	<ul style="list-style-type: none"> • Discuss needs and concerns expressed by staff and students; review Culture for Learning Survey data: review Workplace Violence Awareness Survey by staff • Create BPIP for 2019-2020
September 2019	Student Voice Committee (staff and students)	<ul style="list-style-type: none"> • Leaders in Action/School Council will investigate ways to grow a mentally healthy school and increase opportunities for student voice • Community building/healthy relationship development prioritized for 2019-20 • Divisions meet and decide how explicit instruction will take place during school year (e.g., which class-based program will be used at which grade level) • Once parent initiatives have been decided upon, they will be communicated to School Council; School Council will assist in developing a plan for explicit parent education and will fund guest speakers

STEP FOUR: Monitor/Reflect

Timelines	Who	How
SAST Meeting Dates: 1- September 2019 2- February 2020 3- May 2020	Principal, Vice-Principal, Teacher Leadership Team	<p>Monitor:</p> <ul style="list-style-type: none"> • Leadership Teams to meet and discuss needs, action plans, and successes <p>Reflect:</p> <ul style="list-style-type: none"> • Discussions at Staff meetings • Discussions at School Council meetings <p>Indicators of Success:</p> <ul style="list-style-type: none"> • Feedback from students, staff, and parents • Increase in student leadership and behavior improvement • Increase in awareness of emotional health initiatives • Development of common language, shared vision, and result-oriented action amongst all staff members <p>Celebration of Success:</p> <ul style="list-style-type: none"> • Announcements by student leaders • Whole school assemblies (Grades K-3, and Grade 4-8) 6-8 per school year • Year-end assembly with community partners and parents

Our BPIP will be reviewed annually and posted on our school website by June 28th for implementation the following school year.