

SCHOOL BULLYING PREVENTION AND INTERVENTION PLAN (BPIP)

Wilberforce – Year 2020-2021

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:	Bradley Millward, Catherine Bracken-Mussio	Parent(s):	Jennifer Buck
Teacher(s):	Michael Keyes, Stacey Judd, Rita de Groot	Student(s):	Macy Buck
Non-teaching staff:	Kimberly Hatton	Community partner(s):	Katie Bowen

STEP ONE: Data Collection and Assessment

Strengths

Classroom rules/expectations co-created with students in a positive framework

Social Worker/Attendance Counselor time at Wilberforce with follow up

- Accessing School counsellor
- Decrease in detentions for aggressive yard behavior

School Spirit Five Colour House Assemblies celebrating teams, events, and minute to win it games

- Ongoing colour house initiatives for spirit days with the winning colour having their banner hung in first place

Co-curricular Activities and Events (Arts performance of the play CATS, Sports and Clubs)

- Social Justice (All Girls For Girls) and WE Club

Community Connections -support from Middlesex Healthy Kids, Lucan Community Centre, Lucan Library, Municipality of Lucan-Biddulph: Kraft Hockeyville and OPP

- Ausable Bayfield partnership to provide trees for the outdoor classroom

Reforest London partnership to augment previous year's tree planting

- TVDSB PRIDE flag

Mental Health Overall increased awareness and knowledge of mental health strategies

Gaps and Main Areas of Concern

Reflecting on Wilberforce's school climate survey indicating gaps and main areas of concerns:

Relationships

Provide support for students who do not feel a sense of belonging to the school community due to culture of masculinities, feminized issues, mental health, diversity related to racialization, poverty and marginalization

Emotional Safety

Children feel marginalized, disrespected, and disconnected to and disengaged in learning due to diverse needs including mental health and communication skills.

Physical Safety

At school, bus transportation, and walking home

Bullying

Students engage families, educators and anonymous reporting system

School Bullying Prevention Statement:

The Wilberforce community of learners are committed to providing an inclusive, safe and respectful learning environment representative of the diversity in our community.

STEP TWO: Creating/Revising the Plan

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

Students' Voice

Planners with the character trait circle

Character Education – traits including:

- Responsibility
- Respect
- Perseverance
- Fairness
- Self-Discipline
- Compassionate
- Cooperative
- Trustworthy
- Courageous
- Integrity

Monthly Focus (emphasized with a short video demonstrating what the character trait looks and sounds like):

September – Responsibility

October – Respect

November – Perseverance

December – Fairness

January – Self-Discipline

February – Compassionate

March – Cooperative

April – Trustworthy

May – Courageous

June – Integrity

Social media club to produce 3-minute monthly videos to share in the monthly assemblies

Educators' Voice

- Monthly newsletter highlights school and class events

- Attend Events: Meet the Teacher Home and School/ Parent Council, Greening Projects, Skating, Swimming, Band, Math and Technology Night, Welcome to Kindergarten, Graduation
- Use of mentor texts to support character education and big ideas linked to social justice, inclusion and diversity
- Use of Diversity Kits in our LLC (K-8)
- Access to School Support Counsellor, Mental Health TOSA, Behaviour TOSA, Kindergarten TOSA, Learning Disabilities TOSA, and Autism TOSA
- Clubs to promote mindfulness (Forest of Reading, Chess, Art)
- Itinerant teachers/supports including Deaf and Hard of Hearing, Special Education
- announcements and digital representation on the office monitor as a part of digital media (curriculum) Arts program
- Help Line available and phone number accessible to all intermediate and junior students in health class at the beginning of the school year

Parents/Community Engagement

- Character Traits wheel in the centre hallway indicating the trait of the month
- Meet the Teacher Night (graffiti board for parents to write examples of character traits)
- Involvement in Middlesex Healthy Community Initiatives
- High School Here I Come
- Link to BPIP on school website
- Community groups: Lucan Optimists, Lucan Volunteer, Fire Department, Lucan Lions, Lucan Business Association e.g., Tim Horton's, YMCA Camps, Public Library, Early ON, Western Speech and Language Camp
- School Council and Home and School Association involvement – fundraising for school technology and outdoor

learning spaces, classroom monetary supports, grade 8 graduation

- Mentorship: College co-op –ECE, CYW, DSW placements, Faculty of Education practicums, University practicums e.g., speech and language, Secondary School student co-op placements
- Preschool Awareness Group – awareness of resources in the community through Health unit, Public Library, Early ON, Middlesex County, All Kids Belong, Vanier

2. Curricular Connections:

Diversity and Inclusive Mentor Texts: Embracing Who We Are – FNMI – mentor texts (K – 8)

- Mental Health Kit with mentor texts
- Emotional Literacy (FDK)
- KIDS (OPP) – grade 6 students
- Goal setting re: learning skills and work habits

Tribes training

- Above the Line, Below the Line Behaviour (Kindergarten)
- Afternoon Games Group in the activity room Monday-Friday during second break

3. Training Opportunities for Staff:

- ASIST – Principal, Vice Principal, Learning Support Teachers (Applied Suicide Intervention Skills Training)
- BMS (Classroom teacher, learning support teachers, educational assistants, principal and vice-principal)
- On line bullying prevention modules at <http://safeatschool.ca/plm/bullying-prevention>
 - ETFO professional development on safe schools
 - Teach the 4A (Affirm, Ask, Assess, Act)
 - Reframing our Responses

4. Leadership:

Students

- Bus Helpers, Lunchroom Helpers, Prefects, Tech Crew, Student Announcers, Milk Helpers, Activity Events Leaders, Recess Helpers, Intramurals, Play Day, Jump Rope for Heart
- Afternoon Games Group in the activity room Monday-Friday during second break

- Student reps on Safe Schools committee
- Student reps on School Council, All Girls for Girls Club

Staff

- Associate Teachers
- School Improvement Team

Parent/Community

- Parent and Community volunteers
- Home and School Council representatives
- Parent Council representatives
- Hot Lunch Program
- Let's Get Cooking
- Use of Facilities – community groups using the gym
- Noon hour supervisor(s)
- Graduation Committee
- Math/Technology Night
- TVPIC
- Track and Field Food Committee
- Home and School organizing family engagement days/ evenings throughout the year e.g., Pancake Day

5. Community Connections/Resources:

- Lucan Library – Counselling available every other Tuesday 2:00 – 6:00 p.m.
- Talk In Clinic in Strathroy, Thursdays 2-6p.m.
- Lucan Community Centre – free indoor sports program – Wednesdays 4:00p.m. during winter/ summer day camps/Healthy initiatives
- Middlesex Healthy Kid Community Challenge
- YMCA School Age Program and summer camps
- Community Police Officer SCIP (School Community Intervention Plan)
- Public Health Nurse for Healthy Schools
- Ausable Bayfield Conservation Authorities
- Reforest London
- St. Leonard's Society Programs
- LUSO understanding roots of bullying and racism with Leroy Hibbert
- Masculinities and sports through Safe Schools with Angela Campbell
- Middlesex County Resource Awareness led by Nadine Devin
- Saidat to kick off the year
- connections to Stevenson Camp and Circle R Ranch

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. Yes No

8. Responding:

Students

- Use Upstander skills and report e.g., directly tell the bully to stop and encourage others to confront the bully; provide a support system to connect with the victim; find a trusted adult
- Use coping strategies to remain calm e.g., take 20 breaths, count to 10, squeeze a stress ball

Parents/Community

- Use supportive and appropriate language in communication with the school and provide detailed information
- Respond in a timely manner

Staff

- Use appropriate language and respond in a timely and supportive manner - (Stop It, Name It, Explain It, Ask For Change)
- Be proactive and vigilant in supervision
- Encourage Upstander Behaviour
- Maintain timely, on-going, open communication with parents

9. Reporting:

Students

- Use online anonymous reporting
- Encourage students to report to educators and anonymous reporting

Staff

- Report in a timely manner
- Use safe school incident reporting form
- Debriefing after an incident individually and groups
- Notify educators who work directly with students

Parents/Community

- First contact should be with classroom educators
- Meeting between educators and administration to create a plan and follow up
- Report incidents using appropriate language and in a calm manner

10. Support Strategies:

Student who engaged in bullying

Progressive discipline procedures (conversation supporting students demonstrating inappropriate behaviours as well as students who have experienced bullying, detentions/apology letters, calls home to support next steps and information about inappropriate behaviours, services available in the community for families to access, action plan and next steps/goals, in-school support, full suspensions with re-instatement meeting); create an environment where empathy can develop; timely, age-appropriate and fair consequences

Student who has been bullied

Use 4A Response (Affirm, Ask, Assess, Act), create safe places/staff for support, encourage other friendships, follow through with consequences for perpetrator, provide option for referral to social work, as needed

Students who witness bullying

Responses written down, questions are asked, review Upstander expectations

11. Follow Up:

Students who engaged in bullying

- Monitor/check in with LST, administration, and classroom teachers
- Review next steps/action plan, communicate with parents for solutions

Student who has been bullied

- Regular check-ins to see if bullying has stopped, encouraged self-confidence and self-esteem, leadership opportunities, in school, communicate with parents for solutions

Students who witnessed bullying

- Continue to encourage Upstander skills

12. Communication:

Students

- Discuss issues at assemblies and on announcements, in class, one to one counselling
- Meet groups of students who are requiring support

Parents/Community

- Newsletters, e-mail blasts, phone calls, website, parent nights, Facebook Page, Twitter, School sign

STEP THREE: Implementation Plan

Timelines	Who	How
June 2020	Administrator	Upload the BPIP
September 2020	Administration and Educators	School wide assembly to introduce character education wheel and address respectful relationships and language in our school community. Monthly character education assemblies organized by school administration and every other month spirit assemblies by Student Council.
Sept. – June 2020/2021	Administration and Educators	Consider a “signing” with the educators and the community where they agree to the behavior expectations (e.g., a partnership with the parents, students, and educators).
Ongoing		Coloured ‘paws’ for each colour house to obtain points for demonstrating character traits. Each class will have a bucket in their room to collect the paws. The colour house points will be tabulated for each term.
October 2020	Administrators, Educators, Students, Parents	Introduce Saidat Student Council/ Peacemakers to attend day long team building at Circle R Ranch
Sept. – June 2020/2021	Administrators and Educators	The Pledge
Ongoing	Educators, Parents, Community Members, Administrators	When we receive reports of inappropriate language or behavior, the administrators will respond by classroom visits to discuss the trends that are not/acceptable. They may also visit to commend the students for the positive relationships. Following each visit, provide time for the students to talk and share concerns.
Sept. – June 2020/2021	Educators	Accountability - Check in with the victim who has been bullied Build relationships within the school and community resources.
Ongoing	School Council	Resource Support: PREVnet https://www.prevnet.ca/bullying/educators and London Middlesex Health Unit https://www.healthunit.com/healthy-schools-teaching-resources#bullying
Sept. – June 2020/2021		Continue conversations about masculinities, feminized and racialized behaviours.
Sept. – June 2020/2021		Meet every other month to create a Character Development message. See the clusters above.
		Use the Wilberforce wheel as the foundation for announcements and framework for the Character Development focus.
		Teachers vs. student activities at recess to celebrate the end of a sport for the season and promote belonging with a canned good to support

STEP FOUR: Monitor/Reflect

Timelines	Who	How
Sept.	Administration	-Share draft of BPIP and make any revisions/additions

2020	SAST Admin. SAST Community member SAST	- Upload revised BPIP
Sept.- June 2020/2021 SAST Meeting Dates:	Admin. SAST Community member	Monitor -Share the monthly Character Development focus in the school newsletter, e-mail blasts
December 2020 June 2021	SAST Admin. SAST Educators and Admin. SAST Educators and Admin.	<ul style="list-style-type: none"> - Parent engagement through encouragement and incentives to attend home and school, parent council - Informal check in with BPIP committee/Student Council leads after each monthly assembly -Monitor BPIP programs and initiatives -Gather feedback from community, staff and students <p>Reflect</p> <ul style="list-style-type: none"> - Each team member to provide critical reflection/feedback about the implementation of the BPIP to the May 2020 meeting <p>Indicators of Success</p> <ul style="list-style-type: none"> - Reduction in office referrals, detentions, suspensions - Reduction in incident reports on and off the bus - Increased awareness of Mental Health, Behaviour through education in staff meetings, Weekly Howler - Student referrals for supports through LST and administration, PDT process and as needed (e.g., school counsellor, help line) - ASIST Training - Ongoing communication with busing company - Reframing our Responses <p>Celebration of Success</p> <ul style="list-style-type: none"> - Morning Announcements - Bulletin Boards - Colour House events related to Character Development focus - Family Nights e.g., Math and Technology - Concert Nights e.g., music - School sign and Face Book Page - Twitter feed to highlight events, classroom work, students' activities

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