

Imagine... A School Without Bullying: A School Climate Approach to Bullying Prevention

Sample “A”: Year One Comprehensive School-Wide Bullying Prevention and Response Plan

Note: Please remember to list those things that are already happening in your school community e.g. “Continuing on with Peacemakers” or “Continuing on with Peer Mediator Program” etc.

Step	Things to Consider	How we will do this/How we have done this	Who will do this	When?
Step 1: Engage Commitment of School Staff	Staff awareness, education re: bullying	Use staff meetings to: a.) highlight the specific definition of bullying b.) role play a bullying situation and introduce “I Messages” c.) share a bullying video d.) have committee member share observations on Class Meetings e.) discuss roles when on supervision & teachers power packs	SCC	Nov-June
	Staff understanding regarding their potential roles and responsibilities in this initiative	Staff volunteers to be involved in School Climate Committee when Administrator asked.	Administrator	September
	Confirmation of staff re: commitment to make changes	Initial information regarding the initiative framework and the three year implementation cycle presentation to all staff.	Administrator	September
	Recruitment of Staff to work on establishing the School Climate Committee	Invitation sent out to staff to join committee (require at least one per division.	Administrator	September
	Orientation of occasional staff, new staff, bus drivers, volunteers, support staff, etc.	New staff are partnered with current staff member Occasional staff and volunteers received emails and other informal discussions	All Staff	Ongoing

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Step 2: Establish a School Climate Committee	Recruitment for the School Climate Committee from beyond staff	Invitation to school community via newsletter Invitation to school council Approached committed individuals Information regarding the Imagine framework and the three-year cycle presented to Grade 7 students. Requested Grade 7 pupils to join School Climate Committee	Administration. SCC	Fall
	Forming the structure of the committee	Decisions made with consensus Members include staff from all divisions, non-teaching reps, parent rep, VP, Principal Roles of committee members, the recording/distribution of minutes established Meet monthly every third Thursday at 8am	SCC	Fall
	Defining roles of committee members	Discussion to begin Assign chair person (teacher volunteered to be Chairperson)	SCC/Administrator	Fall
	Creating a meeting structure	Agenda prepared in advance by chair The recording and distribution of minutes will be rotated amongst School Climate Committee members.	Chairperson/ SCC	Ongoing
	Creating a broad plan of action	Actions are recorded on chart paper and members sign up to support actions as needed. Put forth a plan of action at each meeting. Revise plan of action at subsequent meetings Each school staff member of the School Climate Committee will draft particular components of the School Plan Collate drafts into School Plan	SCC	Ongoing
Step 3: Involve	Parent education re: the	Regular updates to parent community at School Council and through	Administrator	Ongoing

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Parents	issue of bullying	the school newsletter. In-depth conversations with parents about strategies to deal with bullying situations Parent Council initiated and sent home survey, collected and analyzed data Parent representative attended board-wide training session Parent rep. invited to attended Climate Committee meetings		
	Promotion of parental involvement in initiative	Newsletter – Monthly inserts of info re: Bullying (in context of background info re: Bullying and how parents can support child (ren) at home	Administrator	Ongoing
	Promoting inclusiveness with parents whose first language is not English	Use settlement workers when necessary Provide translated information when necessary Consult the ESL teacher for suggestions on making plans to further promote an inclusive school climate	Administrator	Ongoing
Step 4: Involve Students	Enabling students to take action on matters that are important to them e.g. giving input to school policy, sitting on school committees, forming a student action group etc.	Student divisional assemblies (six times yearly) to emphasize key components: e.g. What is bullying?, “I” messages. Using the “I” Team (for Imagine) students to role play situations Establish student representation on School Climate committee (two Gr. 7 students – female/male) representation. Invitations to students, student council.	SCC Chairperson/Administrator	TBD
	Enabling students to participate in promoting school initiatives	Student developed assemblies to promote positive school climate. Posters by students. Writing activities, drama skits, rama club presentations.	SCC/Administrator/Students	Ongoing
	Recognizing student contributions	“Gotcha” initiative: “gotcha” tickets given out to students. - Weekly draw for each class	Administrator/Staff	Ongoing

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	<p>Engaging students in bullying prevention curriculum</p>	<ul style="list-style-type: none"> - Student who's name is drawn brings class container to the office - Clear office bin is used to collect tickets with goal lines indicated for whole school rewards such as: longer recess, school wide treats, etc. <p>Morning Announcements of "Gotcha" receivers Peace certificates for "Catch a Cat" Hold monthly school wide recognition assemblies</p> <p>Complete survey module A annually Classrooms teachers review/revise lesson plans every year Lesson plans implemented in every class. Intermediate students organize activities for younger students/lead intramurals All students exposed to the appropriate language immediately. Regular classroom meetings. Consistent use of common "bullying" language.</p>	<p>Staff / Students</p>	<p>Ongoing</p>
<p>Step 5: Create and/or amend a School Statement for a Respectful School Environment</p>	<p>Getting input and/or endorsements from all sectors</p> <p>Statement is simple enough that it can be easily remembered and restated by students, staff and parents</p>	<p>Review Code of Conduct Post statements and get input at staff meetings Advise School Council. Continue to invite comments and feedback from all divisions</p> <p>"Keep hands and feet to yourself". Involve all stakeholders in creating simple statements that summarize school's Code of Conduct. School Code of Conduct and classroom rules should be posted in each classroom. Create a motto e.g S.T.A.R: Stop / Think / Act Responsibly. Use the motto on behaviour forms, in everyday language at school.</p>	<p>Administrator/Staff</p> <p>Administrator/ Staff</p>	<p>Fall</p> <p>TBD</p>
<p>Step 6: Build a Supervision Plan</p>	<p>Defining what behaviour your school will monitor for and track</p>	<p>Add "B" to highlight a perceived bullying situation All recess issues are logged through the Recess Room supervisor</p>	<p>Administrator/ Staff</p>	<p>Fall</p>

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	<p>Creating spaces on documentation forms to note bullying behaviour or bullying situations</p> <p>Defining how your school will track bullying situations</p> <p>Define roles of all involved in supervision e.g. teachers, administrators, support staff, volunteers, peer mediators...</p> <p>Identification of high risk areas and ways to manage the risks</p>	<p>Bully “flags” added to behaviour tracking sheet and classroom behaviour report.</p> <p>Playground behaviour report filed in classroom file. Principal will keep anecdotal behaviour records. Green slips – reflections sheets</p> <p>Special Ed. Teacher supervises Recess Room, record the visits and reasons</p> <ul style="list-style-type: none"> - Supervise children as they fill in their recess room forms - notifies the parents of five accumulated recess rooms <p>Administration ensures communication flow between all parties</p> <ul style="list-style-type: none"> - deals with situations sent to the office - logs all visits and resulting parent communications where needed - Outline roles in staff binder <p>Divide the yard into zones to improve sight lines for yard supervisors Continue supervision model Assign separate areas of yard to supervisors, have them keep moving through their area, have them use the walkie talkies and be in view of ALL students Complete bullying surveys and share results with parents</p>	<p>Administrator</p> <p>Administrator/Staff</p> <p>Administrator/ Staff</p> <p>Administrator/Staff</p>	<p>Fall</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Step 7: Construct a School Climate Enhancement Plan</p>	<p>Teaching and reinforcement of positive social skills including how to deal with bullying</p>	<p>Class Meetings EIEI, Steam programs Small groups with CYW: recess games with key students Show anti-bullying videos</p>	<p>Administrator/ Staff</p>	<p>Ongoing</p>

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	<p>Activities to support supervision efforts</p> <p>Classroom meetings</p> <p>Ways to acknowledge pro-social behaviours</p> <p>Ways to create a welcoming, inclusive, caring school community that promotes a sense of pride ownership</p>	<p>Implement “Peace Work” as outlined on Family Life Program Purchase resources for teaching staff & parents re: building social skills Provide “Kelso’s Choice” instruction Fully implement Imagine lesson plans Do Morning announcements emphasizing social skills, community building, Professional development –“book talk” during divisional meetings</p> <p>Games newly painted on playground Training completed for student leaders to teach games to others Recess bins with toys in each class available. (not in winter) Hall monitors will be stationed at entry way to allow only students with passes in at recess Peer mediators (train students for the next year i.e. grade 6 and 7) S.T.A.R. report –a school –wide approach to tracking and dealing with bullying behaviour/inappropriate behaviour</p> <p>All teachers will run classroom meetings (one per week) to give students an opportunity to talk about their concerns/issues and to put learned social skills/conflict resolution skills/problem solving skills into action</p> <p>“Gotcha’s”, prizes, special school days Colour House program Recognition Assemblies Classroom recognition (i.e. catch a kid) Monthly certificates of recognition awarded to students for demonstrating positive social skills Yard clean up, landscaping</p> <p>Good morning at the door, BB reinforces our initiative Adopted the “Rocky” theme music to give spirit/motivation for student efforts Spirit/Themes days Daily physical activities provide fun</p>	<p>Administrator/Staff</p> <p>Administrator/Staff</p> <p>Administrator</p> <p>Administrator/ Staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

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		<p>Jump Rope for Heart Students' Council Activities Skits of songs are performed at assemblies Morning staff prayer/reflection Announcements Display boards Catch A Kid board Win-it assemblies Monthly "spirit" assemblies (themes-friendship, co-operation, respect, etc.) Teach co-operative game at bullying prevention assembly Use Toronto Raptor's CD to raise spirit during assemblies</p>		
<p>Step 8: Develop a Response Plan</p>	<p>Policies and procedures specific to responding to bullying</p>	<p>School Policy: Teacher on duty notifies office verbally about notes with bullying Administration: interviews and records incidents separately and witnesses are called as needed.</p> <ul style="list-style-type: none"> - decide on consequences (reflection form, detentions, calls home, social skills building club) - have bully and child who was bullied meet together IF both parties separately and genuinely want to restore the relationship - meet with student who was bullied afterwards to clarify what would help as next step - notify parent of target and clarify process - notify staff of bullying problems/patterns to help them provide better supervision <p>School yard mediators – intermediate students – training</p> <p>S.T.A.R. report (Stop, Think and Act Responsibly) developed with input from Staff/School council Tracking of bullying behaviour through the use of S.T.A.R. reports. Developing a clear protocol for dealing with bullying behaviour Develop a Behaviour Plan for students who repeated use bullying behaviour</p>	<p>Administrator/School Staff</p>	<p>Ongoing</p>

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	<p>Support for student who was bullied</p> <p>Support for student who bullied to make amends and learn pro-social behaviour</p> <p>Support for witnesses of bullying to reflect and learn</p>	<p>Teachers' Role:</p> <ul style="list-style-type: none"> - take out "Power Packs" when on supervision - intervene when they see or hear about situations - use "I messages" - follow up: <ul style="list-style-type: none"> o temporary time out (against the wall) o detention: recess room – fill out form o highlight form with a B if they feel this may be a bullying situation o note children's names on post it. Eg. Mark G.- pushing - some situations send directly to the office <p>Early identification Early Intervention, STEAM Provide teaching/practice of assertiveness strategies Child and Youth Care Worker Involvement for social skills building Adherence to Ministry guidelines regarding Safe Schools Restorative Interventions to repair relationship (if appropriate/possible)</p> <p>Provide consequences as per School Behaviour Code Provide opportunity to reflect on behaviour (reflection sheet) Provide opportunity to learn about the seriousness of the behaviour (i.e. essay) Restorative Interventions– to allow all parties to discuss concerns/issues – to allow and facilitate repair of relationships</p> <p>Have discussion with students School T-shirts/flag with anti-bullying messages Workshops, in-services Playground games supervised/facilitated by intermediate students "Friendship" tournaments/intramurals guest speakers – Mano Wasta Monthly school climate committee meetings</p>	<p>Administrator/School Staff/student</p> <p>Administrator/School Staff/students</p> <p>Administrator/School Staff/Students</p> <p>Administrator/School Staff/Students</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

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	Documentation forms for responses to bullying situations	Display at School barbeque Theme days "Open Door" policy for students to discuss concerns/bullying behaviour Recess Room forms/Conference forms (date, students, staff, event, action, personal observation) Filed in office binder alphabetically. Playground behaviour form Classroom behaviour form Reflection sheets	Administrator/School Staff	Ongoing
Step 9: Promote and Implement the School Plan	Ways to inform staff of school plan Ways to inform students of school plan Launching the school plan e.g. school assembly, school community event, etc.	Ongoing staff meetings and school training Shared School Plan with school staff and the School Council Share plan with staff via emails and memos Skit at staff meeting Divisional assemblies- role playing Had "Imagine Week" after March Break – had community members in to read stories with bullying themes and to interact with students (students were well able to explain hallmarks of bullying – have developed hand gestures for them) Various components of the School Plan (e.g. Monthly assemblies, in – service about class meetings) will be implemented throughout the year Share plan with community members in the newsletter "Imagine Week"---Rono and Mano Wasta kicked of the assemblies that informed the community of efforts we will take to prevent bullying, doing a poster contest Posters around the school Bulletin board re. bullying prevention Have had six assemblies so far (three primary, three juniors) In the front pages of planner In pamphlets for parents that goes home in September Publish school statement in the student/parent handbook Continue to publish aspects of the plan in the school newsletter	SCC/ Administrator SCC/School Staff/Administrator School Staff	Ongoing TBD TBD

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	<p>Promoting the school statement/school expectations</p> <p>Promoting the school plan to different sectors of the school community</p> <p>Maintaining staff and student motivation</p> <p>Keeping all sectors of the school community reminded and up to date with any changes</p>	<p>School council meetings, Education Week</p> <p>Ensure Anti-bullying is a topic at monthly staff meetings Ensure Anti-bullying is a topic at monthly student assemblies Two students council student per room to promote school statement and rules within their classroom</p> <p>Sharing staff success /observations in the staff room, school council Information pamphlet re. bullying prevention plan Pledge for parents support plan goes home for parents and students to sign</p>	<p>Administrator/ School Council</p> <p>SCC/ Administrator</p> <p>SCC/ Administrator</p>	<p>TBD</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Step 10: Monitor and Reassess the School Plan</p>	<p>Creation of regular opportunities for staff to reflect on the process and the plan e.g. short weekly meetings, regular agenda item at staff meetings, etc.</p> <p>Opportunities for review/reassessment of</p>	<p>School climate committee monthly meetings Collect feedback from staff regarding the effectiveness for the strategies in the plan Division and staff meetings School Council meetings</p> <p>Using safety surveys from WRDSB at Gr. 4 level Promotion and encouragement of the school community to complete</p>	<p>SCC/ Administrator</p> <p>SCC/ Administrator</p>	<p>Ongoing</p> <p>Ongoing</p>

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	the plan by the different sectors in the school community	various electronic/print surveys provided by Waterloo Region Public Health and /or Waterloo Catholic School Board (E.g. Parent surveys, student surveys,, staff surveys, etc.		