

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

Welcome to Training-Day Two!

Agenda

- Experienced Voices Share
- “So What Does That Mean For Us”
- Review of Framework, Planning Tools, Sample Plans, Lesson Plans
- Planning Time in School Groups
- Restorative Practices
- “So What Does That Mean For Us”
- Steps 9 and 10
- Planning Time in School Groups
- Next Steps and Evaluation

Goals for Today's Training

- To Gain Energy and Ideas
- To Deepen Knowledge of Framework and Resources
- To Continue Assessment and Planning for Your School Community
- To Increase Understanding of Restorative Practices and Their Place within the Imagine Framework

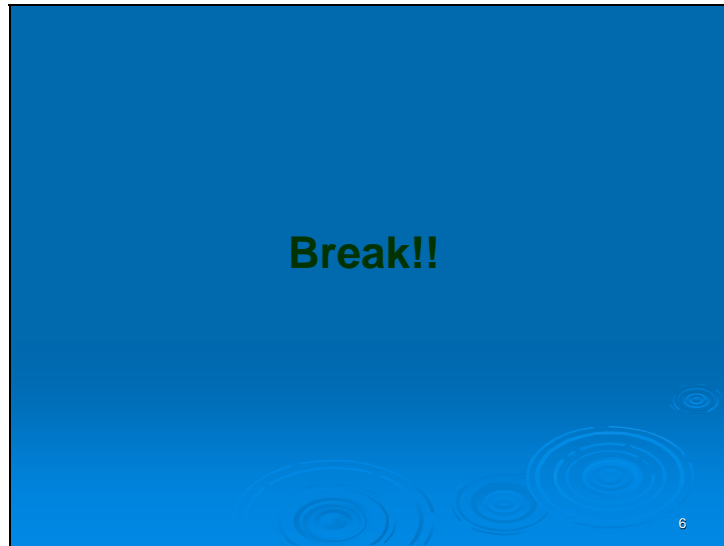
Goals of the *Imagine* Project

- Raise awareness and understanding of bullying behaviour
- Improve prevention, identification and response to all forms of bullying
- Create safer and more caring school communities

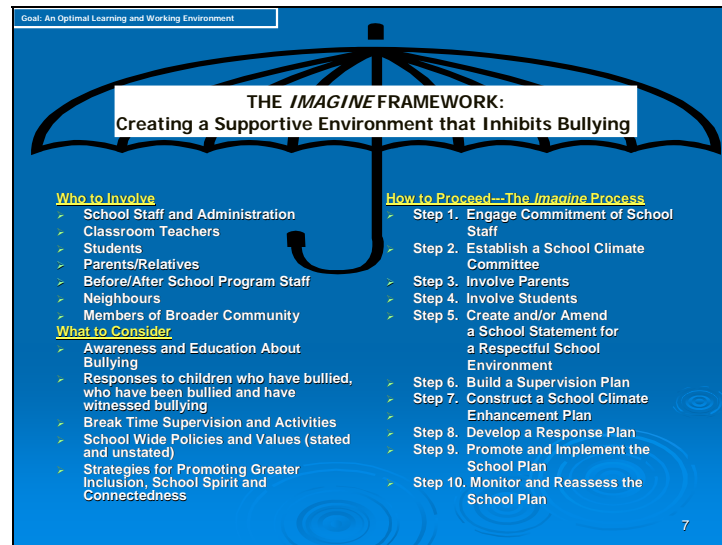
Experienced Voices Share: The “So What” Discussion

- After hearing our speaker(s), what topics/phrases stand out in your memory?
- What images/feelings/memories do these things bring to you?
- How might you use this information in planning for the benefit of your school community?

Slide 6



Slide 7



***This slide must be accompanied by a paper handout.**

Teachers and Non-Physical Bullying

8/10 incidents of bullying do not involve physical bullying—they are either verbal or social bullying

Non-physical bullying goes largely unnoticed by adults and is not well reported by children

Trusting relationships must be built with adults before kids will report social/verbal bullying

Social bullying is underreported--Adults need to track and report social bullying more than they have in the past so it becomes out in the open and can be effectively dealt with

Bystanders

Building 'helpful bystanders' is a very effective way to stop bullying incidents and prevent further bullying

Skills must be taught in order for someone to become a helpful bystander—the earlier the skills are taught (i.e. JK-Gr.4), the better they are learned before “peer pressure” kicks in

Bystanders are more likely to be helpful when their community models the behaviour and expects it of them as well

Parent Involvement

Schools cannot address bullying by themselves—they need support from parents who are the strongest role models

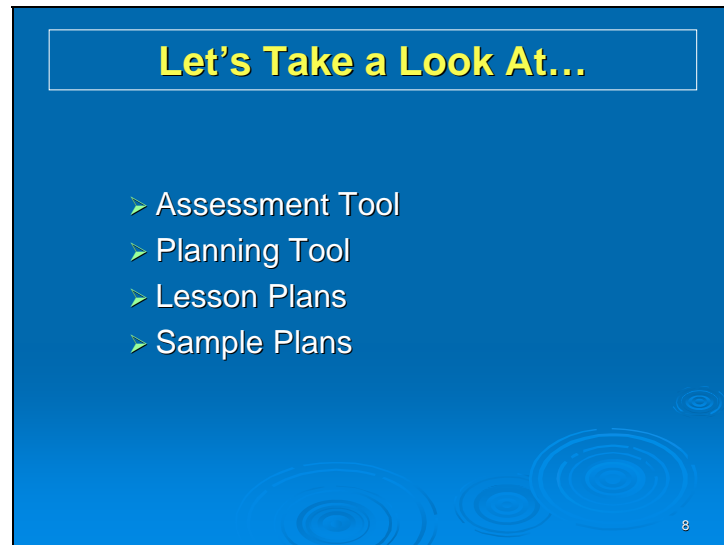
Parents must be educated with regard to bullying and to the school's plan for school climate improvement, bullying intervention and prevention

Parents must understand what the school is doing and show support for the school's stance e.g. sign a contract in the planner, "good news calls", take home videos/kits/books, reflection sheets, school climate improvement efforts, etc.

Communication

Needs to always be two-way-between students and teachers, between teacher and office, between office and parent, between office and teachers, between teachers and students.

Students and staff need to know that their reports were taken seriously and that they resulted in action which promotes learning and subsequent change in behaviour



Assessment Tool

Have you formed your School Climate Committee (SCC)?

Has your SCC worked through the assessment tool?

Planning Tool

Plans should fall out of your assessment tool. E.g. If majority of staff are not supportive, then your first year plan may be about building staff support for need for school climate improvement by gathering and presenting data on how safe/connected students feel (see Module B) or map survey

Check the Sample Plans: Some schools take on a lot in the first year—staff, parents and students while other schools take it one target at a time e.g. first year-staff, 2nd year-students

Every school finds that they have to do some awareness raising and education on bullying

Lesson Plans: Module A: What is Bullying?; Module B: The School Plan; Module C: Dealing with Bullying

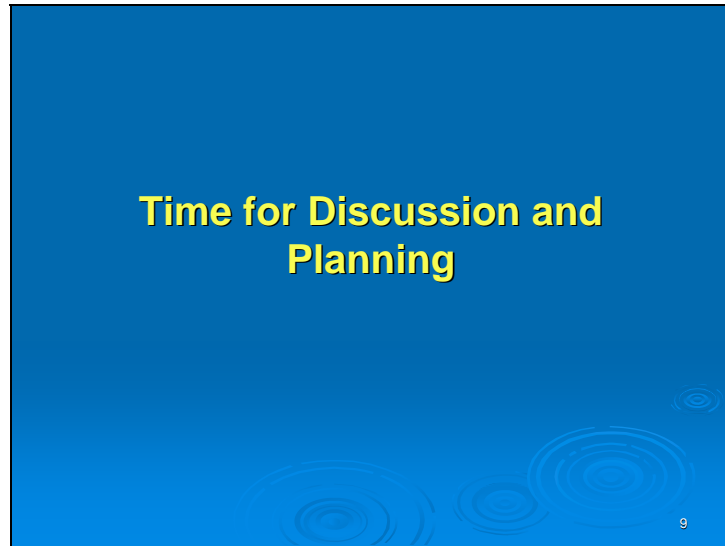
Once people become aware, reports of bullying usually go way up! This brings with it an opportunity for really defining what bullying is---developing a common definition, using common language e.g. "I" messages as a first step to responding

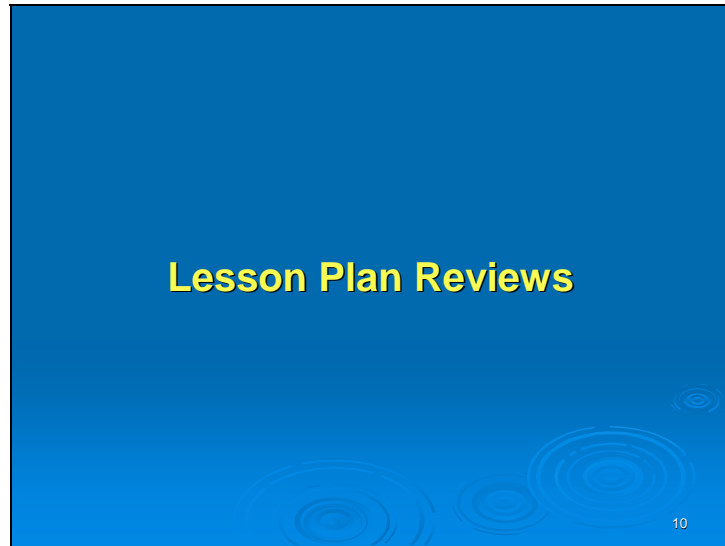
Schools need to define for themselves what they will report and act on and how they will do this.

Tracking of bullying needs to be on the discussion table, not only to find out who is doing the bullying, but to find out who is being targeted repeatedly (as the deeper damage occurs there)

Remember, research tells us that social and verbal bullying are the most common forms but the least reported in schools

Plans need to go beyond dealing with bullying behaviour, to talking about how we can improve school climate so that bullying behaviour is inhibited and performance at school (by all school community members) is maximized i.e. people feel safe, connected, valued and there is a sense of trust between school community members





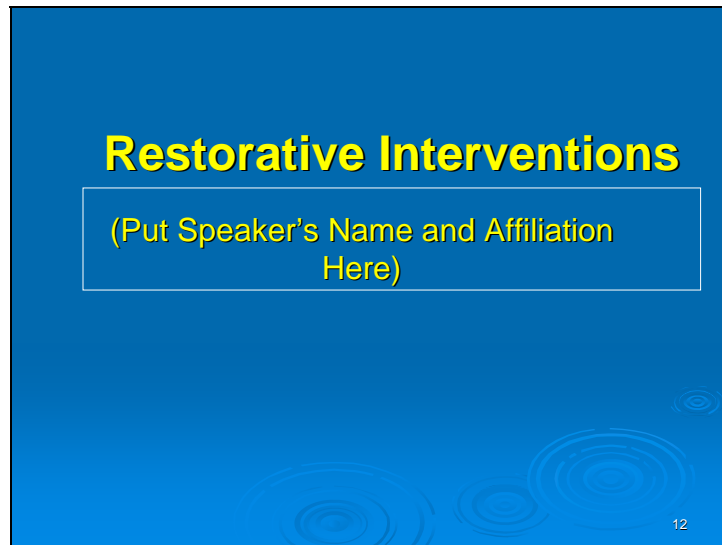
Lunch!

Points to Ponder...

"...over time, a continuing and steadfast focus on the positive in life, on our strengths, and on the strengths of others can help to restore in our students their personal energy, their feelings of power, their sense of worth so that they can see themselves as positive forces who can contribute to the task of building a better world."

Robert C. Hawley

Slide 12



In Region of Waterloo, the WRDSB has a Restorative Justice Project that provides a speaker for this training. Contact Lynn Zammit or Vanessa Warner Bacola at the WRDSB at 519-570-0003

Another resource in Waterloo Region is Community Justice Initiatives: Contact 519-744-6549

There are various individuals and agencies across Canada who talk about restorative justice, restorative practices, family group conferencing, healing circles etc. (this kind of work goes by many names) You will need to check out your local area for available speakers

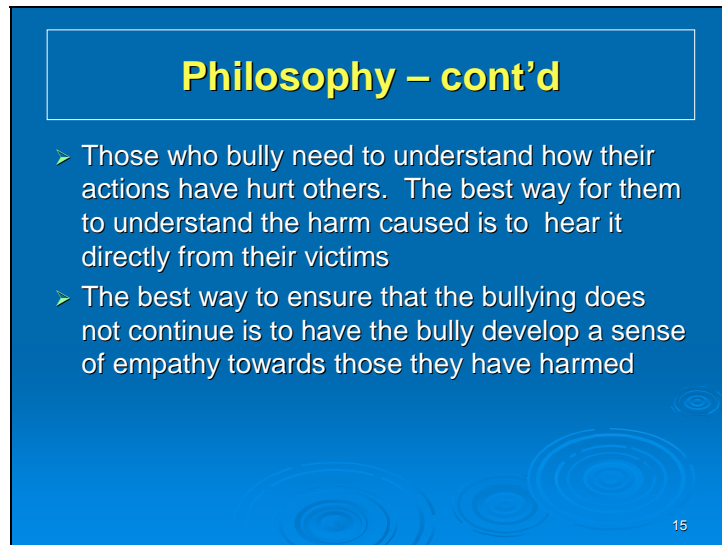
If you cannot find a speaker, the following slides will help explain the philosophy and practices

See also pages 153-159 in the *Imagine* Manual

Restorative Interventions in Bullying Situations

Restorative Justice Philosophy

- Punishment alone rarely changes behaviour
- Those who bully must be held meaningfully accountable for their actions
- Victims of bullying need to have a voice in the solution
- Bystanders have been impacted by the actions of the bully and should be part of the process



Philosophy – cont'd

- Those who bully need to understand how their actions have hurt others. The best way for them to understand the harm caused is to hear it directly from their victims
- The best way to ensure that the bullying does not continue is to have the bully develop a sense of empathy towards those they have harmed

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It is important to note that restorative interventions must be consented to by the people who will be participating. They must participate voluntarily

If either party is unwilling to enter into a restorative intervention, the chances of it working will be diminished

Punishment vs. Restorative

Rule/Code of Conduct/Law
is broken

Focus is on the
inappropriate behaviour

School officials determine
the consequence

Focus is removal of the
bully from school

Relationships are broken

Focus is on the capacity of
the bully to make amends
and repair the harm

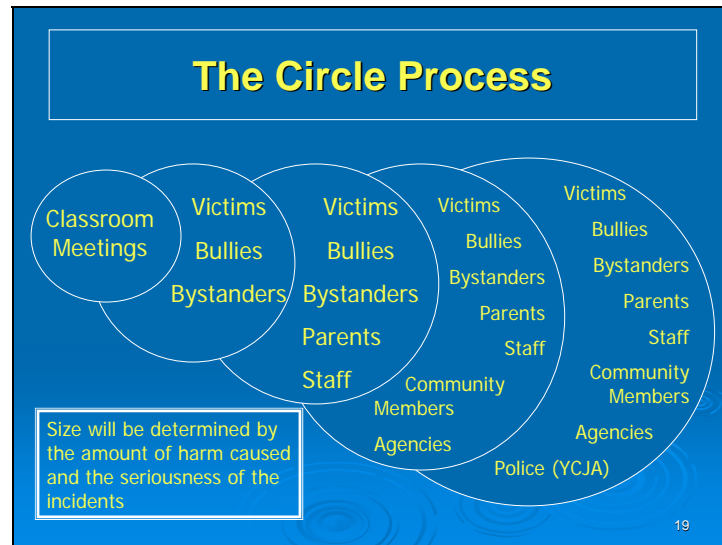
All those affected have a
say in how the harm
should be repaired

Focus is on reintegrating
bully back into school
community

Restorative Justice Process

- Sharing stories
- Understanding the impact of actions
- Acknowledging all those who have been harmed
- Suggestions for ways in which the harm could be repaired
- Developing a plan of action for repairing harm
- Supports put in place for victim(s) and bully





Facilitation

*Anyone wishing to facilitate RJ Circles **must** attend specialized training!*

Role of Facilitator

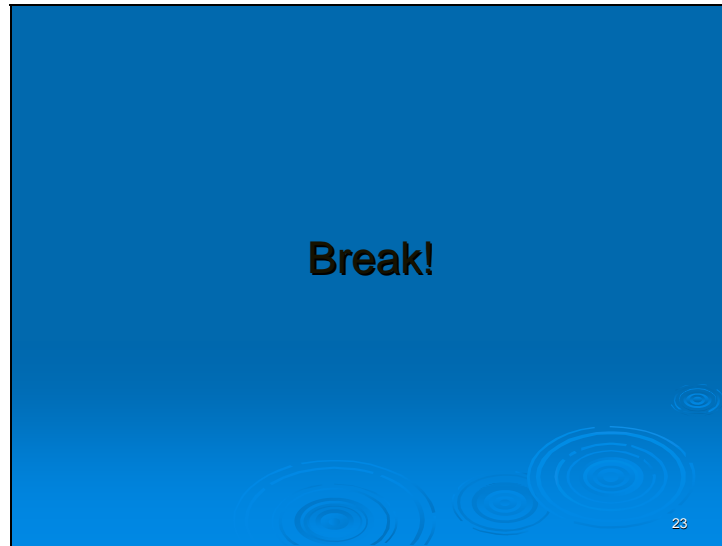
- Talk to all those involved in the incident
- Determine who will participate, including supports
- Facilitator's role is to encourage all participants to share their story, have circle members acknowledge the harm caused, direct the flow of conversation, lead participants towards solutions, finalize agreement wording and assign monitors to follow up

Restorative Interventions Always Include the Questions:

- What is your ability to make things right in this relationship?
- What are you going to do to make things right in this community?

The “So What” on Restorative Practices

- After hearing our speaker(s), what topics/phrases stand out in your memory?
- What images/feelings/memories do these things bring to you?
- How might you use this information in planning for the benefit of your school community?



Comprehensive School Wide Plan

Step 1: Engage Commitment of School Staff

Step 2: Establish a School Climate Committee

Step 3: Involve Parents

Step 4: Involve Students

Step 5: Create and/or Amend a School Statement for a Respectful School Environment

This slide is for review only



Comprehensive School Wide Plan

Step 6: Build a Supervision Plan
Step 7: Construct a Plan to
Enhance Your School Climate
Step 8: Develop a Response Plan

**Step 9: Promote and Implement
the School Plan**

**Step 10: Monitor & Reassess the
School Plan**

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Step 9: Promote and Implement the School Plan-see page 117 in the *Imagine Manual*

Informing staff (all staff) of the school plan (the school statement, the supervision plan, the response plan)

Informing parents of the school plan (share survey results, share supervision and response plan, share prevention plan)

It is expected that students will learn of the school plan in their classes via lesson plans, student led assemblies, etc.

Launching the school plan via assemblies or events

Keeping the plan alive through lessons and other activities

Yearly staff and student orientation to the plan; classroom meetings; part of the planner/school handbook; information in newsletters/assemblies/school community events, kindergarten registration; library displays/school website

Step 10: Monitor and Reassess the School Plan-see page 128 in the *Imagine Manual*

Tracking of student behaviour by staff is essential to assessing if your plan is working

Surveys can be repeated to check progress

Put this on the agenda of staff meetings regularly for discussion (keep track how often it was discussed)

Have staff check in with each other about issues, groups of children of concern, themes, frequency and formats of classroom meetings

Keep track of type and number of parent concerns raised about bullying/harassment

Every year when planning the next year, review the plan, see what can be stopped, started or continued

Next Steps...

- Consider recruiting parents/students to your School Climate Committee (if that hasn't happened)
- Schedule next SCC meetings to complete assessment tool and year one planning tool
- Communicate the Plan to whole school community
- Involve others to help implement the plan
- Keep meeting to check in on progress

Consider recruiting parents/students to your School Climate Committee (SCC) if that hasn't happened yet

Schedule next SCC meetings to complete assessment tool and year one planning tool

Communicate the Plan to whole school community and invite feedback
Be prepared to be inundated with reports of "bullying" after the plan is communicated. It takes a while for staff, students and parents to really understand what bullying is and how it will be addressed in your community

Involve others to help implement the plan. Bullying is a community issue, not just an administration, staff or student issue. Everyone can and needs to learn how to intervene appropriately in a bullying situation, whether they are part of it or observing it or being reported to about it. Everyone has responsibility to help build a positive school climate

Keep meeting to check in on progress. Have a preset schedule of meetings (or they tend to get missed)

Time for Discussion and Planning

**Thank you for
your participation and your efforts
in working together
to create a community
without bullying!**

***See You at the Booster Session
Next Fall!***