

Goal: An Optimal Learning and Working Environment

THE *IMAGINE* FRAMEWORK: Creating a Supportive Environment that Inhibits Bullying

Who to Involve

- School Staff and Administration
- Classroom Teachers
- Students
- Parents/Relatives
- Before/After School Program Staff
- Neighbours
- Members of Broader Community

What to Consider

- Awareness and Education About Bullying
- Responses to children who have bullied, who have been bullied and/or have witnessed bullying
- Break Time Supervision and Activities
- School Wide Policies and Values (stated and unstated)
- Strategies for Promoting Greater Inclusion, School Spirit and Connectedness

How to Proceed---The *Imagine* Process

- 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
- Step 6. Build a Supervision Plan
- Step 7. Construct a School Climate Enhancement Plan
- Step 8. Develop a Response Plan
- Step 9. Promote and Implement the School Plan
- Step 10. Monitor and Reassess the School Plan

The Imagine Framework: Using Social Scaffolding and Social Architecture (Pepler, 2004) to Build a Positive School Climate that Inhibits Bullying Behaviour

Intervention Point	Social Scaffolding (Giving individual children support for emotions, attitudes and behaviour)	Social Architecture (Promoting Positive Relationships for Children)
School Staff and Administration	<p>Model behaviour expected of children</p> <p>Make behavioural expectations explicit, clear and consistent</p> <p>Use social learning / restorative interventions to deal with incidents / situations, with policy prescribed consequences if required</p>	<p>Educate / engage all members of school community</p> <p>Assess and develop plan for climate enhancement and bullying intervention / prevention</p> <p>Seek / provide appropriate resources</p> <p>Train staff / orientate new staff</p> <p>Increase student involvement in meaningful decision-making and responsibility taking</p>
Classroom Teachers	<p>Model respectful behaviour / appropriate use of power</p> <p>Explicitly teach / review social skills from Ontario Curriculum (use Imagine Lesson Plans and other social skills teaching materials)</p> <p>Integrate social / emotional learning into lessons for literacy and other topics</p> <p>Use teachable moments to reinforce social / emotional learning</p> <p>Recognize / celebrate positive behaviour</p> <p>Teach about bystanders and how they can hurt / help</p> <p>Educate parents about how bullying affects academic learning</p> <p>Engage parents in supporting the school's efforts in teaching children to treat others with respect</p>	<p>Build inclusive classroom communities (cooperative learning, learning buddies, team building activities)</p> <p>Increase student involvement / responsibility re: classroom values and behaviour guidelines</p> <p>Teach skills for participating in class meetings, provide time and support for class meetings</p> <p>Promote / support / enforce school policies and classroom covenants</p> <p>Welcome and celebrate diversity in classroom</p> <p>Engage parents to support child's learning through good news calls / notes, class newsletters, interviews, etc.</p> <p>Educate parents about how social skills building can positively affect child's academic outcomes, how they can support child's learning</p>

Intervention Point	Social Scaffolding (Giving individual children support for emotions, attitudes and behaviour)	Social Architecture (Promoting Positive Relationships for Children)
Students (for their peers)	<p>Model respectful behaviour</p> <p>Stop bullying incidents when witnessed and / or report them to an adult</p> <p>Give support to peers who have been bullied</p> <p>Encourage and support peers in using respectful behaviour</p>	<p>Model respectful behaviour</p> <p>Label bullying behaviour</p> <p>Stop bullying incidents when witnessed and / or report them to an adult</p> <p>Give support to peers who have been bullied</p> <p>Encourage and support peers in using respectful behaviour</p> <p>Find ways to help peers feel welcome and included</p>
Parents	<p>Model respectful behaviour / appropriate use of power</p> <p>Reinforce child's respectful behaviour at home</p> <p>Help child learn and practice social skills (respectful assertiveness, manners, apologizing, repairing relationships)</p> <p>Encourage inclusive play at home and in neighbourhood</p>	<p>Engage and educate parents re: bullying awareness</p> <p>For intervention / prevention utilize newsletters, education nights, parent / child homework (books, videos, games), interviews, displays at events, parent section in library</p> <p>Utilize community resources for parenting education, counseling etc. to meet needs</p>
Breaktime Supervision and Activities	<p>Model respectful behaviour / appropriate use of power</p> <p>Train / support peer mediators and play leaders</p> <p>Use social learning interventions to reinforce social / emotional learning</p> <p>Be proactive with children having difficulty, offer options for those who cannot yet handle being on schoolyard</p>	<p>Provide appropriate and effective adult supervision (staggered recesses, schedules for play areas)</p> <p>Provide options, equipment and instruction for play (tarmac games, peer led games, intramurals)</p> <p>Train / support peer helpers and play leaders</p> <p>Adopt and support conflict resolution programs (Kelso's Choices, Peacemakers)</p>

Intervention Point	Social Scaffolding (Giving individual children support for emotions, attitudes and behaviour)	Social Architecture (Promoting Positive Relationships for Children)
<p>School Wide Policies and Values (stated and unstated)</p>	<p>School values / expected behaviour modeled by everyone (students, parents and all school staff)</p> <p>Virtues / values taught in classroom and at school assemblies / whole school activities</p> <p>“Teachable Moments” used to reinforce learning (in hallways, on schoolyard)</p> <p>Ensure all students know school statement and what it means for them</p>	<p>Consistent promotion / support of school code of conduct and school response protocol re: bullying</p> <p>Effective and regular communication with all community members re: how to support learning of desired behaviours</p> <p>Conscious building of a more positive school climate (pro-social behaviour recognition - good news calls to parents, community building activities, “virtues education”)</p> <p>Form “principal’s advisory council” of one student per class for opportunity to address patterns of anti-social behaviour (exclusion, prejudice)</p>
<p>Response to Children Who Have Bullied</p>	<p>Confront and Prohibit behaviour – implement safety and support plan</p> <p>Describe, respond, remind of expectations</p> <p>Report and Refer if bullying persists or is severe</p> <p>Provide consequences that promote social learning and repair of relationships</p> <p>Inform / educate parents re: situation and how they can support child’s learning of pro-social skills</p> <p>Support student(s) to learn pro-social skills</p> <p>Keep Records and Monitor situation</p> <p>Communicate to relevant parties (classroom teacher, reporting staff member, other students or parents involved) that action has been taken, inform them of their role in continuing to support the child’s learning</p>	<p>Every school year promote school values (inclusion, justice, equity, compassion, respect), school statement (e.g. “where each one counts”) and code of conduct (e.g. “bullying harms everyone in our community and will not be tolerated - students who participate in bullying will have to make amends to the community”)</p> <p>Support relationship literacy building activities school-wide</p> <p>If bullying occurs, provide consequences that promote social learning and repair of relationships, ensure all members of school community understand purpose and value of these approaches to discipline</p>

Intervention Point	Social Scaffolding (Giving individual children support for emotions, attitudes and behaviour)	Social Architecture (Promoting Positive Relationships for Children)
Response to Children Who Have Been Bullied	<p>Acknowledge situation and gather information</p> <p>Get student's input, create safety plan, assess support needed (provide support and / or refer)</p> <p>Inform student's parents, review safety plan with parents and student</p> <p>Assure parents and student the child who bullied receives consequences and / or makes amends</p> <p>Discuss how parents can support their child</p> <p>Assess for appropriateness and readiness for restorative interventions</p> <p>Educate parents and student about bullying, bullying prevention strategies and future action</p> <p>Promote more learning of social skills for the student who was bullied - if necessary (assertiveness, knowing when to seek help)</p> <p>Keep Records and Monitor Situation</p> <p>Tell relevant parties (classroom teacher, reporting staff member, other students or parent involved) action has been taken, inform them of their role (if any) in supporting this student who was bullied</p>	<p>Every school year promote / support activities to build trusting relationships between students and school staff (fun fairs, staff / student meals)</p> <p>Review bullying response protocol with school community members</p>
Response to Children Who Have Witnessed Bullying (also known as "Bystanders")	<p>Review situation and roles played by witnesses</p> <p>Help students reflect on outcomes of their actions or inaction</p> <p>Help students learn alternate ways of responding to bullying situations, leading to better outcomes</p>	<p>Every school year, promote / support activities to build trusting relationships between students and staff</p> <p>Review bullying response protocol with school community</p> <p>Educate students re: power of bystanders to make change</p> <p>Promote/support activities to increase student engagement/ responsibility / empowerment (social justice clubs, student wellness committees, participation on school climate committee, class meetings, peer leadership opportunities)</p>

Intervention Point	Social Scaffolding (Giving individual children support for emotions, attitudes and behaviour)	Social Architecture (Promoting Positive Relationships for Children)
Strategies to Promote Inclusion	<p>Model inclusive behaviour (including people of all ages, abilities, personalities, learning styles, cultural diversities, sexual diversities)</p> <p>Teach curriculum re: appreciating differences, welcoming diversity – integrates with literacy, social studies and other topics</p>	<p>Actively promote inclusion of diversity (newcomers club, displays / books / posters that reflect diversity in race, culture, ethnicity, gender, sexual orientation)</p> <p>Hire school staff / recruit volunteers reflecting diversity of population</p> <p>Hold celebrations featuring cultural practices reflective of your school’s population</p> <p>Hold assemblies / events about inclusion and welcoming diversity</p> <p>Model inclusive behaviour</p>
Strategies to Promote School Spirit and Connectedness	<p>Model respectful behaviour</p> <p>Participate in / support school spirit-raising efforts</p> <p>Develop system ensuring each student has at least one adult at school with whom they have a positive, caring relationship</p> <p>Monitor students’ social interactions, intervene to prevent isolation / exclusion and promote inclusion</p>	<p>Make behavioural expectations explicit</p> <p>Ensure school is welcoming everyone (variety of non-competitive activities, many opportunities for self expression, interclass/intergrade activities, meaningful participation, celebration and having fun)</p> <p>Provide time for activities to help students / staff get acquainted in fun ways, to define community values, guidelines, school rules and expectations, to teach/practice skills necessary to meet rules and expectations</p>
Neighbours (e.g. local daycare providers, local businesses, home owners next to the school, etc.)	<p>Encourage neighbours to model values and behaviours promoted by school</p> <p>Encourage neighbours to support students’ following of school values and policies - speak out when they witness bullying behaviour or inform school staff</p>	<p>Educate neighbours and local businesses about school’s values, policies and activities; how they can support school</p> <p>Engage neighbours in supporting school community (invite to volunteer, “neighbourhood watch”, attend a concert or education night, participate in fund raising or grounds improvement)</p>

Intervention Point	Social Scaffolding (Giving individual children support for emotions, attitudes and behaviour)	Social Architecture (Promoting Positive Relationships for Children)
Staff of Before and After School Programs	<p>Encourage staff of programs to model values and behaviours promoted by school</p> <p>Encourage staff of programs to support children in following school values and policies</p>	<p>Inform staff of programs of school values and behavioural expectations, protocols and policies re: bullying intervention and prevention</p> <p>Encourage staff of programs to adopt similar values and behavioural expectations, protocols and policies for their programs</p>
Broader Community	<p>Encourage community to model values and behaviours promoted by the school</p> <p>Refer students and families to supportive community services</p>	<p>Advocate for further provincial and board support to teach and support relationship literacy</p> <p>Advocate for increased support services for children and families</p>