

Step 6:

Build a Supervision Plan



Grade 3 Student
Manchester Public School



Grade 5 Student
Alpine Public School



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



Step 6



BUILD A SUPERVISION PLAN

STEP 6 INCLUDES THE FOLLOWING PROCESSES:

- determining staff roles in supervision
- identifying a common set of terms and definitions for bullying behaviour
- determining the role of supervision aides
- identifying areas at high risk for bullying

The single most effective deterrent to bullying is adult authority. Well-planned supervision, in concert with staff training, appropriate consequences, the identification of high-risk areas, and playground supervision improvements, is an important component in the school-wide bullying prevention plan. If it is clear that bullying behaviours will not be tolerated, and if students' reports of bullying occurrences are taken seriously, then a significant reduction of bullying behaviours can be expected.

STAFF ROLE IN SUPERVISION

Since most bullying behaviours occur during break times, well-planned supervision at these times will reduce bullying incidents. Adult intervention in all bullying situations, whether overt or suspected, is essential. Intervention clearly demonstrates the seriousness with which the school views bullying, while non-intervention implies the behaviours are somehow condoned. Students will feel comfortable talking to adults about problems they experience if they know that the problem will be acknowledged and addressed. Responses that indicate the students are responsible for addressing bullying problems themselves serve to support bullying behaviour.

Issues relevant to the supervision of students should include:

“There is no evidence to suggest that a generally tolerant and permissive attitude towards bullies on the part of adults will help these children outgrow their anti-social behaviour patterns.” (Olweus, 1993)





- attention to the covert nature of bullying that makes some activities very difficult to identify (refer to chart on pg.14)
- adult recognition that students cannot always solve all their own problems
- adult feelings of intimidation, isolation, or lack of support when intervening in bullying incidents
- the establishment of a common set of terms and definitions, with agreed-upon criteria for reportable bullying behaviour that takes into account the continuum of misbehaviour, from subtle, covert bullying such as ostracism, to physical aggression.

It is important that staff have a discussion about these issues because the outcome of this discussion will form the basis of how to judge student behaviour when it is observed. The discussion of these issues, along with issues around responding to bullying, could occur at a regularly scheduled staff meeting, in the portion reserved for staff education. Any other staff at the school that may have supervisory duties should be invited to this meeting as well.

THE ROLE OF SUPERVISION AIDES

Some schools in Waterloo Region employ supervision aides to supervise the playgrounds during lunchtime. Ideally, they are familiar with the skills of anger management, dealing with conflict, detecting bullying, and supporting students who are bullied. Supervision aides should also be actively involved in the school's training and planning for bullying prevention. Promoting the supervision aides' status increases their effectiveness as school authority figures. Strategies for accomplishing this include:

- ▶ involve supervision aides on the school climate committee
- ▶ ensure supervision aides receive all communications to staff regarding the bullying-prevention program
- ▶ develop a reporting system between supervision aides and teachers and/or administrators
- ▶ schedule joint teacher/supervision aide problem-solving sessions, with a supervision aide  **SCHOOL-WIDE PLAN**  problem, followed by staff discussion
- ▶ pair a teacher with a supervision aide for break times to model effective ways of dealing with student behaviour
- ▶ arrange to involve supervision aides in the classroom lessons that deal with bullying. This encourages communication between the supervision aide and teachers and affords the supervision aide a

different type of contact with students, thus developing positive relationships.

All school staff, including support staff, should have input into and be familiar with the school's plan for responding to bullying incidents as laid out in Step 8: Develop a Response Plan. Those staff responsible for supervision must especially be familiar with the duties of first responders when dealing with bullying incidents.

IDENTIFICATION OF HIGH-RISK AREAS

Close supervision is necessary in areas where bullying most frequently occurs. Many of these areas are well known to staff eg. the jungle gym area, the snow fort area, etc. but others are less obvious. These areas can be identified in a variety of ways:

- Administer student surveys in each class (provided in the lesson plans for grades 2-8 in Module A)
- Supply maps of the school (inside and out), and ask students to highlight the places where bullying takes place or where they feel unsafe. Areas described as unsafe by more than half the students are viewed as high risk areas
- Take photographs of various locations around the school and grounds. Display the photos at students' eye-level with two envelopes, one marked with a happy face and one with an unhappy face, underneath each photograph. Have students place a counter/ token in the happy or unhappy envelope to indicate their feelings about each location. Locations identified as "unhappy" places by most pupils are likely to be high-risk locations. The lesson plans provided later in this resource contain additional classroom-based activities for identifying high-risk locations.



SCHOOL-WIDE PLAN



LESSONS LEARNED FROM GOOD KID SID

Taking time to develop a common definition of bullying from a supervisory point of view for use at your particular school is critical.

In the pilot project, the staff were given definitions of bullying from the literature upon which to base their program. There was considerable confusion from staff about exactly what behaviour was to be considered bullying and what behaviour required follow up as per bullying protocol. E.g. was hearing a put-down of one student to another an incident of bullying? Was physical fighting considered bullying? This confusion is very understandable, given that the literature contains variations on the definition of bullying.

After consulting numerous sources of definitions for bullying (as demonstrated in the bibliography), consider the key elements of bullying to be:

- An imbalance of power (evident or likely)
- An intent to harm
- Distress in the person being targeted
- Repeated over time (reputations and power differential become consolidated)

In an effort to help clarify, here are some possible distinctions that adults can use to begin to narrow what they will consider to be a cause for a written bullying report and follow up as per the protocol at their school.

WORKING DEFINITIONS

For the purpose of monitoring students' behaviour, it is helpful to make some distinctions in terms, rather than just having every instance labelled "bullying".

A Bullying Incident Is...

When an adult observes or is told about **aggressive action** by one or more students in a group of students where a **power imbalance is already evident**, for example: an older child targeting a younger child; an able-bodied person targeting a disabled child; a child of the dominant culture targeting a child of a minority culture; a popular child targeting a child with few friends. It can also be considered a bullying incident if it is

SCHOOL-WIDE PLAN



likely to create an imbalance of power over time, for example, when one student is outwardly hypercritical of peers or uses putdowns on other children. Over time, this can create a negative atmosphere where children become afraid of becoming a target. When fear of another is created in a child, there is an imbalance of power. (Visual Clue: Is one child far more upset about the incident than the other child? If so, the balance of power is affected.)

A Bullying Situation, Case or Episode Is...

When an adult observes or is told about **a series over time of intentional, aggressive actions** by one or more students against another student or group of students where a **power imbalance is likely or evident**. Note that the person or group being bullied remains the same, but the aggressors may differ, especially if a group takes turns tormenting the target person (people)—this kind of action is often seen in clique or gang behaviour.

Aggressive Behaviour Is...

When an adult observes or is told about negative behaviour by one student against another student and there are no clues to determine whether there is an imbalance of power. Note: If there is a group of children using aggressive behaviours against one child, there is always an imbalance of power and that can always be considered a bullying incident (or a bullying situation/episode/case if it happens ongoingly).

Since the research confirms that the physical, psychological and social damage is most severe in those situations where one person has been repeatedly targeted, the intention of the school climate approach is to prevent bullying situations/episodes/cases from developing. However, it is hoped that the school climate approach to bullying prevention will also help to decrease the amount of bullying incidents that happen, since students and adults will be made aware of what bullying is and will be enabled to take action to stop incidents from becoming situations. As well, students may have increased opportunities to learn and practice social skills, which may help them to choose more pro-social behaviours.

Step 6 Action Checklist



STEP 6: BUILD A SUPERVISION PLAN

- ☐ Review when and where supervision is required during the school day
- ☐ Determine staff roles in supervision (ie. Teaching staff, support staff, administrative staff, etc.) (Attach to this checklist)
- ☐ Determine supervision aides' roles, if relevant.
- ☐ Identify locations that are at higher risk for bullying behaviour and make recommendations for improvements for safety in those areas.

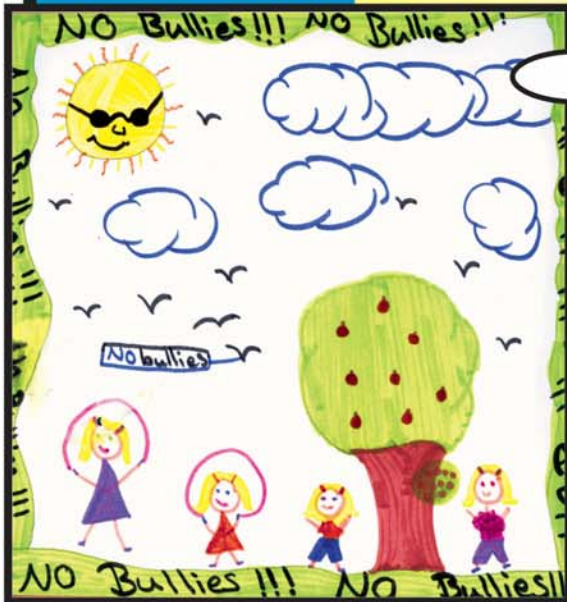
- ☐ Gain agreement from adults involved in supervision about what behaviour will be labelled as bullying at your school and thus will require actions to complete the bullying incident report. (record and distribute to all adults involved in supervision along with material created in Step 8).

Step 7:

Construct a School Climate Enhancement Plan



Grade 5 Student
Cedarbrae Public School



Grade 4 Student
Alpine Public School



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



Step 7



CONSTRUCT A SCHOOL CLIMATE ENHANCEMENT PLAN

STEP 7 INCLUDES THE FOLLOWING PROCESSES:

- planning programs to support supervision and lessen bullying opportunities
- initiating classroom meetings
- planning programs to recognize pro-social behaviour

SUPPORTING SUPERVISION EFFORTS

Opportunities for bullying behaviour can be lessened by employing a variety of interventions. Some of these include:

- employing, redeploying or re-emphasizing the social skills-building programs that are already supported by your school board (Refer to Section 6: Resources for descriptions of these programs)
- facilitating indoor and outside activities for lunch and recess
- teaching appropriate and enjoyable playground games
- providing supervised activities for rainy days
- offering recreational and hobby clubs
- reducing class changes as crowded hallways are a prime location for bullying
- staggering recess times, since much bullying of younger students is by older students
- providing ongoing social skills learning opportunities
- using co-operative learning in the classroom
- starting a playground buddies program
- forming a leadership club to train volunteer playground leaders to help younger children with group games (e.g., managing equipment and refereeing).

Resources to support staff in employing these strategies are available through several avenues e.g. the school's library, the board resource



centres, public libraries, and the Ontario Physical and Health Education website (www.ophea.net).



LESSONS LEARNED FROM *GOOD KID SID*

Examples of programs that were employed to support supervision:

- Peer Mediator training
- Scheduling of Peer Mediators for deployment at recesses
- Noon Time Social Skills Training (for those with identified needs)
- Leadership training day for students with undeveloped leadership abilities (high school students conducted leadership development workshops for elementary students at an offsite event)

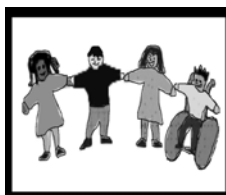
INITIATING CLASSROOM MEETINGS

Classroom meetings help build a positive school climate by providing a safe environment and dedicated time for students to identify and address social or relational problems. Olweus and Limber (1999) state that “classroom meetings can provide a natural forum for teachers and students to develop and clarify rules against bullying and ...consequences for rule violations ... Much of the time in these meetings can be devoted to improving the social relationships within the class and the school, including the interaction among students, as well as between students and adults.” (pg. 34) Though classroom meetings cannot substitute for adult intervention in cases of bullying, they may help to prevent cases by addressing individual incidents of bullying before they become a habitual pattern of relating.

If classroom meetings are approached positively and regularly, as part of an ongoing group learning process, they can have far reaching benefits. “Teachers have discovered that class meetings teach essential skills and empower young people with a positive attitude for success in all areas of life: school, work, family, and society. Students learn social skills, such as listening, taking turns, hearing different points of view, negotiating, communicating, helping one another, and taking responsibility for their own behavior. While learning these social skills, students also strengthen their academic skills, perhaps without even realizing it. During class meetings students learn oral language skills, attentiveness, critical-thinking



skills, decision-making skills, problem-solving skills, and democratic procedures---all of which will enhance the academic performance of students. Many teachers find that the classroom meeting process exceeds curriculum goals for social studies, language development, and health and safety, because student involvement in problem-solving means that students are no longer passive recipients of the teacher's knowledge. Active participation in the learning process leads to deeper understanding and promotes inner motivation and commitment to appropriate action." (Nelson, Lott and Glenn, 2000).



BUILDING A PEACEFUL COMMUNITY USING CLASS MEETINGS

This section was written by Bill Blair, an educator with over thirty years experience working as a classroom teacher, special education teacher, behaviour consultant, family life consultant and consultant for gifted education. Prior to retirement, he focused on implementing effective playground management, conflict resolution, training student mediators, and developing positive problem solving in the classroom through class meetings. Besides training teachers in conflict resolution, he presented "Creating a Peaceful Classroom Using Class Meetings" at conferences in Canada, and the United States. He is associated with the Peace Education Foundation, Miami, Florida.

Classroom Meetings are Grounded in Conflict Resolution

Class meetings need to be used in conjunction with the teaching of conflict resolution. Teaching and practicing the following guidelines will increase the chances of successfully resolving conflicts.

Helpful Hints to Resolving Conflicts

- ▶ Ask "What is the problem you are trying to solve? Is it the real problem or only a symptom of the problem?"
- ▶ Express your feelings using I-Statements:
"I feel...when you...because..."
- ▶ Ask questions: Could you tell me what you mean by that?
What is your side of the story?
- ▶ If you are trying your best to solve the conflict, assume that the other person is also. Be respectful. This is not a contest you must win.
- ▶ Admit when you are mistaken and accept responsibility for your part in the conflict.



- Remember you are looking for a solution to the problem. Is what you are doing helpful? Are you focusing on the problem?

Things to Avoid in Conflict Resolution

Using the following will decrease your chances of successfully resolving a conflict:

- Put downs
- Blaming
- Entering the other's personal space
- Refusing to listen
- Touching or hitting the other person
- Name calling
- Not offering solutions
- Threatening
- Bringing up items from the past
- Yelling
- Not willing to compromise
- Swearing
- Using your power to try to control or hurt someone (i.e. bullying)
- Trying to get even

GENERAL GUIDELINES FOR CLASS MEETINGS

The expectation for classroom meeting agenda items is that students will try to solve a conflict on their own before bringing the problem to a class meeting. Instead of a teacher directed solution, these meetings give students another way to solve a problem. Class meetings also build community by providing a healing, supportive environment for students, and they normalize conflict and its peaceful resolution. Class meetings can deal with general issues such as class management, programming, trips, celebrations and special occasion days or they can deal with specific issues, such as conflict between two students, conflict between a student and the teacher, and personal problems being experienced by a student.

Besides informing school administration, parents should be made aware of the implementation of classroom meetings through a newsletter, which identifies to them that one of your classroom goals is conflict resolution and problem solving using class meetings. Students



have reported that after participating in class meetings they have started family meetings at home.

Students must agree that what takes place in a class meeting is confidential, with the following exceptions. First, if there is an issue of safety (e.g. weapons, drugs, suicide or abuse) it must be reported. Second, students are free to discuss any issue with their parents. They are not free to report what another student said, but only what they themselves said. The main concern about confidentiality is that they not repeat what has happened or been said out on the playground.

Issues can occur at class meetings where the teacher's rights and responsibilities override the students' wishes. For example, students may not bring personal family matters to the class meeting. It is important that the reasons for a decision be explained, but as a teacher, you should never abdicate your responsibility.

Class meetings often deal with situations of inappropriate or unacceptable school behaviour. This is also an area for the teacher to maintain ultimate responsibility for approving of any consequences for student behaviour. If the focus is on finding a positive solution to a problem, consequences are seldom needed. Once trust is established, students feel freer about bringing problems to the meeting because they realize that the goal is not to punish students, but solve problems.

It is helpful to do community-building activities before beginning agenda based class meetings. The first session should have students practice giving compliments and appreciations. Other sessions can involve neutral topics such as: "What is your favourite TV show, sport, food?" "What topics would you like to learn more about this year?"

Class meetings should be regularly scheduled and on the timetable. As a teacher you will spend time dealing with problems. Class meetings are an efficient use of time because a number of problems can be solved, and the entire class is learning problem-solving skills and participating in the process. In addition, the sharing of compliments and appreciations creates a classroom climate that reduces conflicts. With younger children, meetings can be short and daily. Because of curriculum demands for older students, it is more realistic to have a class meeting once a week. Meetings should be no longer than one hour, and if possible, scheduled before a natural break (recess, lunch or end of school day). Bring an end to the session if students begin to get



restless or have difficulty focusing. Carry forward to the next meeting any items not discussed.

If you are going to use class meetings to deal with conflicts, realize that students may bring you, the teacher, up for discussion. Although you may have to "encourage" it the first time, it is a measure of the success of community when students feel free to include issues they have with the teacher. It can be uncomfortable being on the hot seat, as it is for anyone, but it greatly increases your empathy for those in the class who have to experience the same thing. It allows you to feel the difference when the *problem* is attacked rather than the person. Ultimately, it creates an incredible level of openness and trust if you admit that what you did was wrong or that you did not make the best choice. It can be helpful even if you just explain your position with as little defensiveness as possible. Students have said how much they respect this honesty in a teacher.

One of the rules for class meetings is that items from the "Things to Avoid" list are not allowed.

CONDUCTING CLASS MEETINGS

Forming a Circle

Students need to practice getting into a circle for class meetings and then returning to the regular room setting. Younger children can sit on the floor since meeting time is usually short. Have older students move desks to the outside of the room and put the chairs in a circle. It is important to do the set-up quietly, quickly and safely. Having a student time this during practice is motivating.

Giving and Receiving Compliments and Appreciations

Start each class meeting with appreciations and compliments. Appreciations may be such things as helping with schoolwork or a problem, sharing a treat, doing a chore or volunteering to do a task without being asked. Use an appreciation sheet (Resource Sheet #18) so students and the teacher can write down items between class meetings. The teacher can appreciate individuals or the whole class. It is amazing how students enjoy receiving appreciations.



The person chairing the meeting begins by asking the first person on the sheet to give his or her compliment/appreciation. Remind students to say thank you after receiving one. It is important that as much time as needed is given to appreciations because this sets a positive tone before dealing with conflicts or problems. In addition to the appreciations on the sign up sheet, “give-get-go” can be done at the beginning or end of the class meeting. Give-get-go involves going around the circle with each student either giving a compliment, asking for a compliment or passing. The risk is that a student may ask for a compliment and none will be offered. As the teacher, you should have a compliment ready that could be given to any student. However, in my experience, some student has always given one. The student asking should pick one person from those wanting to give compliments. If you see that a few students are receiving the majority of the compliments, raise this as a discussion item at one of the class meetings. In the beginning, compliments may seem superficial, but they are important. With time, compliments and appreciations tend to be more meaningful.

Developing an Agenda

A sign up sheet (see Resource Sheet #19) is available for students or the teacher to list an item for the next classroom meeting. Topics will be name-calling, rumour spreading, stealing and every other typical classroom problem. It is critical that students list a topic as the problem, not a person, because the person is not the problem, their behaviour is. This list becomes the agenda for the class meeting. With younger students, a formal agenda is not necessary, but if needed, the students and teacher can develop it together. Students should make a good effort to solve problems on their own before signing up.

Dealing with Agenda Items

Begin with the person who signed up the first item for the class meeting. Have them state the problem or item. Sometimes students will have solved the problem by themselves. They should be acknowledged for doing so.

If the problem involves a specific person, students should speak directly to that person, always remembering to confront the problem not the person. This is where conflict resolution skills are valuable. Items from the “Things to Avoid” list must not be allowed, and if they occur, the student should apologize. There is a tendency for students



to talk to the teacher. It is necessary to be alert to this and remind them either to speak to the person or to the group.

Appropriate listening and communicating skills should be stressed. Do not allow shouting out and side conversations. Discussion about respecting others usually solves the problem. However, a student may be asked to leave the circle or to trade seats with someone if he or she does not follow these rules. Sometimes the student presenting a problem will laugh or joke. It is necessary to point out that it is hard for the group to take the problem seriously if the student is laughing.

Anyone is free to respond once the problem has been presented. However, students should raise their hands and wait for their turn to speak. When emotions get high, they find this difficult and may require reminding. Some teachers prefer to use a talking stick or talking piece, which comes from the aboriginal tradition. A talking piece is passed around the circle and only the individual holding the piece is allowed to talk. This works very well when a general problem is being discussed and many in the group want to comment or share their experience. Name-calling would be an example.

Try to allow everyone who wants to speak a chance to do so. Simultaneously keep the process moving by making certain that the problem is being identified and that repetition is not occurring.

Should a student become extremely angry over an issue, postpone dealing with it until the student or students have had an opportunity to calm down.

Sometimes a student will cry. Avoid the temptation to rescue them. Generally, the group will take care of it. Most students are very caring and compassionate. You may have to convey the message that there is nothing wrong with crying even though in our society it can be interpreted as a weakness. Discussion of this issue with the students is very worthwhile.

Try to remain neutral when dealing with conflicts. It may be necessary to balance a situation if you feel it is required - for example, if a student is a victim or scapegoat. Someone in the group usually speaks up before it is necessary to intervene. It is also important to examine yourself and how you have been responding to the student to make certain that you are modelling the behaviour you want students



to display. As one becomes more experienced, one begins to trust the process and feels less need to be controlling.

Focusing on Positive Solutions

As with mediation, the goal is to reach a win-win solution:

- Clearly identify the problem and feelings involved
- Brainstorm for solutions
- Choose the best solution

Once the problem has been identified, ask students to brainstorm solutions to the problem. Often the solution is as simple as one student apologizing to another. Comments at this point should be restricted to solutions and not restatements of the problem. Take all the solutions and see if the person or persons involved accept any of them or are willing to try one of them until the next class meeting. For problems involving the whole class, try to see if the group can reach a consensus. Use voting sparingly because it sets up a win-lose situation. Most importantly, avoid making it a trial with a judge and jury.

Role-playing can be a useful technique. Other students role-play a problem so the students who are having a conflict can see the problem from another perspective.

It is extremely beneficial for students to learn three things:

- 1) There is often more than one solution to a problem;
- 2) Everyone makes mistakes;
- 3) We can learn from our and others' mistakes.

When the focus is on a solution to a problem, consequences are seldom needed. However, if a consequence is needed, it should be measured against the following:

- Will the consequence solve the problem?
- Is the consequence related to the misbehaviour?
- Does the consequence avoid humiliation?
- Is the consequence excessive or intended to make the student "pay"?

The issues raised for discussions at class meetings and the level of trust may be surprising. Students have dealt with problems of stealing, thumb sucking, teasing, having no friends, being picked on and



bullied, learning problems, and interpersonal conflicts. As a teacher, after discussion with a student, I have brought their behaviour up at a class meeting. As a community, we arrived at solutions that were better than I would have done on my own. I have seen students grow in self-esteem, confidence and compassion because of class meetings.

At times the discussions can be draining, time consuming and exhausting, but the rewards are immeasurable. Class meetings provide a format for diffusing hostility and conflict, for eliminating bullying, for enhancing problem solving, and for teaching future adults that problems can be solved peacefully and democratically.



LESSONS LEARNED FROM *GOOD KID SID*

- ▶ Teachers identified classroom meetings as a crucial part of the bullying prevention project. They allowed students to learn and practice those skills that will help them stand up to bullying incidents, whether they are being bullied or whether they are witnessing bullying, thus possibly helping to prevent bullying situations.
- ▶ Teachers using this approach to interpersonal behaviour issues on a regular basis found:
 1. their comfort level increasing in using this skill
 2. the students were looking forward to it
 3. requests for a meeting came if the teacher had forgotten it
 4. a decreased need for crisis intervention
 5. decreased time spent on overall behaviour management

Teachers reflected on what benefits the classroom meetings brought:

- this technique helps to fulfill Social Studies/Guidance/Language-Oral curriculum requirements at every grade level
- with practice the students become skilled in participating with others
- students develop good listening skills, group problem solving skills and meeting management skills
- everyone uses a common language/terminology that is understood by all



- students take responsibility for their behaviour
 - opportunity is given to reinforce “respect” in the circle formation
 - use of “I” statements increases inside and outside of the classroom
 - it was an opportunity to teach students positive self talk, positive conflict resolution, goal setting
 - classroom meetings enable students to have “a say”
 - students develop a sense of security and safety- that is reinforced weekly
 - less time is spent on problem solving over a period of time
 - it is an opportunity to connect the bullying prevention initiative to other programs the students are exposed to (i.e. I Care Cat, EIEI Traffic Light Model, POP group) that help build a positive school climate
 - it is an opportunity to connect the students to community resources (i.e. STEAM, Kidslink programs)
- Teachers advised other teachers:
- Sometimes it takes months for a class to learn how to form a circle, or give and receive compliments---don’t get discouraged and quit. Like in other subjects, sometimes it takes a long time to learn not only the concepts but the application of them. It is worth the time spent. The manifestation of what the students learned from you might not be seen until the following year.
 - It takes time to create an atmosphere of trust and mutual respect. As well, the idea that focusing on solutions may be of more benefit than focusing on punishment may take awhile for people to accept.
 - Not everyone conducts the classroom meeting in exactly the same way. Some start the meeting by giving compliments to the chairperson, rather than round the whole circle. Some focus only on students’ interpersonal behaviours, while others allow discussions of ideas for improving the classroom/school atmosphere generally and not limited to interpersonal behaviour. What matters most is that everyone in the class has a chance to speak if they want to, that trust and respect is developed between participants and that power is shared appropriately amongst the group.



ACKNOWLEDGING PRO-SOCIAL BEHAVIOUR

In addition to identifying and addressing bullying behaviours, an effective school-wide plan should include strategies for acknowledging and reinforcing positive, pro-social behaviours. This can be done in many ways. Most importantly, **all staff should model such behaviour in their interactions with other staff and with students**. It is also important to find ways to encourage and even celebrate pro-social behaviours in a more overt way. Good sources of information for developing this system are the students themselves—they know what rewards are valued and what might motivate other students.

“Gotcha” Tickets

A strategy such as the “Gotcha” ticket provides a quick and easy way to reward positive behaviour. (Gotcha is thought to be derived from the phrase “Caught you doing something good!”). This strategy can work in a number of ways.

- All staff should have a supply of these tickets on hand at supervision times (see the sample tickets, Resource Sheet #17). When a staff member notices a student behaving in a pro-social manner, she or he acknowledges the behaviour, completes the ticket, and places it in a jar in the office. At regular times a draw is made and the student whose name is chosen wins a small prize or is put into a draw box for a weekly prize draw

OR

- Staff award the “Gotcha” at the time the behaviour is acknowledged. The student then takes the ticket to his or her classroom where the teacher takes a moment to have the student restate why she or he received the ticket, and adds the ticket to a classroom total

OR

- Hold a special “Gotcha Day.” On these days, staff make an extra effort to notice pro-social behaviour. Staff may or may not announce this to the students. On this day, staff are given a set number of tickets and asked to hand them out—to students in their class, students not in their class, or both. Staff may also choose to hand out tickets to other staff to acknowledge



their positive behaviours that day. At the end of the day, the tickets are tallied and the class with the most tickets win a prize

Prizes

Prizes or money for prizes can come from a variety of resources - parent donations, parent council, petty cash, service organizations, etc. Most prizes are very modest (e.g. a mini-chocolate bar, a key chain, a magnetic picture frame, a popcorn day for the class, etc.). It is the acknowledgement that is the valuable part of the prize - so make sure the acknowledgements are as public as possible. Names of recipients could be announced on morning announcements or written in newsletters so that peers and teachers can congratulate the recipient and further reinforce the good behaviour.

REWARDING PRO-SOCIAL BEHAVIOUR: EXAMPLES FROM THE *GOOD KID SID* PROJECT

- Student of the Week Board (students who have especially contributed to the positive climate of the classroom are awarded or voted up on the wall at the weekly classroom meeting)
- Student of the Month Board (students who have especially contributed to the positive climate of the school have their pictures put up on a prominent place Bulletin Board) (see sample page 97 for details.)
- Special Certificates/Prizes awarded at monthly or quarterly “Good Kid Sid” assemblies (see Resource Sheet #20)
- Seeing the Image of Jesus awards (same as Gotchas but reflected the religious aspect for the Catholic students)
- Respect Tickets (works similarly to Gotchas) but one of the rewards was having a recess or lunch break with the principal
- Making a chain of Gotcha Tickets around the school--a visible sign of positive school culture



Teacher Information Sheet

Students of the Month--Criteria:

- The student will consistently demonstrate application of the *Good Kid Sid* rules #1,2,3,4
- Please discuss Student of the Month during classroom meetings. Share examples of times you or others in the class have seen someone following the rules.
- The teacher and students nominate several students to be eligible for Student of the Month, write their names on pieces of paper and place them in the designated box. The teacher will then choose a student based on the nominations. At the end of the month, the top 3 or 4 names are selected and those people are the Students of the Month. The students' names and reason for being chosen is to be written on a ballot (see attached) and given to the duty person. A schedule will follow with the dates for submission. The students will be mentioned on the announcements and their names will be written in the newsletter.

Awards:

- Each Student of the Month will be given a certificate to take home and a treat (chocolate bar). A second certificate will be posted in the bulletin board in the hallway along with a picture of all the students of the month.
- Each student will be given a *Good Kid Sid* magnet. Each student nominated for Student of the Month will receive 50 colour house points. At term assembly, students who have won Student of the Month for that term will be recognized.

Duties:



- **Bulletin Board:**
- **Treats:**
- **Newsletter:**
- **Ballots:**
- **Pictures:**
- **Certificates:**

SAMPLE



Resource Sheets

Gotcha Tickets

	<p>Date: _____ Student: _____ Class: _____ What Good Thing Was He/She Doing? _____ _____ Staff Name: _____</p>
	<p>Date: _____ Student: _____ Class: _____ What Good Thing Was He/She Doing? _____ _____ Staff Name: _____</p>
	<p>Date: _____ Student: _____ Class: _____ What Good Thing Was He/She Doing? _____ _____ Staff Name: _____</p>
	<p>Date: _____ Student: _____ Class: _____ What Good Thing Was He/She Doing? _____ _____ Staff Name: _____</p>

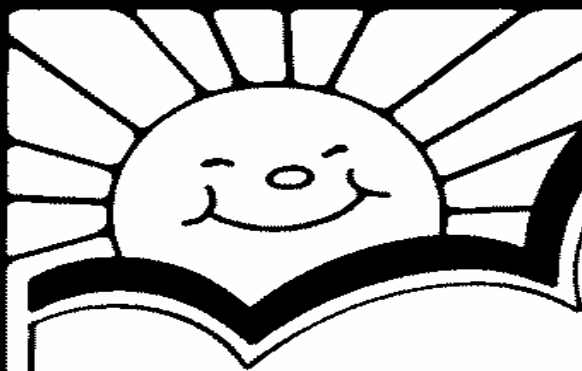
Appreciation Sheet

YOUR NAME	APPRECIATION FOR

Class Meeting Agenda

1. Have you tried to solve the problem on your own?
2. Write only your own name on the sheet.
3. List a problem not a person for discussion.
4. Put a check mark in the column beside your item if it has been solved before the meeting.

SOLVED	YOUR NAME	ITEM FOR DISCUSSION

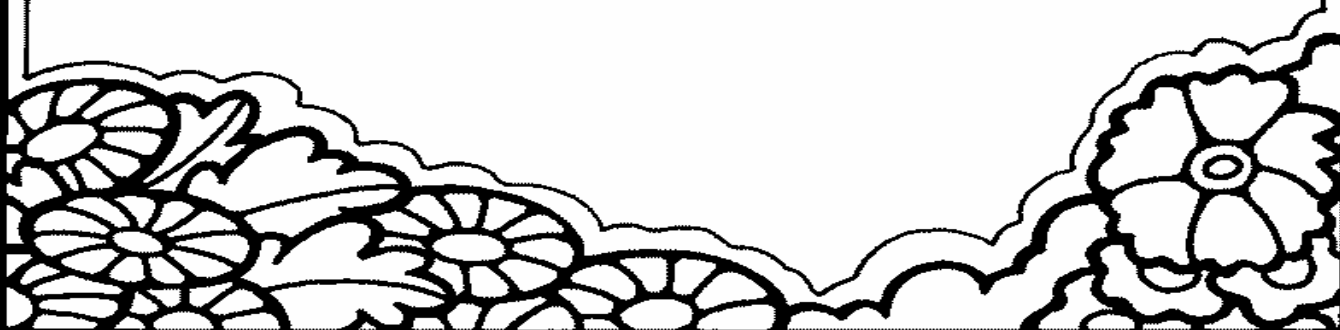


THIS CERTIFICATE IS PRESENTED TO

FOR DISPLAYING QUALITIES THAT
SHOW RESPECT!

School

Principal



Step 7 Action Checklist

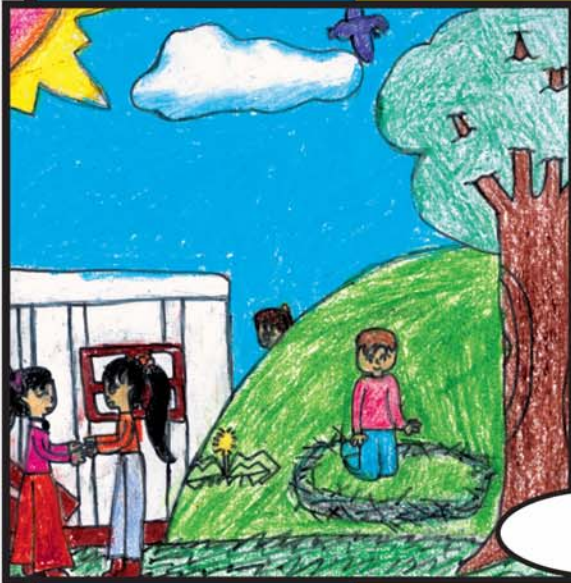


STEP 7: CONSTRUCT A SCHOOL CLIMATE ENHANCEMENT PLAN

- ☐ Inventory existing programs/activities that support supervision or lessen bullying opportunities (attach list)
- ☐ Assess for need of change to current roster of activities.
- ☐ Plan any additional activities (attach plans of who, what, where, when)
- ☐ Inventory existing programs/activities that promote or reward pro-social behaviour. (attach list)
- ☐ Assess for need of change to current roster of activities
- ☐ Plan any additional activities (attach plans of who, what, where, when)
- ☐ Arrange an inservice for teachers on teaching about and conducting classroom meetings

Step 8:

Develop a Response Plan



Grade 3 Student
Alpine Public School



Grade 2 Student
Cedarbrae Public School



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



Step 8



DEVELOP A RESPONSE PLAN

STEP 8 INCLUDES THE FOLLOWING PROCESSES:

- detailing guidelines and procedures for responding to and tracking incidents of bullying behaviour
- identifying strategies to support students who are bullied
- identifying strategies to respond to students who bully
- identifying strategies to respond to students who witness bullying
- planning restorative interventions to bring together all parties involved in a bullying incident.

School personnel intervene daily in students' inappropriate behaviours, reminding them of school rules, setting limits, and imposing consequences. However, because bullying behaviours are malicious, often covert, and repeated over time, dealing effectively with such behaviour demands a consistent school-wide response. An effective school response to children's bullying behaviours has four goals:

1. **Encourage communication**—adults provide a model for children by engaging them in discussion about bullying, teaching assertiveness and self-protection strategies, and encouraging children to seek adult assistance when other strategies are not working.
2. **Develop empathy**—*adults help children to recognize and interpret cues that signal other's feelings and needs*, understand the impact of bullying behaviour on others, and treat others with caring and respect.
3. **Promote accountability**—*adults help children develop the ability to stop and think before they act*, resist peer pressure, and take responsibility for their behaviour by making reparation for harm they have inflicted on others.



4. **Enhance pro-social behaviour—*adults teach, model, and reinforce skills for getting along with others*.** An effective response plan must be comprehensive, taking into consideration all parties involved in the bullying incident(s). It should provide specific supports for the student who was bullied, as well as intervention for the student who was bullying. The plan should also consider strategies for responding to students who were directly observing the bullying incident(s).

Each school should have a plan for responding to bullying situations. Step 8 provides a brief outline of each of the components of the plan, as well as a process that allows the school climate committee to alter or amend each component as appropriate. **Detailed information on each of the following components is included in the section, “Respond Directly to Bullying Situations”.**

- responsibilities of staff
- support for the student who was bullied
- intervention with the student who was bullying
- guidelines for dealing with students who witness bullying incidents
- development of social learning interventions
- restorative interventions—strategies for bringing willing parties together to heal the relationship
- recording responses to bullying interventions

COMPONENTS OF A RESPONSE PLAN

Responsibilities of Staff

Ideally, all school personnel should be prepared and willing to intervene immediately when they observe bullying behaviour by a student, or when a student reports that bullying is occurring. This resource refers to those staff members who first intervene or receive the report of bullying as **first responders**. These first responders can be teachers, administrators, or support staff.

First responders will:

- intervene quickly to stop an incident (if they are observing it in progress)



- ▶ calmly separate the parties involved
- ▶ talk with the children who have been bullied to acknowledge the situation, to gather any additional information, and to make a plan for staying safe that day; tell the children that another adult will meet with them to help them stay safe and avoid bullying in the future
- ▶ send the students responsible for bullying to a predetermined location for a “time-out” (e.g., edge of the playground, office, classroom, behaviour room) and tell them there will be follow-up
- ▶ initiate a discipline report, flagging the behaviour as bullying and promptly submit it to the second responder (see the sample page 115).

Often, first responders may have intervened to stop a bullying incident but are unable to continue to deal with the situation. Staff members who are responsible for following through on bullying reports are referred to as **second responders**. In many cases the school administrator in consultation with a classroom teacher will play this role.

Second responders will:

- ▶ talk with each of the students involved **separately**, including those who witnessed the incident(s), to find out what happened
- ▶ ask open-ended questions to determine the nature of the behaviour, when and where they occurred, who was involved, what the students were doing prior to the incidents and, most importantly, how each student feels about what happened
- ▶ talk to other staff who have direct knowledge of the students’ other behaviours
- ▶ support the student who has been bullied
- ▶ identify strategies to respond to students who witnessed the bullying
- ▶ intervene with the students who are responsible for the bullying
- ▶ complete the Bullying Case Report (see sample page 162).

NOTE:

At any point where there is reason to believe that a student may be in need of protection as outlined by Family and Children’s Services, stop gathering information and promptly report to Family and Children’s Services of Waterloo Region (576-0540). If a criminal offence has occurred, report it to the Waterloo Region Police Department (653-7700).



SUPPORT FOR THE STUDENT WHO WAS BULLIED

It requires courage on the part of a student who is bullied to report the bullying to an adult or to confirm a report made by someone else. Even a short-lived episode of bullying can leave a child feeling upset and fearful of possible future incidents. The child may need immediate reassurance and safety, as well as long-term support to avoid further victimization. The suggested process for supporting a student who has been bullied requires first and second responders to work together to:

- acknowledge the incident(s) and the courage it took to tell an adult about them
- gather further information about the incident(s)
- make a plan for the student's safety
- follow up with the student
- assess appropriateness of restorative interventions

INTERVENING WITH THE STUDENT WHO WAS BULLYING

Remember, when dealing with bullying, it is important to label the behaviour, not the child. When addressing children involved in bullying incidents, use the following terms:

- student who bullies
- student who is bullied
- student who witnesses bullying.

A system for responding to students who bully must take into account the fact that bullying behaviour among children occurs on a continuum ranging from transient and incidental to a chronic pattern of interacting with others. **All children need the guidance of adults in developing the skills necessary for getting along with others.** While inappropriate or hurtful behaviour must clearly be stopped and prohibited, the ultimate goals of any form of intervention are changes in thinking and changes in behaviour. **These kinds of changes require that children have the opportunity to reflect on their mistakes and to learn alternative, more socially appropriate behaviour.**

The suggested process for intervening with the student who was bullying requires second responders to:

- determine the appropriate level of intervention (Level I, II, or III-see pg. 141 in “Responding to Bullying Situations” section)



to use in response to the specifics of the bullying incident based on the nature and frequency of the behaviours, including consequences for the behaviours that encourage

communication, develop empathy, promote accountability, and enhance pro-social behaviour

- provide an opportunity for the student to change their behaviour based on his/her understanding of its impact on others (see Self-Reflection activities pages 165-170)
- consider the use of restorative interventions to bring all parties involved in the incident together as a means of resolving the incident and possibly restoring the relationships among those involved.

RESPONDING TO STUDENTS WHO OBSERVE BULLYING INCIDENTS

At times, bullying incidents are strongly encouraged, implicitly or explicitly, by those who are witness to the incidents. In such cases, it is important for second responders to follow up with those students. A discussion should include:

- a description of the nature of the behaviour they witnessed and its impact on the student who was bullied
- an opportunity for students to reflect individually and as a group about the impact of their behaviour on the incident (s) and on each of the students involved (e.g., “At what point did you make the choice to stay and watch the bullying happen?”) (see Self-Reflection worksheets pages 165-170)
- problem solving with students about what they could have done differently in the situation(s) and what the outcome could have been.
- consideration of the use of restorative interventions (see page 153, Responding Directly to Bullying for full explanation of restorative interventions)



DEVELOPMENT OF SOCIAL LEARNING INTERVENTIONS

Employing a social learning intervention requires a skilled adult facilitator who has the necessary time. This role may be filled by the administrator, or by someone in the school that acts in a guidance counsellor capacity. However, schools may want to/need to reach out beyond their immediate and familiar circle of assets to link with resources in the broader school community that could be drawn upon to support this effort eg. neighbourhood clergy, skilled parent volunteers (who might have counselling/facilitation skills), youth workers, social workers. Another idea might be to ask the parent council to put aside some funding for a skilled adult to work in this capacity.

A social learning intervention is a **structured activity** or series of activities, **guided and supervised by an adult**, that **causes a student to reflect on his or her behaviour and its impact on others, and to learn alternative, acceptable behaviours**. Ideally, a social learning intervention engages a student in positive social interactions with her or his peers. It provides the student with the opportunity to do one of more of the following:

- make a positive contribution to the climate of the school
- make reparation for any harm she or he has done
- reconcile with the student he or she has mistreated
- learn and practise pro-social behaviours.

RESTORATIVE INTERVENTIONS

A restorative intervention approach views **bullying situations as primarily a violation of human relationships**, and only secondarily as an infraction of the school's discipline code.

Interventions based on this philosophy are intended to bring both children together in the presence of an adult, to talk about the situation and find resolution. Because a child's psychological and physical safety must be of primary concern, these may be used most appropriately as early interventions. **Both children must willingly participate in the process. Adults must be mindful of any power imbalance between the children and make every effort to equalize it, otherwise the child who was bullied may end up being further damaged.**

A small but growing number of schools are employing restorative interventions in bullying situations where it is appropriate.



These interventions are broadly based on the principles of restorative justice used by the criminal justice system in several countries. Although these initiatives are at an early stage of development,

preliminary results indicate that the infusion of these values into bullying prevention plans have made a difference. Some of the results experienced over the course of one year were reduction in the level of aggressive behaviour at school, and the overall improvement of the tone of the school environment (Classen 1996). Strategies consistent with this approach are outlined in the section “Respond Directly to Bullying Situations”.

TRACKING BULLYING BEHAVIOUR

The most basic prerequisite to an effective response to bullying at school is staff awareness of bullying incidents (singular events) and bullying situations (repeated bullying incidents). A simple tracking system enables school staff to:

- co-ordinate their response to bullying incidents/situations
- ascertain the nature and frequency of bullying incidents/situations at school
- identify those students who are engaging in bullying behaviour
- determine the level of response/intervention required to help students who are bullying to change their behaviour
- ensure that the needs of students who have been bullied are addressed.

Though it is bullying situations/cases (i.e. Repeated bullying incidents with the same target) that cause the most harm to individual students and that this school climate approach is aiming to prevent, if one time bullying incidents are not addressed as well, the climate is ripe for bullying situations to develop. Besides, it can be difficult to tell at first glance if the scene at hand is the first use of bullying behaviour (an incident) or is the last in a series of bullying behaviours (a case).



Schools in Waterloo Region have some kind of discipline tracking form in place which identifies the student and some details about their misbehaviour. This form can be altered slightly to alert staff to determine if the behaviour being reported is an incident of bullying i.e. involving an imbalance of power, with intent to harm, and causing

Commitment and consistency to taking action on and tracking bullying behaviour is key to the success of this approach. Staff will need education about how to identify bullying behaviour along with orientation on how to track student bullying incidents and situations.

This commitment and consistency can be effectively championed by the administration and the school climate committee.

It is very important that there is timely intervention in a bullying situation. The less time between the reporting of the case and the intervention in the case, the stronger the message becomes that bullying behaviour will not be tolerated in the school and that the safety of all students is a priority.

distress to the target (see a sample report on page 115). The person who receives discipline reports and tracks trends (usually an administrator) needs to be aware if patterns are developing, since individual teachers who are supervising may not be aware of multiple incidents that would identify a case of bullying, since the supervisory schedule rotates. For example, if there seems to be many or frequent discipline reports for one student or a group of students that are flagged as involving bullying behaviour, especially if the targeted student or group is the same, this may necessitate further investigation as a case of bullying.

If it is clear from the beginning that what is being reported on is a bullying situation, the Bullying Case Report is started directly (see section “Respond Directly to Bullying Situations” and the sample report on page 162). The Bullying Case Report gives further details about the events, how the person targeted has been supported, and how the student who was bullying was made to account. This encourages a thorough and complete response to the bullying situation, making it more likely to be a successful response. It also helps when working with the parents of both sides of the situation to address their concerns that their children have been treated appropriately. This kind of documentation becomes increasingly important as more and more school boards are being taken to court for their alleged mishandling of bullying situations.

All bullying case reports should be kept in a single designated computer file, or a single designated binder/file in the school office. These reports should remain confidential and can be shared only with appropriate persons.

THE PROCESS FOR CREATING A RESPONSE PLAN

The section, “Respond Directly to Bullying Situations” provides detailed information on the best practices for responding to bullying situations. The School Climate Committee should refer to this section



throughout the process of developing a response plan. Each of the topic areas outlined must be examined in order to determine if there is a need for alterations prior to the development of a draft response plan to be presented to the staff.

The goals of a response plan are to:

- encourage communication
- develop empathy
- promote accountability
- enhance pro-social behaviour

The School Climate Committee or a Sub-Committee needs to:

- ▶ Review the benefits and goals of a comprehensive response plan, as outlined at the beginning of this step. Prepare these as an introduction to the draft response plan that will be presented to staff.
- ▶ Review and discuss the procedure and the paperwork involved with tracking bullying behaviour. E.g. who fills out the forms, where they go to next and where they are stored before and after completion, who ensures that the response and recording of it is completed (including contacting parents), who keeps school statistics on the numbers, types, and instigators of incidents/situations.
- ▶ Review and discuss the process for first and second responders as outlined here. List roles of first and second responders with any alterations deemed necessary for local circumstances. It may be helpful to name specific staff members who are most likely to play each of these roles.
- ▶ Review and discuss the process for supporting the student who has been bullied. Discuss and list any changes that may need to be made in order to present this information to staff.
- ▶ Review and discuss the process for intervening with students who are bullying. Discuss and list any changes that may need to be made in order to present this information to staff.
- ▶ Review and recommend procedures for addressing students who have witnessed bullying.
- ▶ Review and discuss social learning interventions. Present this information to staff for future discussion.
- ▶ Present draft response plan at a staff meeting. Provide opportunities for staff discussion to the response plan. **It is important that staff be provided time to become familiar and comfortable with the levels and type of responses suggested or**



compliance with the plan will be inconsistent. The School Climate Committee may choose to briefly introduce the draft to staff at a staff meeting, provide a copy, and arrange a follow-up meeting to discuss the plan, (as well as arrange for alternate ways

of giving feedback e.g. suggestion box would allow for anonymity.) At the follow up meeting, the response plan can be finalized and commitment to it can be obtained.

- ▶ Include the response plan as part of the launch (see Step 9).
- ▶ Solicit feedback from all members of the school community regarding their experiences with the plan. (See Step 10)



LESSONS LEARNED FROM *GOOD KID SID*

- ▶ Best practice does not always translate well immediately into practical reality. Depending on the school, its culture, its resources, etc. it may be helpful to break these steps down into smaller steps and plan to implement them over a longer time, if that works better for the staff and students. For instance, schools who see lots of physical violence on their playground may want to start with focusing on tracking and following up on physical bullying, before they begin to fully deal with all the various forms of bullying.
- ▶ Consistency is very important. Make sure the adults agree to abide by whatever action plan is being implemented at the time and from that time forward. Inconsistency in the approach can be confusing for all involved and can undermine the entire effort. Inconsistency also allows those students who repeatedly bully to figure out ways they can get away with their negative behaviour, according to the adult and the situation.. (eg. Adult X never calls me on giving insults, I know I can get away with it when Adult X is on duty.)
- ▶ **Administrative commitment to following through on the response to bullying is vital to the success of the initiative.**
- ▶ The key to success for one of the schools in the pilot project was to hold a short, weekly staff meeting dedicated to discussing



any bullying issues or related behaviour issues happening at the school amongst all the grades. This was especially helpful for the prevention aspect as staff were able to flag hot spots that had potential to brew into problems if left untended e.g. problems at the snow fort area, problems at the creative playground, problems with certain groups forming, etc. Though this meeting was held at 8:15 a.m. once per week, many staff attended regularly and agreed that it was an excellent strategy for proactive behaviour management.



Student Discipline Report

Name of Student: _____

Reporting Teacher/Supervisor: _____

Classroom Teacher: _____ Rm# _____

Problem: (check all that apply)

- _____ Physical Abuse (wrestling, hitting, fighting)
_____ Throwing Objects (snowballs, stones, etc)
_____ Disrespectful Behaviour (disobedience)
_____ Disrespectful Language (verbal abuse, swearing)
_____ Disrespect toward environment (vandalism, graffiti)
_____ Sexual, Racial, Ethnic Harassment
_____ Leaving School Property
_____ Other (e.g. Play fighting) _____

Description: _____

Time: (circle one) Before 8:55 A.M. Recess Noon P.M. Recess On the Bus
During Class Time

Location of Incident: _____

Bullying Behaviour Flag

Name of Injured Party: (if applicable) _____

1. Was there an evident or likely imbalance of power between the two parties, either socially or physically? **Circle:** Yes No Unsure

2. Was there an intent to harm the target of the aggression (physically, socially or emotionally)?
Circle: Yes No Unsure

3. Was the injured party obviously upset? **Circle:** Yes No Unsure

4. Is there a history of negative behaviour towards the injured party from this student or his peers?
Circle: Yes No Unsure

***If yes or unsure in all four responses, please have second responder follow up as per bullying situation response protocol.**

Date and Time of Detention: _____

Parent's Signature: _____ **Student's Signature:** _____

Step 8 Action Checklist



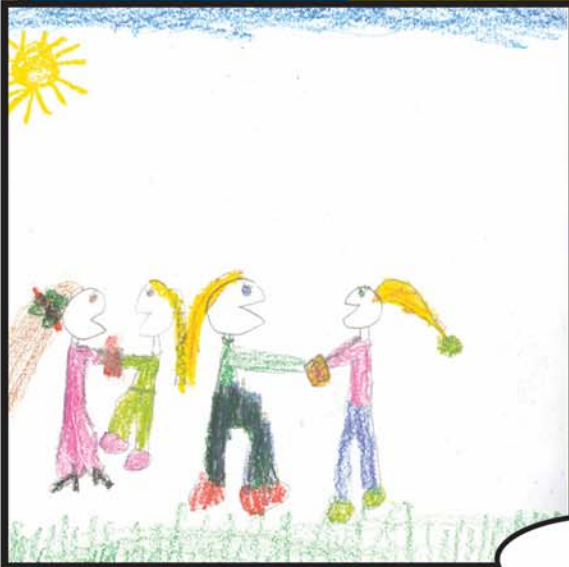
STEP 8: DEVELOP A RESPONSE PLAN

Use the information in the section, “Respond Directly to Bullying Situations” to:

- ☐ tailor responsibilities of first responder and second responder to your school’s culture (attach)
- ☐ detail guidelines and procedures to support students who are bullied (attach)
- ☐ detail guidelines and procedures for responding to students who bully (attach)
- ☐ detail guidelines and procedures for responding to students who witness bullying (attach)
- ☐ identify a menu of social learning interventions (attach)
- ☐ identify a protocol for using restorative interventions (attach)
- ☐ detail guidelines and procedures for tracking incidents of bullying behaviour (attach)

Step 9:

Promote and Implement the School Plan



Grade 1 Student
Alpine Public School



Grade 3 Student
Cedarbrae Public School



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



Step 9



PROMOTE AND IMPLEMENT THE SCHOOL PLAN

STEP 9 INCLUDES THE FOLLOWING PROCESSES:

- informing staff of the school plan
- informing parents of the school plan
- conducting a school assembly to launch the plan
- keeping the plan alive through classroom lessons and other activities

PROMOTE THE SCHOOL PLAN

In this phase, the plan is brought to life and is communicated to the school community. The school-wide plan for bullying prevention will include:

- the school statement
- the supervision plan
- the response plan

Launching the plan requires the involvement of the students, staff, and parents and any other pertinent members of the school community. The launch of the plan should reflect the amount of effort that has gone into the creation of the school plan. A school assembly is an effective way to unveil the plan with appropriate focus and attention.

The School Climate Committee will need to determine the best means and format for communicating each part of the plan. Communicating the response plan will likely be the most challenging aspect of implementation. The response plan must be thoroughly understood by all members of the school community. It may be most efficient to outline the details of the response plan during staff meetings (this could be a standing agenda item) and in the classroom, and focus



the launch assembly on the issue of bullying and the school's commitment to bullying prevention.

INFORM STAFF ABOUT THE PLAN

Prior to the launch, staff should be made familiar with the final plan that they have participated in creating. This can be done in a special staff meeting for that purpose, or as a component of a regular staff meeting. **It is essential to the success of the school plan that all members of staff including supervision aides, support staff, and custodial staff, as well as teachers and administrators, become familiar with the plan.**

Consider distributing written summaries of the plan a day or two prior to the meeting. Ask staff members to read the summaries and come to the meeting with questions or comments. Or, post the school statement in the staff room a few days ahead of the meeting for people to read and think about. Post a few blank sheets as well for staff to record their comments.

During the meeting, keep the presentation brief and allow time for questions. Consider adding a practical activity to the meeting. For example: Prepare index cards with typical bullying scenarios that school staff might encounter (note: the lesson plans provided later in this resource contain numerous bullying scenarios). Have small groups examine a scenario and comment on what their response would be given the context of the school plan.

INFORM PARENTS

The school plan must also be presented to parents. The working group may choose to report the plan to parents through a meeting and/or through the school newsletter and/or may invite parents to the school assembly.

If the school plan is communicated to parents through a separate meeting, it can follow a similar format to that of the staff meeting, with written materials available and presentation of key concepts.

Consider the following:



► Include general information gleaned from the student survey process. (The survey is included in Module A of the classroom lesson plans. Module A is best implemented prior to

launching the school plan). Explain what response is being taken to the key themes generated by the surveys.

- Make handouts available. Develop a list of ways that parents can help support the implementation of the school climate approach to bullying prevention.
- Communicate the school's procedure for informing parents when their children are involved in a bullying incident (e.g., telephone, letter, meeting).
- Provide translations where possible.
- Keep the presentation simple and clear. Parents play a key role in supporting and assisting the school plan by reinforcing the schools' expectations at home. Parents will continue to be involved in the bullying prevention initiative out of both a general interest and concern for the school, and out of particular interest for their own children. Thus, it is important that parents understand the meaning of the school statement and are clear about the school's plan for responding to bullying.

INFORM STUDENTS

Students need to become informed of the plan and the use of multiple strategies can help to consolidate their learning. The classroom lessons in Module B: The School Plan are designed to go into in-depth exploration of the concept of bullying and the plan the school has developed to address and prevent bullying. Having older students (Grade 6-8) take a leadership role in presenting the school plan to younger classes may also be a workable idea e.g. invite them to read stories, do rap songs or perform skits on the topic and then tie it in to the school plan).



LAUNCHING THE SCHOOL PLAN : THE SCHOOL ASSEMBLY

By conducting a special school assembly, the school adds commitment and momentum to the plan. The assembly can be modelled on the inauguration of public health campaigns, such as bicycle safety or anti-smoking campaigns, promoting the objectives of the school plan. The effort expended on the launch day underscores the importance of the plan to the school.

Some ideas for the school assembly include:

- ▶ ***Involve students in promoting the school plan***
 - give individual students or classes responsibility for preparing banners and decorating the halls and the assembly venue
 - have students present or display the posters, murals, skits, etc. that they may have developed through classroom-based instruction
 - invite secondary school students to participate, thus strengthening links with the secondary school community, and highlighting *youth as community resource people*
- ▶ unveil the school statement
- ▶ invite outside speakers to deliver keynote speeches (for suggestions, see Section 6: Resources Page 487)
- ▶ introduce new or recognize existing peer helpers or peer mediation programs.

Other ideas for the launch include:

- ▶ conduct workshops for cross-grade groupings, with sessions such as “What is Bullying?”, “Helping Yourself in Bullying Situations”, “Standing up for Others”; possibilities may include role plays, co-operative games, and puppet presentations
- ▶ include fine arts displays linked to the event by complementary themes

Opportunities for students to be actively involved in the development and implementation of the bullying-prevention initiative will contribute to the success of the program and to the well-being of the school community.



IMPLEMENTATION: KEEPING THE PLAN ALIVE

Once the plan has been launched, energy will be required to fully implement the plan and keep it alive on an ongoing basis. The following suggestions may be useful in maintaining the school's commitment to keeping the plan in action:

- Conduct a “where are we with the plan” staff check-in at the beginning of each school term or year. (The start of the school year is also a good time to recruit new members to the School Climate Committee)
- Orientate any new staff members to the school's bullying prevention initiative, giving special attention to their roles in conducting classroom meetings
- Ensure that the bullying prevention plan is incorporated as part of any school-wide or classroom-based discussions of expectations for student behaviour.
- Include the plan as part of a beginning-of-the-year Parent Council meeting and/or school newsletter. Encourage ongoing parent dialogue on the issue. Provide periodic updates throughout the year.
- Provide information on bullying in each issue of the school newsletter and/or devote a single issue of the newsletter to introducing the school plan. Include students' writing, cartoons, or artwork to promote bullying prevention.
- Provide information on the school's bullying prevention efforts to the parents of all children entering Kindergarten and transferring in from other schools.
- If your school has a lending library, add bullying prevention books and videos to it and encourage parents to borrow these materials.
- Add information about the bullying prevention plan to the school's web site (if there is one).



- Look for opportunities to connect with other nearby schools that are implementing bullying-prevention programs. Joint staff meetings can help to build staff confidence and replenish energy regarding their efforts to prevent bullying. Joint school activities (e.g. having a keynote speaker address the same grade groupings from both schools) can help the students feel like part of a larger movement to work for respectful relations amongst all people, both inside school and outside of school (where they may very well interact with students from the other school). If the schools' efforts are having positive effects outside the school environment, that shows that the learning that has taken place within the school environment has become internalized and is likely to be sustained.
- Display students' posters on bullying prevention in entrance halls and outside classrooms, particularly at times when there are family events happening at school. Public places such as libraries and community centres may also be approached to showcase student work on this topic. Hold an open house at which students' artwork related to bullying is displayed, and have students demonstrate some of the role plays they have been practising, perform skits, or present videotapes they have created.
- Develop a bullying-prevention brochure with older students or co-op students for distribution to parents.
- Have student advisory council present updates to Parent Council e.g. student-produced videos, poetry, artwork, skits, raps, etc.
- Request that a special section on bullying resources be highlighted in the library
- Teach/review the classroom lessons each year as appropriate
- Encourage at least one staff member to be the champion or figurehead of the initiative for each school year (perhaps these could be the co-chairs of the school climate committee). They would be responsible for "waving the bullying prevention banner" at every opportunity and would help to keep the energy up around the implementation of the plan.



LESSONS LEARNED FROM *GOOD KID SID*

- ▶ Having students involved in promoting the plan and in keeping the plan alive works! Students begin to take real ownership over the concepts and begin to expect and promote respectful behaviour from themselves and peers, in whatever setting they are in.
- ▶ Staff need support, encouragement and recognition to help keep their energy up for the sustained and consistent implementation of the plan. **Energy for the initiative fluctuates with the seasons and events of the school year.** Administrators play the key role in energizing and supporting their staff. Some practical ways of doing that are: acknowledging staff efforts (some administrators offered coffee and goodies once a week at their weekly school climate discussion time), putting classroom meetings on the timetable in order to legitimize the use of that time, making sure staff don't miss every break and lunch in order to do all that needs to be done, supporting them to further advance their knowledge and skills through inservices, arranging for joint staff meetings with other nearby schools that are addressing bullying---these are all practical ways administrators can help keep their staff energized. Some administrators even took on increased schoolyard supervisory duties so staff could be assured some breacktime.
- ▶ Divide up tasks into smaller tasks and delegate widely whenever possible. For example, if doing three assemblies each school year, have each division plan one of them, instead of having the same people responsible for every assembly. Or, with regard to tracking, follow up, and regular assessments of the effectiveness of the initiative, split the tasks among several people.
- ▶ Meet with other administrators to share ideas, information, resources and to support each other. This can be a valuable support to helping the administration keep their commitment to the initiative renewed.
- ▶ Keep all parts of the school community informed of the school's efforts to prevent bullying, and report the successes of the interventions (especially to your board superintendent). The more regularly people are kept up to date, the more likely they are to be familiar with the efforts, the more likely they are to support the efforts.



- ▶ Reach out/ask for help from other parts of the school community or the community at large. Board superintendents may be able to support your school in different ways---ask and see what is available (e.g. teacher release time for classroom meeting inservices). Parents may have connections with companies that might contribute to the school's efforts (e.g. fund t-shirts for peer mediators or playground equipment for cooperative games at recess, etc.) High school co-operative students may be trained to help with playground supervision or help to plan assemblies, etc (contact your local high school co-op placement coordinator). Co-operative students from colleges and universities could run peer mediator training, social skills development workshops or help coordinate student leadership training initiatives.
- ▶ Using an icon/mascot as a marketing strategy for the bullying prevention initiative can be very effective. Students and parents begin to associate the icon with behaviour expectations and attend to the material with that focus. This marketing strategy could be linked with the school's mascot and mission statement. The next two pages are examples of media that were created to help to keep energy focused on the plan.



What is Bullying?

Bullying is ongoing, negative, and intentional actions where the one person uses some type of power over another person to hurt them. Bullying is a word that can be used to describe many different actions. Some of these include:

- yelling at someone,
- calling someone names,
- talking behind someone's back,
- taking someone's things,
- hitting someone,
- repeatedly leaving someone out of a peer group,
- bossing someone around,
- making someone feel uncomfortable on purpose.

It is important to recognize these potential situations and to talk with children about them. It is also important to ask your children about bullying. Keeping the lines of communication open is a good way to keep kids talking about what is happening because a lot of bullying happens without the knowledge of parents or teachers.

Some strategies that can be used to help stop bullying are: providing adequate and interactive supervision for children; providing effective consequences for bullying behaviour; using good communication between teachers and parents about any situations that may be happening; providing children opportunities to develop good relationship skills; creating an environment that is supportive and inclusive where aggressive behaviour is not tolerated.

SAMPLE



Find The Hidden Words

S	E	V	L	O	S	E	R
P	A	R	E	N	T	N	A
R	O	M	C	B	L	O	U
E	D	U	L	C	N	I	L
S	T	U	D	E	N	T	S
P	R	L	O	F	R	A	D
E	E	I	G	T	H	R	N
C	H	S	H	A	R	E	E
T	C	T	E	L	K	P	I
P	A	E	L	K	T	O	R
G	E	N	P	S	A	O	F
N	T	B	O	R	V	C	M



A COMMUNITY WITHOUT BULLYING FOR OUR CHILDREN.

COOPERATION

RESOLVE

FRIENDS

RESPECT

HELP

SHARE

INCLUDE

STUDENT

LISTEN

TALK

PARENT

TEACH

SAMPLE

Step 9 Action Checklist



STEP 9: PROMOTE AND IMPLEMENT THE SCHOOL PLAN

- ☐ Inform staff of the school plan.

When _____

Who _____

How _____

- ☐ Inform parents of the school plan.

When _____

Who _____

How _____

- ☐ Determine the format and activities for the launch of the plan. (attach specific dates, plans).

Activity

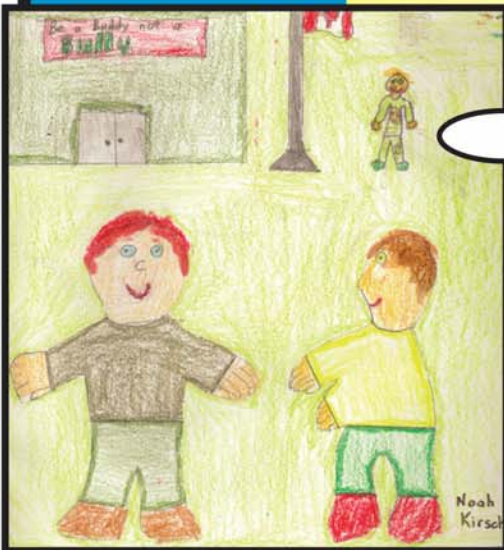
Person Responsible

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Step 10: Monitor and Reassess the School Plan



Grade 3 Student
Cedarbrae Public School

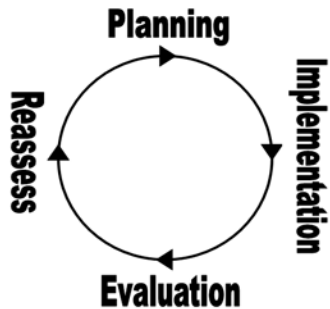


Grade 4 Student
Alpine Public School



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

Step 10



MONITOR AND REASSESS THE SCHOOL PLAN

STEP 10 INCLUDES THE FOLLOWING PROCESSES:

- identifying strategies to monitor the success of the plan.
- reassessing and modifying the plan

MONITOR THE PLAN

By periodically reflecting on the current status of the plan, the School Climate Committee can determine which components of the plan are most successful and which components need to be altered. The following strategies can be used to assist schools in ensuring the plan remains relevant and effective over time.

- Track the number of bullying reports received in the office. Have they increased or decreased over the last month? the last six months? the last year? Remember that **a surge in the number of reported bullying incidents/situations is expected at first**, due to increased awareness that bullying behaviour should be reported. Therefore don't look at any increase as a sign of failure; rather, try to look at the type of incident being reported and then follow up to see if more students are being assisted.
- Conduct bullying surveys periodically (e.g., once a year every April) It is advisable not to conduct them at the beginning of the school year as rules and routines are not yet settled at that time. To obtain a more accurate picture of the incidence of bullying, conduct the surveys at the same time as they were conducted in the launch year.

Appropriate Surveys for each grade grouping are found in the Module A lesson plans. For grades 2-3, see lesson 3, for grades 4-5, see lesson 2 and for grades 6-7, see lesson 3.



SCHOOL-WIDE PLAN



- Information gleaned from the surveys can be used to inform the next year's bullying prevention plan.
- Staff may want to maintain a bullying journal, recording bullying incidents as they become aware of them. Staff can share their findings at staff meetings where there is an opportunity to discuss school climate or discipline issues. Remember to maintain confidentiality when appropriate and not label the children in question, just the behaviours.
- Discuss bullying data as part of the agenda at regular staff meetings. The following guiding questions might be used to start the discussion:
 - What are the most successful parts of the plan?
 - What might we need to alter?
 - What factors are keeping people motivated?
 - Has there been a noticeable difference in the relationships among the children?
 - Have perceptions changed among staff, students, and parents with regard to bullying?
 - Are additional training opportunities required to strengthen staff understandings or skills?
 - Are additional opportunities required to strengthen student and parent understanding or skills?
 - How do we reinforce and maintain our success?
 - Have we noticed any changes in the areas where bullying takes place?
 - How can we share what we have learned with other schools?
 - Have there been any unintended outcomes either positive or negative?
- Continue with weekly classroom meetings. Periodically review the school-wide plan and ask for any suggestions for improvement during the classroom meeting.
- Track reports and concerns from parents. This will help determine whether or not the number or type of bullying behaviours that parents notice is increasing. Share this information with all staff.



LESSONS LEARNED FROM *GOOD KID SID*

- ▶ What is truly critical to the effectiveness and sustainability of the School Climate Approach to Bullying Prevention is the ongoing monitoring and periodic reassessment of and recommitment to the plan, to ensure that it is working to build a school climate that is safe and supportive for all. If the results of the initiative are not measured, communicated to and celebrated by members of the school community, commitment to the implementation of the plan is likely to wane.
- ▶ Building in time to discuss student behaviour issues (including bullying) at weekly intervals helps to keep on top of any situations that may be brewing. Having staff share their observations and impressions about particular student relationships or troublesome areas of the school can help to identify for all staff those students or areas that need extra attention in terms of supervision, thus more likely actually **preventing bullying, not just responding to it.**
- ▶ When reviewing the school plan, it can be helpful to use the Stop, Start, Continue model---continue with those necessary items that are working well, stop those actions which are either unmanageable or not working well, and start those actions which are most likely to work effectively at this point in the school's development.
- ▶ When reviewing the plan, consult not only with teaching staff but with auxiliary staff e.g. bus drivers, secretaries, etc. as well as with parents. Make sure they are informed of any changes to the plan so that they can help maintain the consistency of the messages.

Step 10 Action Checklist



STEP 10: MONITOR AND AMEND THE SCHOOL PLAN

- ☐ Determine strategies for monitoring and amending the school-wide plan.

Activity

Person Responsible

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

