



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

#1 Initial Assessment and Planning Tool

#2 School-Wide Bullying Intervention and Prevention Plan

Assessment and Planning Tool for (Insert Your School's Name Here)

Definitions and Short forms:

1. "The School Community" includes at a minimum all staff, students, parents and volunteers—at a maximum it could include after-school program staff, members of the neighbourhood, local clergy and anyone who contributes to the students' lives
2. BP = Bullying Prevention

Step	Topics or Questions to Consider	Currently...	Any Gaps?	What Additions or Changes are Needed?	Any Roadblocks?	Ideas for Improvement/Enhancement
Step 1-Engage Commitment of School Staff	<p>Staff attitudes and beliefs re: bullying behaviour</p> <p><i>Are staff aware that:</i></p> <ul style="list-style-type: none"> • Bullying in schools is generally hidden from adults • Children who are bullied keep quiet about it • Bullying behaviour in the elementary school is often a precursor of violent behaviour and/or criminal activity in adult life • Bullying poses risks to the physical, social, emotional and psychological safety of children and can create a climate of fear that becomes an obstacle to learning. • Bullying is not just "kids being kids". Bullying behaviour is intentional and repeated. 					
	<p>Staff knowledge re: nature of bullying and bullying prevention activities</p> <p><i>Are staff aware that:</i></p> <ul style="list-style-type: none"> • 4 Critical conditions distinguish bullying from other forms of aggressive behaviours: power, intent to harm, distress in the child being bullied and frequency. • Bullying can be physical or verbal (direct), or can involve social alienation (indirect) • Children who bully others often believe the other child antagonized them and therefore caused the problem. • Children who are bullied are usually more sensitive than their peers. • Boys and Girls are both involved in bullying but the prevalent type of bullying usually differs between girls and boys. 					

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	<ul style="list-style-type: none"> Bullying is often directed at children who look different e.g. race, culture, ability/disability and social class Kids have the power to stop bullying among their peers; providing the skills and confidence to the silent majority plays a significant role in halting bullying behaviour by the minority. Adults play a critical role in stopping and preventing bullying Parents need to be working in conjunction with the school in order for the initiatives to be most effective. 						
Step 1-Engage Commitment of School Staff ... continued	<p>Level of commitment amongst school staff to change the status quo re: bullying, including:</p> <ul style="list-style-type: none"> Efforts to welcome and support diversity Efforts to reinforce social skills learning, Anti-prejudice efforts 	Rate your school on the level of commitment: 1 = very low and 5 = very high <u>Diversity:</u> 1 2 3 4 5 <u>Social Skills:</u> 1 2 3 4 5 <u>Anti-prejudice:</u> 1 2 3 4 5					
	<p>Staff understanding regarding their potential roles and responsibilities in this initiative</p> <ul style="list-style-type: none"> See Resource Sheets 2, 3 and 4 for list of roles and responsibilities How will you convey this information? 						
	<p>Who are the key staff and/or members of the school community that might lead and promote this initiative?</p> <ul style="list-style-type: none"> List staff and members of the school community 						

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Step 2-Establish School Climate Committee	<p>Who are the key people that should be on the inaugural School Climate Committee?</p> <ul style="list-style-type: none"> The committee could include: administrators, teachers, support staff (e.g. behaviour team members, social workers, youth workers), parents, students, other interested community members – e.g. community centre staff, police, retired teachers and co-op students from high schools, colleges and universities who have long-term placements at your school 					
	<p>Any barriers to staff participation?</p>					
	<p>Any perks to those serving on the School Climate Committee?</p>					
Step 3-Involve Parents	<p>How well prepared are staff to conduct a meeting on BP for parents?</p> <ul style="list-style-type: none"> See pg. 44 for a list of resource materials to support the parent meeting. 					
	<p>How is parental involvement facilitated with regard to decision making in matters of school policy?</p>					
	<p>How is inclusiveness promoted re: parents whose first language is not English?</p> <ul style="list-style-type: none"> See pg. 46 for some tips in this area 					

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Step 4-Involve Students	<p>How is student participation facilitated with regard to decision making in matters of school policy?</p>					
	<p>How are students enabled to take action on matters that are important to them and/or what support do they receive?</p>					
	<p>How are students enabled to participate in promoting school initiatives and/or how are they recognized for doing so?</p>					
Step 5-Create and /or Amend a School Statement for a Respectful School Environment	<p>What is the school's statement/slogan/motto Re: A Respectful School Environment?</p> <ul style="list-style-type: none"> • A school statement: defines common ground among staff, parents and students and communicates a unified vision of a school that recognizes, responds to and tries to prevent bullying. • The school statement energizes partners to participate in the plan. 					
	<p>How are staff, students and parents being enabled to give input to or give comments on the school's statement?</p> <ul style="list-style-type: none"> • See pages 68-69 for a guide to seeking staff, parent and student input. 					

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Step 6-Build a Supervision Plan	<p>What method is used to gain a common understanding amongst staff about what behaviour will be monitored, tracked and intervened with?</p> <ul style="list-style-type: none"> 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. 					
	<p>What is the supervision plan for before/after school, recess and lunch time breaks?</p> <ul style="list-style-type: none"> See pg 83: “Step 6 Action Checklist: Build a Supervision Plan” 					
	<p>What are the roles of:</p> <p>1) Teachers</p> <p>2) Playground supervisors</p> <p>3) Administrators</p> <p>4) Support staff</p>	<p>1)</p> <p>2)</p> <p>3)</p> <p>4)</p>	<p>1)</p> <p>2)</p> <p>3)</p> <p>4)</p>	<p>1)</p> <p>2)</p> <p>3)</p> <p>4)</p>	<p>1)</p> <p>2)</p> <p>3)</p> <p>4)</p>	<p>1)</p> <p>2)</p> <p>3)</p> <p>4)</p>
	<p>How are the high risk areas identified in your school?</p> <ul style="list-style-type: none"> See page 80 					
	<p>What are the high risk areas and how are they supervised?</p>					

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Step 7-Construct a School Climate Enhancement Plan	How are teachers enabled/supported to teach social skills and values of inclusivity, equity, compassion, justice and respect?					
	What activities are currently supporting supervision efforts? E.g. <ul style="list-style-type: none"> • Social Skills building Programs • Welcoming Diversity Activities/ Programs • Facilitated break-time activities • Available Playground Games • Supervised/Organized Activities for stormy days • Recreational and hobby clubs • Staggering class change times • Co-operative Learning • Playground buddy programs • Peer Mediator programs • Others 					
	What degree of Admin/Teacher Support is available for Classroom Meetings?					
	What methods used in your school to acknowledge pro-social behaviours?					

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Step 8-Develop a Response Plan	<p>What are guidelines and procedures for responding to and tracking incidents and/or cases of bullying?</p> <ul style="list-style-type: none"> • See pages 110-111. 					
	<p>What strategies are used to support students who are bullied?</p> <ul style="list-style-type: none"> • See page 107 					
	<p>What strategies are used to respond to students who bully?</p> <ul style="list-style-type: none"> • See page 107-108 					
	<p>What strategies are used to respond to students who witness bullying?</p> <ul style="list-style-type: none"> • See page 108 					
	<p>What interventions are used to heal rifts in relationships caused by bullying situations?</p> <ul style="list-style-type: none"> • See pages 109-110 					

Step	Topics or Questions to Consider	Currently...	Any Gaps?	What Additions or Changes are Needed?	Any Roadblocks?	Ideas for Improvement/Enhancement
Step 9-Promote and Implement the School Plan	Informing Staff <ul style="list-style-type: none"> • See Page 118 					
	Informing Students <ul style="list-style-type: none"> • See Pages 118-119 					
	Informing Parents <ul style="list-style-type: none"> • See Page 119 					
	Launching a New Initiative <ul style="list-style-type: none"> • See Page 120 					
Keeping up the Motivation	What opportunities are provided to staff to discuss, evaluate and change initiatives? How is student motivation maintained? How are Parents kept involved and up to date?					

Step	Topics or Questions to Consider	Currently...	Any Gaps?	What Additions or Changes are Needed?	Any Roadblocks?	Ideas for Improvement/Enhancement
Step 10-Monitor and Reassess the School Plan	<p>What methods are currently used to evaluate initiatives?</p> <ul style="list-style-type: none"> • See Page 128-129 					
	<p>What opportunities are made available for discussion of school initiatives?</p>					
	<p>How do changes get made to school policy?</p>					

School-Wide Bullying Intervention and Prevention Plan –Year 1, 2, or 3 for (Insert Your School’s Name)

Note: Please remember, steps may not have taken place in this listed order. As well, please list those things that are already happening in your school community that contribute to a positive environment. eg. “Continuing on with Gotchas” or Continuing on with Peer Mediator Program” etc., as well as those things that you may have revised e.g. discipline sheets

Step	Things to Consider	How we’ll do this/How we’ve done this	Who will do/did this?	When?
<p>Step 1: Engage Commitment of School Staff</p>	<p>Whole staff awareness, education re: bullying</p> <p>Staff understanding regarding their potential roles and responsibilities in this initiative</p> <p>Confirmation of staff re: commitment to make changes</p> <p>Recruitment of Staff to work on establishing the School Climate Committee</p> <p>Orientation of occasional staff, new staff, bus drivers, volunteers, support staff, etc.</p>			

Step	Things to Consider	How we'll do this/How we've done this	Who will do/did this?	When?
Step 2: Establish a School Climate Committee	Recruitment for the School Climate Committee from beyond staff Forming the Structure of the Committee Defining Roles of Committee Members Creating a Meeting Structure Creating a Broad Plan of Action			

Step	Things to Consider	How we'll do this/How we've done this	Who will do/did this?	When?
Step 3: Involve Parents	<p>Parent Education re: the issue of bullying</p> <p>Promotion of Parental Involvement in Initiative</p> <p>Promoting inclusiveness with parents whose first language is not English</p>			

Step	Things to Consider	How we'll do this/How we've done this	Who will do/did this?	When?
Step 4: Involve Students	<p>Enabling students to take action on matters that are important to them e.g. giving input to school policy, sitting on school committees, forming a student action group etc.</p> <p>Enabling students to participate in promoting school initiatives</p> <p>Recognizing student contributions</p> <p>Engaging Students in Bullying Prevention Curriculum</p>			

Step	Things to Consider	How we'll do this/How we've done this	Who will do/did this?	When?
<p>Step 5: Create and/or amend a School Statement for a Respectful School Environment</p>	<p>Getting input and/or endorsements from all sectors</p> <p>Statement is simple enough that it can be easily remembered and restated by students, staff and parents</p>			

Step	Things to Consider	How we'll do this/How we've done this	Who will do/did this?	When?
Step 6: Build a Supervision Plan	<p>Defining what your school will monitor for</p> <p>Creating spaces on Documentation forms to note bullying behaviour or bullying situations</p> <p>Defining how your school will track bullying situations</p> <p>Define roles of all involved in supervision e.g. teachers, administrators, support staff, volunteers, peer mediators...</p> <p>Identification of high risk areas and ways to manage the risks</p>			

Step	Things to Consider	How we'll do this/How we've done this	Who will do/did this?	When?
<p>Step 7: Construct a School Climate Enhancement Plan</p>	<p>Teaching and reinforcement of positive social skills including how to deal with bullying and how to prevent bullying</p> <p>Activities to support supervision efforts e.g. playground games</p> <p>Classroom Meetings</p> <p>Ways to acknowledge positive social behaviours</p> <p>Ways to create a welcoming, inclusive, caring school community that promotes a sense of pride and ownership</p>			

Step	Things to Consider	How we'll do this/How we've done this	Who will do/did this?	When?
Step 8: Develop a Response Plan	<p>Policies and Procedures Specific to Responding to Bullying</p> <p>Support for Student Who Was Bullied</p> <p>Support for Student Who Bullied to Make Amends and Learn Pro-social Behaviour</p> <p>Support for Witnesses of Bullying to Reflect and Learn</p> <p>Documentation forms for responses to bullying situations</p>			

Step	Things to Consider	How we'll do this/How we've done this	Who will do/did this?	When?
<p>Step 9: Promote and Implement the School Plan</p>	<p>Ways to Inform Staff of School Plan</p> <p>Launching the school plan e.g. School Assembly, School Community Event, etc.</p> <p>Promoting the school statement/school expectations</p> <p>Promoting the school plan to different sectors of the school community</p> <p>Maintaining Staff and Student Motivation</p> <p>Keeping all sectors of the school community reminded and up to date with any changes</p>			

Step	Things to Consider	How we'll do this/How we've done this	Who will do/did this?	When?
<p>Step 10: Monitor and Reassess the School Plan</p>	<p>Creation of regular opportunities for staff to reflect on the process and the plan e.g. short weekly meetings, regular agenda item at staff meetings, etc.</p> <p>Opportunities for review/reassessment of the plan by the different sectors in the school community e.g. student surveys re: bullying experiences, staff surveys, parent surveys, etc.</p>			