SCHOOL BULLYING PREVENTION AND INTERVENTION PLAN (BPIP)
McGregor PS – May 2018

This plan is to be completed in conjunction with the BPIP guide found at: www.tvdsb.ca/safeschools

Safe and Accepting Schools Team Members:

Principal: Charlotte Wall
Parent(s): Charlene Ierullo--looking for replacement in September 2018

Teacher(s): Michelle Petker-Lawrie, Kristen Egener-Black
Student(s): n/a (K-3 school)

Non-teaching staff: n/a
Community partner(s): Const. Marsha Geling
Michelle Virdee, Elgin/St.Thomas Public Health

STEP ONE: Data Collection and Assessment

<table>
<thead>
<tr>
<th>Strengths / Successes contributing to positive school climate</th>
<th>Gaps and areas of need</th>
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<tbody>
<tr>
<td>1. Supportive staff as indicated in the safe schools survey (90% indicate that adults treat students fairly)</td>
<td>1. 19.5 of our students say they don’t feel safe at school</td>
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<td>2. Supervision of areas is maximized</td>
<td>2. 43% of our students have been touched, pinched, or grabbed</td>
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<td>3. WITS program is reinforced each school year in school and each class – students use these strategies on the yard</td>
<td>3. 30% of students had difficulty making friends (share strategies)</td>
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<td>4. Students and staff generally feel safe in the school</td>
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<td>5. Superkids program targeted specific students and some of those students use the strategies presented (e.g., breathing deeply, walking away)</td>
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<td>6. Students recognize that other students may struggle (Students here are empathetic.)</td>
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School Bullying Prevention Statement:

The McGregor School Community (students, parents, staff and community members) is committed to:
- adopting the culture of the 4 Legs of the Mustang (Respect, Responsibility, Cooperation, Doing your Best)
- using our WITS to solve problems (Walk Away, Ignore, Talk it out, Seek Help)

STEP TWO: Creating/Revising the Plan

1. Education – Awareness Raising and Skill Building:
(Programs and Initiatives)
Code of Conduct -4 Legs of Mustang/WITS program
- Specific to the 4 Legs of the Mustang: expecting students to greet and be greeted, speak with courtesy, travel respectfully in the hallways, and use WITS to solve problems with others
- monthly Spirit days and Bullying Awareness Days
- Intramural opportunities as available
- Assemblies to recognize positive accomplishments and character traits
- Buster the Bus/Bus Safety sessions
- EESS Student connection/presentations to students – leadership students
- WITS program utilization as well as anonymous WITS reporting box
Parents:
- safe schools agenda item at parent council meetings
- Remind texting Feature
- Twitter feeds
- Website link to BPIP

2. Curricular Connections:
- Second Step for FDK
  - Pfizer Managing Stress Toolkit--weekly school-wide focus for October, November, December (use videos, lesson plans, posters, parent send-homes)--7 separate lessons
- Diversity: Embracing Who We Are – mentor texts grades K-4
- Stand Up to Bullying Resource (mentor texts and lessons in binder)
  - WITS program reviewed and reinforced each year
  - Stress Lessons Toolkit (Pfizer – with Penny Hilliker/Kristen Egener Black)
- Roots of Empathy to be run by School Social Worker, Shelley Carroll

3. Training Opportunities for Staff:
- September: coordinated staff in-service re: mental health awareness and resources--Public Health/OECYC/CMHA
- Tribes – offered to all staff
- Previous training in BMS for staff (share resources)
- Working with Mental Health TOSA
- Mental Health Team (2x/year workshop)
- Working with support staff on an as needed basis (FDK TOSA, DE TOSA, etc.)
- 4A response: Affirm, Ask, Assess, Act --Stop it, Name it, Explain it, Ask for change
- Resources/support provided by School Social Worker, Shelley Carroll
- Collaborative Problem-Solving Model used for safe schools difficulties

4. Leadership:
Student:
- custodial helpers
- academic buddies with art/science
- Heroes of Play outdoor game organizers/facilitators

Staff:
- Cross Country, T & F, Intramurals, recess activities
- Attendance Counsellor (Shelley Carroll), Counsellors, Family & Children’s Services

Parent/Community:
- School Council/CAST - parent representatives
- parent volunteers (involvement in food days, fundraising, movie nights)

5. Community Connections/Resources:
- monthly debriefs for staff re: student needs, updates to information/safety plans, etc.
- Public Health Nurse, School Support Counsellor, Community Police Officer, OECYC, Family & Children’s Services
- St. Leonard’s Society for friendship and Peer Power opportunities
- Safe Schools/Active and Safe Routes Teams

6. The school Code of Conduct has been reviewed and updated to address bullying and reflect core values and expectations.  x Yes  □ No

7. When developing supervision plans, consideration has been made to address bullying where and when it happens as identified through school climate surveys and other feedback.  x Yes  □ No

8. Responding:
Students:
● classes use mentor texts
● utilize Upstander role / skills
● co-created anchor charts
● reminding students to use WITS
● participate in monthly Upstander days and activities
● code of conduct in planner reviewed and signed by student

Parents/Community:
● Maintain open relationship with parents
● Meeting with new parents and expectations
● Code of conduct reviewed by parents

Staff:
● 4A response = Affirm, Ask, Assess, Act
● Consistent response to inappropriate behaviour/bullying = Stop it, Name it, Explain it, Ask for Change
● On-going communication with parents

9. Reporting: online reporting, anonymous drop box, bus incident reports, safe schools incident reporting, awareness of reporting methods to students and parents, classroom websites

10. Support Strategies:
   Student who engaged in bullying:
   ● progressive discipline, communication with parents, peer intervention, restorative justice
   Student who has been bullied:
   ● debriefing, reaffirmation, reintroduction to activities
   Students who witness bullying:
   ● validate upstanders, provide opportunity for discussion (teachable moments)
   Encourage Collaborative Problem-Solving Model from Ross Green and use of ALSUP for meetings and for development of safety plans

11. Follow Up:
   Students who engage in bullying:
   ● regular check-ins by admin, teacher
   Students who have been bullied:
   ● regular check-ins by admin, teacher to ensure bullying has ceased
   ● Use of CPS model

12. Communication:
   Students:
   ● website, planner, newsletters, assemblies, posters / anchor charts
   Parents/Community:
   ● parent council agenda item, website, eNews, Remind 101 texting, newsletters, parent night, newsletters
   Staff:
   ● staff meeting, McGregor admin conference

STEP THREE: Implementation Plan

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<th>Timelines</th>
<th>Who</th>
<th>How</th>
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| September “Courtesy”      | For all months:            | Re-Introduce WITS program for students on video announcements with ongoing scenarios featured on “WITS Wednesdays”.
|                           | SAST (admin)               | Start with theme of “Identity” followed by “Perseverence/Setting goals”                                                                 |
|                           | Students                   | Participate in “The PLEDGE” with entire school according to this year’s theme.                                                                 |
|                           | Mental-Health team         |                                                                                                                                 |
|                           | SAST (team)                | Participate in collaboration with CMHA/OECYC/Public Health for Mental Health awareness and support strategies |
|                           | Admin                      |                                                                                                                                 |
|                           | Mental-Health team         |                                                                                                                                 |
| October “Respect” FOCUS ON STRESS COPING STRATEGIES | SAST (admin)               |                                                                                                                                 |
|                           | Students                   |                                                                                                                                 |
|                           | Mental-Health team         |                                                                                                                                 |
| November “Upstander—The PLEDGE” | SAST (team)               |                                                                                                                                 |
|                           | Admin                      | Participate in collaboration with CMHA/OECYC/Public Health for Mental Health awareness and support strategies |
|                           | Mental-Health team         |                                                                                                                                 |
FOCUS ON STRESS COPING STRATEGIES

December
“Generosity”

FOCUS ON STRESS COPING STRATEGIES

January
“Self-Control”

February
“Friendship”

Mental health team continue to provide video announcements and photocopy resources for Managing Stress Toolkit.

Safe Schools Action Team meets to review progress and tweak things as necessary.

Focus on goal-setting for ourselves and for our students in terms of next steps in our plan.

WORK WITH School support counselor and staff/students on how to deal with anger healthily.

Video announcements, class visits, resources for parents.

Focus on healthy relationships via Library resources.

STEP FOUR: Monitor/Reflect

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| March     | SAST – parent / admin Community Partner Students Teaching / Non-teaching staff Admin SAST | Monitor  
  ● Review types of WITS box complaints and categorize for ‘themes’ that need further action/teaching.  
  ● Do 3-month count of office referrals related to bullying-type activities. Ensure that dialogue continues and safe schools agenda item is added to every parent council meeting agenda  
  ● ensure that programs are initiated and that community partners are involved in the process  
  ● contact EESS for CBC students  
  ● regular check-ins with students and staff  
  ● ensure that programs are working and initiatives take place – gather feedback  
  ● ensure communication with stakeholders via newsletters, staff meetings, parent council meetings, website, Remind 101, etc. – gather feedback – ensure programs are initiated  

Reflect  
  ● each member of the team will bring back feedback and input  

Indicators of Success  
  ● review of “I used my wits” slips to applaud students who used WITS successfully  
  ● positive staff, student, and parent feedback  
  ● consistent language / responses from students / staff  
  ● increase in observed Upstander behaviour  
  ● Increased collaboration amongst staff and student  
  ● Students able to identify stressors and how to deal with them  

Celebration of Success  
  ● Recognition to individuals for positive behaviour  
  ● Students of the month to celebrate students in classrooms  

Our BPIP will be reviewed annually and posted on our school website by June 30th for implementation the following school year.

Meeting Dates for the 2018-2019 School Year:

TBD