SCHOOL BULLYING PREVENTION AND INTERVENTION PLAN (BPIP)  
(McGregor PS – May 2016  
DRAFT 2015-2016)

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

Teacher(s): Michelle Petker-Lawrie, Christie Groenendyk  
Student(s): n/a (K-4 school)

Non-teaching staff: Christina Lawrence  
Community partner(s): Const. Marsha Geling, Michelle Virdee, Elgin/St.Thomas Public Health, Diane Nemeth

STEP ONE: Data Collection and Assessment

Strengths / Successes contributing to positive school climate
1. Supportive staff as indicated in the safe schools survey (90% indicate that adults treat students fairly)
2. Supervision of areas is maximized
3. WITS program is reinforced each school year in school and each class – students use these strategies on the yard
4. Students and staff generally feel safe in the school
5. Superkids program targeted specific students and some of those students use the strategies presented (e.g., breathing deeply, walking away)
6. Students recognize that other students may struggle (Students here are empathetic.)

Gaps and areas of need
1. 19.5 of our students say they don’t feel safe at school
2. 43% of our students have been touched, pinched, or grabbed
3. 30% of students had difficulty making friends (share strategies)

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:
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:**
   - milk movers/snack delivery/ morning video announcements
   - Bus Buddies / Kindergarten helpers/Reading Buddies
     - custodial helpers
     - academic buddies with art/science
   **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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<tr>
<th>Timelines</th>
<th>Who</th>
<th>How</th>
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</table>
| September “Courtesy” | For all months:                    | Re-Introduce WITS program for students on video announcements with ongoing scenarios featured on "WITS Wednesdays". Feature WITS slips on announcements to help students troubleshoot areas or brag about when they’ve “Used their Wits”.
| October “Respect” FOCUS ON STRESS COPING STRATEGIES | SAST (admin) Students Mental-Health team | Start with theme of “Identity” followed by “Perseverence/Setting goals” Participate in “The PLEDGE” with entire school according to this year’s theme. Participate in collaboration with CMHA/OECYC/Public Health for Mental Health awareness and support strategies
| November “Upstander—The PLEDGE” FOCUS ON STRESS COPING STRATEGIES | SAST (team) Admin Mental-Health team | Mental health team continue to provide video announcements and photocopy resources for Managing Stress Toolkit. |
December
“Generosity”
FOCUS ON STRESS
COPING STRATEGIES

January
“Self-Control”

February
“Friendship”

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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<tr>
<th>Timelines</th>
<th>Who</th>
<th>How</th>
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<tbody>
<tr>
<td>March</td>
<td>SAST – parent / admin</td>
<td><strong>Monitor</strong></td>
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<tr>
<td>“Responsibility”</td>
<td>Community Partner</td>
<td>● Review types of WITS box complaints and categorize for ‘themes’ that need further action/teaching.</td>
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<tr>
<td>April</td>
<td>Students</td>
<td>● 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</td>
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<tr>
<td>“Problem-Solver”</td>
<td>Teaching / Non-</td>
<td>● ensure that programs are initiated and that community partners are involved in the process</td>
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<tr>
<td>Sea of Pink</td>
<td>teaching staff</td>
<td>● contact EESS for CBC students</td>
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<td>May</td>
<td>Admin</td>
<td>● regular check-ins with students and staff</td>
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<tr>
<td>“Cooperation”</td>
<td>SAST</td>
<td>● ensure that programs are working and initiatives take place – gather feedback</td>
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<tr>
<td>June</td>
<td>Students</td>
<td>● ensure communication with stakeholders via newsletters, staff meetings, parent council meetings, website, Remind 101, etc. – gather feedback – ensure programs are initiated</td>
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<tr>
<td>“Doing My Best”</td>
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<td>Reflect</td>
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<td>● each member of the team will bring back feedback and input</td>
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**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 2017-2018 School Year:

October 2017
March 2018