

**St. Anne School Bullying Prevention and Intervention Plan
January 2014 – final approval by School Council in May**

<p>Bullying: means aggressive and typically repeated behaviour by a pupil where, (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of, (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual’s reputation or harm to the individual’s property, or (ii) creating a negative environment at a school for another individual, and (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education (“intimidation”). For the purposes of the definition of “bullying” above, behaviour includes the use of any physical, verbal, electronic, written or other means.</p>	<p>Cyber-bullying: For the purposes of the definition of “bullying” above, bullying includes bullying by electronic means (commonly known as cyber-bullying), including, (a) creating a web page or a blog in which the creator assumes the identity of another person; (b) impersonating another person as the author of content or messages posted on the internet; and (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.</p>
<p>Safe School Team Chairs: Sylvie Bujold/Marchelle Aucamp Principal: Betty Pichette Teacher(s): Irene Peats Support staff member(s): Barb Shallow Student(s): Cade Darrington, Student Council Parent(s): Leslie Gauthier, Chantal Martel, Community partner(s): Liz King, Trustee</p>	<p>School Success bullying prevention and intervention goal: To reduce Bullying Incidents for the 2013-14 school year</p>
<p align="center">Needs Assessment & Review of Relevant Data (ie: TTFM Surveys)</p>	
<p>In our last “Tell them from me” survey, 20 % of our students reported they were victims of moderate to severe bullying. Our recent survey done by our Student council found that this number has remained static with 21 % of our students saying they had been bullied, although there was no intensity (mild, moderate, severe) surveyed.</p>	

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Roles and Responsibilities	
<p>Staff: Follow and enforce school rules/Code of Conduct and Safe Schools Act to ensure safety and well-being of staff and students.</p> <p>Students: Follow school rules/Code of Conduct for safety and well-being of themselves and others.</p>	<p>Parents: Support and give voice to school, family and student needs.</p> <p>Community: Participate in the school community as a support and education partner.</p>
Proactive/prevention strategies	
<p>Teaching and modeling of skill(s) explicitly</p> <ul style="list-style-type: none"> ☺ Utilizing a school-wide, common anti-bullying model (Bucket program) ☺ Virtue program/Grandfather teachings ☺ Recess/lunch program to support students ☺ Guest speakers (Early Learning Centre – Bucket Program, Mike Buhler – Faith/virtues) ☺ Integrating character/bullying prevention into curriculum lessons and CYW programs: <ul style="list-style-type: none"> → Tucker the Turtle – biannually → Lion’s Quest – as needed → ROE – when available (biannually) → Parent Engagement \$ - for Safe schools, community involvement and student/parent voice → DARE ☺ Restorative Practice ☺ Specific, timely comments to individual/group ☺ Success Plans – to support students who require extra behavioural interventions ☺ Revisiting positive behaviours and highlighting next steps; reward programs and weaning away Success plans <p>Encouraging engagement and voice</p> <ul style="list-style-type: none"> ☺ Stop-a-Bully anonymous online reporting program ☺ Providing leadership opportunities (Gr. 7/8 Harmony project; anti-bullying video by Gr. 3-8) 	<p>Providing opportunities to practice skill(s)</p> <ul style="list-style-type: none"> ☺ Mediation of conflict with students – to model effective conflict resolution and Restorative practice with a focus on student-generated solutions ☺ Role play ☺ Cooperative group work ☺ Discussing appropriate behaviour prior to a specific event (e.g. audience behaviour, recess behaviour, Mass behaviour) ☺ Discussion behaviour following an event – praise/areas in need of improvement ☺ Unstructured social time supports as needed (e.g. lunch, recess) until student is ready for larger group/generalization ☺ Providing and anticipating opportunities for practice in areas of difficulty (lockdown, fire drill, conflict resolution) ☺ Work with CYW (as needed) toward Goal setting, Self Monitoring/Reflection for generalization of desired behaviours. <p>Reinforcing strengths</p> <ul style="list-style-type: none"> ☺ Discussing and re-visiting focus areas for improvement through SIP and Staff meetings ☺ Positive communication home (e.g. Newsletters, letters, phone calls) ☺ Regular conferencing (calls, meetings) with parents whose children have Success Plans to review and discuss areas of need/successes

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<ul style="list-style-type: none"> ☺ Student council representation on School council – giving voice to students (surveys/representation) ☺ Supporting extracurricular activities ☺ Parent and community evenings 	<p>Celebrating successes</p> <ul style="list-style-type: none"> ☺ Individual, class and school-wide reward programs; Principal rewards for various students/classes as needed. ☺ Bulletin Board - Bucket List – for students who exemplify the monthly Virtues & Grandfather teachings ☺ Announcements – student achievement in all areas (hockey, dance, school, etc.) ☺ Bulletin board – Newspaper articles featuring our current and past student successes ☺ Assemblies throughout the year as needed (anti-bullying week; Day of Pink) and End of Year Awards ceremony ☺ Birthday announcements – birthday books and cards with pictures.
<p>Intervention Strategies:</p> <p>(focus is on restorative/growth mindset & consideration of mitigating circumstances)</p>	
<ul style="list-style-type: none"> ☺ Refer to the “What you have to consider when a possible bullying incident and/or Suspendable Incident Occurs” Sheet ☺ Use of Incident Report and Safe Schools reports. ☺ Tracking of various aspects of Behavioural intervention strategies to assess success and/or to make changes to our methodology. ☺ Teaching and modeling of skill(s) explicitly ☺ Providing opportunities to practice skill(s) ☺ Providing feedback on the demonstration of skill(s) ☺ Encouraging engagement and voice ☺ Parental Contact/Involvement ☺ Support of CYW for various students as required (social skills, conflict resolution, anger management, problem solving, self-awareness/monitoring and regulation). ☺ Outside community resources (DARE, Early Learning Centre, NEOFACS, Adopt-A-Cop – Sue Fong, etc.) ☺ Use of consistent language ☺ Integrating Virtues/bullying intervention into curriculum lessons 	<ul style="list-style-type: none"> ☺ Work on skills until they have generalized ☺ Celebrating successes however small ☺ Loss of Privileges/Reflection room – aka Detentions/Suspensions – use of reflection forms, apology letters as part of restorative practice. ☺ Ongoing Monitoring/CYW support as needed ☺ Reviewing appropriate behaviour after a specific event (e.g. audience behaviour, recess behavior) ☺ Use of consistent language throughout the school and in the case of students with Success Plans – at home. ☺ Positive phone calls home

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Celebrating Successes	
<ul style="list-style-type: none"> ☺ Positive phone calls home ☺ Reward programs – specific to children/class ☺ Success plan updating – with built-in rewards ☺ Praise – positive talks about success with CYW, EA’s, Teachers and/or Principal ☺ “Graduation” from Success plans when no longer required with much fanfare. 	
Training strategies for all members of school community	
<p>Staff:</p> <ul style="list-style-type: none"> ☺ Staff meetings ☺ Visits to other schools ☺ PA day – ALP - learning as needed/reading by teachers ☺ www.stopabully.ca <p>Student:</p> <ul style="list-style-type: none"> ☺ See “Prevention/Intervention Strategies” Above 	<p>Parents:</p> <ul style="list-style-type: none"> ☺ Parent evenings ☺ Catholic School council ☺ Newsletters, Letters and/or pamphlets home <p>Community:</p> <ul style="list-style-type: none"> ☺ Training sessions/information sharing sessions by outside agencies for school ☺ Presentations to and invite input from faith/community groups
Communication and outreach strategies	
<p>Staff:</p> <ul style="list-style-type: none"> ☺ Staff meetings ☺ Board web page ☺ Emails ☺ Weekly memo/email ☺ Monthly Newsletter/Calendar ☺ Regular review of SIP ☺ Continue to enlist the support of NEOFACS, PHU, Early Learning Centre and other community agencies. <p>Student:</p> <ul style="list-style-type: none"> ☺ School announcements ☺ Bulletin boards/visual reminders ☺ Leadership council/student council ☺ Extracurricular activities 	<p>Parents:</p> <ul style="list-style-type: none"> ☺ Newsletters (paper/electronic) ☺ Board and School web site ☺ Phone calls ☺ School signs ☺ Parent evenings ☺ School council <p>Community:</p> <ul style="list-style-type: none"> ☺ School signs ☺ Newsletters ☺ Newspaper – Enterprise articles/ads
Monitoring and Review (Measures and indicators)	

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<ul style="list-style-type: none"> ☺ Observations & Anecdotal reports ☺ Reinforcements and celebrations ☺ Tracking of Incident reports, bus reports, suspensions and Success Plans/Intervention programs (ie. Stoplight program) ☺ Extracurricular participation ☺ Parental engagement – tracking participation of events, #'s of people, events, etc. ☺ TTFM (binannually) ☺ www.stopabully.ca referrals 	<ul style="list-style-type: none"> ☺ Learning skills data ☺ Surveys (Student Council – sense of belonging, TTFM, school-made) ☺ Attendance/Lates ☺ Safe School Incident Reports ☺ Suspension/Expulsion ☺ Reflection room visits (aka detentions; ALE – alternate learning environment – aka “in-school suspensions)
<p>Final Evaluation</p> <p>Did we achieve our goal, or not? If so, congratulations! If not, what changes/additions/deletions are needed for our revised plan?</p>	
<p>Review in June, 2014 for Sept. 2014</p>	