

St. Brother André Catholic School



Safe Schools

*Making our schools safe and caring learning environments
based on the Gospel values of:*

Love

Community

Dignity of Persons

Stewardship of Creation

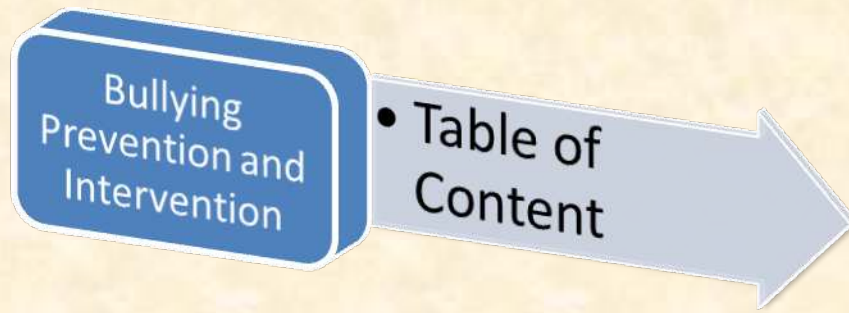
Justice

Excellence

Faith

Hope

Bullying Prevention and Intervention Plan



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BULLYING ▪ **POWER OVER**
▪ **INTENT TO HARM**
▪ **REPETITIVE**

PPM 144 – Bullying prevention and intervention adopts the following definitions as related to “bullying”:

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person’s body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Students may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender, and race.

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g., hitting, pushing, tripping), verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g., excluding others from a group, spreading gossip or rumours). It may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet websites, or other technology).

Children who suffer prolonged victimization through bullying, as well as children who use power and aggression as bullies, may experience a range of psycho-social problems that may extend into adolescence and adulthood.



Administration

The administrative team completed the Catholic Principals' Council of Ontario training course entitled, "Shaping Safer Catholic Schools – A bullying prevention action plan for Catholic School Leaders".

The administrative team attended the Safe Schools Strategy Training session organized by the Ontario Ministry of Education and facilitated by the Council of Ontario Directors of Education.

Teaching Staff

The Power to Change

A member of the staff attended Bullying prevention workshops for elementary and secondary teachers.

- E-learning CD ROM

A core group of teachers was released to work through the e-learning module. These teachers will then provide in-service to all teachers and educational assistants during a staff meeting.

- Safe@School Website

A key teacher reviewed the Safe@School website along with other bullying prevention resources. The website contains information about the project, extensive hands-on resources on bullying prevention, and the e-learning teacher training module.

School Community

The school website along with the board safe school website will host links to bullying prevention resources for parent access.



A sub-committee of the school council shall serve as the safe schools team. The safe schools team shall be comprised of the following representatives:

- Principal or designate administrator
- School council chair or designate
- Community representative or designate
 - Teacher representative
- Non-teacher staff member representative

The Principal or administrative representative shall serve as chair of the safe schools team.

The mandate of the safe schools team is to promote strategies for school safety.

It is recommended that the safe schools team:

- review the school bullying prevention plan yearly;
 - review the school crisis response plan yearly;
- make recommendations as needed to improve school safety.



The school staff will use a variety of means to ensure that students and the community are aware of the school bullying prevention plan. Where requested, translation will be provided by the school.

- **School Website**

The school bullying prevention plan will be reviewed with the school council. Once input has been received from the school council, the teaching staff, and students, the bullying prevention plan will be posted on the school website.

- **Newsletters**

A summary of the school bullying prevention plan will be highlighted in a school newsletter and sent home with students to parents/guardians.

- **Student Agenda Book**

A summary of the school bullying prevention plan will be highlighted in the school agenda book.

- **School Monthly Assemblies**

A theme will be promoted for each month reflecting the Gospel Values and Catholic Graduate Expectations.



Bullying prevention strategies are integrated into the curriculum for the whole school population. In every grade there are curriculum expectations that include bullying prevention strategies such as conflict resolution and mediation. All grade levels include expectations related to bullying prevention within the Physical and Health Education program and within every Religion and Family Life program.

Making our schools safe and caring learning environments based on the Gospel values of: Justice, Love, Community, Dignity of Persons, Stewardship of Creation, Excellence, Faith and Hope is at the essence of our school's education for all.

In addition to the bullying prevention strategies that are integrated into the curriculum our school's bullying prevention strategies include the following:

2013 – 2014 School Year

- Student of the month certificates (Catholic Graduate Expectations and Gospel Values)
- Samaritan on the Digital Road Internet Safety presentations to all students during Religion class
 - collection of books in the library promoting positive behaviour
- Social Justice activities i.e. Terry Fox Run, United Way, Sacred Heart Children's Home Orphanage, etc.
 - Poster displays of bullying prevention
 - In class bullying awareness activities
 - In class incentives and recognition activities for positive behaviour
- Guest speakers promoting respect, perseverance and building a Caring school community (Terry Kelly, Maria Hawkins etc.)



The school staff will use a variety of means to encourage students to report incidents of bullying to an adult.

- **Student report**

Students will be encouraged to report issues of bullying to their classroom teachers, resource staff, or principal as soon as possible.

- **Phone calls and meetings**

Students will be made aware that they can have a parent call or meet with a teacher or with a member of the administrative team to report bullying concerns.

- **Documentation**

Records of bullying reports will be kept by the administration. Although the information will not be placed in the student Ontario Student Record (OSR), the information will be retained by the administrator as needed for possible progressive discipline.



The school staff will respond to all reports of bullying. The first task for the teacher or member of the administrative team will be to gather factual information to determine if the incident should be considered bullying.

The guiding principles for responding to bullying include:

- safety for students and staff
- informing students of the school code of conduct and outlining acceptable and inappropriate behaviour
 - implementing progressive discipline where appropriate
 - providing on-going support to all those involved
- encouraging students to continue to report incidents of bullying

Timely Interventions

Once a teacher or an administrator has been informed of a bullying incident the teacher or administrator should investigate the incident in a timely manner taking into account the safety of those involved.

Role of Administrators

- actively listen to all reports of bullying from students, teachers, and parents
 - permit confidential reporting of bullying incidents
 - keep records of bullying reports
 - respond in a timely manner to all reports of bullying
 - examine prior history of students involved
 - privately interview students and witnesses
 - document information and seek parental input as needed
- inform parents/guardians of the outcome of incident investigations. Student confidentiality will be respected
- implement progressive discipline strategies when dealing with incidents of bullying
 - monitor victims of bullying
 - establish re-entry plan for students as needed
 - monitor for repeated infractions



Role of Classroom Teachers

- actively listen to all reports of bullying from students, teachers, and parents
 - permit confidential reporting of bullying incidents
- inform a member of the administrative team of incidents of reported bullying
 - take immediate action when bullying is observed
 - interview bullies in private
- notify the parents of both the victim and the bully when a classroom confrontation has occurred and outline the steps taken to resolve the conflict

Role of Students

- be aware of the school code of conduct
- inform an adult when bullying has occurred
- provide support to the victim when they witness bullying
- express disapproval of bullying by not joining the inappropriate behaviour

Role of Parents

- be open to “both sides” when gathering information
 - provide support to your child
- inform the school if you believe your child is being bullied or is a bully
 - work collaboratively with the school to find acceptable solutions
- may inform the police if your child has been threatened (ie. MSN or email)
 - meet with the school teacher or administrator
- teach your child to respond to the bully in an assertive manner but not to strike back or become aggressive
 - be patient and help your child to develop positive friendships
 - do not tolerate bullying behaviour



The school staff will provide support for all those affected by incidents of bullying. This may include:

- students who have been bullied
- students who have bullied others
- students who have been affected by observing bullying

Depending on the circumstance support may include any of the following:

- support from teachers and administrators
- support from a board staff member (social worker, psychologist, etc.)
 - completion of reflective activities (written assignments)
 - referral to an outside agency
 - temporary removal from a classroom



School Climate

As chair of the safe schools team the Principal or designate will implement a school climate survey, on a regular basis, using a representative sampling of classes. The committee will review the survey methods on a regular basis. The results of the survey will be used as baseline data for measuring the success of existing bullying prevention practices.

Performance Indicators

The administration team will look at performance indicators for each bullying prevention strategy/ program implemented on a regular basis. For example, tracking the increase or decrease in reported incidents of bullying may be one indicator of success after implementing bullying prevention programs.

Teacher Referral/Behaviour Tracking Sheet

Student Name and Grade	Date of Incident
Referring Teacher	
<p>Description of Incident – please check the most appropriate box and circle specific type:</p> <p style="text-align: center;">Physical <input type="checkbox"/></p> <p>fighting, pushing, tripping, kicking, spitting, hitting, throwing rocks, _____</p> <p style="text-align: center;">Verbal <input type="checkbox"/></p> <p>name calling, teasing, making fun of, putting down, threats, _____</p> <p style="text-align: center;">Social <input type="checkbox"/></p> <p>rumours, racial slurs, gossip, isolation, _____</p> <p>Name of victim (if applicable) _____</p>	
Please list any witnesses to what took place:	
History of Incident	
<input type="checkbox"/> Single Event <input type="checkbox"/> Ongoing Behaviour	
<p>Progressive Discipline and Behavioural Interventions to date: (classroom and yard) Please check all that apply.</p> <ul style="list-style-type: none"><input type="checkbox"/> Student spoken to and has had an opportunity to relearn and practise<ul style="list-style-type: none"><input type="checkbox"/> Walked with recess teacher<input type="checkbox"/> Recess consequence<input type="checkbox"/> Apology written and delivered<ul style="list-style-type: none"><input type="checkbox"/> Time out to reflect<input type="checkbox"/> Classroom interventions<input type="checkbox"/> Parent contacted <input type="checkbox"/> note in agenda <input type="checkbox"/> phone call <input type="checkbox"/> meeting<ul style="list-style-type: none"><input type="checkbox"/> Communication book<input type="checkbox"/> Other	
Action Taken by Administration	

BULLYING INCIDENT TRACKING

School Total

Student(s) _____	<input type="checkbox"/>
Victim(s) _____ Date _____	
Details _____	

Intervention _____	

Student(s) _____	<input type="checkbox"/>
Victim(s) _____ Date _____	
Details _____	

Intervention _____	

Student(s) _____	<input type="checkbox"/>
Victim(s) _____ Date _____	
Details _____	

Intervention _____	

St. Brother André Catholic School Report

Student Reporting Sheet

What did they do?

			
Something Nice	Physical Hurting	Teasing/Name Calling	Being Left Out

When?

				
Recess	Morning	Lunch	Afternoon	

Where?

					
Yard	Bus	Classroom	Washroom	Hallways	Walking to/from School

Who did it? _____ To Whom? _____

Tell us more:

_____ Report Number

