



SCHOOL-WIDE BULLYING PREVENTION PLAN

PRISM PLAN

NAME OF SCHOOL: Woodville E.S.

PRINCIPAL: Ana Mena

DATE: October 1, 2012

PURPOSE

The purpose of this plan is to outline our school plan for Bullying Prevention and Intervention.

It was created collaboratively through our Safe and Caring School Team, our school staff, reviewed with our School Council and available on our web-site for perusal by the larger community.

This plan will be reviewed on an annual basis as part of our School Improvement Plan.

DEFINITION OF BULLYING

Definition of Bullying: Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

SAFE AND INCLUSIVE SCHOOL COMMITTEE

Our School Committee: Steve Thomas, Jo-Anne Plumpton, Darryl Patterson, Laurie Nicol, Ana Mena

SCHOOL MONITORING AND REVIEW PROCESS

This plan was developed on: Oct 1, 2012

This plan will be reviewed on: October 1, 2013

Our most recent school climate survey was conducted: Spring 2010

PRISM- Please outline your school plan below

P- Prevention Strategies

- Strategies we use to enhance our positive school climate
- Specific strategies we use to prevent bullying from occurring in our school
- Education and awareness strategies for our students
- Education and awareness strategies for our school community
- Training and In-service for Staff
- Restorative practices implemented in our culture

- Support the TLDSB character education program (Character Trait Monthly Focus)
- Positive Behaviour Support system implemented in schools so that students are treated in a fair and equitable fashion but held accountable and can learn from their actions
- Guest speakers address bullying and anti-bullying (OPP Community Service Officer; Eva Olsson)
- Co-curricular activities and programs to engage students in developing self esteem, confidence, sportsmanship, fair play and appropriate social interactions
- Participation in Day of Kindness
- School and class-based Character Education program
- School and class-based participation in Aboriginal Education
- Identification and awareness of high risk areas on the school yard
- Identification and awareness of high risk students on the school yard
- Safe and Caring Schools Meetings
- Daily announcements encouraging positive behaviour
- Restorative Practices implemented by Principal as required, training for staff as required

R- Reporting Strategies

- If a student is being bullied, how should they communicate?
- If a parent wishes to report bullying, how should they do this?
- If another student wishes to report bullying, how should they do this?
- Are there a variety of ways that students and parents can safely communicate incidents to the school?
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- Students report to a teacher, support staff, Principal or parent
- Parents report bullying to the classroom teacher or Principal (phone, school website, note, in person)
- Development of an anonymous reporting mechanism
- Meetings and phone conferences with teachers and administration
- Bill 157 Forms

I-Intervention Strategies

- What are our progressive discipline steps and are all stakeholders aware of them?
- What is our process for investigating reports of bullying?
- Strategies for identifying potential bullies and intervening in their behaviour
- Methods for communicating with parents of involved parties
- Methods for documenting incidents and follow up for bullying incidents
- How we use restorative practices

Prevention Resource Guide- '5 Step Bullying Response Strategy'

Investigation conducted by administration: conferences, interviews and information gathering with all parties involved including bystanders
 Communication through phone calls and letters home
 Incidents documented in student conferences binder
 Restorative practices are used to help students understand their behaviours and repair relationships versus simply consequenceing the behaviour.

S- Support Strategies

- Is there a support plan in place for the victim?
- Process for restorative practices
- Support strategies for bullies
- Strategies for bystanders
- Communication of support plans to parents
- Outside Agencies that can be accessed

Restorative practice supports the victim
 Access to social work professionals for victims, bullies and bystanders
 Access to a safe place and adult support

Redirection of bullying behaviours through targeted social programs
Outside Agencies: Big Brothers and Sisters; Boys and Girls Club; Chimo; Kinark; Kid's Help Phone; DARE Program; OPP Communications Officer

M- Monitoring and Communication

- Data collection
- Climate surveys
- Goal setting
- Communication of data

Tracking of office referrals and incidents – pink slips, notes and student conference binder
Climate Survey
Character Education Goals set monthly
Climate Survey results made available to staff
High-risk situations communicated to all staff
Safety Plans communicated to all staff

Other:

Date Plan Created: Friday October 1, 2012