SCHOOL BULLYING PREVENTION AND INTERVENTION PLAN (BPIP)  
(Stoneybrook Public School 2018 - Year 2019)  
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: Melinda Curran(P) /Jackie Sweeney (VP)  
Teacher(s): Angela Muir, Tina Mathias  
Non-teaching staff: Heather Robinson  
Parent(s): Allyson Watson  
Student(s): Hannah C, Katie G  
Community partner(s): Erin Wilcox (Public Health)

STEP ONE: Data Collection and Assessment

Strengths/Successes:
- Positive and safe school culture
- Incidents are dealt with immediately
- Inclusive environment with diverse opportunities for student participation

Gaps and main areas of concerns:
- Media awareness and Safety
- On-going respectful behaviours
- Ability to handle conflict
- Appropriate response skills
- Increasing awareness of mental wellness and coping strategies
- Pro inclusion initiatives

School Bullying Prevention Statement:

At Stoneybrook we are committed to ensuring safety for all students, staff and property and promoting respect, acceptance and empathy.

STEP TWO: Creating/Revising the Plan

1. Education – Awareness Raising and Skill Building:  
   (Programs and Initiatives)
   Students:
   - Recognition/Community Building Assemblies (Colour House Assemblies)
   - Student Council (Grade 6,7,8)
   - Student Council/Spirit Squad initiatives i.e. Mindful March, Warm and Cozy
   - Shine Bright Conference
   - Kindy Krew
   - Secret Staff Appreciations
   - Gratitude wall/journals
   - Establishing a “Wellness Room”
   - Extra-curricular Activities (sports, music, clubs)
   - ESL tutoring
   - Learning It Together (LIT)
   - Go Girls and Game On
- Moment of Choice – St. Leonard’s Society
- VIP
- Community Outreach Campaigns
- Purple positive mental health messages
- Active Safe Routes to School – Safety, Active
- Raise the Bar Conference – Grade 4, 5
- First Annual Pride Conference
- Peer Power
- Math Mingle 1- 5
- Kindergarten Math Day
- Lucas Free Fall
- City Presentation on the Sun
- SWISS Workshop Summer Camps
- Clean and Green Assembly
- Clean and Green Clean Up Saturday
- London Hydro Presentation – Electrical Safety Around Home and School
- Swim to Survive – Grade 3
- Peace Keepers – Grade 5
- Structured and unstructured activities on the yard (4 square etc)
- Change for Change
- London Public Library Presentations

Parents/Community:
- Inclusion Conference
- Dr. Pusher (Parent Engagement Speaker)
- Wellness Evening
- Parent Council
- Planners
- Electronic Communication (appletree, seesaw, remind)
- Newsletters
- Guest Speakers
- Math Nights
- Growing Chefs
- Information at Family Fun Fair
- Active Families, Healthy Minds Workshop

2. Curricular Connections:
- Mindfulness Training
- Diversity Kits
- EQAO Night
- Math Nights
- VIP
- Mental Health Awareness
- Interactive Math Board

3. Training Opportunities for Staff:
- BMS Training
- LGBTQ+ session
- Staff Book Club
- Staff meeting – FASD Inservice, Looking Through A Trauma Lens
- ASIST Training
- Mental Wellbeing highlighted in each staff meeting
- Safety Modules in the Portal
- Mental Health Lead at staff meeting
- Team Building
- First Aid and CPR
- Reframing Our Responses
- Pride Conference

4. **Leadership:**

   **Student:**
   - Shine Bright Conference
   - Kindy Krew
   - Student Council
   - Lunchroom Helpers
   - Peace Keepers
   - Raise the Bar
   - Yard mentorship
   - Spirit Committee

   **Staff:**
   - Leadership opportunities provided by staff for extra-curricular opportunities for students
   - Staff Meetings
   - Representation on school council
   - Staff run professional development

   **Parent/Community:**
   - SWIS worker and ESL teacher
   - Community Resource Officer
   - Public Health Nurse
   - School Social Worker
   - Parent Council

5. **Community Connections/Resources:**

   - St. Leonard's Society
   - Public Health Nurse and ASRTS
   - Community Resource Officer
   - Growing Chefs
   - Learning it Together (LIT)
   - London Police Officers Resource

6. The school **Code of Conduct** has been reviewed and updated to address bullying and reflect core values and expectations. [ ] Yes [ ] X 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. [ ] Yes [ ] X No

8. **Responding:**

   **Students:**
   - Practice mindfulness
   - Report to staff/administration
Students should support students who have experienced conflict and encourage them to report.

Encouraged to respond safely and positively.

Parents/Community-
- Contact school with detailed information
- Work in partnership as a school community
- Parent Council supporting parent involvement and developing action plans

Staff-
- Will respond to all student behaviour that negatively impacts school culture
- Recognize and celebrate positive student behavior
- Staff respond consistently
- Technology contract developed and signed by parents and students
- Establish and maintain open and positive communication with families
- Progressive discipline implemented

9. Reporting:
- Online reporting
- Verbal report to an adult
- Bus drivers use of student conduct report
- Staff complete safe schools incident report

10. Support Strategies:
Student who engaged in bullying:
- Appropriate action regarding consequence
- Progressive Discipline
- Develop skills and ideas for alternatives to replace negative behaviours

Student who has been bullied:
- Defining conflict vs bullying
- Provide an option for safe spot for student
- Determine a trusted adult student can connect with
- Encourage and try to foster new relationships
- Use student feedback to develop the action plan involving appropriate restorative approach

Students who witness bullying:
- Provide opportunities for discussion and alternative responses
- Staff will utilize teachable moments in class and on yard

11. Follow Up:
Students who engaged in bullying: Students who have been bullied:
- Regular check-ins by admin, LST, staff to see if conflict has stopped
- Progressive discipline

- Regular check-ins by admin, LST, staff to ensure conflict has resolved
- Possible program provided to help student strengthen or gain skills
- PDTs
- Action plan developed

12. **Communication:**

Students –
- Planners
- Assemblies
- Website
- Discussions in class and on yard
- Interactive boards
- Communication through announcements and student council/spirit squad

Parents/Community –
- Planners
- Assemblies
- Website
- Parent Council
- Parent Nights
- Outdoor sign
- Email
- Newsletters
- Phone calls home
- Classroom electronic communication

Staff –
- Staff meeting
- Email
- Weekly Memos
- Division Meetings
- Lunch and learn

### STEP THREE: Implementation Plan

<table>
<thead>
<tr>
<th>Timelines</th>
<th>Who</th>
<th>How</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2019</td>
<td>Admin</td>
<td>Post BPIP on Stoneybrook Website</td>
</tr>
<tr>
<td>Fall 201</td>
<td>Staff/Admin</td>
<td>Implement new initiatives previously recorded</td>
</tr>
<tr>
<td>Sept. 2019 – June 2020</td>
<td>Staff/Admin/Students</td>
<td>Development of Student Council/Spirit Committee and implement monthly initiatives</td>
</tr>
</tbody>
</table>

### STEP FOUR: Monitor/Reflect

<table>
<thead>
<tr>
<th>Timelines</th>
<th>Who</th>
<th>How</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Monitor</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ensure the voices of Stoneybrook (students, staff, parents, community members) are heard and their contribution is valued as they contribute to the successful implementation of the BPIP.</td>
</tr>
<tr>
<td>Reflect</td>
<td>Each member of the team will bring back feedback collected about the implementation of the BPIP.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Indicators of Success</td>
<td>Staff addressing inappropriate behaviour in a timely manner consistently.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Active involvement by the creation and implementation of the Spirit Committee.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Positive interventions by students in conflict situations.</td>
<td></td>
</tr>
<tr>
<td>Celebration of Success</td>
<td>Active involvement by the creation and implementation of the Student Council/Spirit Committee will help determine the successes needed to be recognized through announcements, social events, bulletin boards, recognitions.</td>
<td></td>
</tr>
</tbody>
</table>

Our BPIP will be reviewed annually and posted on our school website by June 30th for implementation the following school year.
• Reframing Our Responses?
  • Gratitude wall/jar/circle – introduced gratitude journals at staff meeting – whole school initiative?
  • Spirit Squad Initiatives - Warm and Cozy, Change for Change, Canned Food Drive
  • School Council Initiatives – School Dances, Toonie Tuesday Character Days, Co Present Colour House Assemblies
  • School Council – Direction 2019-20 – Align with United Way, Parent Council Representative, Safe And Accepting Schools Representation, Student Ambassadors
  • 3 X Assemblies - building community, embracing diversity – colour house assemblies to build a sense of community and build school spirit
  • Character building activities in class and division
  • Motivational speakers – Dr. Pusher (Parent Engagement Speaker – Home and School Members)
  • Professional learning with gender sensitivity – John Boughner LGBTQ2 session
  • Staff Meeting – Behaviour TOSA’s FAS Presentation
  • Grade 4’s Moment of Choice (St. Leonard’s Society)
  • Growing Chefs Classroom Sessions X2
  • Secret Staff Appreciations

Specific Implementation Strategies:
  • View Win Win DVD/video from TVDSB safe schools toolkit during staff meeting and lunchroom supervisor training – did not do***
  • Distribute restorative questions card to staff and lunchroom supervisors – did not do***
  • Show staff how to get to safe schools toolkit – did not do***
  • Introduce the Language Protocol from the tool kit (Page 30)-did not do***
  • Review of the appropriate language to use – System wide message – Spec Ed Supervisor Staff Meeting Video
  • Clarity of rules about technology, playground rules (staff meetings, announcements, informal discussions)