



## **SCHOOL-WIDE BULLY PREVENTION PLAN**

### **PRISM PLAN**

(Strategies for **P**revention, **R**eporting, **I**ntervention, **S**upport and **M**onitoring)

**NAME OF SCHOOL:** Lady Eaton Elementary School

**PRINCIPAL:** B. J. Mailloux-Brown

**DATE:** November, 2010

#### **PURPOSE**

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

It was created collaboratively through our Safe and Caring School Team, our school staff and will be 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.

#### **DEINFICTION OF BULLYING**

Definition of Bullying: is typically a form of repeated, persistent and aggressive behaviour directed at an individual or individuals that is intended to cause (or ought reasonably to 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.

#### **SAFE AND INCLUSIVE SCHOOL COMMITTEE**

Our School Committee: B.J. Mailloux-Brown (Principal)

Susan Demers (Teacher)

Janet Patterson (Educational Assistant)

Jackie Grandel (Parent)

## SCHOOL MONITORING AND REVIEW PROCESS

This plan was developed on: November 19, 2010

This plan will be reviewed on: November 23, 2010 (staff meeting)

This plan will be shared with School Council on: December 7, 2010

Our most recent school climate survey was conducted in: June, 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

#### **Universal Interventions – Good for All**

- Maintain a positive school climate
- Teach and provide opportunities for student leadership
- Cooperative Learning strategies for building classroom communities
- Kelso's Choices Conflict Management for Children program, Peace Dove Feather program
- Full provincial definition of bullying included in student agenda
- Clearly communicate policy and protocols for bullying behaviours to all staff, students and parents
- Discussion and presentations about bullying and caring behaviours are ongoing
- OPP– Cyber bullying presentation for parents
- Empower bystanders to promote and take responsibility for creating a safe and welcoming environment
- Provide a means of reporting bullying behaviours
- Staff are observant and responsive to reports of bullying
- Students are recognized for caring behaviours through verbal praise, peace dove feathers, good character awards, celebration assemblies
- Adopt a social skills curriculum
- *Talk about the bystander with the class*
- *Emphasize strength in numbers*
- *Explain the expectation to take action*
- *Teach and practice skills and strategies to take a stand*
- *Empower witnesses to take leadership roles in making the school safe for everyone*
- *Clarify the difference between tattling and telling (reporting)*
- Monitor and adjust local bullying prevention program based on analysis of local school data and best practices in the field of bullying prevention (change in supervision, use of resources, methods of communication, reporting procedures, etc.)

#### **Targeted Interventions – Necessary For Some**

- Progressive Discipline Levels 1, 2, and 3 are enforced
- Small group intervention
- Work Room
- Counselling by Student Services Worker
- State (do not ask) rule violated, feelings of target, and plan of action

- Case conferences held for either bullies or bullied to establish next steps:
- Teach social skills:
  - *Friendship skills*
  - *Empathy skills*
  - *Emotional self-awareness*
  - *Social awareness*
- Provide pro-social consequences (i.e., school/community service)
- Full investigation for repetitive pattern of incidents resulting in bullying behaviour leading to possible suspension

#### **Intensive Interventions – Unique solutions for a few**

- Analysis of Behaviour of individual student(s)
- Analysis of behaviour trends, response to past progressive discipline
- Case conferences held for either bullies or bullied to establish next steps
- Provision of short term counselling by school board staff (Student Services/Attendance Counsellor) for student impacted by the bullying
- Full investigation of repeated incidents of bullying

## **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?

- Use “class circles or discussions” as a way for students to safely express acts of bullying or teasing to the teacher who then reports to the principal
- Staff observing, intervening and telling a fellow staff member about a student in their class (verbally or by using behaviour slips)
- Staff observing, intervening and telling the principal (verbally or by using behaviour slips)
- Student telling staff who then report to the principal
- Student telling principal directly
- Parent reporting to staff or principal
- Bus driver telling principal by using Student School Bus Misconduct Report
- Provide a safe way for students to privately report (i.e., individual conferences) to the teacher who then reports to the principal

## **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

### **Investigating reports of bullying**

- Gather clear facts on the events and sequence prior to interviewing the implicated student(s)
- Interview the victim
- Interview staff/student witnesses
- Interview implicated bystanders
- Interview the parents of the victim to ascertain if they are aware of this or other incidents of bullying
- Interview the bully

### **In cases of cyber bullying, it is quite often easier to obtain evidence.**

Students or their parents can print emails or web pages or even save documents. It is also possible to trace the source of a web page or email right to the computer it was produced on. Police or board IT staff will assist in this area.

### **Universal Interventions – Good for All**

#### **Tier 1 – Used when a first complaint of bullying is confirmed**

Examples:

- School Level Incident Report and Restoring Royal Relationships Reflection Sheet

The parent of the bully is contacted by telephone and a letter is sent home indicating that:

- There has been a complaint against your child for bullying behaviours
- Investigation has confirmed that there is substance to this complaint
- Please talk to your child regarding this behaviour
- We are willing to assist in this communication with your child should you wish to come in
- Loss of recess or similar privilege for a period of time to complete a reflection sheet, apology letter or apology drawing
- May have field trip or special school privilege removed
- If there is another complaint against your child, or an associate of your child, we will have to move to Step 2.

NOTES (Time and dates of contact and of the letter sent home);

### **Targeted Interventions – Necessary for Some**

#### **Tier 2 - Used when a second complaint of bullying behaviour is confirmed.**

Typical consequences at this level include:

- Contact with the home again as per step 1
- Loss of recess or similar privilege for a period of time to complete a reflection sheet, apology letter or apology drawing
- May have field trip or special school privilege removed
- Notice to student and parent that the next confirmed complaint may lead to suspension out of school
- Request to meet with the student and the parent

NOTES (Time and Dates)

#### **Tier 3 – frequency of confirmed incidents identify a need for more long term and targeted intervention**

Out of school suspension may be applied (generally duration of less than 5 days), also:

- Meeting with parent and student
- Involvement in a supportive program (in consultation with Student Services Worker) to assist the student in dealing with these behaviours
- Notice to student and parent that the next confirmed complaint may lead to lengthier out of school suspension and possible police involvement

NOTES (Time and Dates)

### **Intensive Interventions – Unique solutions for a few**

**Tier 4** – Depending on the severity of the behaviours, the next step may be out of school suspension; generally a duration of 6-15 days and possible police involvement

NOTES (Time and Dates)

Depending upon the severity of the behaviours, the next step may be suspension/pending expulsion and possible police involvement

NOTES (Time and Dates)

## **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

### **Support for the Victim**

- Reassure the victim that they have done the correct thing in reporting and that appropriate consequences will be applied and that the adults will be monitoring their safety
- Set goals each day to reduce school anxiety resulting from the bullying
- Involve the victim(s) in groups, activities, cooperative learning groups, support networks, etc., where they can make positive connections with other students and learn appropriate social skills if necessary
- Gain knowledge of the strengths and abilities of those who have been victimized in order to help facilitate possible activities and student connections
- Specific instruction in assertiveness skills may be necessary
- School personnel should contact and maintain contact with the parents of those who have been victimized in order to monitor progress of the child
- Counselling and support for the student may be necessary either through board personnel or outside agencies
- Follow up by reassuring the victim that the matter has been dealt with.

### **Support for the Bystander**

- Follow up with the bystander who has stood up for the victim and/or reported the incident to an adult. Assure the bystander that they did the correct thing. Ensure the bystander is not experiencing any negative repercussions for reporting or standing up for the victim.
- Counsel the bystander who did not support the victim explaining that they should take action.

### **Support for the Bully**

- Discussions with the offender and his/her family.
- Counselling by school board staff (Student Services/Attendance Counsellor).

Offender comes to understand the true consequences of their actions, the impact on the victim and how he/she can repair the harm that has been done. Discussions and counselling does not replace other consequences, such as suspension. Rather, it strives to ensure offenders truly take responsibility for the hurt they have caused others, and take steps to make it right.

**Encourage and facilitate the bully to:**

- Set goals each day to make it easier not to bully. Keep your cool. (e.g., Today I'll help others rather than hurt them.)
- Apologize to the kid(s) you have bullied.
- Resist peer pressure to bully...do what's right.
- Be a real leader...real leaders treat others with respect

**M- Monitoring and Communication**

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

Data will be collected for each incident of bullying on the School Incident Report Form. Tracking and analysis of Behaviour of individual student(s).

Climate survey trends will be sent home.

**Other:**

- Ongoing discussions with staff regarding bullying prevention and intervention
- Kindness initiative based on the book, "Have You Filled Your Bucket Today? A Guide to Daily Happiness for Kids."
- Becoming a Social Detective
- The foyer called, "Good Character Court", has a display case and bulletin boards that are filled with pictures of students who have contributed to a safe and caring school. Exemplary student work is also displayed.
- Permanent decals on walls throughout the school indicate Good Character traits.
- Character pieces are embedded in our school curriculum to engage students, staff, parents and the community in developing character and leadership in our school.
- All grade 4 students, our graduating class, are involved in numerous leadership activities throughout the school year thereby modeling responsibility for the younger children.
- Learning buddies where older students work with younger students.
- Day of Kindness and anti-bullying activities.
- Celebration Assemblies celebrating academics, athletics, arts and character education.

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Date Plan Created: \_\_\_\_\_ November, 2010 \_\_\_\_\_