



Halton District School Board

DO NOT COMPLETE THIS VERSION. MAKE A COPY FIRST of this document:

(File > Make a copy)

Save the copy as: SCHOOL NAME followed by BPIA 2017

You can then share the copy with your staff for their input.

Once completed, please share the document with Dawn Reeve.

Bullying Prevention and Intervention Action Plan Template 2017 / 2018

Providing students with an opportunity to learn and develop in a safe and respectful society is a shared responsibility in which the board and our schools play an important role. Schools with bullying prevention and intervention strategies foster a positive learning and teaching environment that supports academic achievement for all students and that helps students reach their full potential. Bullying prevention and intervention strategies must be modeled by all members of the school community.

from HDSB Bullying Prevention and Intervention Administrative Procedure

Definition of Bullying

Bullying means **aggressive and typically repeated behaviour** by a student where,

- a) the behaviour is intended, or the student ought to know that the behaviour would be likely to have that effect of,
 - causing fear or distress to another individual, including physical, psychological, social or academic harm, harm to the person's reputation or property, or
 - creating a negative environment at the school for another individual, and

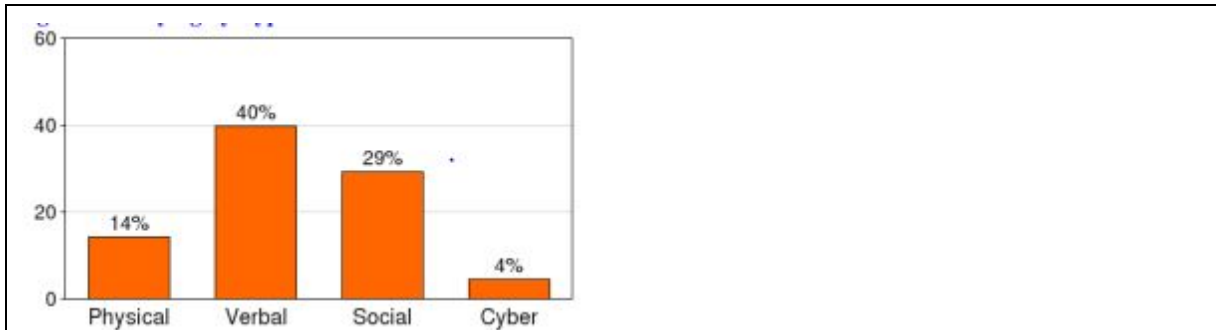
- b) the behaviour occurs in a context where there is a **real or perceived power imbalance between the pupil and the individual** based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

Bullying behaviour includes the use of any physical, verbal, electronic, written or other means. For the purposes of the definition of bullying, bullying by electronic means (commonly known as cyber-bullying), including, creating a web page or blog in which the creator assumes the identity of another person or impersonating another person as the author of content or messages posted on the internet; communicating material electronically to more than one individual or posting material on a web-site that may be accessed by one or more individuals

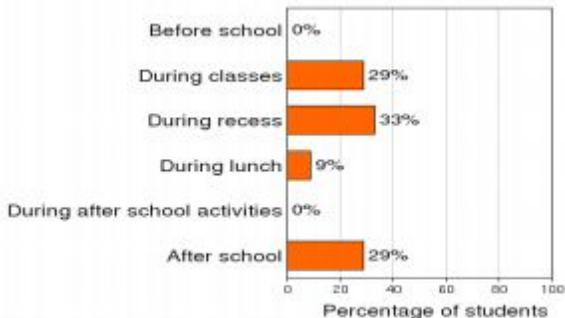
from Accepting Schools Act 2012

WELL-BEING MEMBERSHIP	2017 / 2018
<i>School</i>	Tecumseh
<i>Principal or Vice Principal</i>	Susan Macaulay
<i>Teacher</i>	Krista MacLaren
<i>Non-Teaching Staff</i>	Alex Baker
<i>Parent</i>	
<i>Community Partner</i>	Wendy Ziemiak
<i>Students</i>	
WELL-BEING CONTACT PERSON (must be a staff member)	Krista MacLaren
Email address	MacLarenk@hdsb.ca

Types of bullying that exist in our school
(as identified through school based data and information)



Students labeled each type of bullying incident as one of the four types mentioned above.



-TTFM survey data indicates that the time that bullying incidents occur the most are during the Nutrition Breaks.

School Bullying Prevention SMART Goal

If our students identify the 4 core values which will guide our actions as members of the Tecumseh learning community, and staff provide clear expectations of how these values will guide how we think, act and react while at school,

Then we will see a greater sense of community as well as lower incidences of bullying behaviours.

Bullying Prevention and Awareness Strategies/Curricular Connections/Activities
(for whole school, and those students at risk of bullying behaviours)

Whole School

- Development of School Core Values, The Tiger Traits; as a framework for how we think, act and react at school
- Assemblies that celebrate positive student behavior, focusing on TEC's Tiger Traits
- Tiger Teams - providing students with voice for organizing and planning activities for the school community in Athletics, Arts, Spirit and Outreach
- Behaviour Expectations co-created with staff and students from K-8
- Explicit teaching of "Mindup, a research-based curriculum featuring 15 lessons that use the latest information about the brain to dramatically improve behavior and learning"
- BRAVO (Building Respect, Attitudes and Values with Others) Program for Grade 6 with Halton Police
- Grade 7/8 ENCORE presentation by community officer (Internet/Social Media and the laws and Drugs and the laws)
- Tecumseh 'Progressive Discipline' model consistent with HDSB 'Code of Conduct'
- Active intramural program run by student Athletic Tiger Team
- CYC support- Roots of Empathy Program
- Inclusive Practices

Clubs and Opportunities:

- Concert Band; 'Glee', "Creating a Scene"
- Sessions for skill development in team sports, ex. Volleyball
- Class Field Trips outside of school
- Tim Horton's Youth Leadership Camp; 4 days, 3 nights at camp for our Grade 7/8 students
- Coding Club
- Robotics Club
- Rug Hooking
- Dance Squad
- Library Helpers
- "Go Girls"
- Yoga
- Eco-Club

Examples of Activities: [September - December]

September

Community Art Project: The Dot
O'Canada on the Blacktop on Wednesday
School Colours Day on Wednesday
Terry Fox Run
Active Chef Grade 4/5-1

October

Cross Country Grades 3-8
Big Crunch
Tim Horton's Youth Leadership Camp Grades 7 & 8
Primary Halloween Parade
School Spirit Dance
Primary Intramurals
Volleyball Skill Building
Community Leaf Clean-Up
Connections Club

November

Spirit Day
Creating a Scene Performance; 5-8
Remembrance Day Assembly
Anti-Bullying Prevention and Awareness Week Activities
Badminton
Teacher/Student volleyball game 4-8
Teacher/Student Pinball game 1-3
Primary Art Gallery

December

Spirit Day
Student Art Gallery
Badminton
Holiday Concert
Tree of Warmth
Intramurals

Bullying Intervention and Support Strategies

(for individuals who cause harm, are impacted by harm and are witness to harm)

- Progressive Discipline Model (continuum of interventions) ex. 'Minor ' and 'Major' [Junior and Intermediate Grades]
- Individual Behaviour [Teaching Plans]
- EA support
- Child and Youth Counselor Support - connecting families to community resources
- Collaborative Problem Solving (CPS) Approach through use of CPS Team
- Ongoing communication with parents
- Ongoing work with Community Liaison Officer from Halton Police
- Support from Safe Schools Social Work

Training Resources and Outreach Strategies for Members of the School Staff, Parents and Community

PD Workshops and Conferences
Consultation with Child and Youth Counselor, Psych Ed Consultant, CAS support worker, Public Health and other community supports {ROCK}

Bullying Prevention and Awareness Responsibilities for:

Staff:

- Empower students to be positive leaders in their classroom, school, and community
- Maintain consistent standards of behaviors for all students
- Model respect for all students, staff, parents, volunteers, and members of the school community
- Report and respond to any incidents that endanger the safety and well-being of any member of the school community
- Use the TEC Tiger Traits to promote, reinforce, and celebrate positive behaviour and respect for self and others

Students:

- Contribute positively to the climate of the school through reflection after incidents have occurred
- Use the TEC Tiger Traits to set and reflect on personal goals
- Take responsibility for their own actions
- Participate in school activities as outlined above
- Respect the personal safety, property, and rights of all members of the school community

Parents:

- Encourage and assist children in following the school's core values of the Tiger Traits
- Encourage and assist children in taking responsibility for their own actions when a "Major" has been received.

Monitoring and Review Process/Timelines

This plan has been shared with staff and parents via: (Underline)

- Staff Meeting
- School Council Meeting

- Newsletter
- School Website (*required*)
- Other

Resources/Reference: Safe and Inclusive Schools Policy

HDSB Admin Procedure Bullying Prevention and Intervention

HDSB Admin Procedure Positive School Climate

TTFM Survey

Safe Schools Social Workers

Public Health Nurses

