



**Bullying Prevention Plan for
Safe and Mentally Healthy Schools**

This action plan will be posted on the school's

School Name: Gregory A. Hogan

Date: September 2016 to June 2017

Safe School Action Team Composition: Please indicate number of representatives in the following categories:

Students __5__ **Teaching Staff** __6__ **Non-Teaching** __0__ **Parents** __3__ **Community** __1__ **Admin** __2__

Points for Consideration:

<p>Effective Action Plans consider the following sources of information:</p> <ul style="list-style-type: none"> ● Current survey results (school climate) ● Survey trends ● Suspension reports ● Feedback about safe and mentally healthy initiatives ● Focus groups of students and educational partners ● Audits of physical environment re: safe and mental health safe places ● Review of existing programs and policies ● Information and input from parents and community partners ● Violent incident reports ● Students sent to other schools, alt centres, offsite programs ● Referrals to mental health agencies/partners 	<p>Effective safe and mentally healthy school programs:</p> <ul style="list-style-type: none"> ● Are comprehensive in nature and adhere to the Foundations of a Healthy School ● Reflect our mission ● Reflect our faith ● Focus on skill building ● Focus on strengths of students and staff ● Select appropriate targets for change ● Select evidence based strategies and programs ● Include students in the planning, implementing and evaluating of activities ● Include parents in the planning and decision making process ● Focus on the changing the social and physical environment ● Attend to effective implementation practices
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Consider some of the following questions to help guide discussion and move you towards developing and selecting your school goals:

1. In what ways is Safe and Mentally Healthy Schools embedded into your school’s curricular programs? Are programs evidence based and age appropriate? Do gaps exist in any grade?
2. Do staff know the resources and guidelines provided for Safe Schools and Mental Health by the Ministry of Education? What type of training will be done?
3. Do all stakeholders feel welcome and involved in your school activities? What gaps, if any, are evident?
4. Are there comprehensive initiatives/programs that focus on positive, strength based assets? Are students and parents involved in the planning, decision making for these initiatives?
5. Are faith based practices focusing on spiritual and emotional health promoted as part of safe and mentally health schools?
6. Do you have anonymous confidential reporting at your school? Consider how students and staff report on mental health and bullying in your school.

Based on the information gathered and questions answered above identify up to three goals your school plans to implement. Complete the template below for each goal the team has identified.

<p>Overall Expectation: Gregory A. Hogan is committed to providing a learning environment that is safe and inclusive of all its members (students, staff and the greater school community). All stakeholders will be aware of our bullying prevention plan and play a role in the prevention and intervention of different types of bullying (social, physical, verbal, cyber bullying) and promote the well-being of all members of our school community.</p>			
<p>Specific Goal: Gregory A. Hogan’s Bullying Prevention Plan will be shared and communicated with all stakeholders in order to develop a common understanding of the roles and responsibilities of all</p>	<p>Specific Implementation Strategies: Communication through monthly newsletters, parent council meetings, morning announcements, school announcement on school website, school pledge</p>	<p>Timelines On-going throughout the year</p>	<p>Indicators of Success: All stakeholders to sign checklist indicating communication of our school bullying prevention plan has been shared Students sign bullying prevention pledge</p>

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<p>stakeholders so as to have a unified commitment to the prevention of bullying.</p>			
<p>Is this goal related to: Well-Being Theory of Action: If we align school climate survey data to the school improvement plan, then the most urgent student needs will be addressed and student well-being will improve. (Action Plan 2016) Living our Faith theory of Action: If we implement our Catholic faith in all aspects of the curriculum and live out our faith through our actions and our words, then all students and members of our school community will feel welcomed, included and valued.</p>	<p>Stakeholders involved in the implementation and outcome of this goal:</p> <ul style="list-style-type: none"> ❖ Administration (Liz Bujaki and Margaret DeGurse) ❖ Staff ❖ Students ❖ Parents/caregivers ❖ School Advisory Council ❖ Community partners ❖ SCCDSB Board of Education 	<p>How will you communicate the goal to stakeholders:</p> <ul style="list-style-type: none"> ❖ Communication through monthly newsletters, parent council meetings, morning announcements, school announcement on school website, school pledge ❖ Meetings with Student Well-Being Team at our school 	
<p>Goal #2:</p>			
<p>Specific Goal: Gregory A. Hogan will continue to follow an action plan outlining the steps to be followed when dealing with instances of bullying</p>	<p>Specific Implementation Strategies: When bullying occurs or is reported, the following steps will be taken: 1. The principal, classroom teachers and school staff will respond by providing a</p>	<p>Timelines On-going throughout the year</p>	<p>Indicators of Success: Improved results in School Climate Survey</p> <ul style="list-style-type: none"> ❖ Student voice and feedback

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<p>Current School Climate Data:</p> <ul style="list-style-type: none"> ❖ 16.1% ignored it when someone was being bullied ❖ 19.4% did not report bullying because they were afraid ❖ 51.6 % reported feeling unwelcomed or uncomfortable at school 	<p>clear message that bullying will not be tolerated.</p> <p>2. All instances of bullying are to be reported to the principal and the classroom teacher(s) directly involved with the students.</p> <p>3. The principal or classroom teacher(s) will listen, investigate, offer support and determine the appropriate course of action.</p> <p>4. A bullying incident report will record those involved and the action taken and be filed with the principal.</p> <p>5. In a timely fashion, the classroom teacher(s) will communicate with the principal and, if appropriate, contact the parent/caregivers of each student involved, to inform them of the incident.</p> <p>6. The classroom teacher(s) will monitor the action plan, keep the principal and parents/caregivers informed and update</p>		<ul style="list-style-type: none"> ❖ Teacher voice and feedback ❖ Parent voice and feedback
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	<p>the filed report if the incident has been resolved.</p> <p>7. When efforts to stop the bullying are unsuccessful, the principal or classroom teacher(s) will request separate meetings with the parents/caregivers of each child involved, and suggest further supports and consequences to resolve the problem.</p> <p>8. The principal will follow School Board Safe School Policy when consequences for bullying involve suspensions or expulsions, or when follow-up includes a referral to mental health or child protection professionals or the police.</p> <p>9. The principal has a responsibility to support the individual or parent in making a decision to involve the police when the incident of bullying may qualify as a criminal offence and to follow School Board Safe School Policy for such involvement.</p> <p>10. The principal and school staff has the responsibility to report cases of bullying</p>		
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	<p>to the police when students' and school staffs' safety is at risk or when they witness an incident of bullying that qualifies as a criminal offence.</p>		
<p>Is this goal related to: Safe School Policy Safe School Incident Reporting Violent Incident Reporting Shaping Safer Schools http://tinyurl.com/jcut9uq</p>	<p>Stakeholders involved in the implementation and outcome of this goal:</p> <ul style="list-style-type: none"> ❖ Administration (Liz Bujaki and Margaret DeGurse) ❖ Staff ❖ Students ❖ Parents/caregivers ❖ SCCDSB Board of Education 	<p>How will you communicate the goal to stakeholders:</p> <ul style="list-style-type: none"> ❖ Communication through newsletters, board website, parent council meeting, team based meeting ❖ Meetings with Student Well-Being Team at our school 	

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Goal #3:			
<p>Specific Goal: Increase awareness of community and school board resources, activities and initiatives to promote the well-being of all students and decrease all forms of bullying in our school community</p> <p>Current School Climate Data:</p> <ul style="list-style-type: none"> ❖ 45.2% of students have witnessed unsafe actions happen on the school bus ❖ 61.3% of students have witnessed unsafe actions happen on the yard 	<p>Specific Implementation Strategies:</p> <ul style="list-style-type: none"> ❖ Use of Pathways to Care Protocol – CYW/Social Worker, Behaviour Team ❖ Use of Collaborative Problem Solving Model – Dr. Green CPS model ❖ Use of programs offered through Well-Being team Fun Friends (K-3), Friends for Life (Gr. 4-8) ❖ Links to community partners – Pathways, St. Clair Child and Youth programs ❖ KIDS program (formerly VIP) through Sarnia Police Community Service Programs ❖ ME to WE school – Student council organizing social justice campaigns throughout the year ❖ Respect Revolution Presentation in October ❖ Excerpts in school newsletters on well-being providing parents with useful links 	<p>Timelines On-going throughout the year</p> <ul style="list-style-type: none"> ❖ Respect Revolution Presentation – October ❖ Well-Being Student Team – meet 1 per term ❖ Student Council social justice campaigns – meet 1 bi-monthly 	<p>Indicators of Success:</p> <p>Improved results in School Climate Survey</p> <ul style="list-style-type: none"> ❖ Student voice and feedback ❖ Teacher voice and feedback ❖ Parent voice and feedback <p>Decrease in negative student behaviours and reports to the office</p> <p>Teachers implementation of strategies modeled through supports offered in class</p> <p>Learning walks – evidence of inclusive and safe environments where differentiated strategies are implemented to support the learning styles and abilities of all learners</p>

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	<ul style="list-style-type: none"> ❖ Well-Being Student Team – implementing activities to promote well-being and positive mindset ❖ Making a Difference School wide initiative – recognition of students who exemplify the monthly Fruits of the Spirit ❖ Kids Help Line information is posted around the school 		
<p>Is this goal related to: St. Clair CDSB Pathways to Care</p> <p>Ontario’s Well-Being Strategy for Education http://tinyurl.com/hywwpgw</p> <p>Supporting Minds – An Educator’s Guide to Mental Health and Well Being http://tinyurl.com/laghp47</p>	<p>Stakeholders involved in the implementation and outcome of this goal:</p> <ul style="list-style-type: none"> ❖ Administration (Liz Bujaki and Margaret DeGurse) ❖ Staff ❖ Students ❖ Parents/caregivers ❖ School Advisory Council ❖ Community partners ❖ SCCDSB Board of Education 	<p>How will you communicate the goal to stakeholders:</p> <ul style="list-style-type: none"> ❖ Communication through newsletters, board website, parent council meeting, team based meeting ❖ Meetings with Student Well-Being Team at our school ❖ Meetings with Student Council ❖ Shared Well-Being Folder on google docs to share resources, activities, lesson plans, etc. ❖ Bullying Prevention Week – November 14 -18 – communication of school activities via board media release 	

Next Safe and Mentally Healthy Schools Action Team Meeting Dates: February 2017 and May 2017