



Bullying Prevention Plan for Safe and Mentally Healthy Schools

This action plan will be posted on the school's website

School Name: St Anne Blenheim

Date: November 2, 2016

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

Students 2 Teaching Staff 1 Non-Teaching 1 Parents 1 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.

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Goal #1: Maximize students confidence in proactively managing their personal stress, frustration and negative self-talk.			
<p>Specific Goal: Create healthy and inclusive learning school community. Develop understanding by the school community on the difference between bullying, conflict and joking around.</p>	<p>Specific Implementation Strategies: Intermediate student leadership teams Wellness School Team includes Students Breakfast club Safe Space in school library/office/atrium Safe space in classrooms Wellbeing Plans for specific students Kelso’s Choice CYW classroom programs (Fun Friends) Recess Boys Group Girls Group Positivity Rewards/Draws Respect Revolution Pledge to end Bullying Staff Model inclusion and respect for one another. Celebrate the positive not the negative Providing opportunity for student voice and solutions Our noon hour supervision team and school staff remain very active on the yard, and closely monitor the school yard. Questions and concerns related to student behavior are relayed directly to the office or to the classroom teacher as appropriate. Continue to monitor Principal and staff documentation in order to monitor patterns of concern and patterns of improvement in relation to student behavior. Consistent check-ins with bus drivers, noon hour supervisors, and yard duty staff, in order to address questions and concerns in a timely manner. Raise the bar intramurals Try Day Program Kids Help Phone</p>	<p>Timelines : October - May</p>	<p>Indicators of Success: Students will identify a feeling less stressed and frustrated when surveyed. Students will identify strategies to use to reduce stress and frustration.</p>

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<p>This goal is related to (or was generated from) our most recent School Climate Survey.</p>	<p>Stakeholders involved in the implementation and outcome of this goal:</p> <ul style="list-style-type: none"> • SW/CYW • CK Health Unit • St. Mary’s Parish • Parents • Staff • CKCS/WAYS/Positive Strides • Students • CKPS 	<p>How will you communicate the goal to stakeholders:</p> <p>Communication to Parents News Letter, SAC and through student written/artistic expression. Bulletin Boards Announcements School social media, twitter and FB page</p>
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Goal #2: Increase school staff knowledge of strategies for supporting students with Mental Health Concerns.

<p>Specific Goal</p> <p>We are learning to solve problems collaboratively with students so that together, we can create the conditions that allow students to do well and therefore feel</p>	<p>Specific Implementation Strategies:</p> <p>Clear definitions of what bullying IS and what bullying is NOT are consistent aspects of dialogue between our staff and students. There is a strong culture of communication and collaboration between the parents and staff at St. Anne as we all work towards creating a welcoming and safe learning environment for each student. Staff teams training in Collaborative Proactive Solutions (targeted classrooms, PRTs, VP, Principal, EA’s, ECE) Staff team training in BMS (ERT, PRT, VP, Principal, EA’s ECE,) Staff review of SCCDSB “Classroom Strategies for Supporting Students with Mental Health Concerns” Guest speakers for staff PD. Supervision rules are consistent, school staff maintain an active and visible presence on the school yard, in our hallways, and in our classrooms. Wellness School Team (includes Staff & Students)</p>	<p>Timelines</p> <p>October - May</p>	<p>Indicators of Success:</p> <p>Staff teams will feel confident and equipped to manage students in crisis.</p>
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<p>more successful.</p>	<p>Supporting Minds Ontario Caring & Safe Schools PPM 138 Daily Physical Activity Open Minds Healthy Minds Ministry of Children and Youth Mental Health Services Leading Mentally Healthy Schools How Resiliency Happens: Nan Henderson Michael Ungar YouTube Video: Understanding Resilience in Schools and School Systems https://www.youtube.com/watch?v=XJ482GgfZTs (25 minutes) Dr Bruce Ferguson YouTube Video</p>		
<p>This goal related to the SCCDSB Well-Being Theory of Action:</p> <p>“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.”</p>	<p>Stakeholders involved in the implementation and outcome of this goal:</p> <p>Students Parents School Staff CYW/SW CKCS/WAYS/Positive strides/Chatham Kent Health Unit</p>	<p>How will you communicate the goal to stakeholders:</p> <p>Newsletter Announcements Bulletin Boards Staff meetings/PD Board & School Website</p>	

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Goal #3: Living our Faith -Faith based practices focusing on spiritual and emotional health promoted as part of safe and mentally health schools.			
Specific Goal Students will become more familiar with Catholic Graduate Expectations	Specific Implementation Strategies: Morning Prayers/ Announcements Pray together Posters around school Fr John/Dos school visits Sacramental Prep evenings/classes Cross Track activities Faith Day Bus Buddies, Mass Buddies, Classroom Monitors, Reading Buddies	Timelines Sept-June	Indicators of Success: Students will have a better sense of identity and be stronger, more committed and confident Christians.
This goal related to our work with: the monthly Fruits of the Spirit, Mentor Texts, Christian Meditation, Scripture	Stakeholders involved in the implementation and outcome of this goal: Teachers/EA's/ECE's School Support Staff Parents Parish Team Board staff/specialist	How will you communicate the goal to stakeholders: Newsletter Announcements Bulletin Boards Staff meetings/PD News Paper Website SAC meeting	

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Bullying Prevention and

In creating bullying prevention Ministry of Education provides be considered when

developing Bullying Prevention and Intervention Plans.

From Policy/Program Memorandum No. 144, Bullying means aggressive and typically repeated behaviour by a pupil where, (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect

of, causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's

reputation or harm to the individual's property, or creating a negative environment at a 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 includes the use of any physical, verbal, electronic, written or other means.

Bullying is distinguished from conflict by the presence of a power imbalance. For bullying, there is a power imbalance whereas in conflict the power

balance is more likely to be equal.

Cyberbullying includes the use of electronic means and communication technologies (e.g., email, cell phones, blogs, web pages,) to support

deliberate, repeated and hostile behaviour by an individual or group, intended to harm others.

Aggressive behaviour may be intentional or unintentional, direct or indirect. Aggressive behaviour can take various forms including physical, verbal,

and social or relational. Aggressive social behaviour can also occur via the use of technology.

Some of the following references or resources may be helpful:

The Promoting Relationships and Eliminating Violence Network (PREVNet) at www.prevnet.ca

Policy/Program Memorandum No. 144: Bullying Prevention and Intervention at www.edu.gov.on.ca/extra/eng/ppm/145.pdf

Toolkit for Safe, Inclusive and Accepting School on the Ontario's Institute for Education Leadership website at:

<http://live.iel.immix.ca/sfaeandacceptingschools/>

Intervention

and intervention plans, the boards with definitions that should

Next Safe and Mentally Healthy

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Schools Action Team Meeting Dates
