



## Bullying Prevention Plan for Safe and Mentally Healthy Schools

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

**School Name:** St Elizabeth School

**Date:** November 2, 2019

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

Students   8        Teaching Staff   2        Non-Teaching   1        Parents   1        Community           Admin   1  

Points for Consideration:

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

<b>Goal #1: Caring for the well-being of self, others, and our Planet/ Caring Family Member OCGE</b>			
<b>Specific Goal:</b>	<b>Specific Implementation Strategies:</b>	<b>Timelines :</b>	<b>Indicators of Success:</b>
Caring for Self, Others "Common good" & our town/country /planet "Common Home"	Intermediate student leadership teams Wellness School Team CYW classroom programs (Minds Up, Small Group, Everyday Mental Health in the classroom from Ontario Healthy Schools Coalition) Staff/Intermediate Students Model Healthy Eating/Living, Stewardship, inclusion and respect for one another. CK Public Health Classroom Presentations Providing opportunity for student voice and solutions Wellness Newsletter	October - May	<b>School climate (classroom &amp; playground) will be positive.</b>  <b>Students will enthusiastically</b>

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	<p>Tree planting for shade on playground reduce sun damage for future generations</p> <p>Building Culture Competency about Indigenous culture</p> <p>Healthy Eating: Salad Bar Initiative</p> <p>Increase opportunities to develop Physical Literacy</p> <p>Christian Meditation</p> <p>School Families/groups for activities</p> <p>Me to We activities/initiatives</p> <p>Wellness team members design monthly wellness theme focussed on Caring for Self/Others/Planet</p> <p>Activities led by the Wellness Committee members for the individual, class, whole school/school families</p> <p>eg.</p> <p>Sept - School Families activity- building relationships</p> <p>October - Food Drives, demonstrating gratitude</p> <p>November - Peace - Spreading Peace to others. inner peace</p> <p>December - Stewardship Challenge &amp; Spreading Joy/</p>		<p><b>participate in wellness activities led by wellness team members</b></p> <p><b>Students will demonstrate prosocial choices (in their words, relationships, actions, artwork, products):</b></p> <p><b>Care towards their own personal health, care for their school family members and classroom peers, Care for our local and global community and care for our planet.</b></p> <p><b>Students who performed acts of kindness with their peers, families and in the community had greater academic success than those who simply recorded seeing acts of kindness over a span of three months (Price-Mitchell, 2013).</b></p>
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<p><b>This goal is related to</b> (or was generated from) our most recent School Climate Survey, School Improvement Plan, Board Improvement Plan and Pope Francis Laudato Si</p>	<p><b>Stakeholders involved in the implementation and outcome of this goal:</b></p> <ul style="list-style-type: none"> <li>● SW/CYW</li> <li>● CK Health Unit</li> <li>● Thames Conservation Authority</li> <li>● Holy Redeemer Parish Cluster</li> <li>● Parents</li> <li>● School Advisory Council</li> <li>● Staff</li> <li>● Students</li> <li>● Wallaceburg Running Club</li> <li>● Various local Physical Clubs (Lacrosse, Tennis, Curing, etc)</li> <li>● FNMI community partners/Cortnee Gore</li> <li>● School Advisory Council</li> <li>● Me to We</li> </ul>	<p><b>How will you communicate the goal to stakeholders:</b></p> <p>Classroom NewsLetter, School Advisory Council Bulletin Boards Announcements School social media, twitter and FB page EDSBY Monthly Good News Celebration Display TVs Local News (paper/radio) Staff Meetings Posters Emails</p>
<p><b>Goal #2:</b> Living Our Faith - Catholic Citizenship/ Responsible Citizen OCGE</p>		

**Goal #2:** Faith based practices focusing on spiritual and emotional health promoted as part of safe and mentally health schools.

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<p><b>Specific Goal</b> Students will become more familiar with Catholic Graduate Expectations Increased opportunities for Social Justice and environmental challenges at the local and global level</p>	<p><b>Specific Implementation Strategies:</b> Monthly Good News Assemblies Morning Prayers/ Announcements Pray together Posters around school Fr Chris, Girard Dorothy &amp; Virginia school visits Sacramental Prep Faith Day Mass/Paraliturgies Mass Buddies, Classroom Monitors, Reading Buddies School Families (student) Christian Meditation Mentor texts Family Life/Religion program Faith Days</p>	<p><b>Timelines</b> Sept-June</p>	<p><b>Indicators of Success:</b></p> <p>Students will demonstrate Catholic Values, fostering caring, inclusive work/play environments.</p> <p>Students will demonstrate Awareness and empathy towards the needs of other individuals, groups (inequities/injustices).</p> <p>Students will be empowered to take action and feel confident to have a “voice” to make positive change/impact.</p> <p>Experiencing and performing acts of kindness provide an increased sense of self-worth, greater happiness, and optimism, as well as a decrease in feelings of helplessness and depression, is achieved (Luk, 2001). The longest nerve in the human body the vagus nerve, which controls inflammation in</p>
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			the body, plays a role in keeping your cardiovascular system healthy. Studies show that people who practice compassion have a more active vagus nerve, leading a healthier life (Hamilton, 2010).
<b>This goal related to our work with:</b> Catholic Graduate Expectations, Monthly Fruits of the Spirit, Mentor Texts, Christian Meditation, Scripture	<b>Stakeholders involved in the implementation and outcome of this goal:</b> Teachers/EA's/ECE's Margaret Palmer Parents Parish Team SAC CYW/SW Students	<b>How will you communicate the goal to stakeholders:</b> Classroom NewsLetter, School Advisory Council Bulletin Boards Announcements School social media, twitter and FB page EDSBY Monthly Good News Celebration Display TV Local News (paper/radio) Staff Meetings	

### Bullying Prevention and Intervention

In creating bullying prevention and intervention plans, the Ministry of Education provides boards with definitions that should be considered when

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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](http://www.prevnet.ca)

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

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

Next Safe and Mentally Healthy Schools Action Team Meeting Dates \_\_\_\_\_