



Bullying Prevention Plan for Safe and Mentally Healthy Schools

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

School Name: St. Peter Canisius School

Date: October 28, 2016

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

Students: 5 Teaching Staff: 1 Non-Teaching: 1 Parents: 1 Community: 1 Admin: 1

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.

Goal #1:			
Specific Goal	Specific Implementation Strategies:	Timelines	Indicators of Success:
To ensure that all students feel welcome and involved in school activities.	<ul style="list-style-type: none"> *School Families *Student Leadership teams *Games club at morning recess *Art Club at afternoon recess *Tone chimes ensemble *Intramural program *Echo choir *Sports teams 	<ul style="list-style-type: none"> *October to June *October to June *September to June *October to June *November to June *November to March *September to June 	<ul style="list-style-type: none"> *Increased sense of wellbeing and community will be evident, especially for those students who struggle socially in the yard. Clubs provide a safe place for them to interact with others.
Is this goal related to:	Stakeholders involved in the implementation and outcome of this goal:	How will you communicate the goal to stakeholders:	
Belonging	Students, staff, parents	<ul style="list-style-type: none"> *Communication with students during activities *Discuss during PLC/staff meetings with staff *Ensure that students have voice during school activities 	

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Goal #2:			
Specific Goal	Specific Implementation Strategies:	Timelines	Indicators of Success:
Curricular Connections and Activities	<ul style="list-style-type: none"> *Use of Mentor texts *Division wide focus to teach monthly virtues; e.g., How Full is Your Bucket in Primary division *Monthly Awards *Guest Speakers *Student participation in Health and Wellness Conference 	<ul style="list-style-type: none"> *September to June *September to June *September to June *November *October 	<ul style="list-style-type: none"> *Students will demonstrate understanding of the “big ideas” in mentor texts and apply them to their dealings with others; *Students will be more respectful with staff and with one another and resolve conflict appropriately
Is this goal related to:	Stakeholders involved in the implementation and outcome of this goal:	How will you communicate the goal to stakeholders:	
Engagement, Well Being	Students, staff, parents	<ul style="list-style-type: none"> *Discuss during PLC/staff meetings with staff *Send home names of award winners in school newsletter; post on awards bulletin board; present awards at monthly mass 	

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Goal #3:			
Specific Goal	Specific Implementation Strategies:	Timelines	Indicators of Success:
Bullying Prevention and Awareness Strategies	<ul style="list-style-type: none"> *Child and Youth Worker develops respectful Bucket Filling Language with primary/junior classes during class sessions on inclusion *stress that we all have different strengths and abilities as well as short comings; we need to be more tolerant and understanding of one another *Examine survey that was completed last year to identify and plan intervention strategies *Participation in Health and Wellness conference *Work with staff to determine appropriate and consistent discipline strategies in the yard and school *work with staff and students to develop a positive (growth) mindset that will help students to understand the importance of perseverance, effort and the ability of the brain to grow when challenged *work with senior students to be peer mentors in the yard 	<ul style="list-style-type: none"> *waiting for response from department *use of diversity kid in most classrooms: October/November *October/November *October *September to June *November to June *November to June 	<ul style="list-style-type: none"> *students use appropriate language when playing/working with others *students use appropriate respectful language when working with staff *students are more tolerant of one another and help each other *future surveys will indicate fewer incidents of bullying/exclusion *students will share their learning with the rest of the team *there will be fewer incidents of inappropriate behaviour in the yard and school *students will speak positively when facing new challenges; resilience will be more evident; students will persevere when solving difficult challenges *students will be able to work collaboratively to resolve conflicts

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Is this goal related to:	Stakeholders involved in the implementation and outcome of this goal:	How will you communicate the goal to stakeholders:
Belonging, Well being	Students, staff, parents	<ul style="list-style-type: none"> *Communicate during staff meetings and PLCs *Discuss during Parent Council Meetings *Students will be able to discuss the difference between appropriate and inappropriate behaviours and work collaboratively to resolve conflicts

Next Safe and Mentally Healthy Schools Action Team Meeting Dates _____