



Rainy River District School Board

SCHOOL BULLYING PREVENTION AND INTERVENTION PLAN (BPIP)

School Name: Nestor Falls School Year 2019-2020

This plan is to be completed in conjunction with the **BPIP guide** found at: <https://www.rrdsb.com/staff-guide-safe-schools>

Safe Schools Committee Members:

Principal:	<u>Donna Kowalski</u>	Parent(s):	<u>Monique Dufresne, Jen Lougheed, Tawnya Carter, Pam Edwards</u>
Teacher(s):	<u>Ron Cameron, Lucas Koomans</u>	Student(s) <i>(secondary only)</i> :	<u></u>
Non-teaching staff:	<u>Emma Darvill, Diana Krukoski</u>	Community partner(s):	<u>Holly Chant (NWHU)</u>

STEP ONE: Data Collection and Assessment

This Bullying Prevention and Intervention Plan was developed or reviewed by our Safe School Committee on : <i>(date)</i>	<u>May 2019</u>
Our most recent school climate survey (TTFM) was conducted on: <i>(date)</i>	<u>November 2018</u>
An updated school climate survey (TTFM) will be conducted in: <i>(date)</i>	<u>TBA</u>
Key data:	<ul style="list-style-type: none"> • 43% of male students and 19% of female students reported being physically bullied in the past four weeks. • 33% of male students and 19% of female students reported being verbally bullied in the past four weeks. • About 27% of students were also socially bullied within this period, with 0% reporting cyberbullying • Approximately 80% of all students feel safe or always safe on school property and on the bus • Approximately 90% of all students feel safe or always safe in the washroom and hallway • 90% of students know how to report bullying • 13% of students identify bullying as a problem at their school

School Bullying Prevention Statement:

Bullying prevention and intervention and equity and inclusive education are integral parts of the Board and school's Community, Culture, and Caring goals.

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

- Students who bully are learning to use power and aggression to control and distress others.
- Students who are victimized become increasingly powerless and find themselves trapped in relationships in which they are being abused.
- Students use power in many ways:
 - Size, strength, intelligence, age
 - Social status
 - Economic status
 - Knowledge of another person's vulnerability
 - Membership in a dominant group

Types of Bullying included, but are not limited to:

Physical: Repeated hitting, kicking, shoving, beating up, stealing, or damaging another person's property.



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Verbal: Repeated name-calling, mocking, humiliating, teasing, threatening, racist comments, sexual harassment.

Social: Repeated rolling of the eyes, excluding others from the group, gossiping, spreading rumours, making another person or persons look foolish, and damaging another person's friendships and/or reputation.

Electronic/Cyber: The repeated use of any social or electronic media such as email, cell phones, text, internet and web sites to threaten, harass, embarrass, socially exclude or damage reputations or friendships, or any other type of social bullying using electronic media.

Racial: Repeated aggression, or repeatedly saying negative things, or repeated name calling directed to a person or persons because of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religious beliefs or background.

Religious: Repeated aggression, exclusion, or negative comments directed to a person or persons because of their religious beliefs, background, dress code, or observances; repeatedly calling a person or person's names or making fun of their religious beliefs, background, dress code, or observances.

Sexual: Repeatedly excluding a person or persons or treating them badly because of their gender; repeatedly making sexist comments or jokes, touching, or grabbing someone in a sexual way; repeatedly spreading sexual rumours about a person or persons.

Sexual Orientation: Repeatedly excluding a person or persons or treating them badly because of their sexual orientation; repeatedly making crude comments about a person or persons' sexual behavior; repeatedly calling a person or persons gay, fag, lesbian, or other in appropriate names.

Disability: Repeatedly excluding a person or persons or treating them badly because of a disability or need for special education; repeatedly making comments or jokes to hurt a person or persons with a disability; mocking or teasing those who use assistive technology.

Everyone at Nestor Falls School is committed to making our school a safe, inclusive, respectful and accepting environment for all. We treat each other with respect and we will refuse to tolerate bullying and harassment in any form at our school.

School Community, Culture and caring goal: Promote a growth mindset and address all student needs including physical, mental, social and emotional

STEP TWO: Creating/Revising the Plan

1. Programs, Initiatives and Curricular Connections:

Note: Our school currently implements or will implement the following bullying prevention and intervention education programs and activities that focus on developing healthy relationships and providing leadership opportunities for our students:

- Bullying Awareness and Prevention Week (November)
- Day of Pink (April)
- Fall Harvest (September)
- Orange Shirt Day (October)
- Mental Health Champions
- OPP presentations
- Character Education
- Assemblies



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Direct teaching of learning skills

2. Training Opportunities for Staff:

Members of our school community will receive training (i.e., bullying prevention, equity and inclusive education) through:

- ✓ Staff meetings, School Council meetings
- ✓ Board professional development workshops
- ✓ Other: Mental Health info from Tracey Idle
- ✓ School Support Services referrals for individual needs
- ✓ NWHU

3. Leadership:

- Students:
- Take advantage of leadership opportunities
 - Be leaders in their classrooms, schools, and communities through safe, inclusive, respectful and accepting behavior.
 - Treat each other respectfully
 - Refuse to bully others
 - Refuse to let others be bullied
 - Refuse to watch, laugh or join in when someone is being bullied
 - Include everyone in play, especially those who are often left out
 - Report bullying to an adult
- Other: Clubs, sports, special events and school traditions

- Staff:
- Know the Board's Safe Schools Policy and Bullying Prevention and Intervention Procedure
 - Provide leadership opportunities for students
 - Closely supervise students in all areas of the school and school grounds
 - Watch for signs of bullying and stop it when it happens
 - Respond quickly and sensitively to bullying reports (Affirm, Ask, Assess, Act)
 - Take seriously parents' concerns about bullying incidents
 - Assign consequences for bullying
 - Teach students our procedures for reporting incidents of bullying
 - Provide a safe environment for students who report bullying (protection from retaliation)
 - Treat others respectfully
 - Model positive ways of getting along with others
 - Integrate Character in Action programming within the curriculum

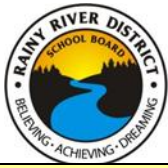
Other: Implement school based programs such as zones of self-regulation, assemblies, commonsense.org, culturally responsive practices, Safe Schools reporting

- Parents/Community:
- Model positive ways of getting along with others
 - Help their son/daughter find ways to express anger that do not involve hurting others physically or emotionally
 - Teach problem solving skills
 - Inform school staff if their child tells them about a bullying incident
 - Support the school's bullying-prevention efforts
 - Help their son/daughter understand the value of accepting and celebrating individual differences
 - Be alert to signs their child is being bullied or may be bullying others and *inform the school*

Other: School Council, parents encourage their child to go to an adult if an incident occurs, parents discuss appropriate online behaviour with their children

4. Community Connections/Resources:

NWHU, OPP, KRRCFS, Kids' Help Phone, Sioux Narrows/NFS Fire Department, commonsense.org



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5. The school **Code of Conduct** and the **School Handbook** have been reviewed and updated to address bullying and reflect core values and expectations. Yes No

6. When developing **supervision plans**, consideration has been made to address bullying where and when it happens as identified through school climate surveys and other feedback. Yes No

7. **Responding/Reporting:**

When responding to a bullying incident, our school staff uses a progressive discipline approach. Strategies may range from early intervention to more intensive intervention in cases of persistent bullying, with possible referral to Board personnel and/or community or social service agencies. Severe instances of bullying will trigger Safe School Reporting and consequences. *Please see Policy 4.16 Safe Schools , Appendix B*



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STEP THREE: Implementation Plan - School BPIP			
Events	Timelines		
<ul style="list-style-type: none"> Staff Meetings School Council School Assembly 	Ongoing		
STEP FOUR: Monitor/Reflect			
Timelines	Who	How	
Safe Schools Cmte. Meeting Dates: 1 – November 2019 2 – spring 2020	P/VP/etc. Committee members	<u>Monitor</u> <u>Reflect</u> Revise SIP for September	SIP Data Survey Data – TTFM, Shapes, School Specific Stats

Our BPIP will be reviewed annually and posted on our school website by **June 30th for implementation the following school year.