




Safe Schools and School Improvement Plan (Elementary)

Overall LDSB & EDPS Goal: To create a positive school climate that supports a safe learning and teaching environment in which every student can reach his/her academic potential.

Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.



Needs Assessment (Based on...)	Training Strategies & Resources for School Climate and Bullying (Education Component)	Prevention and Awareness-Raising Strategies for a Positive School Climate and Bullying (Awareness Component)	Intervention and Support Strategies for School Climate Concerns and Bullying (Support & Intervention Component)	Communication and Outreach Strategies regarding School Climate and Bullying	 Responsibilities & Actions	Monitoring and Review Process (Include Timelines)
<ul style="list-style-type: none"> Tell-Them-From-Me Data: Sense of Belonging, Bully / Victim, and School Safety Suspension data Staff Survey Parent Survey Office Referrals School Specific Incidents Achievement Data Safe Schools Team Consultation On-line bullying / safe schools incident reports Community based data Student voice <p>This information will inform the school specific goal(s).</p>	<ul style="list-style-type: none"> Bill 157 Reporting & Responding Whole School Approach Staff Professional Learning Conferences Workshops Board Training Effective Interventions training WITS (SK-3) WITS-LEADS (4-6) Fourth R (7-8) “Imagine a School without Bullying” STEP UP (Safe Teen) initiative Police or Police Foundations presentations on cyber-safety KFL&A Public Health Resources Anti-Bullying Awareness MEND BMS TRIBES LDSB Character Education Framework (2008) Kelso’s Choices Youth Diversion REBOUND program Ministry anti-bullying resources School-based PLCs PEEL Region Public Health Website (Bullying Prevention) Aboriginal Resource Centre Threat Assessment Training Friends for Life Training Equity and Inclusion Training Opportunities Bullying Awareness Week Activities (3rd week in November) Board Policy/Procedures: AP 350, 353, and 356 	<ul style="list-style-type: none"> Promotion of Healthy, Inclusive Relationships and Lifestyles Open communication between staff, students, and parents Modeling equitable and inclusive behaviour and language Engagement of community partners Evidence-based Bullying Prevention Programs (WITS, WITS-LEADS, Fourth R) Character Education Initiative Code of Conduct with clear expectations that are developmentally appropriate Teaching in the Classroom On-going Staff & Student Training Accessing the LDSB Human Rights Education Advisor Support for students who want to establish and lead Respect Committees or other Social Action Committees that promote a safe and inclusive learning environment Providing opportunities for members of the school community to increase their knowledge of issues like homophobia, gender based violence, sexual harassment, inappropriate sexual behaviour, racism, critical media literacy, and safe internet use Mentorship/Modeling programs Recognition awards/assemblies Kelso’s Choices Use of Peer Mediators, Yard Pals Character Ed. Word Wall Posting Classroom expectations Friends for Life Program School-wide Progressive Discipline Plan School Plan to address gender-based violence, homophobia, sexual harassment, and inappropriate sexual behavior Roots of Empathy Align supervision with needs assessment 	<ul style="list-style-type: none"> Timely, Sensitive, Proactive Response to all incidents and reports Accessing community supports Use of MEND and other restorative practices Use of Progressive Discipline Mandatory reporting from all Board Employees Mandatory responding from staff that work directly with students Mandatory investigation of reports Disclosure Mechanism for Students (online) Plan for supporting and protecting the Victim(s) and Perpetrators Addressing bystander behaviour Providing opportunity for improved behaviour Program modifications Behaviour and/or Safety plans Daily/Weekly “Check-ins” with key, identified staff Referral to a community partner for support (ie Pathways, KAIROS, Home Base, Sexual Assault Crisis Line, Family and Child Services, L&A Addictions and Community Mental Health etc...) Referral to the SSC Accessing Aboriginal Education Counselor and supports Referral to the Urgent Care/Consult Clinic (HDH/KGH) BAT Referral Ed. Services Consult Peer mediation Accessing the LDSB Human Rights Education Advisor Kids Help Line Case Conference Community Threat Assessment 	<ul style="list-style-type: none"> Communicate policies, procedures, and guidelines to all school community stakeholders Newsletters Grade/Division Forums School Council Staff Meetings High-Impact assemblies Anonymous tip line and/or online report Let’s talk, Let’s Listen Code of Conduct Board Pamphlets Board Posters Synervoice Messages School Website Community Supports Gallery at a Parents’ Night School Newspaper Grade Forums Student Assemblies Guest Speakers Safety Week Parent Forum Safe Schools Team Ministry definition of bullying communicated to staff, students, & parents Clear statement that bullying will not be accepted must be communicated to staff, students, & parents (see the statement above, below the overall goal) 	<ul style="list-style-type: none"> Staff will be visible and will be proactive in addressing behaviour and language in the classroom, hallways and on the yard, regardless of what grade or age of the student. Staff will model respectful, kind interactions at all times & foster mending and supportive conversations to correct and teach respect, empathy and responsibility. Students will know the expectations by having them taught and modelled, and will be held to a high standard for demonstrating appropriate behaviour and language. Students will build empathy, self- advocacy and a sense of belonging through mending conversations, guided lessons and “staff mentors.” Parents and Community will know what the School Code of Conduct is and will be encouraged to partner with the school to establish and maintain a positive, safe and caring learning environment. 	<ul style="list-style-type: none"> Safe Schools Team TTFM Data (4-8): Sense of Belonging, Bully/Victim and Safety at School Potential staff survey Potential parent survey Suspension data Number of MEND conversations Number of MEND circles Office referrals due to student behaviour Targeting areas of need based on survey results Assessing reporting, response, and support Evidence informed decision making for Education, Awareness, and Outreach <p>Safe Schools Team will review TTFM data related to Sense of Belonging, Bully/Victim, and School Safety Measures on a yearly basis to help inform each school’s Bullying Prevention and Intervention Plan. The Safe Schools Team will also review school Emergency Procedures on an annual basis.</p>

Ministry Definition of Bullying:

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, (i) 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 (ii) 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 behaviour can be physical, verbal, written, or social in nature and can occur through the use of technology. Cyberbullying includes (a) creating a web page or blog in which the creator assumes the identity of another person; (b) impersonating another person as the author of content or messages posted on the internet; and (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.