

STEP TWO: Creating/Revising the Plan

1. Education – Awareness Raising and Skill Building:

(Programs and Initiatives)

Students:

- Healthy Relationships/facilitation for all grade 10 students (consent)
- Assembly regarding responsible choices (e.g., IMPACT, etc.)
- FNMI “blanket activity” as per Culture for Learning/Mrs. Douglas
- Mental Health activities- Mental Health Week (i.e. therapy dogs, colouring, comfy day, tea, etc.)
- Youth for Acceptance Movement/GSA activities to educate and support
- Bulletin board for GSA initiatives
- Peer Supporters
- Guest Speaker TBA to promote acceptance of culture diversity
- Caring Adult Initiative
- Inclusive attitude in joining clubs (Club fair held both semesters)
- Morning nutrition program for ALL students
- Newcomers Luncheon for staff and students
- Social Justice Club – raising awareness on global & local issues. Registered as a “WE.org” school
- Global Competencies Student Conference Oct. 2018
- Sea of Pink/Pink Shirt Day
- Shine the Light on Purple (Violence against Women)

Parents/Community:

- Resiliency, Mental Health
- Responsible use of cell phones/internet/social media
- TVDSB Safe Schools website- CML Critical Media Literacy information for parents 10 Tips:
<http://www.tvdsb.ca/safeSchools.cfm?subpage=258468>

2. Curricular Connections:

- Health and Physical Education – Fourth R grade 9
- English – Fourth R
- Equity and inclusive education with students and staff
- Black History month
- **Diversity Embracing Who We Are** - Mentor Text and teacher resource (English, Phys. Ed., Social Sciences.)

3. Training Opportunities for Staff:

- Culture for Learning Student Conference
- GSA conference
- Diversity Conference
- Islamophobia training
- Fourth R training offered annually
- TRIBES training
- LGBTQ2 training sessions
- ASIST suicide prevention training for Guidance Counsellors/staff
- Cultural Sensitivity Training
- FNMI workshops

4. Leadership:

Student:

- Peer Support training
- Rec. & Leadership course
- Haliburton team-building and leadership camp
- GSA Conference
- Culture for Learning Conference
- Student Voice, Mental Health lunch time activities to cope with anxiety and stress
- Grade 10 student attended HOBY conference
- OELC students
- PRIDE week
- Develop more student leadership (junior & senior level)
- Assembly (Grade or Whole School)

Staff:

Student Council Advisors- Mrs. Mills & Mrs. Van Geffen
Peer Leadership- Mrs. McDonald
Violence Prevention Committee- Mrs. Douglas
GSA - Mrs. McDonald
Culture for Learning- Mrs. Douglas

Parent/Community:

- School Council members provided input into Code of Conduct
- Mental Health presentations by school social worker/ nurse

5. Community Connections/Resources:

- Respect in Sport training for staff and community volunteers who coach
- Public Health nurse
- TVDSB Social Worker/Attendance Counsellor
- St. Leonard's –Restorative Approaches
- Secondary School Resource Officer on site as needed
- Donations to provide feminine hygiene products available in the All-Gender Washroom

6. The school **Code of Conduct** has been reviewed and updated to address bullying and reflect core values and expectations. x Yes No

7. 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. x Yes No

8. Responding:

Students:

- Develop leadership at the junior and senior level in the areas of healthy relationships
- Leadership Workshop for new student leaders

Parents/Community:

- Establish and maintain open and positive communication with the school

Staff:

- Staff are encouraged to respond consistently to inappropriate student behaviour and language, "How to Handle Inappropriate Behaviour" model (i.e. stop it, name it, explain it, ask for change)
- Model appropriate relationship skills

- All incoming staff receive an orientation package and guided discussion with administration
- 4A Response: Process for Handling Reports (**Affirm** the child's feelings; **Ask** questions; **Assess** the child's safety; **Act**)
- Intentionally invite Grade 9s to Club Fair at a separate time to inform them what is available at school
- Include Activities Orientation during High School Here I Come and during Orientation Week for Grade 9s – involve Peer Support students
- Racism training and sensitivity on how to address racist comments, prejudices, offences, etc.
- Supplement TEAM Medway shirts to include new Grade 9s and any new students in other grades

9. Reporting:

- Online anonymous reporting on school website monitored by Administration
- Guidance counsellors
- Bus drivers use Student Conduct Report to report incidents to Administration
- Staff complete the Safe Schools Incident Reporting Form when applicable

10. Support Strategies :

Student who engaged in bullying:

- Discussion with various staff depending on the situation (teacher, guidance, admin, social worker)
- Contact with parents/guardians
- Restorative approaches
- Help to develop necessary social skills and learn different problems solving skills
- Progressive discipline approach
- Community service programs through community agencies (Public Health)
- Fourth R Healthy Relationships Plus Program

Student who has been bullied:

- Contact parents/guardians
- Develop a safety plan
- Ensure a trusted staff checks in with student
- Encourage student to check in with a trusted staff member
- Provide a safe place for student to go especially during a non-classroom time
- Help student to gain or strengthen skills (i.e. assertiveness)
- Encourage involvement in other activities they enjoy and opportunities to connect with others and make new friends

Students who witness bullying:

- Provide opportunities for discussion with teachers, guidance, social workers to develop and reinforce skills
- Teachers will provide opportunities and teachable moments for students to discuss the impact of bullying situations and how to support a friend
- Suggest opportunities for taking a leadership role in bullying prevention and intervention

11. Follow Up:

Students who engage in bullying:

- Regular check points with administration to see if the bullying has stopped
- Review and assess progress of action plan

Students who have been bullied:

- Regular check points with admin., guidance, social worker to see if bullying has stopped, and if further assistance is required
- Modify safety plan as needed

12. Communication:

Students:

- School website
- Grade meetings
- Bulletin boards
- MTV announcements
- Assemblies
- Homeroom/classroom discussions

Parents/Community:

- School website
- School council meetings
- Newsletter

Staff:

- School conference on website
- Staff meetings
- Safe Schools website (tvdsb home page)

STEP THREE: Implementation Plan

Timelines	Who	How
June, 2017	Admin/Teacher	Dialogue with small team regarding the results of the Safe Schools and Student Well-Being Survey, 2016. Note prominent differences between junior and senior levels, as well as general observations. Begin to formulate BPIP
June 7, 2017 June 26, 2017	SAST Admin/Staff	Discuss findings from survey, and formulate BPIP Second meeting to formulate detailed plan for 2017-18 school year
Sept. 2017	Admin	Review BPIP with staff in Sept. Ask teacher to review BPIP with students. Inform parents about BPIP via school website/newsletter. Inform new Medway staff about our BPIP, and present the SAST review of the BPIP at the Sept. School Council meeting

STEP FOUR: Monitor/Reflect

Timelines	Who	How
		Monitor

