



# Rainy River District School Board

## SCHOOL BULLYING PREVENTION AND INTERVENTION PLAN (BPIP)

School Name: Robert Moore School Year 2017-2018

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>Greg Ste. Croix</u> <u>Sauna-Leigh Carlson</u>
Teacher(s):	<u>Deb Ross, Jolene Quast</u>	Student(s) <i>(secondary only)</i> :	<u></u>
Non-teaching staff:	<u>Jolene Richert, Josie McLeod</u>	Community partner(s):	<u>Jessica Desrosiers</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>October 11, 2017</u>
Our most recent school climate survey (TTFM) was conducted on: <i>(date)</i>	<u>May 2017</u>
An updated school climate survey (TTFM) will be conducted in: <i>(date)</i>	<u>TBA, Spring 2018</u>
Key data:     Suspension information Office referrals TTFM results	

### 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

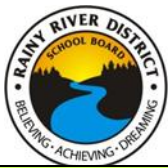
**Types of Bullying included, but are not limited to:**

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

**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.



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**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 Robert Moore 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: If we provide students with opportunities to lead, mentor others, focus on positive behaviours and come together as a school community, then Robert Moore students will demonstrate respect, responsibility and kindness, and an increased sense of belonging and well-being.**

### 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 Prevention and Intervention Week activities (November)

Day of Pink (April)

Spirit Day for LGBTQ (October)

Reading Buddies, PALS, GSA, YMC, YWC, Student Council, Student Success Room, House Groups, Assemblies, Lunch Monitors, Caught You Caring, Recess reorganization

#### 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: Cultural Competency Training, Trauma Informed School training, Mental Health ASIST training, Secret Agent Society training

#### 3. **Leadership:**

Students: • Take advantage of leadership opportunities



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Other:

- 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

Reading Buddies, PALS, GSA, YMC, YWC, Student Council, Student Success Room, House Groups, Assemblies, Lunch Monitors

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 Bucket Filling, Don't Laugh at Me, Secret Agent Society, Caught You Caring, House Groups, Assemblies, THINK Poster, Is it Bullying poster

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:

4. **Community Connections/Resources:**

Lakers  
Muskie  
Health Access Center  
Community Policing  
UNFC (Girls' Group, Drumming, Fit Kids)  
Sweat Lodge (Jessica Desrosiers, contact)  
KRRCFCS  
Weechi-it-te-win  
Couchiching First Nation Education Department  
Seine River First Nation Education Department

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



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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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<b>STEP THREE: Implementation Plan - School BPIP</b>			
Events	Timelines		
<ul style="list-style-type: none"> <li>Staff Meetings</li> <li>School Council</li> <li>School Assembly</li> </ul>	Ongoing		
<b>STEP FOUR: Monitor/Reflect</b>			
Timelines	Who	How	
Safe Schools Cmte. Meeting Dates: <b>1</b> – October 11, 2017 <b>2</b> – Spring 2018	P/VP/etc. Principal, Vice Principal, teaching staff, non- teaching staff, parents, community partners	<u>Monitor</u>  <u>Reflect</u>   <b>Revise SIP for September</b>	SIP Data Google incident reporting form Office referrals Survey Data – TTFM, Shapes, School Specific  Stats

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