École Amherstview Public School Safe Schools and School Climate School Improvement Plan 2017-18

Overall Goal: Creating a positive school climate that supports a safe learning and teaching environment in which every student can reach their 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.

School Specific Goal(s): Students' sense of belonging, safety and wellness will improve as measured in OurSCHOOL School Climate Survey and other indicators.

Needs Assessment (Based on…)	Training Strategies & Resources for School Climate and Bullying	Prevention and Awareness-Raising Strategies for a Positive School Climate and Bullying	Intervention and Support Strategies for School Climate Concerns and Bullying	Communication and Outreach Strategies regarding School Climate and Bullying	Responsibilities & Actions	Monitoring and Review Process
• **Tell-Them-From-Me Data: Areas of need Sense of Belonging & Bullying Prevention strategies** • Suspension data • Staff survey • Office Referrals • School Specific Incidents • Achievement Data • Leadership & Safe Schools Team Consultation • On-line bullying / safe schools incident reports • Community based data • Student voice This information will inform the school specific goal(s).	• **Bill 157 Reporting & Responding** • **Whole School Approach** • Staff Professional Learning • Conferences • Workshops • Board Training • WITS (SK-3) *DIRE* • WITS-LEADS (4-6) *MENTOR* • Fourth R (7-8) • Police cyber safety & digital citizenship presentations on cyber-safety • KFL&A Public Health Resources • **Anti-Bullying Awareness** • **MEND** • BMS training • **LDSB Character Education Framework (2008)** • Kelso's Choices • **Ministry anti-bullying resources** • Threat Assessment Training • Equity and Inclusion Training Opportunities • Indigenous Awareness Education Representatives & Resources • **Bullying Awareness Week Activities (3rd week in November)** • **Board Policy/Procedures: AP 350, 353, and 356**	• **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, *DIRE, MENTOR*, Fourth R)** • **Character Education** • **Code of Conduct with clear expectations that are developmentally appropriate and inclusive** • **Teaching in the Classroom** • **On-going Staff & Student Training** • Indigenous Awareness Education • Accessing the LDSB Human Rights Education Advisor • **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** • **Support for student-led initiatives ex. Clubs** • Mentorship/Modeling programs • School Assemblies • Yard Pals • Character Ed Messaging/Bulletin Board • Community Building: Classroom expectations, morning meetings, Colour House Days/ resding buddies/ Spirit Days • **School-wide Progressive Discipline Plan** • **School Plan to address gender-based violence, homophobia, sexual harassment, and inappropriate sexual behavior** • **STEP UP** • Roots of Empathy • **Align supervision with needs assessment** • **Plan B alternative recess options**	• **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 Maltby Centre, KAIROS, Home Base, Sexual Assault Crisis Line, Family and Child Services, L&A Addictions and Community Mental Health etc…)** • Referral to the SSC • Accessing Indigenous Education Counselor and supports • Referral to the Urgent Care/Consult Clinic (HDH/KGH) • BAT Referral • Ed. Services Consultation • Kids Help Line • Case Conference • Community Threat Assessment	• **Communicate policies, procedures, and guidelines to all school community stakeholders** • Newsletters • Grade/Division meetings • **School Council** • Staff Meetings • High-Impact assemblies • Anonymous tip line and/or online report • **Code of Conduct** • Board Pamphlets • Board Posters • School Website • Community Supports Gallery at a Parents' Night • School Newsletter • Grade Forums • Student Assemblies • Guest Speakers • Safety Week • Parent Council • **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)**	• **Staff will:** -use inclusive language -connect with students -address incidents promptly -communicate with admin -report incidents (Safe Schools forms) -explicitly teach conflict resolution and self-regulation strategies -circulate and proactively supervise yards -use de-escalation strategies-plan B • **Students will** -take on leadership roles on student council, colour house leaders, yard pals, buddy bench leaders, announcements, assemblies -resolve conflicts using appropriate strategies Follow the code of conduct -report bullying • Parents and Community will -support anti-bullying initiatives -complete Safe Schools surveys -Support inclusive practices -review code of conduct • Safe Schools Team/Leadership 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.	• **Safe Schools Team** • **TTFM Data (4-8): Sense of Belonging, Bully/Victim and Safety at School data reviewed with Staff-Fall 2017** • Staff input re school climate goals (Sept) • Suspension data • Number of MEND conversations - ongoing • Number of MEND circles • Office referrals due to student behaviour ongoing monitoring reviewed at staff meetings • Targeting areas of need based on incident reports • Assessing reporting, response, and support • Evidence informed decision making for Education, Awareness, and Outreach

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.