



# SAFE SCHOOLS ACTION PLAN



Feb 19-20  
AND CONTINUING  
INTO 20-21

School Name: Arthur Ford

Date: June 6, 2019

Safe School Action Team Composition - Please indicate the number of representatives in the following categories:  
Students: x Teaching Staff: x Non-Teaching Staff:     Parents: x Community:     Admin: x

### Points for Consideration:

#### Effective Action Plans consider the following sources of information:

- Sustainable Strategies information and checklist
- Current survey results and analysis
- Survey trends
- Suspension reports
- Feedback about Safe Schools initiatives
- Feedback from staff about school climate
- Focus groups of students and educational partners
- Audits of physical plant
- Review of existing programs and policies
- Information and input from community members and parents
- Violent incident reports
- Office referrals

#### Effective Safe Schools Programs:

- Are comprehensive in nature
- Focus on skills
- Select appropriate targets for change
- Include peers in the delivery of the program
- Include parents
- Attempt to change the larger environment
- Attend to the implementation issues

### After completing the School Assessment Checklist, identify your schools Stage of Change

	Total Score	Stage
Prevention	40	2
Policy and Procedures	14	1
Intervention	27	2
School Climate	45	3

After completing the Safe Schools Assessment Checklist, examining the survey data with your team, and reviewing other sources of information consider some of the following questions to help guide discussion and move you towards developing and selecting your school goal(s).

1. In what ways is Safe Schools imbedded into your school's curricular programs? Are programs evidence based and age appropriate? Do gaps by grade or subject area exist?
2. Do staff know and consistently apply policies and procedures in line with Ministry of Education requirements? What type of ongoing training is available?
3. Do all stakeholders feel welcome and involved in your school and its activities? What gaps, if any, are evident?
4. Overall, is there sustainability to Safe Schools initiatives/ programs? Consider the number of "one off" programs versus continuous initiatives / programs. What programs appear to have buy-in and are showing success? Which programs need to be reviewed?
5. What is the anonymous reporting system at your school? Do you feel this method is working well for your students? What evidence do you have to support this?
6. In what ways are stakeholders involved in the plan's development, implementation and review of outcomes?

Based on the information gathered from the points for consideration on page 3, the Safe Schools Reflection completed in Spring 2011, identify the goals the school plans to implement. Complete the template below for each goal the team has identified.

<b>Goal #1</b>			
Specific Goal: Raise awareness of safe schools efforts (Code of conduct, school committee and community involvement)	Specific Implementation Strategies: 1. Classroom focus on code of conduct in September. File to be shared with staff, displayed on walls, website 2. Invite community members in (LPS, safe schools, mindfulness, and bullying prevention)	Timelines: September 2019 (ongoing)	Indicators of Success: 1. greater student awareness of the Code of Conduct 2. staff using common language to educate and assist students 3. more events that are planned collaboratively
Is this goal related to: Prevention <input checked="" type="checkbox"/> Policy & Procedure <input checked="" type="checkbox"/> Intervention <input type="checkbox"/> School Climate <input checked="" type="checkbox"/>	Stakeholders involved in the implementation and outcome of this goal: Teachers <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Support Staff <input checked="" type="checkbox"/> Parents <input type="checkbox"/> Admin <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/>	How will you communicate this goal to stakeholders: Code of conduct on website and in classrooms. Safe Schools team-slides for lesson created in Sept. Staff email Student sharing understanding of code of conduct	

<b>Goal #2</b>			
Specific Goal: To learn about each other. Acceptance and inclusion of all students and staff (race, gender, religion, ethnicity, sexuality)	Specific Implementation Strategies: 1. Opportunities to share about each other during curriculum experiences 2. Guest speakers/people who encourage us to be ourselves/highlight differences 3. Build relationships through teaching how to deal with experiences Stakeholders involved in this plan: Teachers <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Support Staff <input type="checkbox"/> Parents <input type="checkbox"/> Admin <input type="checkbox"/> Community <input checked="" type="checkbox"/>	Timelines: January 2020 (ongoing)	Indicators of Success: 1. Students showing an understanding and appreciation of others 2. hearing common language to solve problems 3. Classes collaborating and facilitating opportunities to learn from each other
Is this goal related to: Prevention <input checked="" type="checkbox"/> Policy & Procedure <input type="checkbox"/> Intervention <input type="checkbox"/> School Climate <input checked="" type="checkbox"/>	How will you communicate this goal to stakeholders: School assemblies, sharing opportunities in common learning spaces, newsletters, staff email		

<b>Goal #3</b>			
Specific Goal: Encourage student leadership	Specific Implementation Strategies: 1. Develop ambassador team 2. Create a community of allies 3. Teach common language, how to deal with situations Stakeholders involved in this plan: Teachers <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Support Staff <input checked="" type="checkbox"/> Parents <input type="checkbox"/> Admin <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/>	Timelines: September 2019 (ongoing)	Indicators of Success: 1. Colour House participation 2. students standing up for other students 3. Clubs that encourage inclusion 4. Students and staff using common language (expectations and tools)
Is this goal related to: Prevention <input checked="" type="checkbox"/> Policy & Procedure <input checked="" type="checkbox"/> Intervention <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/>	How will you communicate this goal to stakeholders: Safe schools team-brainstorm common language, develop training required Staff email		

Next Safe Schools Action Team Meeting Dates:

#2- \_\_\_\_\_

#3- \_\_\_\_\_

Reminder: Safe Schools will provide 1/2 day coverage for meetings within the school day for a maximum of 2 Safe Schools Action Plan meetings.

# SCHOOL BULLYING PREVENTION AND INTERVENTION PLAN (BPIP)

(School Name Arthur Ford – Year 2019-2020)

This plan is to be completed in conjunction with the *BPIP guide* found at: [www.tvdsb.ca/safeschools](http://www.tvdsb.ca/safeschools)

## Safe and Accepting Schools Team Members:

Principal:	<u>Kerby Waud</u>	Parent(s):	<u>D.J and D.P</u>
Teacher(s):	<u>A.Cope, S. Yeomans, L. Bebee</u>	Student(s):	<u>Safe schools team reps</u>
Non-teaching staff:	<u>J. Oswald, K. Hume</u>	Community partner(s):	<u></u>

## **STEP ONE: Data Collection and Assessment**

<b>Strengths/Successes include:</b> Colour Houses Sharing assemblies GSA promoting inclusion APPLE/Neighbourhood coming together Video announcements Student leadership (MCs, principal advisory council)	<b>Goals/Areas of concern:</b> Be an ally Students knowing what to do/how to get out of situations (language, specific examples: if this happens then say/do this) More student led clubs Peer mentors Code of conduct-explicit teaching
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## School Bullying Prevention Statement:

Arthur Ford Firebirds are committed to ensuring everyone feels safe, supported and welcome by learning about each other and standing up for each other in a positive environment. We are all Firebirds, burning with school spirit.

## **STEP TWO: Creating/Revising the Plan**

### **1. Education – Awareness Raising and Skill Building: (Programs and Initiatives)**

#### **Students:**

1. Extra-curricular opportunities for students to develop social and team skills (sports, clubs, tech team, etc.)
2. Leadership opportunities (advisory committees, lunch helpers, buddy bench, recess leaders, peer mentoring, ambassadors, MCs, etc.)
3. Explicit skill building during roll out of code of conduct (what to do when you see/hear something) so that there is a collective language to use.



4. How can you be an ally with your peers?  
Teach students the use of the term ally - "I am standing up for you as an ally not because you are weak."
5. Showing character by being an ally-choose to do the right things, everyone needs an ally
6. Unpacking the definition of an ally for staff and students.
7. Colour houses to build community, empathy, and leadership (K1K2-Gr8)
8. Events and field trips to support those less fortunate (canned food drive, Terry Fox, etc.)

**Parents/Community:**

1. Wellness information shared with parents in need.
2. Invited to assemblies.
3. Culture of parent involvement
4. Active school council, Home and School, and APPLE program
5. Aware of inclusion efforts

**2. Curricular Connections:**

Problem solving, reflecting  
Gr 6 London Police Program  
Tribes in Gr. 7/8  
Community circles in Jr/Int classes  
Mindfulness as part of all school culture

**3. Training Opportunities for Staff:**

Reframing our responses  
Inclusive design (2018/19)  
PDT meetings to discuss effective strategies and specific student needs  
Monthly mindfulness sessions at staff meetings  
Culture for Learning

**4. Leadership:**

Student: leadership conferences, lunchroom monitors, club leaders, school council, classroom roles, ambassadors, peer mentors, recess leaders  
Staff: organization of clubs and sports, Colour house leaders plan monthly events, volunteer appreciation tea,  
Parent/Community: Support clubs, support fundraising, hot lunches, special events, and more

**5. Community Connections/Resources:**

School community officer  
St Leonard's society  
Children's Aid Society  
SCIP  
Family Centre Westmount

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

### **8. Responding:**

Students-Demonstrate understanding of code of conduct.

Students feel like they would like to support each other more, become allies, but need the tools and words to do so. Teach kids a way to talk to those who are making them feel unsafe, or help each other out of an unsafe situation. Students want to learn how to include all and make everyone feel safe. They enjoy it when the adults in their life work on getting to know them as people. Leadership by intermediate students is valuable, and they would like more opportunities.

Parents/Community-Maintain and improve open and positive communication with the parent community

Staff-Introduce code of conduct, and what it means to be an ally. Consistency in expectations and language used when responding to situations. Focus on proactive, preventative actions and building relationships with students.

### **9. Reporting**

Anonymous reporting available

Staff complete safe schools incident report form when applicable

Continue encouraging students to report unwanted behaviour and provide follow up

### **10. Support Strategies :**



Student who engaged in bullying: build relationships with adults, "friend" groups with social worker or LST, guest speakers, involvement in activities (Colour house) which build empathy, a sense of responsibility, kindness and inclusion, try to identify triggers and root causes

Student who has been bullied: offer a safe place for recess or lunch, build relationships so they have adults who listen and support, problem solve and suggest strategies, communication between staff, home and students where appropriate.

Students who witness bullying: provide opportunities in while class sessions to discuss the role of the bystander, provide common language

**11. Follow Up:**

**Regular check ins**

Positive feedback when students do the right thing  
 Opportunities to make positive contributions to class or school  
 Calls home to check in  
 Safe schools committee will meet regularly to reflect on the progress and update action plan

**12. Communication:**

Students – Assemblies, lessons, inform students of BPIP on school website, ongoing classroom discussions as planned/needed, positive messaging posted around school, code of conduct posted throughout school and on website

Parents/Community –Brightspace,school website, newsletter, brightspace, School Council Meetings, APPLE general meetings and enhancement meetings,

Staff – staff meeting discussions, regular school updates on conference centre

**STEP THREE: Implementation Plan**

Timelines	Who	How
September	Principal/Staff	<ol style="list-style-type: none"> <li>1. Create and train team of ambassadors</li> <li>2. Remind all of buddy bench implementation</li> <li>3. Code of conduct (behaviour contract, explicit lessons)</li> <li>4. Support system staff: ally PD to staff</li> <li>5. Ally lessons to students</li> </ol>

Review and communicate BPIP

**STEP FOUR: Monitor/Reflect**

Timelines	Who	How
Annual  SAST Meeting Dates: 1- Sept. 24, 2019 2- Dec.3, 2019  <i>Next follow up - Spring 2021</i>	Parents, staff, students, administrators	<p><b>Monitor</b></p> <ol style="list-style-type: none"> <li>1. Inform and regularly check in with School Council and Staff meetings</li> <li>2. Ensure BPIP programs and plans take place as planned</li> <li>3. Gather informal and survey feedback, especially from students</li> </ol> <p><b>Reflect</b></p> <ol style="list-style-type: none"> <li>1. Team members will bring feedback collected about the implementation of BPIP</li> </ol> <p><b>Indicators of Success</b></p> <ol style="list-style-type: none"> <li>1. Positive staff, student and parental feedback in annual surveys and informal discussions</li> <li>2. Fewer referrals to the office for bullying</li> <li>3. Staff respond with a consistent message to inappropriate behaviour and address it in a timely, consistent and effective manner</li> <li>4. Student and community awareness of how to be an ally/what is an ally. Specific stories of successful alliances.</li> </ol> <p><b>Celebration of Success</b></p> video announcements Bulletin boards Student certificates Colour house and kindness jars Acknowledgement at assemblies Sunshine calls from staff
September		

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