

Safe Schools and School Improvement Plan Template – The Prince Charles School

Overall Goal: Creating 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.

School Specific Goal(s): School Specific Goal(s): To reduce the number of students who have reported “hearing other students make threats to another student from 38% in Grades 4-8 to 15%.

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 (Include Timelines)
<p><u>Tell-Them-From-Me</u> Data: - Sense of Belonging (Jr – 87%, Int – 69%) - Victims of Bullying (Jr. – 34%, Int – 24%) – Feeling Safe (Jr. – 84%, Int – 75%)</p> <p><u>Suspension data</u> - 2010/11 – 110 - 2011/12 – 21 - 2012/13 – 8</p> <p><u>Teacher/Yard Supervisor Conversations – Fall 2013</u> - continued focus on physical aggression, name calling and exclusionary</p>	<p>- Bill 157 Reporting & Responding - Whole School Approach - Staff Professional Learning – using No More Bystanders, No More Bullies – focus on physical aggression, threat making language, and name calling</p> <p>- WITS-LEADS – Grades 1-6 – ceremony on Nov. 13th, 2013</p> <p>- follow up assembly and teacher activities in Sept. 2013</p> <p>-Fourth R (7-8)</p> <p>- Police presentations</p>	<p>- Increased yard presence – more staff on yard and wearing orange vests for visibility – if students are reporting physical aggression, threat making or name calling, intervention is necessary</p> <p>- Promotion of Healthy, Inclusive Relationships and Lifestyles</p> <p>-Open communication between staff, students, and parents</p> <p>- Engagement of community supports / partners</p> <p>- Bullying Prevention Program (WITS, WITS-LEADS, Fourth R)</p> <p>- Character Education</p>	<p>- Timely, Sensitive, Proactive Response to all incidents – all yard supervisors, teachers, adults to react to negative situations with a focus on name calling, threats, and name calling</p> <p>- Accessing community supports</p> <p>- Use of MEND and other restorative practices</p> <p>- Use of Progressive Discipline</p> <p>-Mandatory reporting from all Board Employees</p> <p>- Mandatory responding from staff that work directly with students</p> <p>- Disclosure Mechanism for Students</p> <p>- Plan for supporting and</p>	<p>- Newsletter and Website focus/support for school climate issues.</p> <p>- School Council – regular updates on School Climate – member of Safe and Healthy Schools Team</p> <p>- Staff Meeting focus/review each month</p> <p>- Monthly Character Trait Assemblies – parents and community invited</p> <p>- Code of Conduct – regular review and update based on latest data and legislation</p> <p>- School Website focus</p> <p>- Safe and Healthy Schools Team</p> <p>- Ministry</p>	<p>- <u>Staff will...</u></p> <p>- refer to and celebrating the Trait of the Month</p> <p>- literacy activities</p> <p>- promote/model mending conversations</p> <p>- referring to the MEND posters and philosophy when appropriate</p> <p>- Code of Conduct is being consistently enforced - focus on three main areas - name calling/physical aggression/exclusion</p> <p>- teachers are supporting the students and dealing with inappropriate actions or issues at the classroom/yard level</p> <p>- conducting necessary follow up before, during and after the visits</p> <p>- <u>Students will...</u></p>	<p>- Safe Schools Team – new members by Oct. 2013, review TTFM data and SIP goal, set new strategies in place and review lockdown data</p> <p>- TTFM Data (4-8) – Spring 2014</p> <p>- Staff creation of questions for students to improve our practice around survey questions</p> <p>- Suspension data – mid year and end of year numbers.</p> <p>- Number of MEND for conversations for year</p> <p>- Number of MEND</p>

practices	<p>cyber-safety</p> <ul style="list-style-type: none"> - Anti-Bullying Awareness (website, newsletters, etc.) - MEND - BMS - LDSB Character Education Framework (2008) - Youth Diversion REBOUND program - Ministry anti-bullying resources - Threat Assessment Training for particular staff - Bullying Awareness Week Activities (3rd week in November) - Roots of Empathy training 	<p>Initiative – monthly trait assemblies where traits are introduced and students recognized for good character</p> <ul style="list-style-type: none"> - Code of Conduct with clear expectations that are developmentally appropriate - active Teaching in the Classroom - On-going Staff & Student Training - Posting Classroom expectations - School-wide Progressive Discipline Plan - School Plan to address gender-based violence, homophobia, sexual harassment, and inappropriate sexual behavior - Roots of Empathy <ul style="list-style-type: none"> - MEND workshop s on Empathy in several classroom s 	<p>protecting the Victim(s) and Perpetrators</p> <ul style="list-style-type: none"> -Addressing bystander behaviour – 2 by 15 strategy/challenge to all staff 	<p>definition of bullying communicated to staff, students, & parents – newsletter and website</p> <ul style="list-style-type: none"> - Bullying Prevention week – assembly to kick off WITS/LEAD 	<ul style="list-style-type: none"> - demonstrate the trait at all times (especially when no one is looking) - suggesting others engage in the trait when appropriate - students are using MEND to solve problems - proactive and after the fact - Yard Pals are actively engaging and supporting students and decision making - students are engaging each other and reporting incidents to adults - students are having fun - when there are issues, deal with colour house leaders, and if necessary, adults, without hesitation - students are learning about the needs of an infant and developing empathy from a unique perspective <p><u>- Parents and Community will...</u></p> <ul style="list-style-type: none"> - support school initiatives and promote open and frank discussions about bullying, harassment, reporting, etc. - work with the school on continuing to identify the strengths of the school and areas that require further development 	<p>circles for year</p> <ul style="list-style-type: none"> - Office referrals due to student behaviour – reviewed three times a year and shared with Safe and Healthy Schools team and staff, parent council - number of identified threats being made to individuals – three times a year
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