



# Rainy River District School Board

## SCHOOL BULLYING PREVENTION AND INTERVENTION PLAN (BPIP)

School Name: Rainy River High School Year 2018/19

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

**Safe Schools Committee Members:**

Principal:	<u>Corey Smith VP</u>	Parent(s):	<u>Nadine Gerula</u>
Teacher(s):	<u>Giselle Bonot, Robert Murphy</u>	Student(s) <i>(secondary only)</i> :	<u>Student Council Rep.</u>
Non-teaching staff:	<u>TBD</u>	Community partner(s):	<u>TBD</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>September 03/18</u>
Our most recent school climate survey (TTFM) was conducted on: <i>(date)</i>	<u>June 2018</u>
An updated school climate survey (TTFM) will be conducted in: <i>(date)</i>	<u>Nov 2018</u>
Key data: suspensions, office referrals, student surveys, climate surveys	

**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.

**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.



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**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 Rainy River High 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 build a strength-based community then students will develop a greater sense of belonging, self-esteem and commitment to learning.**

### 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 19 - 23)
- Day of Pink activities (April 10)
- Other: GSA, Open House, Education Week Activities, Health and Wellness Family Night, Clubs, Athletics, Student Council Events, K-12 School Council Events

#### **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

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

- Students:
- Take advantage of leadership opportunities
  - 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

Other:



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Staff:	<ul style="list-style-type: none"> <li>• Know the Board’s Safe Schools Policy and Bullying Prevention and Intervention Procedure</li> <li>• Provide leadership opportunities for students</li> <li>• Closely supervise students in all areas of the school and school grounds</li> <li>• Watch for signs of bullying and stop it when it happens</li> <li>• Respond quickly and sensitively to bullying reports (Affirm, Ask, Assess, Act)</li> <li>• Take seriously parents’ concerns about bullying incidents</li> <li>• Assign consequences for bullying</li> <li>• Teach students our procedures for reporting incidents of bullying</li> <li>• Provide a safe environment for students who report bullying (protection from retaliation)</li> <li>• Treat others respectfully</li> <li>• Model positive ways of getting along with others</li> <li>• Integrate Character in Action programming within the curriculum</li> </ul>
Other:	
Parents/ Community:	<ul style="list-style-type: none"> <li>• Model positive ways of getting along with others</li> <li>• Help their son/daughter find ways to express anger that do not involve hurting others physically or emotionally</li> <li>• Teach problem solving skills</li> <li>• Inform school staff if their child tells them about a bullying incident</li> <li>• Support the school’s bullying-prevention efforts</li> <li>• Help their son/daughter understand the value of accepting and celebrating individual differences</li> <li>• Be alert to signs their child is being bullied or may be bullying others and <i>inform the school</i></li> </ul>
Other:	
<p>4. <b><u>Community Connections/Resources:</u></b>  <span style="color: red;">Northwestern Health Unit</span>  <span style="color: red;">Ontario Provincial Police</span>  <span style="color: red;">RRDSB Policy Documents</span>  <span style="color: red;">Code of Conduct</span></p>	
<p>5. The school <b>Code of Conduct</b> and the <b>School Handbook</b> have been reviewed and updated to address bullying and reflect core values and expectations. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>6. When developing <b>supervision plans</b>, consideration has been made to address bullying where and when it happens as identified through school climate surveys and other feedback. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>7. <b><u>Responding/Reporting:</u></b>          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. <i>Please see Policy 4.16 Safe Schools , Appendix B</i></p>	



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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 26, 2018 <b>2</b> – February 1/19	P/VP/etc. P/VP/Committee members	<u>Monitor</u>  <u>Reflect</u>  <b>Revise SIP for September</b>	SIP Data  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.