



**Bullying Prevention & Intervention Plan – St. Christopher Catholic Elementary School 2021-2022**  
**Safe & Inclusive School Team Committee: G. McCarles, M. Burnett, K. Page, S. Iossifidis, T. Close, J. Pereira**

<p><b>At St. Christopher Catholic School we deliver a message daily, rooted in the Gospel, which promotes a safe and inclusive Catholic Learning Environment. We strive to have all students follow our motto – “Striving to bring Christ to others through our actions”.</b></p>
<p><b>During the COVID pandemic we will modify to meet the needs/goals/strategies accordingly</b></p>
<p><b>School Specific Goal(s):</b></p> <ol style="list-style-type: none"> <li>1. Every student will feel a sense of belonging and safe at school to achieve their full academic, personal and spiritual potential. (focus on Catholic Graduate Expectation development, building of self-esteem, empathy, and problem-solving)</li> <li>2. While focusing on prevention and working with families and the community, strive to ensure that a progressive discipline approach is utilized and is considerate of the varied mitigating factors which our students are faced with.</li> <li>3. Our plan reflects the objectives and requirements of board policies (II-39/ II-40) and ministry policies (PPM 144).</li> </ol> <p>*Plan to be reviewed throughout the school year (working document)</p>
<p><b>Information/ Data Sources</b></p> <p>-Consider multiple sources of data, including but not limited to – OURSCHOOL School Climate Survey results, reporting data, student voice, classroom/playground observations, teacher assessment and documentation, discipline logs, safe schools incident reporting forms, consultation with community partners (including Liaison Officers).</p> <p><b>On-going Key Factors:</b></p> <ul style="list-style-type: none"> <li>• Bullying adversely affects a student’s well-being and ability to learn.</li> <li>• Bullying adversely affects the school climate, including healthy relationships.</li> <li>• 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.</li> </ul>
<p><b>Bulling Prevention Strategies (Whole School - all members of our school community):</b></p> <ul style="list-style-type: none"> <li>• Maintain our focus of modeling our school motto, creating a safe, open, and equitable Catholic learning environment (Guided by our faith, “Equity, Dignity, and Respect”).</li> <li>• Open communication from all stakeholders.</li> <li>• Review Code of Conduct &amp; Progressive Discipline (1-2 Assemblies by division/year) – during COVID, speaking to individual classes</li> <li>• Provide opportunities for student leadership and enhance student voice (examples include student ambassadors, WE Team) – delivery to be reviewed during COVID</li> <li>• Equity and Inclusion at the forefront of all school events and activities</li> </ul>



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**Presentations to Enhance Awareness/Provide Strategies:**

- Guest Speakers – Bullying Prevention AND Digital Citizenship
- Continued work and collaboration with community collaterals and external agencies (i.e. CAS, ROCK, Woodview, etc.)
- Continued work with the school Liaison Officer (i.e., inviting them to participate in school clubs, school events, etc.) – currently on hold
- Inviting the school Liaison Officer to come in and present to the students about bullying, the law, and social media/online safety/Digital Citizenship -currently on hold
- Presentations relate to Equity & Inclusion (Led by Guest Speakers/staff/student ambassadors, etc.)

**Staff PD/Awareness:**

- Staff Meetings (discussions about student/other data, practices as a school, Social Worker etc.)
- In-class strategies (part of Religious education/Family Life)
- Support from CYC with classroom sessions (Zones of Regulation, Roots of Empathy, Bullying Awareness, Positive Peer/social relationships, etc.)
- Other curriculum-linked programs provided by the ministry/board
- Equity and Inclusion considered in all classroom activities and instruction (Culturally Responsive Pedagogy, classroom activities/celebrations),
- Identified Students/IEP tracking (Students identified as Behaviour/alt. learning areas, those with Indicator Response Plan and Safety Plan)

**School Programs to Promote Awareness, Prevention and Student Inclusion:**

- Assemblies to highlight positive behaviour and Focus on Faith/OCGEs – delivery to reviewed during COVID
- School clubs as appropriate (i.e. Intramurals/ Games and Lego club). Following COVID protocol procedures
- P.A.L.S. Program (Led by CYC)
- Continued participation in “See the Problem, Be the Solution” initiative.
- Continued participation in PAWS (school-wide incentive program - Positive Actions Witnessed by Staff)
- Continued participation in Bullying Awareness and Prevention Week, Bell Let’s Talk Day, and Mental Health Awareness Week.



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**Bullying Intervention Strategies:**

- Open Door Policy (maintain a safe and welcoming environment, allowing students, parents and staff to report incidents)
- Procedures to allow students and staff to report bullying incidents safely and in a way that will minimize the possibility of reprisal. These procedures will also define the rights, responsibilities and roles of the principals, teachers, staff, students and community members.
- Intervention strategy to address incidents, appropriate and timely responses
- Support for students who have been bullied, students who have bullied others, and students who have been affected by observing bullying.
- Progressive discipline policies (discipline log, appropriate discipline, consequences)
- Liaison Officer as a key partnership (prior, during, after possible incident)
- Safe Schools Incident Reporting Forms (Online Links – Board Forms)
- Communication with parents (both victims and possible aggressor throughout situations and afterwards)
- Check-ins with students to determine safety and well-being
- Restorative justice (meetings involving all students/parents involved to restore relationships and move forward in a positive manner)
- Close supervision during unstructured time and for particular students
- CYC/Social Worker Intervention as appropriate

**Equity & Inclusion:**

- Celebrations (Orange Shirt Day, Bullying Prevention Week, See the Problem/Be the Solution, Black History Month, Pink Shirt Day, Indigenous Education, other as decided upon by staff, students, parents, etc.)
- Culturally Responsive Pedagogy - Curriculum Teaching and Learning
- Board training as appropriate (E & I Officer/Social Worker)
- Student Ambassadors and student voice
- Staff committee to help guide our focus on equity and inclusion



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**Monitoring:**

- Staff,
- Catholic School Council,
- SPTLs
- Classroom Teachers
- School Survey Data
- Safe School Incident data
- Learning Skills/reporting data
- IEP Data
- Administration Discipline Logs
- Targeting areas of need based on survey results
- Student Voice (feedback from students)

**Special Considerations:**

- Continued focus on our most vulnerable students/families (students with special needs, in-risk students, students who are newcomers to Canada, other risk factors affecting students.
- Work with school and board teams to ensure proactive measures are put in place (as best possible) to support vulnerable students.
- Plan will be modified as needs arise in the school environment and community