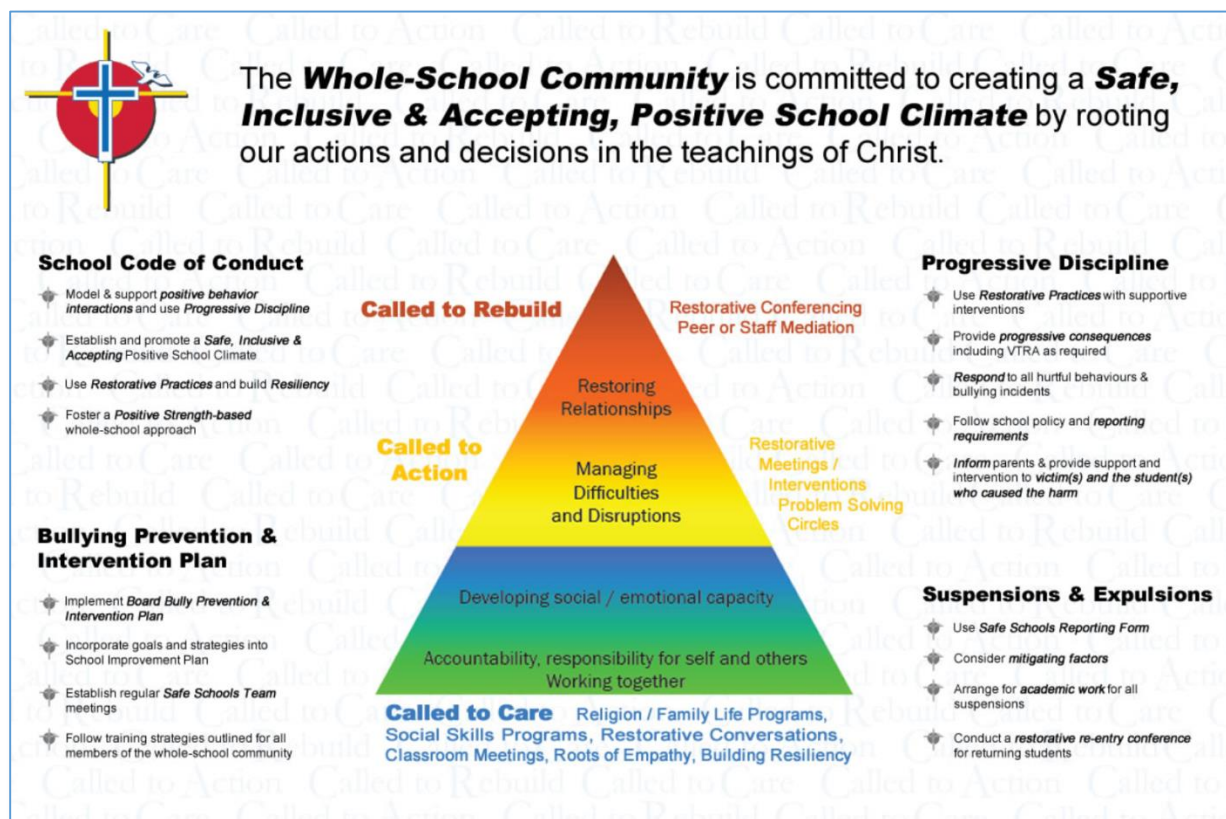


Board Bully Prevention & Intervention Plan

The Board Bully Prevention and Intervention Plan is based on developing a Whole-School Faith community that is safe, inclusive and accepting, utilizing our Gospel values and reconciliation. The Plan is designed to prevent, respond to, and stop bullying and student victimization. A strengths based approach is taken to building the Resiliency and Positive Mental Health of students, by developing students' empathy, understanding and using of effective strategies to prevent and respond to bullying if it occurs in ways that will stop future bullying. The plan promotes prevention by a "Call to Care", with targeted interventions by a "Call to Action" and a "Call to Rebuild" through specialized supports.

Specific prevention programs, targeted interventions and specialized supports provide a continuum of support for students. Restorative practices including proactive classroom circles, restorative questions/conversations and formal restorative conferences enable schools to create environments in which bullying behaviors are reduced and students are empowered to resolve conflicts and deal with difficult situations.



The Board Safe School Policies and the School Code of Conduct and the use of Progressive Discipline, including suspensions and expulsions, supports the implementation of the Board Bully Prevention and Intervention Plan to respond to and stop bullying, including verbal, physical and cyber-bullying. The School Community must respond and deal with difficult behaviors by using Restorative Practices so students come to understand the effect their

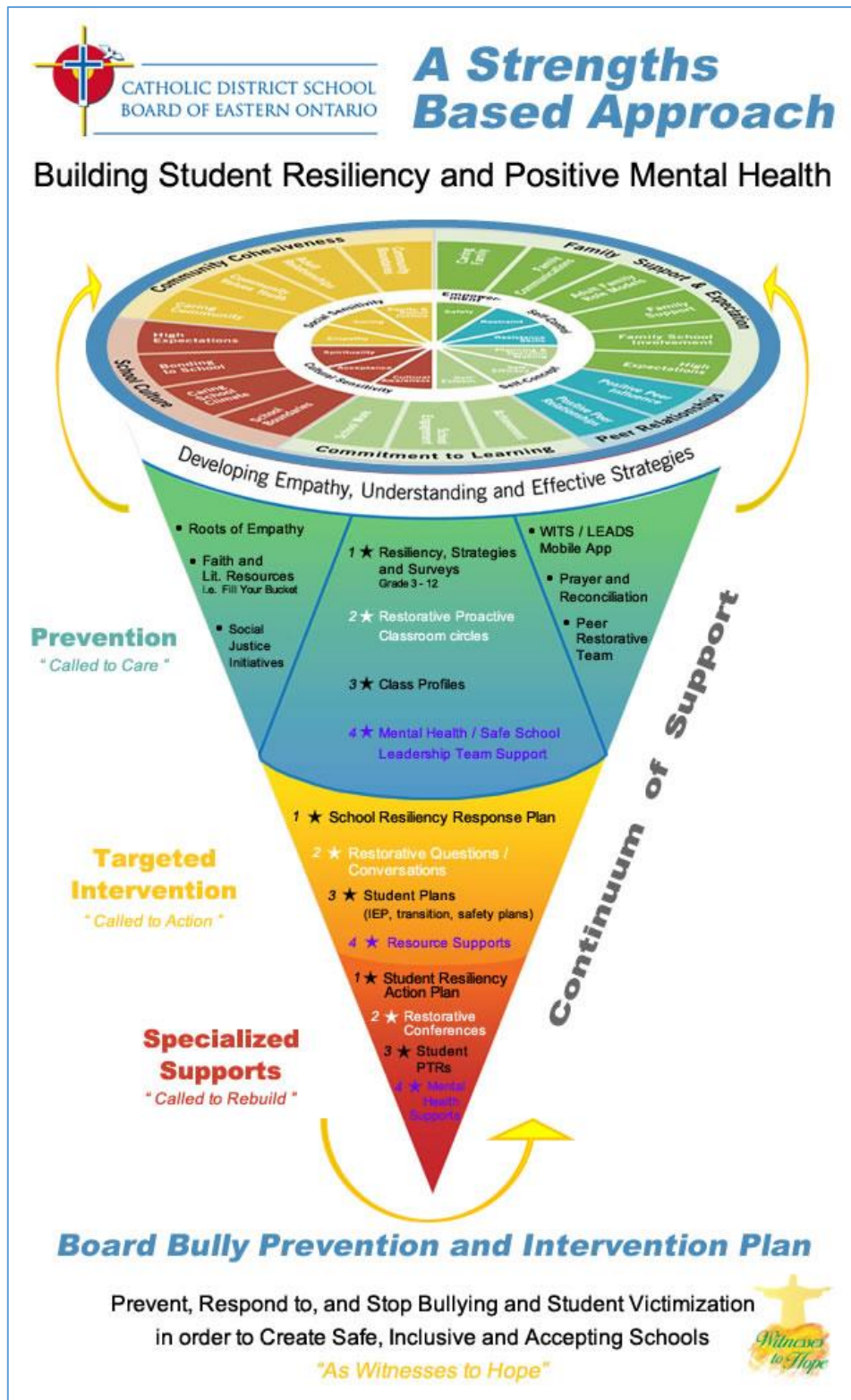
Board Bully Prevention & Intervention Plan

actions have on others and are able to repair harm and rebuild relationships. In the case of serious threats or violent behavior a Violent Threat Risk Assessment and Intervention Plan – VTRA is completed with the police and community agencies.

Our goal is to build the Resiliency and Positive Mental Health of our students by using a strengths based approach to support students becoming positive, productive and responsible individuals.

This approach aims to establish an environment where students are empowered to solve problems through authentic conversations using Restorative Proactive Classroom Circles, Questions/Conferences and Formal Conferences, in which all stakeholders have a voice in finding a solution.

Resiliency survey results are used to empower individuals and school teams to engage in, and better understand the strengths or skills that are essential for navigating life's challenges and becoming healthy adults. School Resiliency Response Plans and Student Resiliency Action Plans are developed to utilize internal and external strengths to build student resiliency and Mental Health wellness and reduce inappropriate and bullying behavior.



Board Bully Prevention & Intervention Plan

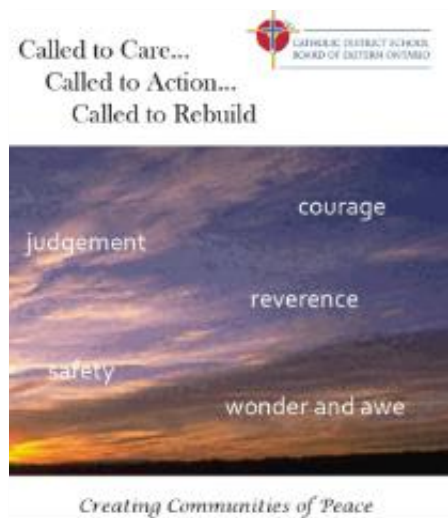
Developing the Spiritual, Social and Emotional Capacity of students is the foundation of this Plan. Students who have strong Internal and External Factors are able to resolve difficult or challenging situations in positive, constructive ways. Students who struggle often demonstrate negative behaviours to cover or compensate for a lack of Internal or External Factors. In order to effectively stop bullying and other related negative behaviours we must build student's Resiliency using their strengths.

Many students respond positively to the Prevention programs and activities provided, however, some students require more Targeted Interventions and Specialized Supports.

Creating Communities of Peace

An Administrative Resource document outlines how we respond as Catholics to situations involving bullying and inappropriate behavior. Divided into three sections, Called to Care, Called to Action, and Called to Rebuild, this resource outlines the Policy, Procedure and requirements for Bill 13, Safe and Accepting Schools Act.

Principals are provided with a Checklist outlining the requirements identified in Bill 13 – Accepting Schools Act, which must be completed annually. Safe School Reporting Forms must be used to track individual incidences, inform parents and provide progressive discipline and action plans as necessary.



A student and parent booklet provides key information on the expectations and responses to ensure our schools are safe, inclusive and accepting places to learn. The booklet outlines

- Student and staff responsibilities
- School action plans and responses
- Progressive discipline

School teams need to identify and communicate to parents, a plan of support for the bully and victim, outlining appropriate targeted interventions or specialized supports required for specific students to

change their behaviours and build social and emotional capacity in order to stop bullying and student victimization.

Board Bully Prevention & Intervention Plan

Prevention Initiatives and Programs

Developing the Social and Emotional Capacity of students is done in a variety of ways.

Resiliency: Supporting a Strengths Based Approach to Building Resiliency

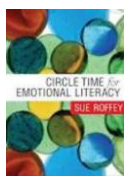


“Resiliency is an ability to spring back and adapt to life’s challenges with an attitude of hope and optimism.”

All schools in CDSBEO are working to develop a strengths-based culture of practice where students are nurtured towards positive change. In order to accomplish this we are partnering with Resiliency Initiatives. Students participate in a survey designed around 31 Developmental Strengths which research indicates are key factors in building resiliency in an individual.

Information from the resiliency survey is used to empower individuals and school teams to engage in, and better understand the strengths or skills that are essential for navigating life’s challenges and becoming healthy adults. School Resiliency Response Plans and Student Resiliency Action Plans are developed to utilize internal and external strengths to build student resiliency and Mental Health wellness.

Restorative practices/Proactive Circles / Restorative Leadership Team



Restorative thinking involves moving from a consequence centered approach to a community building, positive response to challenging and difficult behaviours through dialogue, understanding, and repairing harm. Proactive circles become the foundation for this process as it encourages authentic dialogue and problem solving designed to create positive classrooms.

Roots of Empathy



Roots of Empathy is an evidence-based classroom program that has shown significant effect in reducing levels of aggression among schoolchildren by raising social/emotional competence and increasing empathy. The program reaches elementary schoolchildren from Kindergarten to Grade 8.

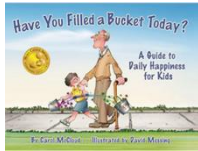
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WITS /LEADS Program



The WITS Programs bring together schools, families and communities to create responsive environments that help children deal with bullying and peer victimization. WITS has two components: the WITS Primary Program (Kindergarten - Grade 3) and the WITS LEADS Program (Grades 4 - 6).

Faith and Literacy Resources -Fill Your Bucket Book and Activities



This simple picture book has become a basic teaching tool that encourages positive behavior as children see how very easy and rewarding it is to express kindness, appreciation, and love on a daily basis. Children learn the meaning of the terms, *bucket filling* and *bucket dipping* and discover that when they fill someone's bucket, they fill their own.