

Rexton Elementary School's Anti-Bullying Plan

RES' MISSION:

To encourage the development of each student's full potential by nurturing a love of learning and fostering respect for the uniqueness of each individual through a safe and friendly school community.



- i. To ensure that Rexton Elementary School is an anti-bullying learning environment.

At Rexton Elementary School, bullying is defined as *the repeated words or actions which cause someone to feel frightened, miserable or helpless.*

All bullying behaviors are:

- ☆ *meant to hurt*
- ☆ *repeated over a period of time*
- ☆ *difficult for the victims to defend themselves against the bullying behavior.*

Bullying can be:

- ☆ **Emotional:** saying or writing unfriendly things (name calling, sarcasm, spreading rumors, teasing), excluding people, tormenting (e.g. hiding books, threatening OR rude gestures, insulting, blackmailing, reorganizing or pressurizing friendship groups, ruling games)
- ☆ **Physical:** pushing, kicking, hitting, punching or any use of violence
- ☆ **Racist:** racial taunts, graffiti, gestures
- ☆ **Sexual:** unwanted physical contact or sexually abusive comments
- ☆ **Cyber:** all areas of the Internet such as emails & Internet chat room misuse, mobile threats by text messaging & calls, misuse of technology (e.g. camera and/or video)

RES' Anti-Bullying Policy Statement:

- ☆ **We are committed to providing a caring, friendly school for all of our students/staff so that we can learn/work in a safe, positive, and secure learning environment.**
- ☆ **Bullying is unacceptable at Rexton Elementary School. If bullying does happen at Rexton Elementary School, we will treat the situation seriously.**
- ☆ **If bullying does happen, all students/parents/staff should be able to speak up and know that their bullying incident will be dealt with quickly and effectively.**
- ☆ **We believe that when bullying happens, we TELL someone we trust as soon as possible; this means that anyone who knows that bullying is happening is expected to tell a staff member or a parent.**

Strategies	Indicators of Success	Timeline	Responsibility
<p>1. Preventing bullying:</p> <p>a) Schedule class guidance lessons using such resources as the Premier Anti-Bullying, the Peace-Maker, AND the Bucket-Filling programs.</p>	<p>☆ Guidance Councilor will have made anti-bullying presentations to all students (documented via classroom teacher sign-off checklist).</p> <p>☆ Guidance Councilor will have reviewed the key elements of her presentations at regular school-wide or grade level Assemblies and staff meetings</p>	<p>September-October</p>	<p>Guidance Councilor & classroom teachers</p>
<p>b) Annual Presentations re: Preventing Cyber-Bullying</p>	<p>☆ District 16 Technology Mentors will have made a presentation to our grades 3-5 students about the dangers of cyber-bullying</p>	<p>November</p>	<p>Grade 3-5 teachers & District Office Technology Mentors</p>
<p>c) Focus on RES' Code of Conduct ~ TeRRiFiCC Character Traits (fostering positive relationships amongst student body)</p>	<p>☆ Bulletin Board displays, morning announcements, Assemblies, and website news will illustrate RES students being trustworthy, respectful, responsible, caring, and fair and showing good citizenship.</p>	<p>September - June</p>	<p>RES' Administrators, Guidance Councilor & Classroom teacher</p>
<p>d) Role Playing "what to do" about bullying during school-wide Assemblies</p>	<p>☆ Video demonstrations about what to do about bullying will have been shown (Premier Kit) and/or created using RES actors at Assemblies and on RES' website.</p>	<p>October - May</p>	<p>RES students, Teachers Guidance Councilor & Administrators</p>
<p>e) RES' Student Council members will review RES' Anti-Bullying Policy annually to determine if it is need updating/improvement</p>	<p>☆ Student Council will have reviewed and provided staff with feedback re: RES Anti-Bullying Policy</p>	<p>October - November</p>	<p>Administrators & Student Council Members</p>

<p>2. Raising awareness about bullying</p>	<p>RES will have:</p> <ul style="list-style-type: none"> ☆ Utilized curriculum, children's literature, media (websites, videos, presentations) to illustrate what bullying looks, sounds, and feels like. ☆ Conducted student, parent, and staff bullying surveys to analyze/compare results from year to year. ☆ Provided students with opportunities to talk about bullying during the instructional day via class meetings, and/or by requesting to meet with a teacher, Guidance Councilor or school administrator ☆ Taken all bullying seriously, helping to find solutions for all students involved ☆ Ensured that all students, parents, and staff are aware of RES' Code of Conduct, Anti-Bullying Policy and the provincial Policy 703 via regular newsletters, RES website, and training for staff at staff meetings; all RES parents/parents/staff will have been presented with a handout of how to help children deal with bullying. ☆ Reviewed with staff at the beginning of each term, our school's protocol regarding when a student comes to them and says they are being bullied. ☆ Administrators & Guidance Councilor will have worked with students to create kid-friendly posters & pamphlets regarding "if you are being bullied at Rexton Elementary" using photos of students, parents and teachers/administrators. 	<p>September - June</p>	<p>Administrators RES students, parents & staff members</p>
---	---	-----------------------------	---

	<ul style="list-style-type: none"> ☆ RES will have implemented the Bully Box program for reporting (anonymous or otherwise) incidents of bullying. These Bully Boxes will have been made available in classes, hallways, and at the office ☆ Principal will have arranged for the Anti-Bullying presentations during anti-bullying days. 		
<p>3. Procedures for investigating bullying incidents</p> <p>i. Teacher on duty or within proximity will deal with the bullying and/or misbehavior incident by:</p> <ul style="list-style-type: none"> a) Debriefing (questioning individually when possible) b) Impose a consequence at time of incident, if possible c) Complete Supervision Behavior Tracking form & submit to Vice-Principal <p>ii. Administration and teaching staff will:</p> <ul style="list-style-type: none"> a) Compile and report all documented playground bullying and/or misbehaviors to teaching staff, on a daily basis, in a table format that identifies persons involved in misbehavior and consequence; b) Maintain a spreadsheet that tracks students' behavior c) Use data to identify trends/problem behaviors and will pinpoint repeated incidents of misbehavior, allowing for a timely and appropriate response. d) Document incidents and track victims in RES' Victim Tracking system. e) Communicate with parents regarding how to help ones child solve bullying problems. 	<p>There will have realized a greater ability to:</p> <ul style="list-style-type: none"> ☆ Track and respond to students who bully and the victims of bullying at RES. ☆ Be more informed about our trouble-spots ☆ Determine which students would benefit from working with the Guidance Councilor ☆ Improvement overall behavior in classrooms, cafeteria, hallways and playground ☆ All RES parents will have received a handout of how to help their child with bullying. 	<p>September - June</p>	<p>Administrators & Staff Students/Parents</p>

<p>4. Implementation of Rexton Elementary's Anti-Bullying Plan</p> <ul style="list-style-type: none"> a) In-service staff re: RES' Anti-Bullying Plan annually b) Develop a method of tracking conflict and bullying incidents c) Form an anti-bullying committee with students, staff, and parents d) Inform students via classroom discussions, Assemblies, Guidance presentations, etc. e) Host a yearly evening Anti-Bullying information session for parents/guardians f) Survey students, parents and staff re: RES' positive learning environment, and g) On-going monitoring and evaluation of the program 	<p>There will be a greater awareness and engagement from all of RES' key stakeholders to work collaboratively to create a safe and positive learning environment for our children and staff members.</p>	<p>Ongoing</p>	<p>RES' teaching and non-teaching staff, students, and parents.</p>
--	---	----------------	---



To ensure that all Rexton Elementary students and staff are able to work & learn in a safe and positive environment, all non-essential technological devices (for example, Heelies, cell phones, I-Pods, lasers, hand-held gaming devices, etc.) are prohibited at Rexton Elementary School. Any technological device that does not enhance our learning environment will be taken from the student and will be stored at the office until the end of the school day. The child's parents will then be contacted & asked to come and retrieve their child's technological device at their earliest convenience.

Rexton Elementary's Bullying Response Plan

1. Intervene quickly to stop the incident: student who is bullying will be informed of the inappropriate behavior and asked to stop.
2. Separate the students involved
3. Acknowledge the situation
4. Gather information from applicable students (victim(s), bystanders, student(s) who bullied) to determine who did what when
5. Debrief students involved in the situation
6. Make a plan for the students' safety (increase supervision and identifying high risks areas)
7. Determine consequences for student who was bullying (see below)
8. Track behaviors of student who was the victim and the student who bullied (see Behavior Tracking Form in appendices)
9. Notify parents of student who was the victim and the student who bullied as soon as possible

Sequence of Actions for Dealing with Bullying Situations at Rexton Elementary School

1st Offence:

- School Administrator meets with student
- Incident is documented
- Parents are called by classroom teacher

2nd Offence:

- School Administrator meets with student
- Incident is documented
- Parents are called by classroom teacher
- Student writes a reflection on bullying incident
- Guidance Councilor becomes involved

3rd Offence:

- School Administrator meets with student
- Incident is documented
- Student writes a reflection on bullying incident
- Guidance Councilor involved
- Parents must attend case conference; VP will contact parents
- Discussed during school Student Services Team meeting
- Student works on intimidation product that will be shared with his/her peers (poster, research, brochure, presentation)

4th Offence:

- In-School suspension
- Principal will schedule a meeting between the child who engaged in bullying, parents, School Administrator(s), and District 16 office personnel
- Guidance Councilor will provide one-on-one and/or whole class anti-bullying program with the victim, the child who bullied, and the by-standers.
- Intervention Worker will be assigned to the child who bullied; the child who bullied will be involved in daily anti-bullying lessons

5th Offence:

- External suspension from school with anti-bullying program administered by District 16 behavior consultant upon re-entry into school

Responsibilities for Implementing Rexton Elementary's Anti-Bullying Plan:

Teachers, Educational Assistants or Intervention Workers: report incident to administration

Administration: Investigate the incident, call parents

Guidance Councilor: Support and work with the student who is the target of the bullying and the student exhibiting the bullying behavior. Have lessons developed on empathy to work with victims, students who bully, and by-standers/witnesses.



RES' Guidelines for Listening to Victims, Witnesses and Children Who Bully:

- ☆ **LISTEN** (with your ears, body, and eyes) to what they saying
- ☆ **TAKE IT SERIOUSLY**
- ☆ **RECORD** what they have said
- ☆ **REPORT** the information to the VP or Principal
- ☆ Encourage the student to **tell someone they trust** (teacher, Guidance Councilor, Administrators, friend, classmates, and of course, their parents)
- ☆ Make it clear that they have made the **RIGHT decision to tell**. They have done nothing wrong - the child who bullied **HAS**.
- ☆ Inform the reporting student that it **may not be possible to keep everything we are told a secret**
- ☆ Offer the **support of a safe room/area** if it is necessary
- ☆ Monitor student who has bullied and the student who have been victimized



Appendices

1. Provincial Behavior Tracking [Form](#)
2. Bucket Filling 101. Retrieved on January 5th, 2012 from <http://bucketfillers101.com/>
3. *Making a Difference in Bullying: What Teachers of Young Children Need to Know*. Retrieved on January 5th, 2012 from http://www.ed.gov.nl.ca/edu/k12/bullying/teachers_young_children_needtoknow.pdf
4. *Making a Difference in Bullying: What Parents of Elementary School Children Need to Know*. Retrieved on January 5th, 2012 from [http://www.canadiansafeschools.com/content/documents/Link/Making_a_Difference_in_Bullying_What_Parents_of_Elementary_Children_Need_to_Know\[1\].pdf](http://www.canadiansafeschools.com/content/documents/Link/Making_a_Difference_in_Bullying_What_Parents_of_Elementary_Children_Need_to_Know[1].pdf)

