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Bullying Prevention: A Caring and Safe School Plan

Revised: Fall 2022

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Preface

The goal of this caring and safe school plan is to ensure that every child in Decho Division Education Council (DDEC) feels respected, valued, and safe regardless of gender, race, culture, religion or sexual orientation. The strategies outlined in this document will help prevent, identify, and stop harmful behaviors by children and adults. It helps to ensure that consistent policies and practices exist throughout our school.

In addition to promoting strategies aimed at ensuring a caring and safe school, this document outlines methods for tracking the number and nature of threats, violent incidents, and bullying to enable boards of education to identify trends and to track progress toward the achievement of caring and safe school goals.

Code of Conduct

A Code of Conduct is meant to reflect the entire school community and the ways that everyone will interact with each other. This Code of Conduct will be:

- a). Available to the public in print copy and on our school website
- b). Displayed in prominent areas throughout the school
- c). Reviewed annually (with a cross-section of staff, parents, and students) to assess the effectiveness and relevance in addressing current school safety issues.

DDEC Code of Conduct

I. Be Respectful to Yourself

- Care about yourself, your safety, and your learning
- This includes doing your best, making good choices, being on time and ready to work, staying organized and doing your homework

II. Be Respectful to Others

- Be considerate of others' personal feelings and properties
- This includes being polite and waiting your turn, treating others with respect, using good listening skills, being honest and telling the truth

III. Be Respectful to Property

- Care about your school and your environment
- This includes cleaning up after yourself, taking good care of materials, and asking before borrowing

IV. Be Safe

- Learn and follow school rules
- This includes walking calmly (no running in hallways), staying in designated areas, and reporting dangerous situations to staff

V. Respecting Culture

- This means respecting Elders and Dene laws
- This includes sharing what you have, helping each other, loving each other as much as possible, being respectful of elders and everything around you, sleeping at night and working during the day, being polite and not arguing, pass on the teachings, and being happy at all times

Behavior Conduct Model: Managing Student Behavior, Four-Tiered Approach

I. Level 1: Proactive Support

Level one support should be used with all students as a proactive way to promote positive and appropriate school based behavior. This support should be available even in the absence of problematic behavior from students.

- School values are displayed throughout the school (classroom and school code of conduct) and talked about frequently with the staff and students.
- There are clear guidelines on how to proceed (see *Consequences*) in the event that the code(s) of conduct are not followed.
- Relationship building between students and staff. This might include taking time to talk individually with students about their day or their weekend.
- Use Positive Reinforcement Strategies:
 - Students need ongoing encouragement as they learn. Students who are struggling need even more positive reinforcement to build their self-esteem and build intrinsic motivation to do well.
 - Encouragements should be specific, relevant, and truthful.
- Design lessons and activities around code(s) of conduct
- Teach self-regulation strategies including:
 - Lessons in emotional awareness
 - Lessons and practices of mindfulness techniques
 - Have self soothing/sensory materials available (ex: Stress balls, chew pencils, colouring pages, music, books, etc.,)
 - Have a quiet area that students are able to retreat to when they are over-stimulated or need to calm down

- Meet students' basic needs:
 - If students are hungry arrange for them to get a healthy snack
 - When students need to use the washroom have a sign out schedule
- Create effective classroom routines:
 - Allowing adequate time for students to finish what they have started.
 - When students know what is coming and what is expected of them, they transition easier to the next activity and anxiety can be reduced.
 - It is recommended that each class have a visual schedule that is updated each day and is accessible to the students.
 - Using a visual timer that allows them to see when they have to switch activities.
 - Giving verbal and/or visual reminders that a transition is coming up
 - Schedule in movement breaks: Students will learn better if they are able to move throughout the day. This can be done in the classroom (using stretching, yoga, aerobics or dance), outside, or in the gym. Students who need additional movement in their day (like students with ADHD) can be given tasks that allow them to walk through the school in appropriate ways (like delivering attendance, getting a drink of water, returning library books, collecting recycling, delivering notes etc.)
- Use instructional strategies that are engaging and adapted to the students' developmental needs (including inquiry and project based strategies).
- Be a positive role model for your students:
 - Teachers should model the behavior they would like to see from their students.
- Promoting positive relationships with parents and the community:
 - Invite the community into the school for educational and social events.

- Examples include open house, holiday celebrations, inviting elders for story telling or to teach cultural skills, provide educational workshops for parents and community members to learn about educational goals, such as literacy or math skills.

II. Level 2: Additional Support

Level two offenses are minor, class-based behaviors that may be disruptive to class productivity or to the student's learning. These behaviors are manageable by the classroom teacher within the classroom. These behaviors may include minor disruptive behaviors, inappropriate language, cheating, minor inappropriate use of property, and minor defiance, such as unwillingness to complete assigned work. Some techniques to increase support at this level include:

- Continual use of proactive, level one supports, especially using positive reinforcement(s) and addressing student needs.
- Here, it is increasingly important to assess the cause of the behaviour and keep records of it
 - Knowing why and when the behavior occurs can enhance the ability of the teacher to address the underlying concern and reduce or eliminate the continued occurrence of the incident.
 - Keeping a record of behaviors is a way to see patterns over time and to assess progress.
 - See the A-B-C's of behavior chart in the resource section (Appendix 1). Identify the skills the child is lacking to behave appropriately and teach replacement behaviours (Ross Green's CPS technique may be useful here as well).
- Use of consequences:
 - Teachers should use the agreed upon rules and consequences to address concerns that have been laid out in level one support.

- Behavioral contracts can be useful. Remind students of the expectations and follow the pre-agreed consequences in a consistent and fair manner.
- It is recommended that *natural* and *logical* consequences be used when possible.
- Natural consequences: When the consequence is naturally built into the behavior without interference from the teacher. For example if a student chooses not to eat at break, then they may be hungry until their next break. When a natural consequence is possible, there is no need for teachers to interfere additionally. Safety should always be a primary concern. Therefore natural consequences should not be used when there are safety concerns.
- Logical consequences: Logical consequences are consequences that teachers come up with that are related to and make sense in response to the behavior. An example of a logical consequence for a student not wanting to put on his boots to go outside in winter would be that that student would not be able to go outside (letting the student go out in the cold barefoot would be a safety concern). If a student were acting inappropriately with their peers, then a logical consequence would be that they are removed from their peers until they are able to correct their behavior.
- Consequences should occur as close in time to the incident as possible and be used consistently with all students. They should have a clear beginning and ending.
- Students and teachers should be aware of the consequences ahead of time, so that they are clear and used consistently throughout the school year.
- Consequences should not subject the student to undue distress such as embarrassment or belittlement. They should always be respectful with the goal of learning in mind.
- Repair and enhance relationship with student:

- Teachers should meet with student privately to discuss the behavior and assign the consequence. Once the consequence has been fulfilled, the teacher may need to increase their relationship building with the student to repair the break that occurred with the behavior and also to increase attachment between student and teachers.
- Some techniques to enhance relationships at this level include:
 - Increasing positive reinforcement for positive behaviors
 - Participating in events, sports, activities with the student in positive settings
 - Using the 10-2 approach: Meet with the student for two minutes a day for 10 days in a row. Ask about their day, their interests, discuss common interests, or any other positive topic not related to the student's misbehavior.

III. Level 3: Increasing Support

Level 3 behaviors escalate in frequency and/or intensity and may move outside the classroom, effecting the overall school environment. At this level, classroom teachers may benefit from additional support from school administration such as the principal and other support teachers and staff. Behaviors at this level may include: intimidation and threats, stealing, unsafe conduct, AWOL beyond school property, severe lying, major disrespect, defiance, or disruption of class. They may comprise of level 2 offenses, which continue to reoccur, even after appropriate techniques and supports have been put in place, or they may be behaviors that have escalated in a manner that may pose a minor safety concern or increased classroom disruption. Some guidelines in addressing Level 3 behaviors are as follows:

- Address any safety concerns immediately: Safety always needs to be considered first. The teacher should assess quickly if the student is an immediate danger to themselves or other students or staff and should act accordingly to ensure safety.
- Addressing student and teacher needs:
 - If the student is angry or emotionally escalated, teacher should work to de-escalate student and assist in emotional regulation.

- Having a calm down space (which is supervised) or calm down cards (with pre-set rules) and activities can assist in this.
- This can also happen in the office if the student is waiting to speak to administration.
- If the teacher is also escalated, this could mean that the teacher finds support and removes themselves from the situation until they are able to regulate themselves.
- It is recommended that teachers and administrative staff determine ahead of time who would be able to step in quickly if the teacher is removes themselves.
- Referral to administration:
 - The teacher should complete a referral form (Appendix 3) communicating the details of the incident to the principal.
 - The teacher should determine a time for the administration to meet with the student (this should be within a day of the incident).
 - At the arranged time, the teacher should bring the student to the assigned administrative support staff or the administrative staff should go get the student from class.
- Administration and student meeting:
 - Administration meets with the student to investigate the offense and begin to develop a plan with the student.
 - Administration and student agree on a restitution plan. (Appendix 2)
 - Administration communicates the plan clearly to the student and teacher.
- Home Communication:
 - Teacher contacts the parents/guardians to explain the problem and the agreed upon restitution plan.
- Assign responsibility and follow through:

- Responsibility is assigned appropriately. It is important that student, staff, administration, and parents/guardians are all aware of the next steps and what their responsibility is in following the restitution plan.
- Plan should be followed as consistently as possible.
- Follow-up meeting:
 - Administration, teacher, student and/or parent/guardians may decide to schedule a follow up meeting as needed.
- Repair and strengthen relationships:
 - Teacher actively plans activities to repair and strengthen relationship with student.
- Teacher and administration re-examine Level one and two classroom and school wide supports and adjust or add proactive interventions as needed.

IV. Level 4: Intensive Support

Level 4 incidents include major problems that usually consist of a safety concern or repeated minor problems that are escalating. These include but are not limited to: major assault or use of weapon, serious theft or vandalism, serious unsafe conduct, defamation of character, fire alarm pulling, inappropriate sexual behavior, drug/alcohol possession or use.

- Follow Level 3 guidelines (Addressing safety, addressing immediate needs of students and staff, referral to administration, complete incident report, etc.,)
- In addition to Level 3 guidelines:
 - Arrange a School Based Team meeting which includes student, staff involved, administration, parents/guardians, and any appropriate community supports
 - Discuss the incident and any safety concerns
 - Discuss appropriate consequences (follow pre-arranged School-wide Plan for Specific Behaviors if available) (see resources)

- Make behavior plan and behavior contract (Appendix 2)
- In-school suspension/formal suspension:
 - It may be appropriate to use in-school suspensions or formal out-of-school suspensions with many level 4 behaviors.
 - It is useful to decide prior to the beginning of the school year which behaviors constitute suspension so that there is consistency throughout the year.
 - It may be useful to use the School-wide plan for specific behaviors to arrange this.
- Referrals to community supports:
 - Assess whether the student would benefit from community supports such as counseling, mentorship, psycho-educational assessments, social worker, RCMP, health center etc. and refer as appropriate (with consent from student and parent/guardians).
- Reintegration into school/classroom:
 - A plan should be made with the student, staff, and parent/guardians about how the student is to re-enter the classroom or school after the incident and consequences.
 - This should include proactive ways the student can be a part of the class and participate fully. This can also include relationship building activities with the teacher such as the 10-2 approach (see Level 2).

Consequences

Consequences will be applied in a fair and consistent manner, respecting individual rights, responsibilities, age and maturity, and will be restorative rather than punitive in nature.

Inappropriate Behavior

Inappropriate Behavior Can Consist of But Not be Limited To:

- Rudeness, swearing
- Fighting (or play fighting)
- Lack of respect for others, teasing
- Throwing objects (rocks, sticks, snowballs, etc.,)
- Defiant behavior, insolence
- Running in the halls
- Unauthorized leaving of school grounds
- Littering or destruction of school property

Documentation of Bullying Incidents

All staff in DDEC take seriously all allegations of bullying behavior and act in a timely, sensitive and supportive manner when responding to students, parents/guardians, and others who disclose or report bullying incidents. When a staff member becomes aware of an incident he/she must report it to the principal no later than the end of the school day. All written reports will be made on The Bullying Incident Reporting form, Appendix 6.

Bullying Behavior

Bullying is serious behavior that has three key features and all three must be present for the situation to be considered bullying:

- **Power imbalance:** One child clearly has power over the other which may be due to age, size, social status, etc.,
- **Intention to harm:** The purpose of the bullying behavior is to harm or hurt others. It is intentional behavior.
- **Repeated over time:** Bullying continues over time and gets worse with repetition. There is implied or real threat. The behavior does not stop and becomes more serious.

Four Categories of Bullying

- **Physical Bullying:** includes hitting, kicking, tripping, pinching, and pushing or damaging property
- **Verbal Bullying:** includes name-calling, insults, teasing, intimidation, homophobic or racist remarks or verbal abuse
- **Social, Emotional Relational Bullying:** intention to harm a person's social reputation and/or cause humiliation. It includes:
 - Lying and spreading rumors
 - Negative facial or physical gestures, menacing or contemptuous looks
 - Playing nasty jokes to embarrass and humiliate
 - Mimicking unkindly
 - Encouraging others to socially exclude someone
 - Damaging someone's social reputation or social acceptance

- **Cyber-Bullying:** Overt or covert bullying behavior using digital technologies. It has changed the traditional face of bullying in three key ways:
 - **Access-** It is virtually impossible for targets to get away from cyber-bullying.
 - **Scope-** The audience grows exponentially
 - **Anonymity-** Cyber bullies can hide behind technology and this tends to reduce inhibition.

Reporting Mechanisms

All students, parents, are encouraged to report any incident of bullying to the principal or any staff member. The report can be in person, by telephone, letter or email. Anonymous reports can be made by calling **KIDS Help Phone @ 1800 668 6868** or **NWT Help Line @ 1 800 661 0844** (Monday to Friday during school hours) or the **RCMP** for immediate assistance. See Appendix 7.

How do we Prevent Bullying

- Use of **Behavior Conduct Model**
- Regular use of praise and of positive and supportive behavior by all staff
- Use of referral forms for students and staff
- Students are actively encouraged to seek help from peers, parents, and staff
- Direct teaching of bullying in the school curriculum
- Classroom visits from **RCMP**
- Any incidents of bullying are treated seriously and dealt with immediately
- Peer mentorship

Roles and Responsibilities

Administration

- Ensures that regular in-service occurs to provide school personnel with the necessary information to recognize bullying and appropriate ways to respond to it.
- Raise awareness throughout the school community
- Models positive interactions
- Exemplifies school values
- Promotes WITS and WITS LEADS program
- Investigates bullying issues fully
- Is fair and compassionate when addressing these issues
- Takes appropriate and restorative action(s)
- Informs parents in a timely fashion

Teachers and Support Staff

- Model positive interactions
- Utilize Behavior Conduct Model
- Proactively observes possible signs and incidents of bullying
- Teaches WITS and actively uses positive behavior supports
- Encourages students to use referral forms and seek help when appropriate
- Investigates bullying issues fully
- Is fair and compassionate when addressing these issues
- Takes appropriate and restorative action(s)
- Informs parents in a timely fashion

Parents

- Watches for signs of victimization in their child (e.g., not wanting to go to school, bruising, asking for money, reluctance to discuss school events, etc.,)
- Advise child to tell a teacher or principal
- Encourages and models cooperation and positive interactions
- Encourages and models peaceful resolutions
- Informs the teacher or principal if bullying is suspected

- Is open to discussion with the school if child is involved in bullying either as a victim, bully, or bystander

Students

- Follow the school code of conduct
- Uses their WITS when in a bullying situation
- Accepts responsibilities for actions
- Exemplifies respect
- Seeks help when necessary

Community

- Supports the school code of conduct and anti-bullying policy
- Offers supports to parents and children that promote positive relationships
- Take appropriate measures when bullying is seen in the community

Consequences for Bullying

Teacher Response:

- Intervene quickly. For example, say, “Stop it, that’s bullying.” Take the spotlight off the child being targeted and turn the focus to the behavior.
- Calmly separate the students involved.
- Investigate the situation fully. Identify the behavior as negative not the student. For example, say, “Our school does not appreciate hurtful behavior. We support and respect all people here.”
- Ask the person who bullied how he or she would feel if treated in the same way
- Proactively and empathetically address the behavior.
- Escort the bully or bullies to the school office and tell them there will be a follow-up to the incident. Ensure that they are separated while waiting to be interviewed.
- Speak to the target and use Appendix 8
- Complete the Bullying Incident Reporting Form, Appendix 6.
- Aid in the investigation and support of the students as requested by the principal.

Principal's Response to a Reported Incident of Bullying

DDEC has a progressive discipline policy in place that guides the choice of just and effective responses to bullying. Progressive discipline means that initially children who bully receive consequences that help them learn from the experience and take responsibility for their actions (i.e., formative consequences). If bullying behavior continues, consequences progress in severity. Consequences always take into account the unique characteristics of the situation which include:

- The developmental level of the involved students
- The prior history of the involved students
- Exceptionalities of the involved students
- The severity of the incident
- The harm that was done to the student who was bullied

The principal at Echo Dene School will be directed by the following guidelines when responding to reports of bullying (See Appendix 9).

Support for Students Who are Being Bullied and for Their Families

Students

- School staff should tell the student that they are not alone and that support is available
- Those bullied should be referred to the school counselor and be made aware of additional counseling services within the community
- Kids Help phone line is 18006686868
- WITS Website Resources for Kids <http://www.witsprogram.ca>

Parents

- The classroom teacher should give information to parents on WITS and explain the importance of using a common positive language to talk about bullying
- Parents should be encouraged to continue to talk to their child about being bullied
- Parents can be referred to the school counselor for more resources about bullying and peer-victimization

Why is it Important to Address Bullying

- Bullying hurts people
- Everyone in the school community has the right to be treated with respect
- Addressing bullying helps the victim(s) and the person who bullying
- Schools have a basic responsibility to respond promptly and effectively to issues of bullying to ensure the respect and safety of all in the school community

Bullying Prevention, Intervention, and Education Strategies

Echo Dene School has adopted a whole school approach to preventing bullying and promoting healthy relationships. The whole school approach involves the administration, teaching and school staff, students, parents and guardians, and the broader community. When everyone works together for a safe, inclusive and accepting school, students receive consistent messages and responses about bullying and positive relationships at school, at home, in sports and in their community. By promoting positive relationships in and outside the classroom, all students can be engaged in bullying prevention.

INTEGRATING HEALTHY RELATIONSHIPS PROGRAMMING

List all bullying prevention, intervention and education strategies that integrate evidence-based healthy relationship programming into the curriculum and daily classroom activities.

CURRICULUM	DAILY CLASSROOM ACTIVITIES	GRADE LEVEL(S)
W.I.T.S., WITS LEADS	W.I.T.S. curriculum	K-6
4 th R, HRPP	4 th R Curriculum	7-9, 10-12
7 Virtues (Michele Borba)	7 Virtues	K-12
NWT Health Curriculum		JK-12

TARGETING THE ENTIRE LEARNING COMMUNITY

List bullying prevention, intervention and education strategies that target the entire learning community, including students, parents, school staff and community members. Check all participants that apply to each activity.

ACTIVITY	STUDENT	PARENT	SCHOOL STAFF	COMMUNITY
ERASE BULLYING LEVEL 1	X	X	X	X
INFORMATION ON SCHOOL WEBSITE	X	X	X	X
Mind-UP	X	X	X	X

ADDRESSING SCHOOL-SPECIFIC ISSUES

List bullying prevention, intervention and education strategies that address specific issues identified by individual schools, staff, students, DEA representatives, local government, and other school community members.

ISSUE	STRATEGY	GRADE LEVEL(S)
PHYSICAL	ERASE 1, Mind-UP	K-12
VERBAL	ERASE 1, Mind-UP	K-12
SOCIAL, EMOTIONAL	ERASE 1, Mind-UP	K-12
CYBER	ERASE 1, Mind-UP	K-12

List bullying prevention, intervention, and education strategies that provide students with the skills and confidence needed to resolve conflict in a non-violent way.

STRATEGIES	GRADE LEVEL(S)
WITS	K-12
The Fourth R	7-9
7 Virtues	K-12
ERASE 1 (B.C. required resource)	K-12

Emergency Response Plan (ERP)

The purpose of this Emergency Response Plan (ERP) is to provide school staff, parents, emergency responders, and students with a set of guidelines to follow in the event of an emergency situation within the school setting. It is not meant to be all encompassing, nor is it meant to take the place of sound reasoning and good judgment.

For the purpose of this document, an emergency situation is defined as: an event which overwhelms an individual's capacity to cope and that negatively affects school and classroom behaviour and climate, and/or endangers the safety and well-being of students or staff members.

In order for this plan to be effective, the following three things are essential:

1. An understanding that communication between staff is essential during the best of times and even more so during an emergency situation. With this in mind, school administrators are ultimately responsible for determining who needs to be aware of a situation, whether it is the Superintendent, DEA members, staff, students, parents or others in the community.
2. All school staff must have the necessary training required to carry out the guidelines in the plan, whether that be First Aid, Non-Violent Crisis Intervention, or any other necessary training. This training must be kept up-to-date and reviewed annually. All training requirements are set out in the NWT Safety Act and the NWT Occupational & Safety Policy.
3. All school staff and emergency first responders must receive a copy of the plan and become familiar with it. As well, these plans must be reviewed at a minimum of one time per year (usually the Fall) to maintain its usefulness. The Safe Schools Committee, DEA, and staff of the school are responsible for reviewing the ERP.

Emergency Contact Numbers

- Fort Simpson- Health Center (24 hours) 867 695-7000
- Fort Liard- RCMP (24 hours) 867 695 1111
- Fort Liard- Fire Department (24 hours) 867 695 2222
- Family Violence Crisis Line- Hay River Family Support (24 hours) 867 874 3311

Caring and Safe School Committee

Name	Position
Benjamin Adams	Principal/ Chairperson
Megan Warr	Program Support Teacher
Peter Eramus	Department of public works
Julia Eramus	DEA
Karla Kraus	Custodian

Responsibilities of Caring and Safe School Committee

The team will meet a minimum of three times a year to:

- Monitor the implementation of the Safe School plan and revise the plan as needed
- Monitor and review procedures related to Safe Schools policy
- Identify programs that target the entire community (staff, students, parents, and community members)
- Identify strategies that address school specific issues
- Identify strategies that teach students safe intervention and proactive reporting skills and provide students with the skills and confidence needed to resolve conflict in a non-violent way
- Encourage activities that promote a sense of community, wellness, safety, and respect throughout the school

School Emergency Response Team

Benjamin Adams	Principal
Megan Warr	PST
Karla Kraus	Custodian
Bernice Isaiah	Secretary
Leanne Jose	Elementary teacher

Emergency Procedures

General

- These procedures are established in conjunction with community-based response plans
- These procedures reflect school partnerships with elders, community leaders, RCMP, MACA, and other stakeholders
- Safety procedures including fire drills, lock downs, and lock outs will be practiced throughout the year. Each of these drills will be practiced at least twice during the school year. Practice drills include pre and post plans
- Various community resources have been identified and are reflected in this document including Whole School, Whole Community, Whole Child (WSSCC)
- The school staff room has a Occupational Health and Safety Board that helps inform staff about safe procedures. Staff meetings focus on topics of safety throughout the school year.
- Considerations have been made for students with special needs
- Considerations have been made for students in unsupervised areas (ex: washrooms, hallways)

Basic First Aid

Procedure:

- Use basic first aid training to assess the situation and consider personal safety risk. First Aid equipment is stored in the Main Office of the school. The First Aid designate is Evan Ferguson.
- Apply First Aid and call Health Care Centre for further assistance: 867 695 7000
- Complete incidence report (Appendix 1).
- Call parents or guardians of injured students(s) and inform them of the nature and extent of injury
- If student is transferred to Health Care Centre, assign a staff member to accompany student(s) for care or until released from parent guardian of responsibility
- Inform relevant staff and students of the factual information
- Inform SDEC Superintendent/Assistant Superintendent of incident factual information
- Inform DEA Chair or Vice- Chairperson of incident factual information
- SDEC and DEA consultation with school personnel will determine the nature and extent of resources and follow up necessary
- Complete incident Report form for future reference
- Copies of the Safe School plan will be in sub folders and kept at the office for reference by all visitors to the school
- Educational Assistants will ensure that the safety needs of all students with special needs are met

Room Clear

A room clear is issued by a teacher or supervising adult and is used to send students away from a potential threat such as a violent dispute between students.

Procedure:

- Staff member or designate contacts the office to request support.
- Instruct office staff to call emergency response if needed.
- Staff member verbalizes “Room Clear”.
- Instruct students in a calm and orderly fashion to go directly with office designate to the agreed upon designated area. Give attendance sheet to the designate.
- Remain with the problem situation and work to diffuse the crisis providing personal safety is not at issue.
- Remain in contact with the office until the situation is resolved.
- Principal/designate will contact parents as necessary.
- Implement plan for students in question to reenter class.
- Complete incident report.

Lock Down

Lock down protects staff and students from a serious internal or external threat/emergency. The threat(s) might include an intruder inside or immediately outside the building. As such, it may be more dangerous to leave the building than to stay in a secured room. A lock down may be used when there is no possibility of uncontrolled fire/explosion or exposure to dangerous goods.

Procedure:

- The principal or designate will initiate a lock down by verbalizing “Lock Down!, Lockdown!, Lockdown!” over the P.A. After thirty seconds, the same message will be repeated over the P.A.
- Principal or designate will phone the RCMP detachment to announce emergency.
- The principal or designate will check student washrooms and will bring any children into the staff room.
- Staff will do a hallway scan and direct students to nearest classroom
- Teachers will ensure that all students are in the classroom.
- Staff and students in the gym are directed to go into the boys washroom and lock the door
- Teachers will immediately lock classroom doors and windows and pull shades.
- Teachers will direct students to an agreed upon place within the classroom out of direct sight line from the hallway and windows.
- Teachers take attendance for all students present. Teachers will phone the staff room (223) with attendance.
- Teachers will work to remain calm and instruct students to remain calm and quiet
- If a gunshot or an explosion is heard, have students lay on the floor.
- If a fire alarm sounds teaching staff determine the risk. If decision is made to evacuate, they must follow evacuation/fire drill procedure
- Remain in the secured classroom until the principal or designate instructs you of an “All Clear” over the P.A. Will say “All Clear” three times.
- In the event of lockdown occurring while students are outside the building the principal or designate will go outside to warn students and staff to leave the grounds immediately. Staff and students will proceed directly in the safest route possible to Hamlet offices.

- Principal or designate will:
 - Inform DDEC Superintendent/Assistant Superintendent and DEA Chair or Vice- Chairperson of incident factual information
 - DDEC and DEA consultation with school personnel will determine the nature and extent of resources and follow up necessary
 - Complete incident Report form for future references
 - Principal or designate will communicate with parents as necessary.

Lock Out Drill (Hold and Secure)

During a hold and secure, the perceived danger is outside of the school and there are no internal safety concerns. School personnel move all students inside and ensure the school's perimeter is secured. Once students are inside, school activities can proceed quite normally during the outside disruption.

- The principal (or Teacher in Charge) will come over the P.A. and explain that the school is in a hold and secure situation. All routines will continue as normal. However, no one should leave or enter the building until the all-clear is given.
- Staff on supervision will direct students outside the school through the nearest entrance and instruct students to go directly to their home classroom.
- Members on the School Emergency Response team will ensure that all doors are secured and that all students are accounted for.
- Students arriving after the initiation of a hold and secure will be allowed to enter the school at the principal's or designate's discretion.
- Principal or designate will:
 - Inform DDEC Superintendent/Assistant Superintendent and DEA Chair or Vice- Chairperson of incident factual information
 - DDEC and DEA consultation with school personnel will determine the nature and extent of resources and follow up necessary
 - Complete incident Report form for future references
 - Principal or designate will communicate with parents as necessary.

Earthquake Drill Drop, Cover, and Hold On

Procedure:

- The principal or designate will announce “Earthquake Drill” over the P.A.
- Teachers direct students to ‘Drop’. Students should drop onto their hands and knees. This position protects students from being knocked down and allows them to stay low and crawl to shelter if nearby.
- Teacher directs students to ‘Cover’. Students should cover their heads and necks with one arm and one hand.
- If a sturdy table or desk is nearby, teachers direct students to crawl underneath it for shelter. If no shelter is nearby, crawl next to an interior wall (away from windows). Students stay on their knees and bend over to protect vital organs.
- Teachers direct students to ‘Hold On’. If there is a desk, students hold on with their other hand. Teachers ask students to count to sixty.
- Once the shaking stops instruct students to count to sixty again.
- Do not move to another location or outside. Earthquakes occur without any warning and may be so violent that you cannot run or crawl. You are more likely to be injured if you try to move around during strong shaking. Also, you will never know if the initial jolt will turn out to be start of the big one...and that’s why you should always Drop, Cover, and Hold On immediately!

Evacuation

The evacuation process must not place the evacuees at a higher risk level than staying in the school. It may be necessary to evacuate the school due to an internal threat (explosion, dangerous spill, fire, etc.) or external threat (a nearby crisis).

Procedure:

- Be aware of all locations of fire alarms, extinguishers, and exits prior to any event
- Upon discovery of a fire, any staff member sound the alarm. Other events requiring evacuation will be initiated by the principal/designate via P.A. system/alarm.
- Students in washroom or outside of the classroom leave immediately through the nearest exit and continue to muster station where they check in with their classroom teacher
- The PST or designate will proceed down the hallway toward the far elementary entrance to ensure all have exited and doors are secure and continue to muster station
- Special needs students and students with mobility issues will be supported by designated classmates during the evacuation.
- The Principal or designate will remain at the front of the building to ensure safe exits from the Library, Gym, Front Bathrooms, Kitchens, Staff room and Main Office area
- Teachers close all windows and doors
- Teachers bring attendance sheet
- Teachers place 'X' as an all-clear sign outside on the doorknob. Teachers are the last to leave the room
- Students and staff are to exit quickly and safely using pre-determined routes.

- Walk to muster station:
 - A: Inside the arena community room (doors open)
 - B: Outside parking lot of arena (doors locked)

- Teacher takes attendance and notes missing student(s) to Principal or Fire Official. If all are accounted for, the signal is a raised hand

- Staff and students wait for instruction and “all clear” from Principal/Fire Official

- The Principal or designate will inform DDEC and DEA Chair-Vice Chairperson of factual information as soon as possible.

- Principal or designate will:
 - Inform DDEC Superintendent/Assistant Superintendent and DEA Chair or Vice- Chairperson of incident factual information
 - DDEC and DEA consultation with school personnel will determine the nature and extent of resources and follow up necessary
 - Complete incident Report form for future references
 - Principal or designate will communicate with parents as necessary.

Violence Threat Risk Assessment (VTRA)

This approach has four basic steps:

1. Identify worrisome or threatening behavior
2. Use a multi-disciplinary team to conduct a violence threat risk assessment
3. Determine if a threat-maker actually poses a risk
4. Intervene appropriately

Stage I:

- A VTRA team is activated and begins a data collection process. This involves determining how **credible the threat is and whether or not the threat-maker has the resources and motivation to carry out the threat.**
- **Three Primary Hypotheses in VTRA:**
 - **Cry for Help:** When the cry for help is real, and we fail to respond, our inaction may inadvertently add to the justification process and elevate the level of risk with the person of concern.
 - **Conspiracy of Two or More:** Most documented cases of high-end violence were conspiracies of two or more. Others, if not involved, were at least part of the justification, planning, and evolution of the attack.
 - **Is there Evidence of Fluidity:** refers to the way a person can move from thoughts of homicide to thoughts of suicide. This is referred to as psychological shifting.
- Once the seriousness of the threat is determined, the team develops a plan for implementing risk-reducing interventions. The interventions are designed to protect the threat-maker as well as any potential targets.
 - Evolutionary Process:
 - Developing the ability to commit serious violence is a process. Prior to committing an act of serious violence, a person must have conceived of some aspect of the act.

- Justification Process:
 - Justification is the process through which the potential offender seeks, or is given the means to justify, the intended violence.
- Commitment:
 - Commitment is the degree of resolve an individual has to carry out a violent act.
- Snap Theory- rejected
 - People do not switch instantly from violence to non-violence. People must be primed for violence. It is an evolutionary process.
- Pathway to Violence:
 - The person's motivation will fluctuate as will their emotional state
- Cry for Help:
 - The first hypothesis in VTRA is that the threat making or threat-related behavior is a cry for help. If we fail to respond to a cry for help our inaction may inadvertently add to the justification process and elevate the person's level of risk.
- Under-Reaction:
 - The biggest problem we deal with in the field of violence prevention is under-reaction to often blatant indicators that someone is moving on a pathway to serious violence.

Assessing Threats:

- Threat assessment is the process of determining if a threat-maker actually poses a risk to a target or targets they have threatened.

- Baseline Behaviors:

- Behavioral tracking is the method used to formally determine baseline behavior functioning. To determine baseline behavior, ask “Is this behavior typical for this individual?” If the behavior is not typical, or if a deviation from a previously identified baseline is observed, then evolution can be inferred.

- Motivation:

- The motivation of a threat-maker cannot always be known with complete certainty but understanding motivation of a threat-maker is always key to evaluating a threat.
- Threats can be motivated by the desire to taunt, frighten, intimidate, coerce, or control. Or, a threat may be a means of calling for help, seeking attention, confronting authority, or getting revenge. The emotions that motivate threats are as varied as the threatmakers.
- Understanding motivations helps the team understand the threat-makers emotional state. Mental states can be strongly influenced by drugs or alcohol. Precipitating factors such as failing marks, a relationship ending, or conflict with parents may motivate a threat.

Types of Threat:

- Direct: A threat that identifies a specific act against a specific target and is delivered in a straightforward, clear, and explicit manner. : “I am going to stab Jason in the cafeteria at lunch.”
- Indirect: A threat that tends to be vague, unclear, and ambiguous. “I could kill you; I could kill everyone in this school.”
- Veiled: A threat that strongly implies, but does not explicitly threaten violence. “My life would be better if you weren’t around anymore.”

- **Conditional:** A threat that warns that a violent act will happen unless certain demands or terms are met. “If you don’t give me the money you owe me, I am going to shoot you.”

Factors in Threat Assessment:

- To effectively evaluate a threat, the team must have as many details about the threat as possible. The Stage 1 Threat Assessment Form provides a framework for collecting and analyzing these details.
- If the threat is ‘**clear, direct, and plausible**’ we activate the Stage I protocol
 - The more detail contained in a threat, the more thought has gone into the planning.
- **Worrisome Behavior:**
 - Worrisome behaviors are those that cause concern for members of the school or community that may indicate that a student is moving towards a risk of serious violent behavior. This would include instances where a student may be engaging in behaviors such as drawing pictures, writing stories in class, or making vague statements that do not, of themselves, constitute ‘uttering threats’ as defined by the law but are causing concern for some members of the school community because of their violent content.

Other Potential Warning Signs:

- **Dehumanization:**
 - Dehumanization is the process that allows a person to emotionally, psychologically, and cognitively distance themselves from the nature of the act.
- **Frequency/Intensity:**
 - Frequency and intensity are among the factors to be tracked when a change in baseline behavior is noted. An increase in the number of threats or strength of the threats indicates evolution and suggests that the risk is increasing.

- Pairing:
 - Most documented cases of high-end violence have evidence that the shooters either acted as part of a group and that the justification process and planning for the attack involved another individual.

- Empty Vessels:
 - A person who is not connected to a healthy mature adult will search for people or things to identify with. A person who feels empty will try to fill themselves with something. In VTRA the question is, “What are they filling themselves with?”

- Imitators v Innovators:
 - Most threat-makers are imitators not innovators. They learn about and imitate other violent offenders.

Appendix A – Community Threat Assessment and Protocol: Sample

Responding to Student Threat Making Behaviour: A School Staff Guide

<p>Worrisome Behaviours</p> <p>Include but not limited to:</p> <ul style="list-style-type: none"> Violent content Drawings and pictures Stories/journals Vague threatening statements Unusual interest in fire Significant change in anti-social behaviour Significant change in baseline behaviour <p>**Activate protocol when safe to do so. Complete Stage 1.**</p> <p>↓</p>	<p>High Risk Behaviours</p> <p>Include but not limited to:</p> <ul style="list-style-type: none"> Possession of weapon/replica Bomb threat plan Verbal/written threat to kill/injure Internet website threats to kill or injure Fire setting Threatens violence Hate motivated violence targeting a particular student/group <p>**Activate protocol when safe to do so. Complete Stage 1.**</p> <p>↓</p>	<p>Immediate Threat - Call 911</p> <p>Include but not limited to:</p> <ul style="list-style-type: none"> Weapon in possession that poses threat to others Plan for serious assault Homicidal/suicidal behaviour that threatens safety Fire setting resulting in harm <p>**Activate protocol when safe to do so. Complete Stage 1.**</p> <p>↓</p>
Principal Informed		Principal informed and decision made to activate the protocol.
<p>Stage 1</p> <p>Data collection and immediate risk reducing intervention</p> <p>Within hours</p>	<ul style="list-style-type: none"> Make sure all students are safe. Determine if threat maker has access to a weapon. Interview threat maker and all witnesses. Notify the parent(s)/guardian(s)/caregiver(s) of the students involved in the incident and the school Superintendent/Director. (Remember to call both parents/guardians/caregivers). Initiate Stage 1 Threat Assessment Report Form. Review findings with the TAT. Decide course of action. Develop an intervention plan. Send copy of plan to the Superintendent/Director with responsibility for <i>Safe and Caring Schools</i> within 24 hours via email or confidential fax. 	<p>School TAT</p> <ul style="list-style-type: none"> Principal (lead) Vice Principal Counsellor Police
<p>If activated by the Superintendent/Director with responsibility for <i>Safe and Caring Schools</i>, proceed to Stage 2</p>		
<p>Stage 2</p> <p>Comprehensive multidisciplinary risk evaluation.</p> <p>As soon as possible</p>	<ul style="list-style-type: none"> Conduct interviews as required. Meet with appropriate protocol partners and complete Threat Assessment Report Form 	<p>Community TAT</p> <ul style="list-style-type: none"> Superintendent/Director Police Community partners School TAT (as appropriate)
<p>If activated by the Superintendent/Director with responsibility for <i>Safe and Caring Schools</i>, proceed to Stage 3</p>		
<p>Stage 3</p> <p>Multidisciplinary intervention</p>		<p>Community TAT</p> <ul style="list-style-type: none"> Superintendent/Director Safe and Caring Schools (lead) Police Community partners School TAT (as appropriate)

Note: When a community partner determines the need to activate the Community TAT, that person will notify his/her designated lead team member who will follow the procedure as outlined in "Responding to Student Threat Making Behaviour: A Protocol Partner Guide" (see Appendix B).



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Appendix 1

Student Injury Report

Student Information:

Name:	Date and Time of Incident:
-------	----------------------------

Location(s) of Incident:

Classroom	Breakfast club room	Hallway
Playground	Gym	Bus
Bathroom	Slavey classroom	Other _____

Description of Incident:

Include sufficient Details of What Happened and When:

Incident Response (fill out all appropriate responses):

First Aid	Time and Type of First Aid Administered	By Whom
Called 911	Time	By Whom
Parent/Guardian Notified	Time	By Whom
Taken to Clinic	Time	By Whom
Restricted School Activity	Time and Type of Restrictions	By Whom

Signatures:

Name of staff completing form	Signature	Date
Name of Teacher in Charge or Principal	Signature	Date

Appendix 2

ABC (Antecedent, Behavior, Consequence) Chart Form

Date/Time when the behavior occurred	Activity What activity was going on when the behavior occurred	Antecedent What happened right before the behavior that <u>may</u> have triggered the behavior	Behavior What the behavior looked like	Consequence What happened after the behavior, or as a result of the behavior

Appendix 3



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Student Behavior Contract

Dear Parent(s):

(Student's name) will begin this contract on *(date)* to help ensure his/her academic and developmental success.

Student Goals:

- 1.
- 2.
- 3.

Rewards if Goals are Met:

- 1.
- 2.
- 3.

Outcomes if Goals are not Met:

- 1.
- 2.
- 3.

Special Note: The rewards and consequences mentioned above are null and void if the student commits an act that would require a suspension/expulsion. This will be determined by school policy and by the school administration.

By signing this contract all parties agree to the stipulations in the document and will follow accordingly. The following contract will be reviewed by the student, parent, teacher, and principal on the following date and time: *(date and time)*.

Signature of Student and Date

Signature of Principal and Date

Signature of Student and Date

Signature of Principal and Date

Appendix 4



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Student: _____ Staff: _____ Date: _____

Location(s) of Incident:

Classroom	Breakfast club room	Hallway
Playground	Gym	Bus
Bathroom	Slavey classroom	Other _____

Major Infraction(s):

Physical	Verbal	Defiance	General
Physical aggression towards student	Verbal aggression towards student	Refusing to listen to teacher	Vandalizing school property
Physical aggression towards staff	Verbal aggression towards staff	Leaving the school without permission	Taking someone's property
Rough play		Leaving class without permission	Refusal to do work
Threw object			

Minor Infraction(s):

Out of seat	Incomplete work	Not respecting someone's property
Interrupting classroom learning	Blurting out	Not waiting turn
Other:		

Details of Infraction: _____

Teacher Response(s):

Conference with student	Physical proximity	Redirection
-------------------------	--------------------	-------------

Verbal reprimand	Loss of Privilege	Buddy room
Changed seat	Time-out in class	Parent contact
Detention issued	Warning	Parent conference
Conferred with Principal	Letter or email to parent	



Appendix 5

Liidlii Kúę Elementary School

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Student (Self) Referral Form

Name: _____

Date: _____

I would like some help with:

_____ My school work

_____ I am having troubles with my friend(s)

_____ Someone is not respecting me

_____ Someone is bullying me

_____ I feel angry

_____ I feel sad

_____ I need someone to talk with



Appendix 6

Liidlii Kue Elementary School

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Bullying Incident Reporting Form

1	Report Completion	<p>Name of person completing report _____</p> <p>Did you witness the incident? Yes_____ No_____</p> <p>Did someone report the incident to you Yes_____ No_____</p> <p>If someone reported the incident to you, was that person a (circle):</p> <p>Teacher Student Bystander Target Parent Bus Driver</p> <p>Community member Anonymous</p>
2	Time of Incident	<p>Time:_____ Date:_____</p>
3	Name(s) of Students Involved	<p>Target(s): _____</p> <p>Bully(s): _____</p> <p>Bystanders/Witnesses _____</p>
4		<p>At a location in the school, or on school property (specify)</p>

	Location of Incident	<hr/> <p>At a school related activity (specify)</p> <p>-----</p> <p>Other (specify)</p> <p>-----</p>
5	Types of Bullying	<p>Check those that apply:</p> <p>Physical _____ Verbal _____ Social _____ Cyber _____</p>
6	Incident Description	<p>Describe the incident and include the bullying behaviors</p> <hr/> <hr/> <hr/>
7	Evidence	<p>Were you presented with any of the following evidence (check those that apply)?</p> <p>Notes _____ Emails _____ Video/audio _____ Pictures _____</p> <p>Website _____ Other _____</p>
8	Describe the Actions You Have Taken	<p>Check if it applies:</p> <p>Stopped the bullying and escorted students to the office</p> <p>-----</p> <p>Other:</p> <hr/> <hr/>

9		Today's Date: _____ Signature: _____



Appendix 7

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Anonymous Reporting

(Be sure to disclose the following details)

Kids Help Phone: 1 800 668 6868

NWT Help Line: 1 800 661 0844

I am concerned about the following person:

Who did the bullying:

List the names of any witnesses/bystanders:

When did it occur (time, date)?

Where did it occur (Exact place/location):

Describe in exact detail what happened:

If you want to be contacted, please include your full name and contact information:



Appendix 8

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The 4-A Response: Process for Handling Reports

Affirm- Affirm the student's feelings

Ask- Ask questions

Assess- Assess the student's safety

Act- Tell the student what will happen next

1. **Affirm** the student's feelings

- "I can see you are upset about this."
- "Thanks for doing your part to make this a safe and respectful school."
- "This must be frightening for you."
- "You did the right thing by reporting this to me."

2. **Ask** questions

- The child making the report may be an upstander or may be the target
- By asking questions, it can be determined who is involved, what happened, or when and where it happened.

3. **Assess** the child's safety

- It is important to think of safety needs- is the bullying ongoing?
- If dealing with a bystander, is that child concerned the bullying might extend to him?
- If dealing with the target, does the child fear revenge?
- Could the bullying behavior extend in to the classroom, lunchroom, etc.,?
- Talk with the child about what she needs to feel safe, ask specific questions to get relevant information?

4. **Act**

- Important to take action
- Important to coach both target and student who did the bullying

Appendix 8 (continued) Coaching the Target

Affirm the student's feelings:

- Affirming the student's feelings is very important
- This helps to validate the importance and seriousness of the situation
- This may help to make the student feel more comfortable talking with you
- Say things such as, "I'm glad you told me, I can see that you are worried, or You were right to report this and get help from an adult."

Ask questions:

- This is a logical step
- Ask questions about their current experience
- Ask questions about the past experiences with bullying or harassment

Identify what has and has not worked in the past:

- Discuss with the student what has been tried in the past to deal with the situation
- Discuss whether or not these actions had any effect on the situation

Generate Solutions for the future:

- Encourage the student to generate creative ideas to try in the future
- Practice using assertive refusal skills
- Remind student that aggression is never an appropriate solution
- Ask students to think of other adults or peers who could help
- Ideas may include staying with friends, having parent transport to and from school

Follow up:

- The last step is to follow up with the student and support the use of new ideas

- Set up a time when you will check in again to see how things are working
- Encourage the student to report to you as needed
- Contact parents whenever it is appropriate



Appendix 9

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Response to Bullying Guidelines for Administrators

Phase 1 (Bullying has been reported)

Step 1 (Investigation)

Speak with the Target:

Points to Consider:

- Be sensitive, thorough, and discrete
- Keep the students who bullied and the target(s) separated
- Try to be present when a situation has been reported and verify when possible
- Verify emotional and physical well being of students
- Allow student(s) to take their time and express emotion
- Acknowledge the student's feelings
- Ask for details to help your investigation- take notes and document what the student says, their emotional state, future concerns/fears, and any threats that have been uttered
- Inform the student that you will contact their parents
- The student may wish to take some time to calm down before returning to class. They may wish to go home (confer with parents).
 - Ask questions such as: What happened? How do you feel about what has happened? How long has it been going on? Where does it take place? Who was involved? Did anyone else witness it? How has it affected you?

Speak with staff, other students, bystanders, parents:

Points to Consider:

- Be discrete when talking to people about the situation and ask others to be discrete
- Contact parents of the student who was bullied to let them know you are investigating
- Is the target involved with the school in a positive manner
- Keep students, teachers, and parents informed
- Document and take notes
 - Ask questions such as: What happened? What did you think when you saw/heard about this incident? Who has been affected and how? How long has it been going on? Where does it take place? Who was involved? Did anyone else witness this? Are staff aware of these issues? Are parents or staff aware of any change(s) in behavior or home life? Has anyone seen anything in the halls, in class, on the yard, or at home?

Step 2

Speak with the Student who Bullied:

Points to Consider:

- It is important to have clear facts on the events and sequence prior to interview
- The student may not confess and may try to redirect by claiming that something other than bullying occurred (e.g., “I was just joking around.”)
- School investigation needs to determine ‘balance of probability’. A school administrator is able to use his professional judgment in deciding whether the event occurred.
- Document and take notes
 - Ask questions such as: What happened? What were you thinking at the time? What were the details about the incident?

Reconnect with Parents of the Student who was Bullied:

- Let parents know how the investigation is going
- Assure parents that you are taking the situation seriously

- Encourage parents to continue to communicate with their child about any future issues and to inform administration
- Document and take notes
- Speak with the Parents of the Student who Bullied:

Points to Consider:

- Parents may not be supportive when the school is trying to hold their child accountable for their actions
- Be clear about the facts of the investigation
- Issues may be investigated off school property if it affects the climate of the school
- Document and take notes
 - Questions to ask: Are the parents aware of the situation? Have there been changes at home? Is there history with the people involved?

Phase 2 (Developing an Action Plan)

Speak with Target and Parent:

Points to Consider:

- Ask how you can support the child
- Assess level of support available
- Provide opportunity to talk to a caring adult at the school such as a teacher or administrator
- Acknowledge the student's feelings
- Teach strategies to help reduce bullying
- Identify the strengths of the students
- For students who feel isolated, encourage and support them to join activities, develop friendships, take part in leadership responsibilities, and help build support systems
- Provide opportunities for empowerment

Speak with Student who Bullied and Parent:

Points to Consider:

- Discipline should be a constructive and compassionate response to bullying
- Explain to the student that what they did was wrong
- Follow progressive discipline
- Help student to take ownership of the problem
- Help student to use a process for solving the problem that they created (e.g., Use restorative practice or restitution). Help student to fix what they did (resolution). Help student to figure out how to keep it from happening again (reconciliation). Help student to heal with the person they harmed; when the person they harmed is willing and able.
- Keep the student's dignity in tact. Remember that the behavior was wrong and that they are not a bad person
- Explore opportunities for student to be involved in a positive activities at the school

Phase 3 (Determining Intervention, Consequences)

Appropriate responses may include a range of consequences consistent with the concept of Progressive Discipline and based upon the behavior involved and considerate of mitigating circumstances. If the school investigation determined that criminal behavior occurred, then involve the police. Actions will vary depending on the circumstances of each case. These include:

- Identifying and discussing the inappropriate behavior
- Use of Restorative practice
- Temporary removal of student from class, activities, or events
- Problem-solving exercises
- Other loss of privileges
- Suspension
- Expulsion

Phase 4 (Support and Follow Up)

Points to Consider:

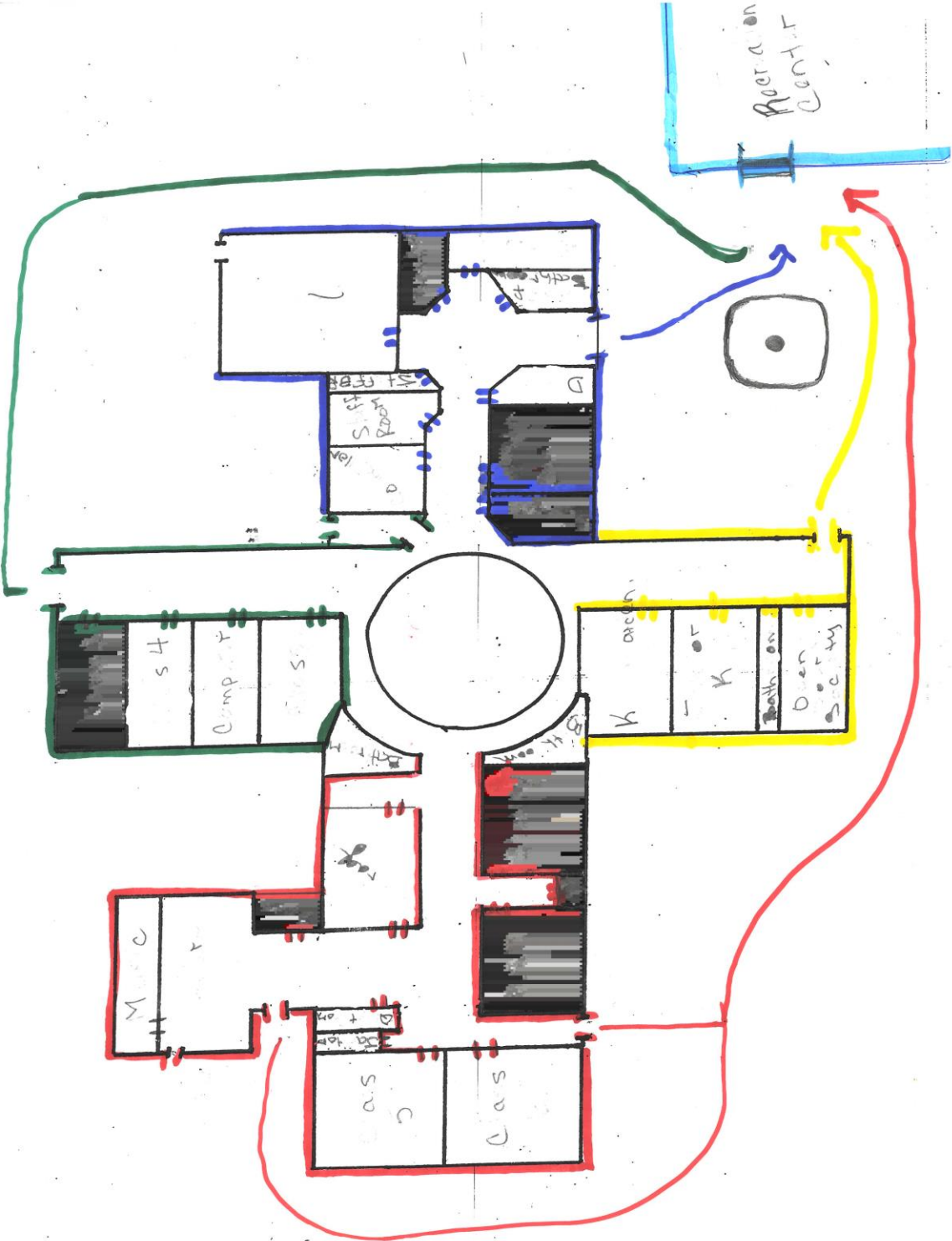
- Follow up with all parties involved
- Provide positive social skill development opportunities

- Provide creative ways for the student to exercise power in a socially desirable way (leadership roles)
- Provide support and monitoring
- Focus on activities that highlight empathy and respect for others
- Provide or refer to support services (outside agencies, etc.,)

Restorative Conference:

- After a bullying incident is reported and a thorough investigation has occurred, a Restorative Conference or circle may be appropriate. This is only appropriate when the student who bullied:
 - takes responsibility for behavior
 - admits behavior was wrong or hurtful
 - has agreed to stop the harmful behavior and changes
 - understands that bullying will not be tolerated and is willing to accept help to change behavior
 - is willing to participate
 - or when the target is willing to participate
 - or when the parents of both students are in agreement that a Restorative Conference would be helpful
 - a trained Restorative Practice Facilitator is available to do the pre-conference interview and the Restorative conference

Appendix 10 (Fire/Evacuation Plan)



Appendix 11

80 Words of Encouragement For Children

1. You're on the right track now!
2. You're doing a good job!
3. Now you've figured it out.
4. That's RIGHT!!!
5. Now you have the hang of it!
6. That's the way!
7. You're doing fine.
8. Now you have it!
9. That's coming along nicely.
10. That's Great!
11. You did it that time!
12. GREAT!
13. FANTASTIC!
14. TERRIFIC!
15. TREMENDOUS!
16. How did you do that?
17. That's better.
18. EXCELLENT!
19. That's a good (boy/girl).
20. That's the best you've ever done.
21. Keep it up!
22. That's really nice.
23. WOW!
24. Keep up the good work.
25. Much better!
26. Good for you!
27. Good thinking!
28. Exactly right!
29. SUPER!
30. Nice going.
31. You make it look easy.
32. Way to go!
33. You're doing much better today.
34. I've never seen anyone do it better.
35. SUPERB!
36. You're getting better every day.
37. WONDERFUL!
38. I knew you could do it
39. Keep working on it, you're getting better.
40. You're doing beautifully.
41. That's the way to do it!
42. You're the best!
43. Keep on trying!
44. Nothing can stop you now!
45. You've got it made.
46. You're very good at that.
47. You certainly did well today.
48. I'm very proud of you.
49. You're learning fast.
50. You've just about got it.
51. That's good!
52. I'm happy to see you working like that.
53. That's the right way to do it.
54. You're really learning a lot.
55. That's better than ever.
56. That's quite an improvement.
57. Now you've figured it out.
58. PERFECT!
59. FINE!
60. That's IT!
61. You figured it out fast.
62. You remembered!
63. You're really improving.
64. I think you've got it now.
65. Well, look at you go!
66. You've got it down pat.
67. Good work!
68. OUTSTANDING!
69. I like that.
70. Couldn't have done it better myself.
71. Now that's what I call a fine job.
72. You did that very well.
73. CONGRATULATIONS!
74. SENSATIONAL!
75. That's the best ever.
76. You haven't missed a thing.
77. You've just about mastered that!
78. One more time and you'll have it.
79. You must have been practicing!
80. You should be very proud of yourself.