



Anti-Bullying and Anti-Violence Plan



END OF YEAR EVALUATION

2021-2022

School:	<u>William Latter</u>	Shared with Governing Board	<u>May 25, 2022</u>
Principal / Centre Director:	<u>Natalie Gruenefeld</u>	Shared with Teacher Council	<u>May 24, 2022</u>
		Shared with Parents	<u>May 26, 2022</u>
		Submitted to Director of Complementary Services and Director General	<u>May 26, 2022</u>

Priorities for the Upcoming School Year

- Ongoing development and integration of The Zones of Regulation emotional regulation tools throughout the school.
- Continued updating, restructuring and reinforcing consistency in the application of the Code of Conduct for all students.
- Revising structures and systems conducive to appropriate play outside during recess and lunch recess times.
- Ongoing explicit inclusion of school activities that promote diversity and inclusivity.

Actions / Initiatives to Let Go or Maintain

- Initiatives put in place for the year and assessment of effectiveness of the actions.

Maintain:

- Bus issue reporting system in place between bus drivers and the school.
- Additional special education technician supports available to students, where funds permit.
- Connections Room for student support, when needed.
- Staff on supervision wear safety vests to improve visibility of adults for students in need.
- Daycare issues are followed up, as needed, with support of the parents and school administration.
- Recess play zones to limit conflicts with age imbalance.
- Reports about conflicts that are developing into a pattern are tracked internally, and intervention is adjusted to prevent further issues.
- School Colour Teams and related spirit days support comradery and positive school climate.
- Support for inclusive educational practices.
- Participation in sports teams in Cycle 3 are encouraged.
- Zones of Regulation being used across all grade levels to teach strategies for emotional regulation and to develop a common language.
- Targeted social skills interventions guided by teachers, support staff and administration.
- Providing dynamic classroom environments that promote student choice.
- Provide opportunities for different learning environments.
- Provide experiences with project-based learning.
- Explicitly teach tools to help students self-regulate their emotions.

Actions / Initiatives to Develop

- *Our School Survey* results.
- Review and analysis of GPI/ ISM (digital reporting platform) entries related to bullying and / or violence to assess decrease or increase in incidents of bullying and/or violence.

- The Our School Survey is a self-reported anonymous student survey that takes place via an online tool. Homeroom teachers in Grade 5 and 6 supported the administration of the survey with their students. The following details arose from the Our School Survey results this year:
 - Students reported having positive relationships with peers they can trust and who encourage them to make positive choices.
 - About a third of students reported moderate to high levels of anxiety about particular events or social situations. This is an improvement since May 2021, however it still remains above the pre-pandemic norms for our school.
 - Students are reporting an increased sense of feeling accepted and valued by their peers and others at the school.
 - When bullying was reported by students, it was primarily verbal and social bullying. These are the same top two categories as in May 2021.
 - Instances where bullying was reported to take place most often included outside of the school at recess or lunch recess.
 - When bullying is perceived by a student, they usually told a friend or parent/guardian. At times, they stood up to the person who they felt was the bullying.
 - Students felt that there are adults at school the victims can talk to and that the students know that consequences of bullying in the school.
- While situations were reported as bullying to school staff, the situations were resolved the collaboration between school staff, parents and the students. Often conflict and bullying were used interchangeably when they are quite different in many ways. In situations where bullying patterns were emerging, the interventions put into place were supportive, timely and corrective.
- Given the ongoing work the Zones of Regulation for all students, continued support for at risk students from measure funds, and continued work to include positive behavioral support strategies in the school we anticipate a reduction next school year in negative peer interactions.