



Anti- Bullying Strategies and Processes

HUDSON BAY COMMUNITY SCHOOL

Elementary Conflict Resolution and Self Respect groups	Young students are introduced to strategies to deal with conflict that are socially acceptable and they are also taught to show respect for themselves through their actions and words.
Alternate work space	Students may require an alternate workspace due to their behavior. That space is located near the office and supervised. At times the workspace can be deemed at home for a period of time if needed.
Senior student mentors	Younger students may be paired with a senior student with whom they meet, seek solutions to problems and learn appropriate ways to deal with school challenges, peer group struggles etc.
Outreach worker	Our Outreach worker is stationed right in our building and works with a number of students with behavioral issues.
Zones of Regulation training	<i>The Zones of Regulation</i> is a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities. Using a cognitive behavior approach, the curriculum's learning activities are designed to help students recognize when they are in different

	<p>states called “zones,” with each of four zones represented by a different color. In the activities, students also learn how to use strategies or tools to stay in a zone or move from one to another. Students explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones.</p>
Behavioral consultant involvement	<p>HBCS teachers may access the NESD Behavioral consultant’s help with children struggling with extreme behaviors. Strategies are put into place to support the child.</p>
RCMP liaison officer	<p>HBCS is fortunate to have an RCMP liaison officer who will come to the school and speak with individuals, small groups, large groups and whole school about issues around bullying, fighting, drugs and alcohol and a number of other topics.</p>
Digital Citizenship Cafe	<p>NESD personnel come and set up a café to teach digital citizenship with regards to online bullying, put downs, inappropriate photos, etc.</p>
Guest Speakers	<p>HBCS brings in a number of guest speakers from outside of the school including Kelsey Trail Health Region to talk about inclusion and how to avoid bullying.</p>
RTI Student Meetings	<p>Blocks of time are set aside to meet with students who need support with behaviors and those students come back every four weeks after being taught skills (example fight or flight strategies) and then must demonstrate growth.</p>

<p>Health Curriculum Outcomes</p>	<p>8.4: Demonstrate an understanding of the impact of violence (including, but not limited to, emotional abuse, physical abuse, sexual abuse, spiritual abuse and neglect) on the well-being of and the supports needed for self, family and community</p>
<p>Team meetings with parent and student all teachers present</p>	<p>At times, a student, their teachers and an administrator will all come together to meet with the student and parent and share behavioral concerns. A plan is then set in place to support the child.</p>
<p>Talking circles</p>	<p>Younger classes join senior classes to discuss bullying and other issues and find resolutions.</p>
<p>Suspensions</p>	<p>154(2) A principal may suspend a pupil for a period not exceeding 10 school days where the principal receives information alleging, and is satisfied that the pupil has:</p> <ul style="list-style-type: none"> a) Persistently displayed overt opposition to authority b) Refused to conform to the rules of the school c) been irregular in attendance at school d) Habitually neglected his or her duties e) Willfully destroyed school property f) Used profane or improper language g) Engaged in any other type of gross misconduct

NESD counselling	Students access our school counsellor who is in the building once a week.
KTHR counselling and mental health services	Families work with the resources provided through the Kelsey Trail Health Region to provide counseling and mental health services to students and their families.
Lunch/Noon hours away	If deemed appropriate, some students, due to negative behaviors are sent home for noon periods and are not allowed back until 1:00. They may also have restricted or alternate recesses.
Restricted areas	At times, when necessary, a student or group of students deemed may be restricted from an area such as a lounge, due to behavior. This may be for any determined amount of time.
Creating Friendships	A successful strategy used is to create time for the two students to work together to get to know each other doing an activity of interest for example, shooting hoops, painting, music, having lunch etc.
Matrix Teachings	Students are specifically taught HBCS behavior matrix expectations, (there is also a series of PowerPoint designed for teaching specific positive behaviors). Matrix reflection sheets are used with students to create plans that move student towards positive behaviors and holds them accountable for their actions.
Cell Phone pocket holders	Students in grades 5-10 place cell phones in pockets during class time.
Cell phone tips for parents	HBCS shares tips with parents whose children have phones so that they can curb the times that their children are on online

<p>TTFM Survey data</p>	<p>Tell the From Me Survey is an online survey that helps teachers and principals learn about students' feelings towards their school and their thoughts for improving their school environment. The data that comes from the survey is used to address concerns around bullying, anxiety etc. and strategies are included in our A3 Provincial goals.</p>
<p>PBIS team</p>	<p>Positive Behavior Intervention and supports</p> <p>PBIS has a few important guiding principles:</p> <ul style="list-style-type: none"> • Every child can learn proper behavior. • Stepping in early can prevent more serious behavior problems. • Each child is different and schools need to provide many kinds of behavior support. • How schools teach behavior should be based on research and science. • Following a child's behavioral progress is important. • Schools must gather and use data to make decisions about behavior problems
<p>Open Door Policy</p>	<p>Parents are welcome to the school (with an appointment) to discuss concerns that they have about their child. Code of conduct states that the parent is to seek information from the teacher first, the administrator if needed secondly and finally may seek help or clarification from the NESD office.</p>
<p>Personal communication between teacher and parents</p>	<p>Teachers have a variety of methods to communicate with parents and hear</p>

	their concerns: Seesaw, texting, school email etc
Boys' Group	Outreach worker runs a monthly group for boys to build friendships and work together to deal with conflict resolution.
The Experience	Outreach worker pairs up with Family and Support Center workers to run a monthly group for girls to build friendships and work together to deal with positive peer relationships.
Supervision Teams	Data from Tell Then From Me Survey helps to make decisions about where we will base our supervision teachers (example if data shows lots of conflict on soccer field, one supervisor is stationed there. There are usually 5 adults outside and two inside at breaks.
Grade 7 class work	Grade 7 (new to upstairs area) work in coordination with one of their teachers to share information about any mean acts or acts of bullying that may be happening in hallways or lounge area. It is reported and a plan is made to deal with it.
VTRA	Violent Threat Risk Assessment has been completed by the Admin team and rest of staff is being trained. <ul style="list-style-type: none"> • Early intervention • Violence prevention • High-risk assessments • Interventions and supports • Creating and maintaining internal processes and practices consistent to the model.
Morning Expectation Check-ins	Students struggling with positive behaviors check in with admin team

	<p>every morning. Guidelines are set for the day. Student helps to create a list of behaviors they need to adhere to in the school. Those reminders are read and discussed and examples are given to show growth.</p>
CLEVR	<p>Behavior tracking program used by teachers to track negative behaviors. Based on data, decisions are made about the appropriate interventions and if the student needs to be brought to the RTI table</p>
IDEAS and Interagency Committees	<p>The principal of the school belongs to both of these organizations and participates to bring in supports to the community to deal with issues involving students and their families.</p>
Mentorship Program	<p>Led by school personnel and student leaders, our mentorship program is designed to build relationships between our younger and older students through active participation in sports, snacks and activities. This program is run once a week.</p>
The Acceptance Group	<p>A Gay-Straight Alliance that aims to help support other students who may identify as a part of the LGBTQ + community. This group is student driven and teacher supervised.</p>
School Community Council	<p>Successful partners with the school staff in brainstorming anti-bullying strategies, bringing in speakers and being the voice of the community. This group has created focus groups based on Tell Them From Me Survey data and discussed the needs of the student body.</p>

