

**ERASE Bullying Strategy (Expect Respect and A Safe Education)**

School: RICHMOND SECONDARY SCHOOL

Principal: JIM ALLISON

Date: OCTOBER 10, 2017

<b>Goal</b> <i>What are we trying to do?</i>	<b>Cultivate a Safe and Caring School Culture that Promotes Student Connectedness</b>
<b>School-Wide &amp; Classroom-Based Activities</b> <i>Do we have a process that ensures all students know what is expected of them? Does this process involve all staff?</i>	<p>We welcomed our incoming Grade 7 students in May and introduced them to the idea that RHS is a very safe school and at the end of this day, each student was given a 17-page 'Grade 8 Welcome Guide' that contained lots of school information, student FAQs and had the words "<i>kindness, care and respect – today and everyday</i>" printed on the front cover. On their first day of high school in September, our new Grade 8s are met by a team of student ambassadors and staff leaders who engaged them in fun, welcoming activities, took them on a tour of the school and the student leaders escorted them and stayed with them during homeroom. For all of our older students, we held grade assemblies on the first day of school and part of these gatherings included reviewing our school-wide expectation that we treat all members of our community with <b>kindness, care</b> and <b>respect</b>, every day and in every interaction. At these assemblies, we also invited students to lead, join or get connected to one positive event, team, group or activity outside of the classroom this year and we promoted the successful Clubs' Day held at lunch on September 29. We encouraged students to stay connected to RHS by using the school website, listening to daily announcements and following the school on Twitter and Instagram. We also posted school wide "Digital Citizenship Expectations" on the school website and shared this link with parents. Also during the first week, Homeroom teachers were asked to review the District Code of Conduct and our RHS expectations as published in the student agenda booklet. District Code of Conduct posters are up and visible in our hallways and classrooms. At the first staff meeting on September 5, staff were welcomed back to an exciting year and we discussed the crucial role all staff play in connecting, caring for and supporting every one of our students. At the end of the second week of September, we hosted our second Grade 8 Mini-Camp and Sleep-Over event at the school with the primary purpose to build a "sense of belonging" amongst our newest students. This camp involved all of our Grade 8s and was led by 40 Grade 11 and 12 student-leaders who were expected to model our ethos of kindness, care and respect in every activity and they exceeded expectations. As we started last year, staff will continue to articulate and teach the new Personal and Social Competencies, across the curriculum so that student self-assessments in these areas are meaningful learning experiences.</p>
<b>Evidence of Success</b> <i>What does our school data tell us about the level of student connectedness? How will we know if we are achieving our goal?</i>	<p>We will visit all Grade 8 classes in December 2017 to check-in with "how has high school been going so far?" discussions and all our youngest students will complete a survey. In December 2016, 97% of Grade 8 students strongly agreed or agreed that they "feel safe at RHS", 99% that they are treated with "kindness, care and respect by others" and 99% that there are "clear expectations for behaviour at RHS." We also study and share the Ministry Satisfaction Survey results (all Grades 10 and 12 students), especially the number of students who indicate that they feel safe at school, are engaged in an activity outside of the classroom and the number of "adults who care about me" in school.</p>
<b>Continuous Improvement</b> <i>How will we assess the effectiveness of our practice? What will we do to maintain a school focus on this goal?</i>	<p>Feelings of 'belonging' and 'safety' are not easy to measure; however, building a welcoming, safe, caring, connected community of learners will always be a priority at Richmond Secondary School. Developing each student's sense of social responsibility and local and global citizenship has been one of our school-wide goals for more than five years. We will measure the effectiveness of our practice by talking about 'safety' and 'belonging' with students, staff and parents regularly and surveying specific groups of students each year.</p>

<p><b>Communication Plan</b>  <i>How are we communicating our process to our:</i></p> <ul style="list-style-type: none"> <li>- <i>students</i></li> <li>- <i>staff</i></li> <li>- <i>parents</i></li> </ul>	<p>We will include regular updates on clubs, teams and places to belong on our daily student announcements, at staff meetings, on the school’s Twitter, Instagram and Facebook pages, in our newsletters and on our school website to celebrate and encourage students to get positively connected. We will include specific, targeted sections in our newsletters on the <i>ERASE</i> process, including our expectations of “kindness, care and respect” and invite parents to ask their teens how they feel at RHS. This <i>ERASE</i> plan will be shared with our PAC and published on our school website. The distinct website link under <i>SCHOOL INFORMATION – ABOUT US – DIGITAL CITIZENSHIP EXPECTATIONS</i> will be reviewed with PAC and posted in our digital newsletters so that students, staff and parents can read and discuss our expectations for responsible student behaviour online (digital citizenship).</p>
<p><b>Intervention Strategies</b>  <i>How will the school engage with students and parents if there are concerns?</i></p>	<p>Maturing and growing as responsible, self-regulating people involves learning from life’s many experiences and relationships. Young people sometimes need help understanding the differences between interpersonal conflict and changing friendship circles, which are a normal part of life, and more serious harassing or bullying behaviours. This includes face-to-face relationships at school and communications via text or social media, at or away from school and on weekends. We want all of our students to grow into caring, thoughtful, capable and resilient people; however, we also make it clear to <u>students and parents</u> that it is okay to ask for help at any time, for yourself or on behalf of others. Students are encouraged to talk with any adult in our building for help. Our four counsellors are available to students every day and will also reach out and initiate ongoing contact with students as necessary. Our principal and vice principals are also available to students every day and our Admin Team will intervene immediately if student conflicts intensify or if any student at our school is experiencing any form of bullying. Intervention will include meetings with students and parents and can result in mediation and problem-solving, restorative actions, students being required to complete structured, self-reflection assignments and, if necessary, more serious consequences.</p>

The annual **School Planning Tool** is to be submitted to the office of Assistant Superintendent, Wendy Lim, on or before December 1<sup>st</sup>