

# **The Relationship between Grade Two Perceptions of School Climate in Newfoundland and Labrador Schools and School Bullying Victimization**

**By**

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# Overview of my presentation

- **Safe & Caring Schools Policy - Revised • 2013**
- **Foundation of the Safe & Caring School Initiative**
- **A safe school has**
- **A caring and inclusive school promotes**
- **Some guiding principles**
- **Student responsibilities**
- **School-wide Positive Behaviour Supports (SWPBS)**
- **Social emotional learning**
- **Other anti-bullying programs in the schools**
- **School report**
- **Sample**
- **Results**
- **Best practices**
- **Questions**

# ***Safe & Caring Schools Policy - Revised • 2013***

- **This policy provides guidance to educational stakeholders, particularly to schools and districts, in the development and maintenance of a safe, caring and inclusive learning environment. As well, it outlines a structure for the collection and analysis of data to inform school development plans, to shape practice and to ensure accountability. Stakeholders include the Department of Education, districts and school staff, parents/guardians and students and other professionals and volunteers in our schools.**

# Foundation of the Safe & Caring School Initiative



- **All members of the school community are responsible for the positive culture of the school. Student, teacher, parent and community engagement must be encouraged, nurtured and expected.**
- **The positive nature of relationships within the school community, and the consistent, inclusive and nurturing nature of the school permit students to build healthy relationships, to create a strong and supportive social network, to develop emotional well-being and to achieve academically to the best of their ability.**

# A safe school has



- **an environment free from bullying, harassment, intimidation and discrimination**
- **an orderly environment**
- **a Code of Conduct with consistent expectations and consequences**
- **procedures and guidelines implemented as intended**
- **active adult supervision**
- **security procedures which are resistant to intrusion**
- **response protocols for adverse and crisis situations**

# **A caring and inclusive school promotes**



- **positive and supportive relationships**
- **inclusive educational practices**
- **recognition and acknowledgement of efforts and accomplishments**
- **celebration of diversity**
- **advocacy for student well-being**
- **courtesy and respect**
- **belonging and connectedness**
- **equity and equality**
- **a constant focus on student achievement.**

# Some guiding principles



- **Safe, caring and inclusive learning environments are built on the following principles:**
- **Everyone has a role and responsibilities in building a safe, caring and inclusive school climate. Success depends on the active involvement of all stakeholders who are committed to a shared vision, common goals and the on-going work required in achieving them.**
- **Building a safe, caring and inclusive school environment requires a focus on developing respectful and caring relationships throughout the school community – among students, among adults and between students and adults.**

# Some guiding principles - continued



- **Inclusive educational practices must be embedded in all aspects of the learning environment to support the well-being and achievement of all students.**
- **Fair and consistently implemented school policies and Codes of Conduct contribute to positive learning environments and reduce bullying, harassment, intimidation and discrimination.**
- **Positive social behaviours must be taught, modeled and reinforced throughout the curriculum and imbedded in all aspects of school life.**
- **Inter-agency collaboration and community partnerships are essential components of building and maintaining a safe, caring and inclusive school environment.**



# Student responsibilities



- **Be actively engaged in the creation and maintenance of a safe, caring and inclusive school.**
- **Abide by the school's Code of Conduct and take responsibility for their own actions.**
- **Demonstrate respect for self, others and their school environment.**
- **Advocate for self and others to maintain physical safety and emotional wellbeing.**
- **Appreciate and respect diversity.**
- **Practice positive social behaviours both in person and online.**
- **Engage in nonviolent conflict resolution.**

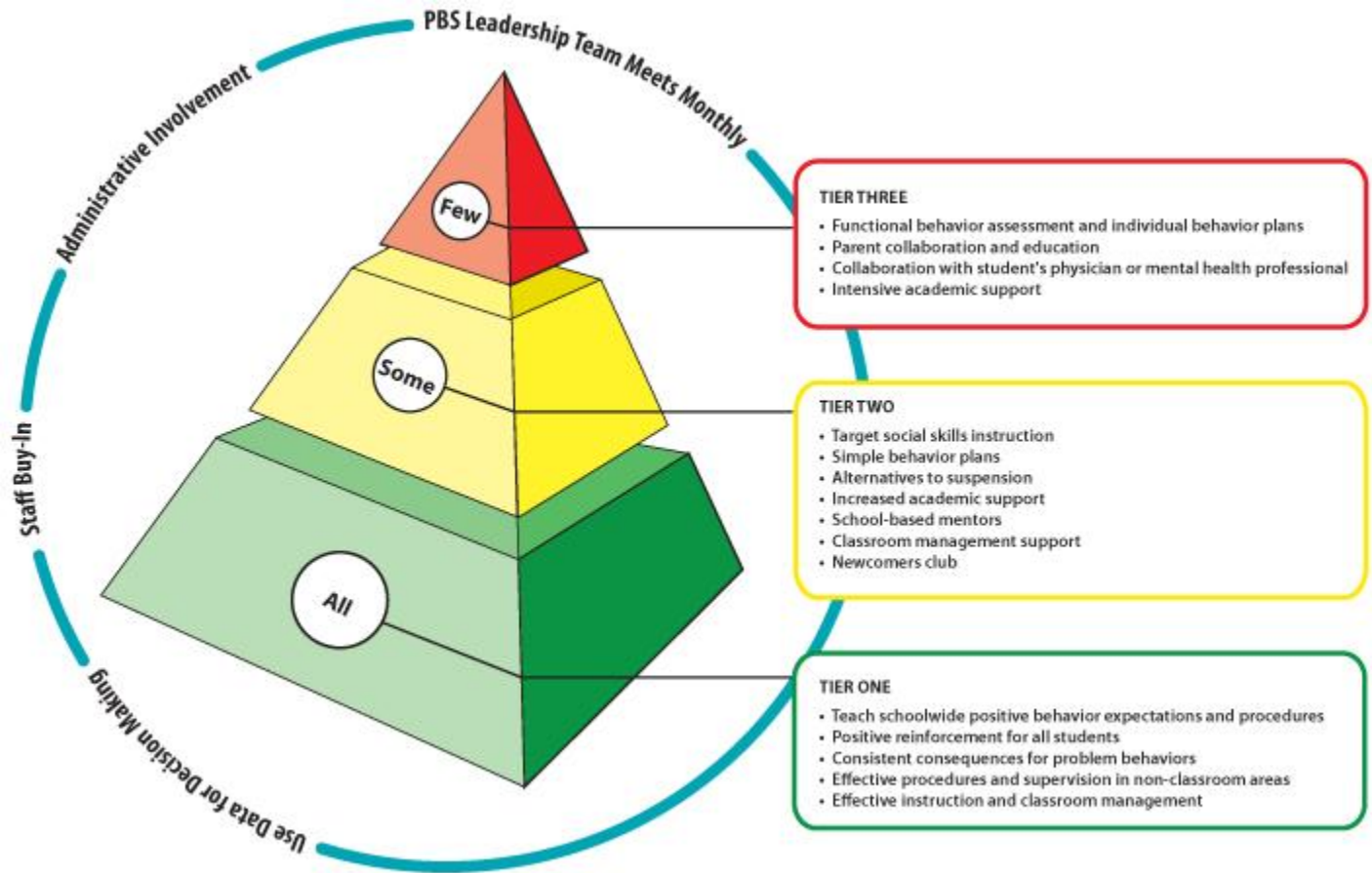
# **School Wide Positive Behaviour Supports (SWPBS) – types of prevention**

- **Primary prevention involves: clearly defining student expectations in all settings; teaching/modeling/practicing these expectations for all students, in all settings; acknowledging expected behaviours using a school-wide practice; consistently responding to inappropriate behaviours; and collecting appropriate data for active team-based decision making.**

# School Wide Positive Behaviour Supports (SWPBS)



- **Secondary prevention usually entails identifying the approximate 20 percent of the student body that require additional support to meet behavioural expectations. Different needs may be identified for individuals or small groups of students. A plan would be used to meet student(s) needs. This may entail: skill training; problem solving; re-teaching and practising; acknowledgements and feedback; as well as other forms of support. Secondary supports should be short-term in nature.**
- **Tertiary prevention is specialized individual support. SWPBS suggests that for the approximately 5 percent of the student body who are not successfully meeting student expectations with the primary and secondary supports, individualized plans should be developed to meet their needs. This support is usually provided through the individual program planning process which results in an individual educational plan (IEP). Tertiary support is long-term. It may include: skill development; a functional behaviour analysis; a behaviour management plan and programming changes.**



# Social emotional learning



- **Respecting self and others.**
- **Appreciating differences.**
- **Recognizing our emotions and learning how to manage feelings.**
- **Recognizing the emotions and perspectives of others, and developing empathy.**
- **Maintaining healthy, positive relationships.**
- **Resisting negative peer pressure.**
- **Working effectively with others.**
- **Cooperating, negotiating, and managing conflict.**
- **Listening and communicating accurately and clearly.**
- **Setting positive and realistic goals.**
- **Problem solving, decision making, and planning.**
- **Help-seeking and help-giving.**
- **Showing ethical and social responsibility.**

# Other parts of the policy

- **Restorative justice**
- **Digital citizenship**



# School report



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**Newfoundland Labrador**

**School Climate Survey**  
**Grade Two, 2014-15**  
 (All values are percent agreeing with statements.)

**NLESD - Labrador Region**

**#002 - Henry Gordon Academy, Cartwright**

**Response Rate: 100.0**

	Number of Students									
	[N=8]			[N=224]			[N=4,485]			
	SCHOOL			REGION			PROVINCE			
	M	F	Total	M	F	Total	M	F	Total	
<b>STUDENT SATISFACTION</b>										
(1) School is a place where I like to be.			75.0	70.9	82.2	76.8	59.6	74.7	67.3	
(2) My school is clean.			87.5	65.7	81.3	74.3	62.2	67.2	64.7	
(3) My school work is fun.			50.0	62.0	73.3	68.2	56.6	66.2	61.5	
			70.8	66.2	79.0	73.1	59.5	69.3	64.5	
<b>LEARNING OPPORTUNITIES</b>										
(4) I learn new things at my school.			87.5	91.8	95.3	93.7	87.2	93.0	90.1	
(5) My teachers help me with my school work when I need it.			75.0	74.6	79.3	77.6	79.8	86.7	83.3	
(6) My parents/guardians help me with my school work when I need it.			62.5	84.4	83.8	84.6	80.3	85.1	82.6	
(7) Other students help me with my school work when I need it.			87.5	55.1	62.6	60.1	52.6	60.2	56.5	
(9) At my school, I use technology.			87.5	93.7	86.0	90.6	83.0	84.4	83.7	
(10) At my school, I participate in physical activities.			87.5	87.3	87.7	88.2	81.3	85.3	83.3	
			81.3	81.1	82.4	82.5	77.4	82.4	79.9	
<b>EXPECTATIONS</b>										
(8) My teachers expect me to do my best.			100.0	96.3	97.2	96.9	93.7	96.9	95.3	
(29) I know the school rules/code of conduct.			100.0	99.1	97.1	98.2	92.3	95.2	93.7	
			100.0	97.7	97.2	97.5	93.0	96.1	94.5	
<b>SCHOOL CLIMATE</b>										
(11) At my school, I am kind to everyone.			100.0	93.6	94.4	94.2	87.7	94.6	91.2	
(12) At my school, students are kind to each other.			75.0	80.4	75.5	78.6	65.1	65.6	65.4	

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	100.0	97.7	97.2	97.5	93.0	96.1	94.5
<b>SCHOOL CLIMATE</b>							
(11) At my school, I am kind to everyone.	100.0	93.6	94.4	94.2	87.7	94.6	91.2
(12) At my school, students are kind to each other.	75.0	80.4	75.5	78.6	65.1	65.6	65.4
(13) At my school, students are kind to adults.	100.0	85.2	95.2	90.4	86.3	88.2	87.2
(14) At my school, adults are kind to students.	87.5	92.7	93.4	93.3	91.9	94.6	93.2
(15) My classmates care about me.	100.0	75.4	79.0	78.3	75.7	81.8	79.0
(16) Adults at my school care about me.	75.0	95.5	94.3	95.1	91.1	95.1	93.1
	<b>89.6</b>	<b>87.1</b>	<b>88.6</b>	<b>88.3</b>	<b>83.0</b>	<b>86.6</b>	<b>84.8</b>
<b>SAFETY</b>							
(17) I feel safe at my school.	75.0	76.2	86.9	82.1	79.6	86.3	83.0
(18) I feel safe at recess.	100.0	81.3	89.7	86.1	78.5	81.0	79.9
(19) I feel safe at lunch time.	75.0	82.1	89.8	86.5	79.8	82.4	81.2
(20) I feel safe in my classroom.	87.5	86.2	95.3	91.0	84.7	89.6	87.2
(21) I feel safe in the school washrooms.	62.5	58.3	75.7	68.0	60.1	62.0	61.4
(22) I feel safe in the school gym.	50.0	81.7	86.7	84.6	83.6	82.4	83.0
(23) I feel safe on the school bus.	50.0	63.6	68.5	63.6	68.1	67.4	67.8
(24) I feel safe on the school grounds.	62.5	74.3	81.3	78.5	72.7	73.3	73.1
(25) I feel safe in the school entrances and exits.	62.5	90.8	75.9	84.6	79.4	80.4	80.0
	<b>69.4</b>	<b>77.2</b>	<b>83.3</b>	<b>80.5</b>	<b>76.3</b>	<b>78.3</b>	<b>77.4</b>
<b>BULLYING AND HARASSMENT</b>							
(26) In the last month, I have been hit, kicked, pushed, or shoved.	100.0	40.0	39.6	38.6	35.4	32.7	33.8
(27) In the last month, I have been called mean names, been made fun of, or been teased in a hurtful way.	50.0	32.7	41.9	36.0	33.6	32.8	32.8
(28) In the last month, I have been left out of things on purpose, been left out of groups, or been ignored.	100.0	35.8	48.1	41.4	31.7	35.6	33.5
	<b>83.3</b>	<b>36.2</b>	<b>43.2</b>	<b>38.7</b>	<b>33.6</b>	<b>33.7</b>	<b>33.4</b>

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# Sample

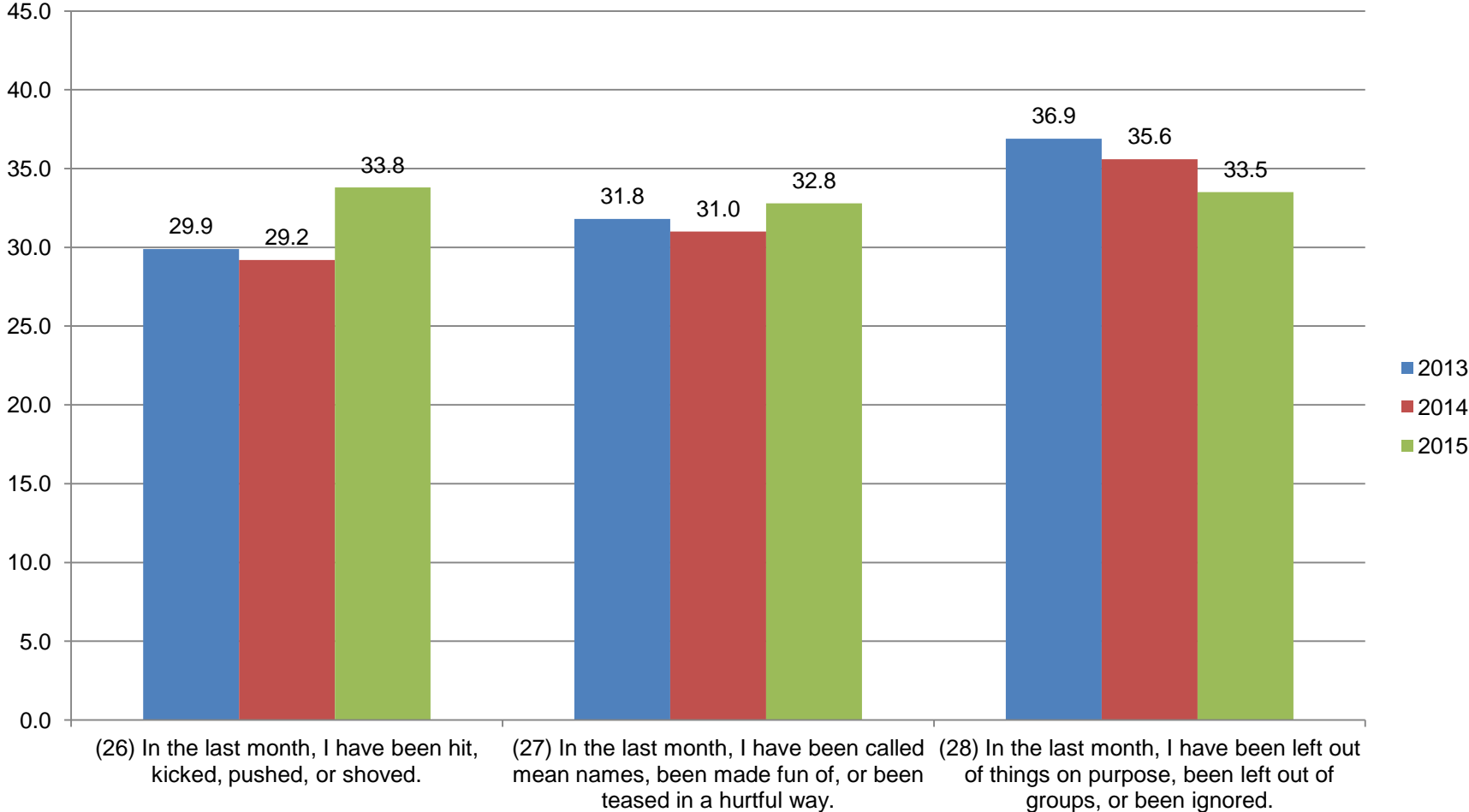


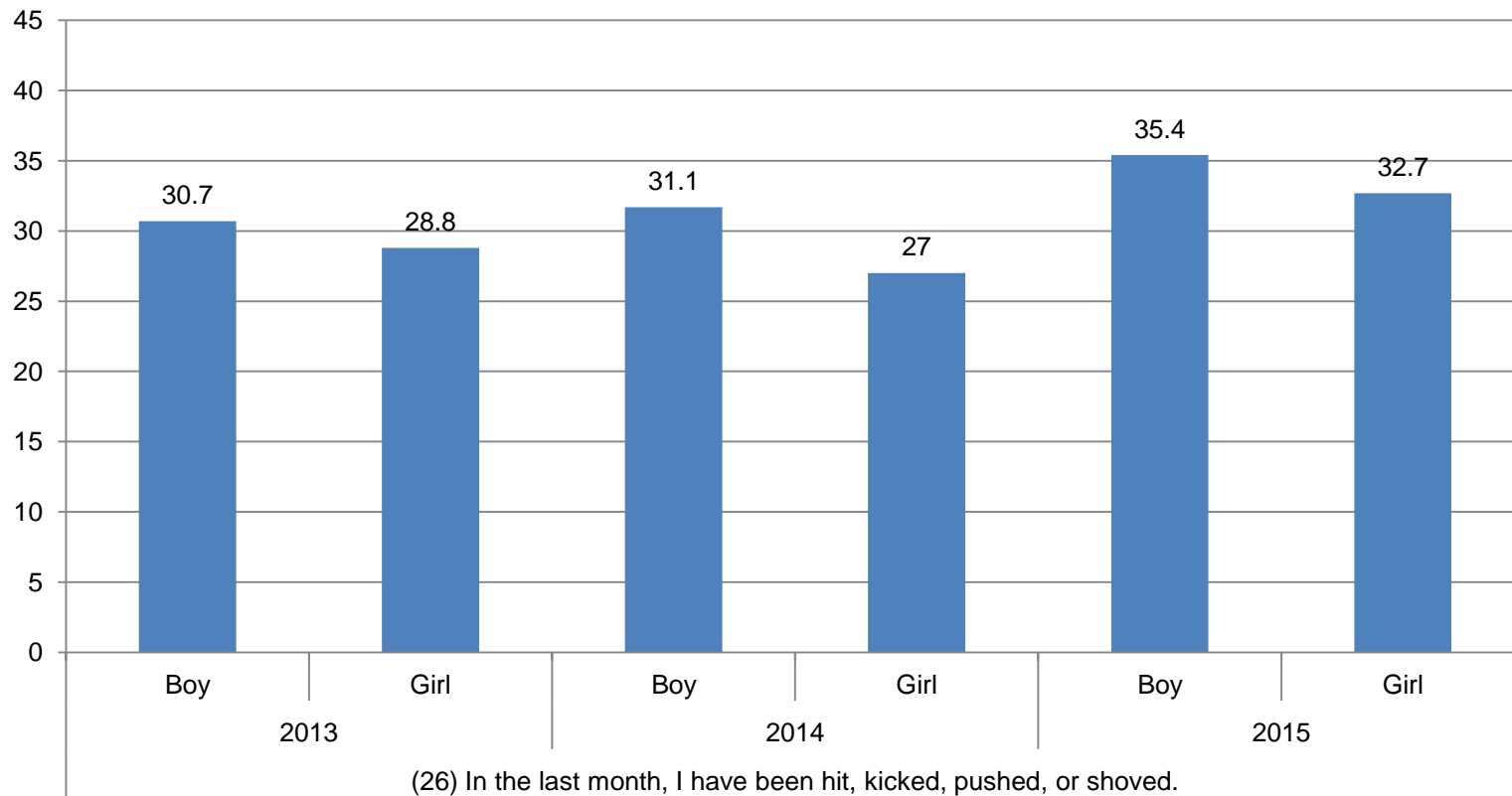
## Data collection – Department of Education

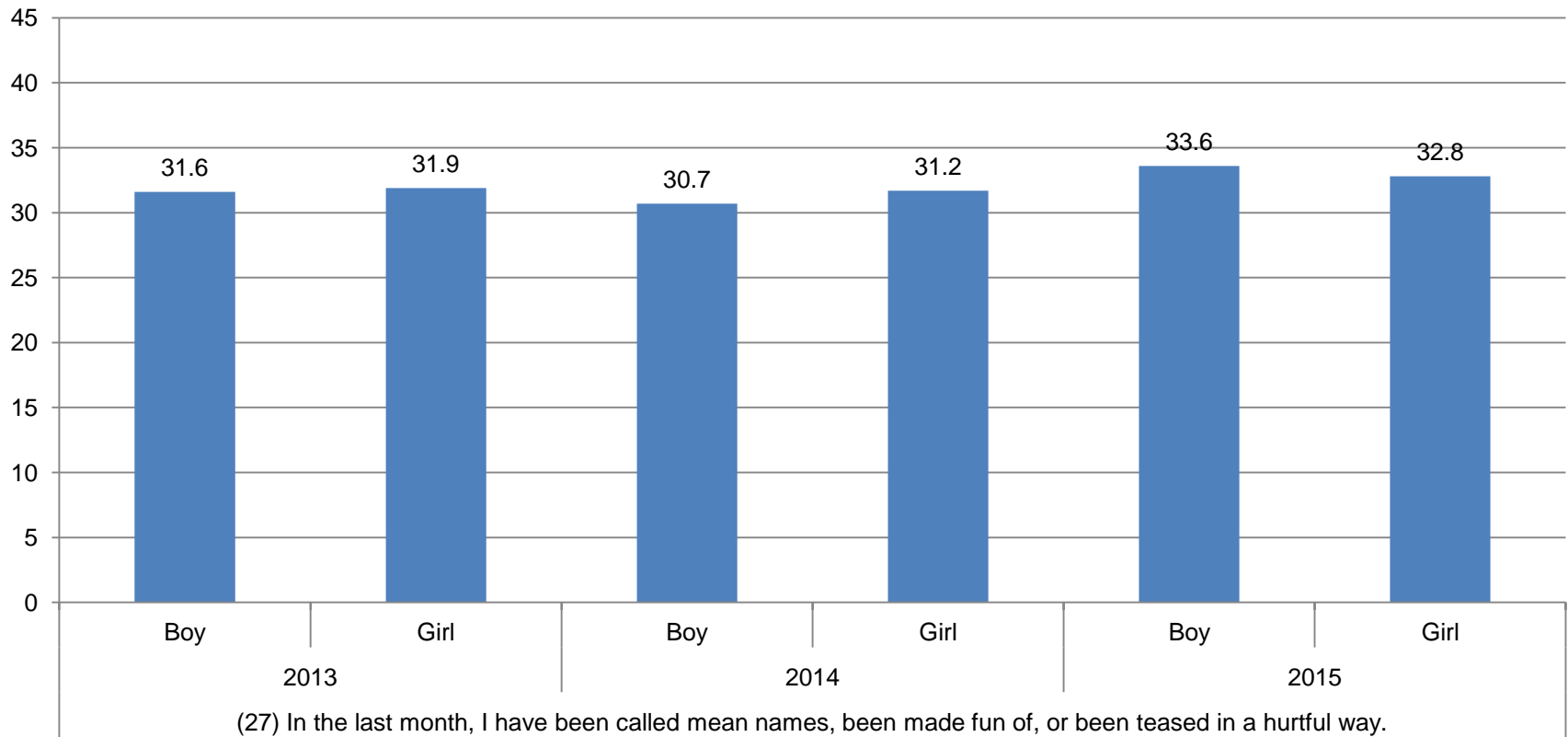
### Sample – Grade 2 Students

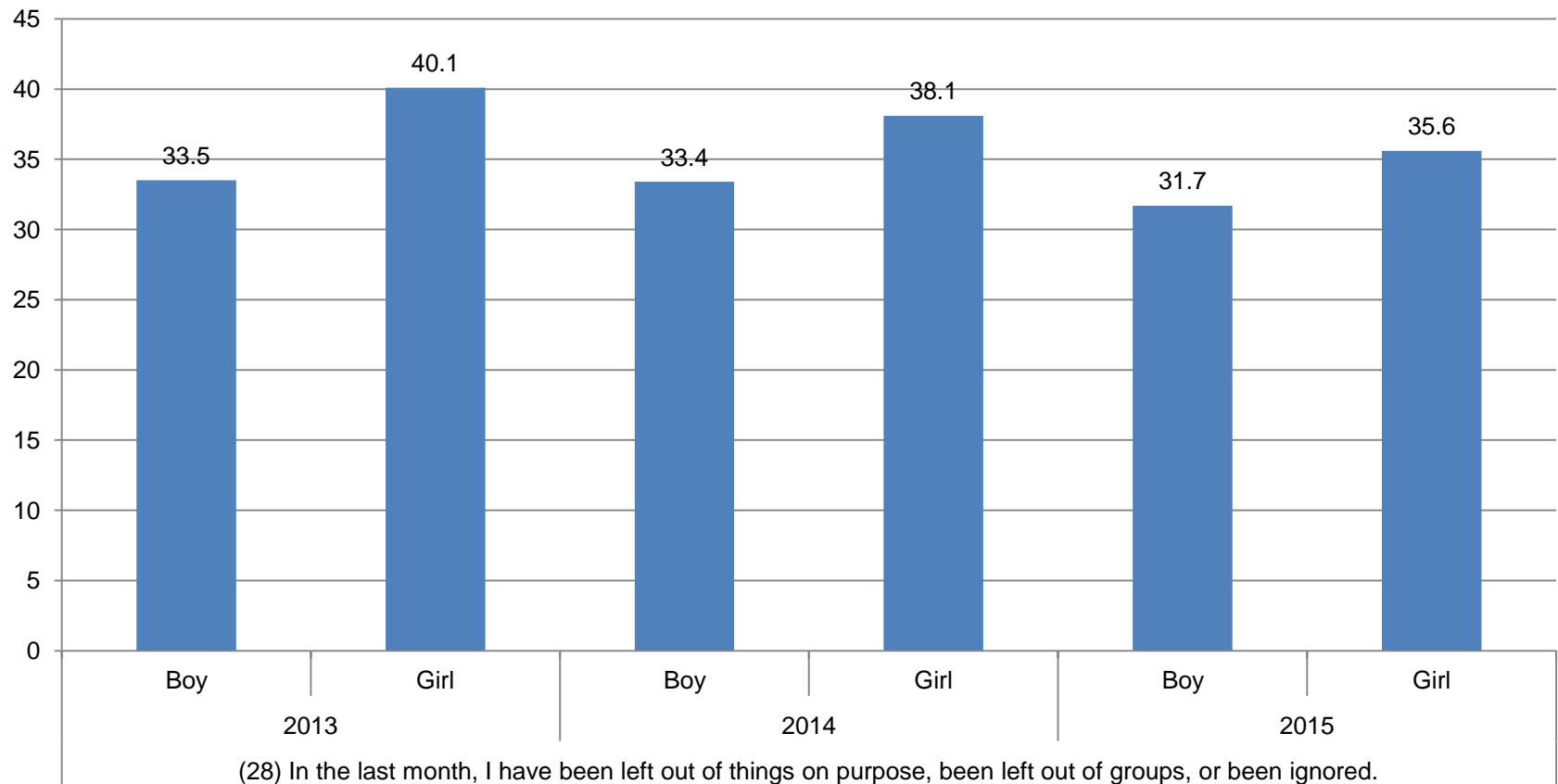
- **181 schools.**
- **4485 students.**
- **Administered annually in February/March to three different groups: students, teachers, and parents/guardians.**

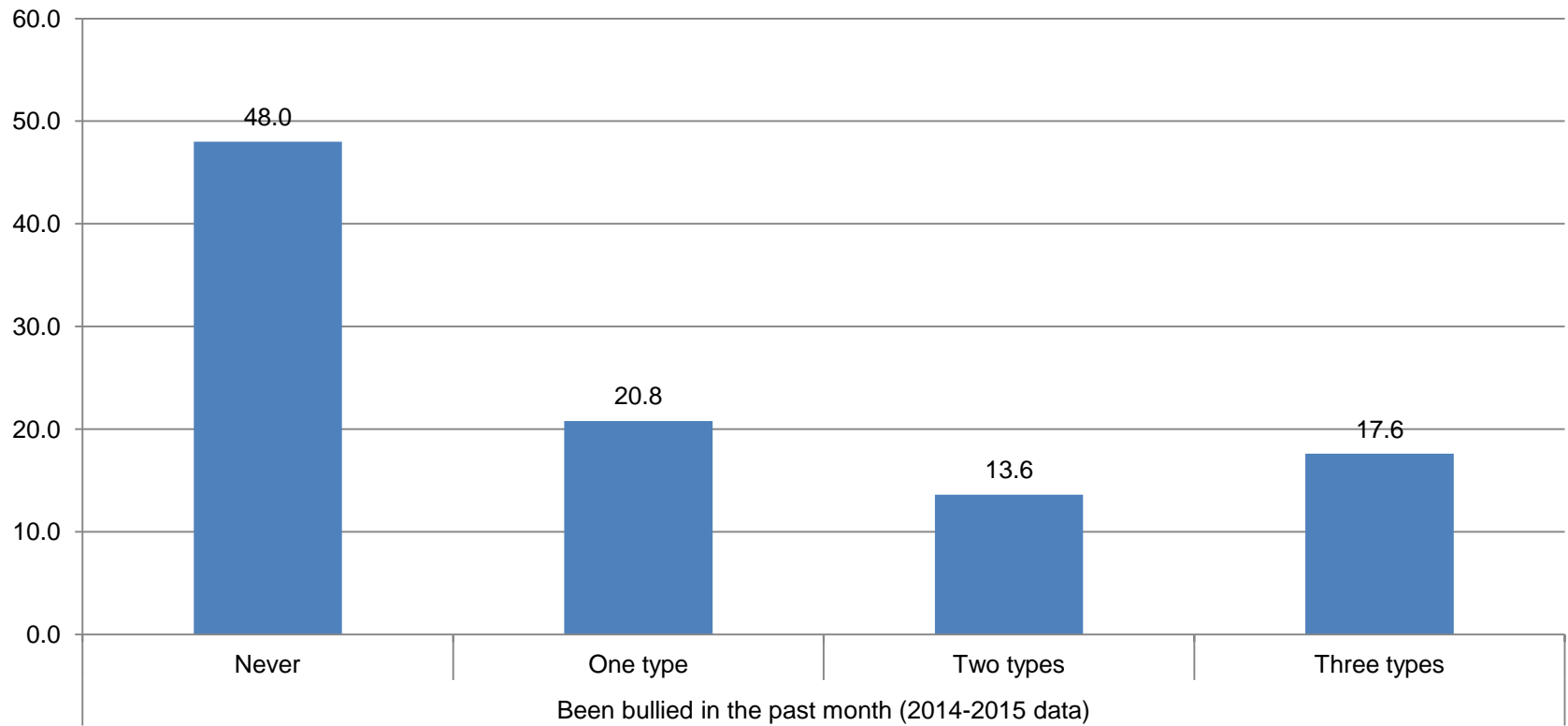
# Results











## Verbal bullying victimization by physical bullying victimization

	<b>Never</b>	<b>Victim – physical</b>	<b>Total</b>	<b>Percent</b>
	<b>Percent</b>	<b>Percent</b>		
<b>Never</b>	<b>84.4</b>	<b>33.0</b>	<b>2994</b>	<b>66.9</b>
<b>Victim-verbal</b>	<b>15.6</b>	<b>67.0</b>	<b>1479</b>	<b>33.1</b>
	<b>2955</b>	<b>1518</b>	<b>4473</b>	<b>100.0</b>

## Social bullying victimization by physical bullying victimization

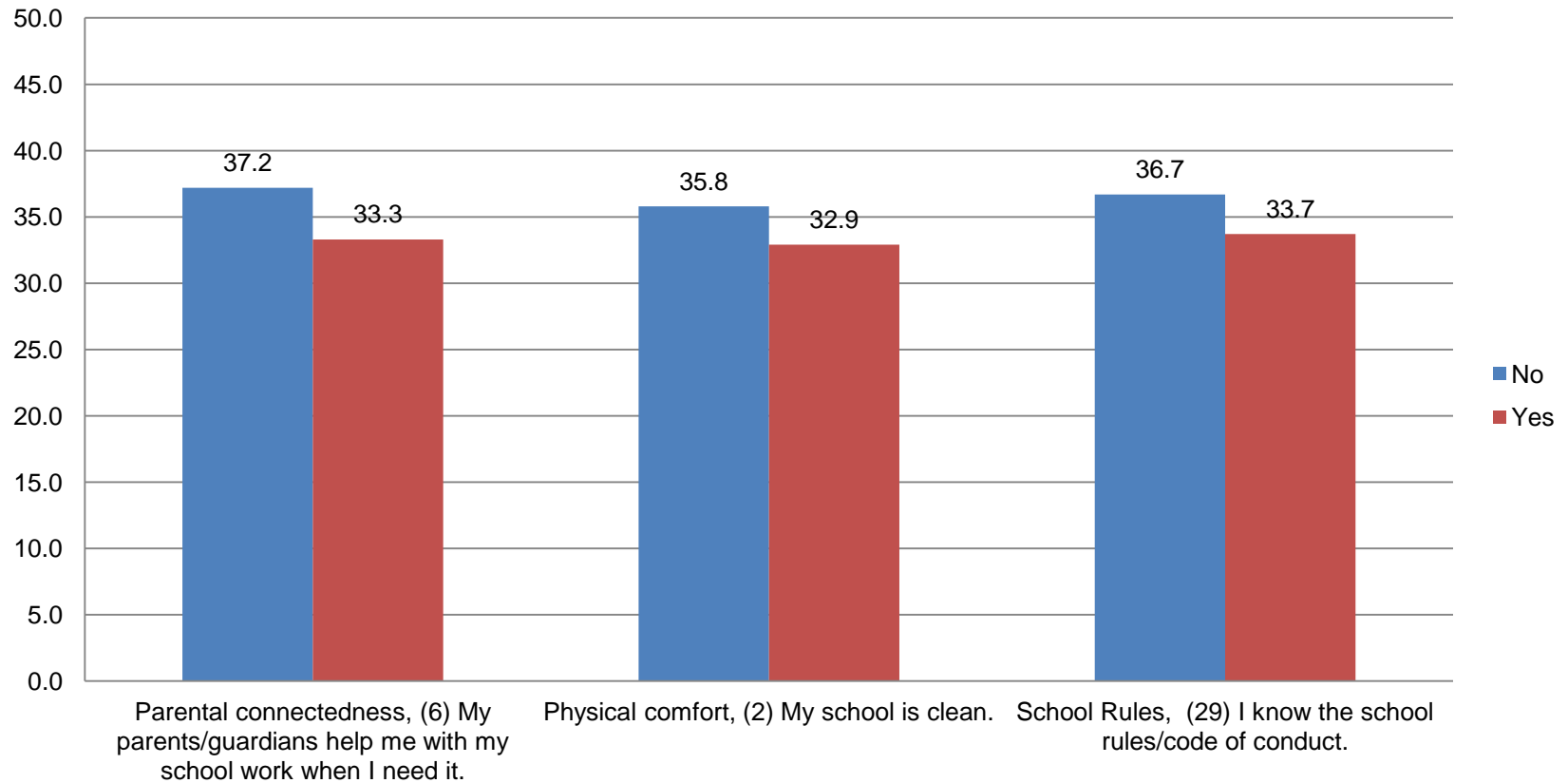
	<b>Never</b>	<b>Victim - physical</b>	<b>Total</b>	<b>Percent</b>
	<b>Percent</b>	<b>Percent</b>		
<b>Never</b>	<b>81.5</b>	<b>36.5</b>	<b>2967</b>	<b>66.2</b>
<b>Victim-social</b>	<b>18.5</b>	<b>63.5</b>	<b>1512</b>	<b>33.8</b>
	<b>2958</b>	<b>1521</b>	<b>4479</b>	<b>100.0</b>



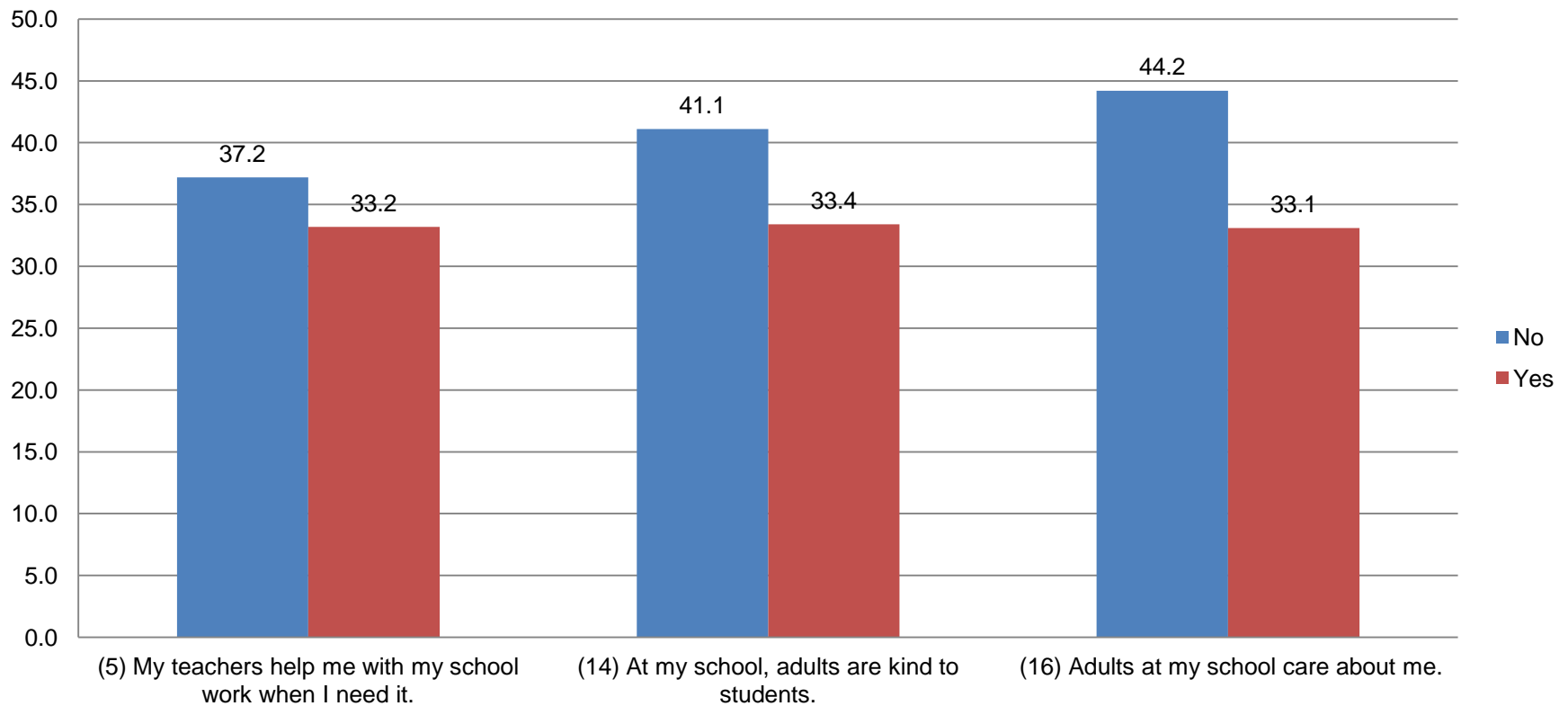
## Social bullying victimization by verbal bullying victimization

	<b>Never</b>	<b>Victim-verbal</b>	<b>Total</b>	<b>Percent</b>
	<b>Percent</b>	<b>Percent</b>		
<b>Never</b>	<b>82.6</b>	<b>33.2</b>	<b>2973</b>	<b>66.3</b>
<b>Victim-social</b>	<b>17.4</b>	<b>66.8</b>	<b>1510</b>	<b>33.7</b>
	<b>3005</b>	<b>1478</b>	<b>4483</b>	<b>100.0</b>

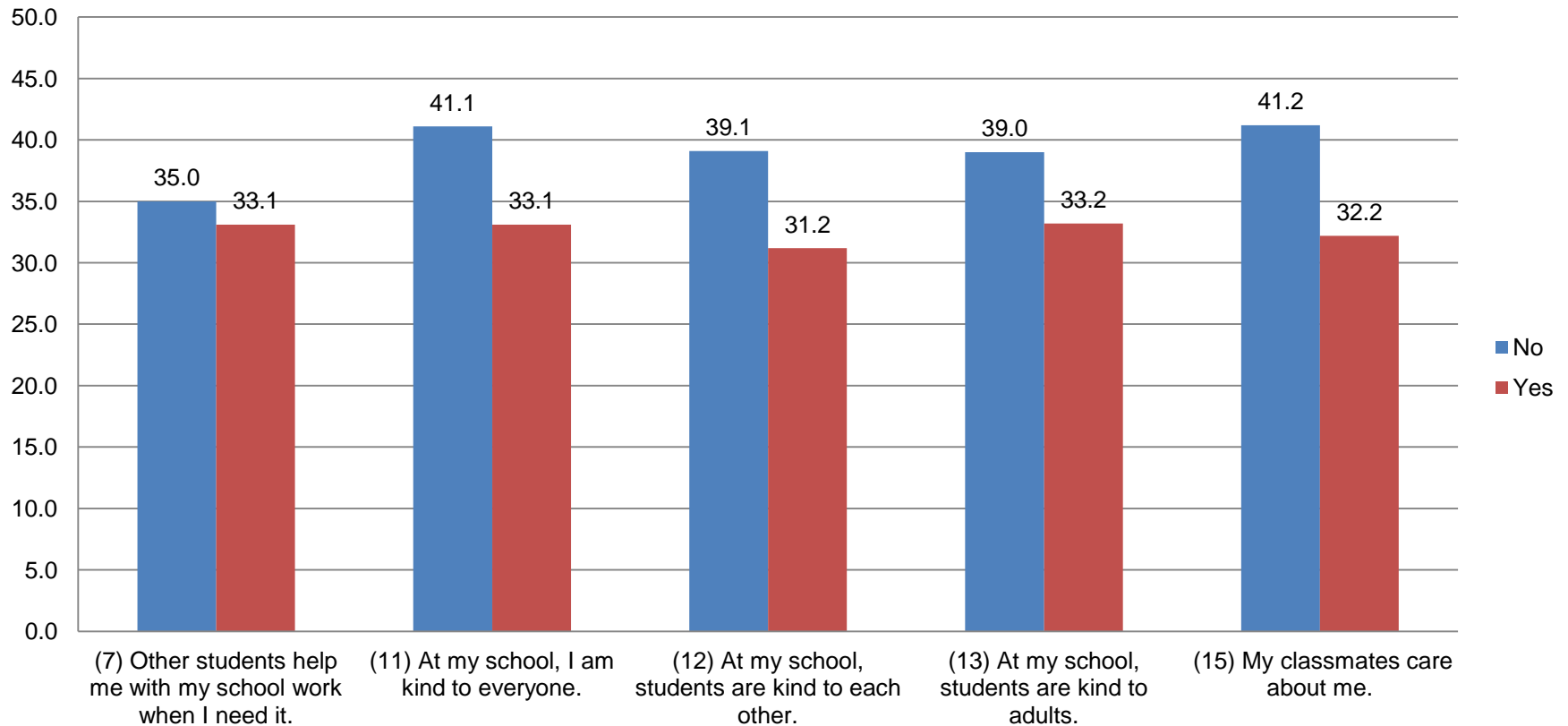
## Physical bullying victimization.



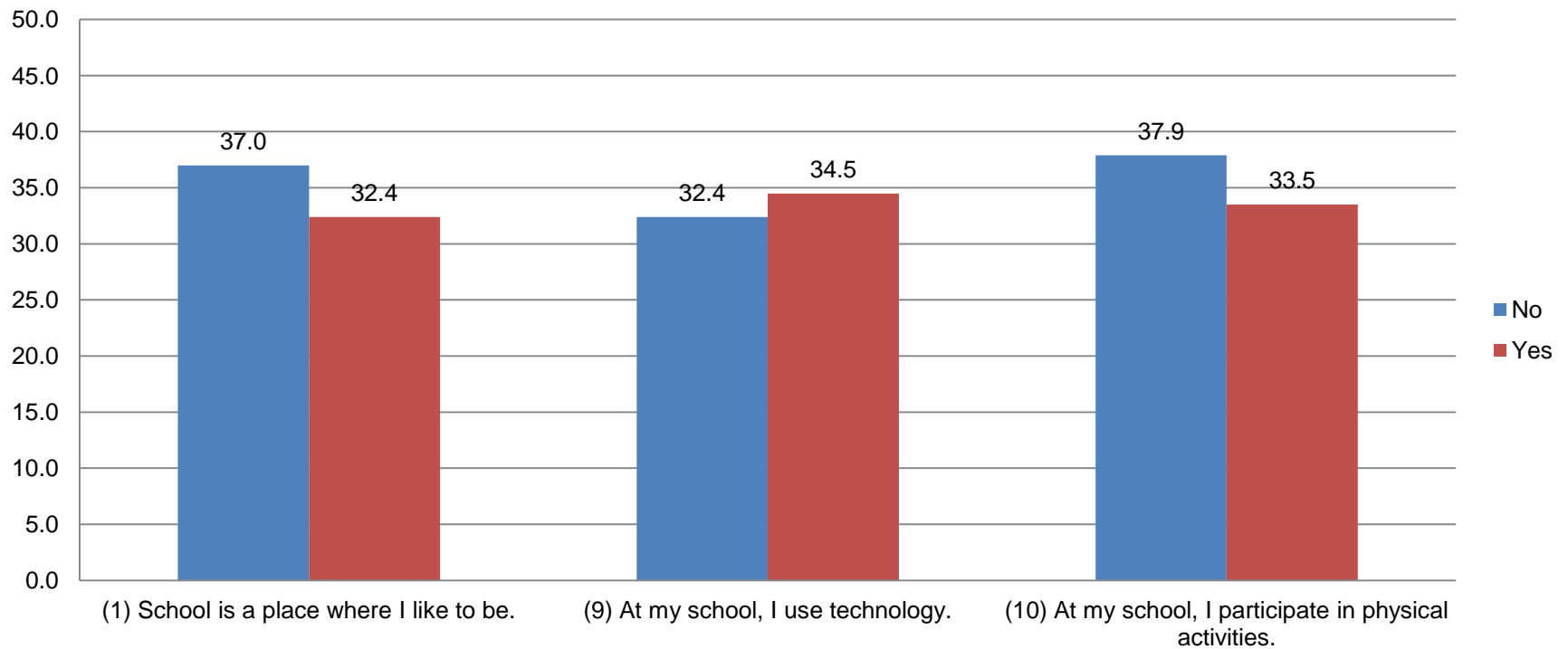
## Physical bullying victimization by adult engagement in school.



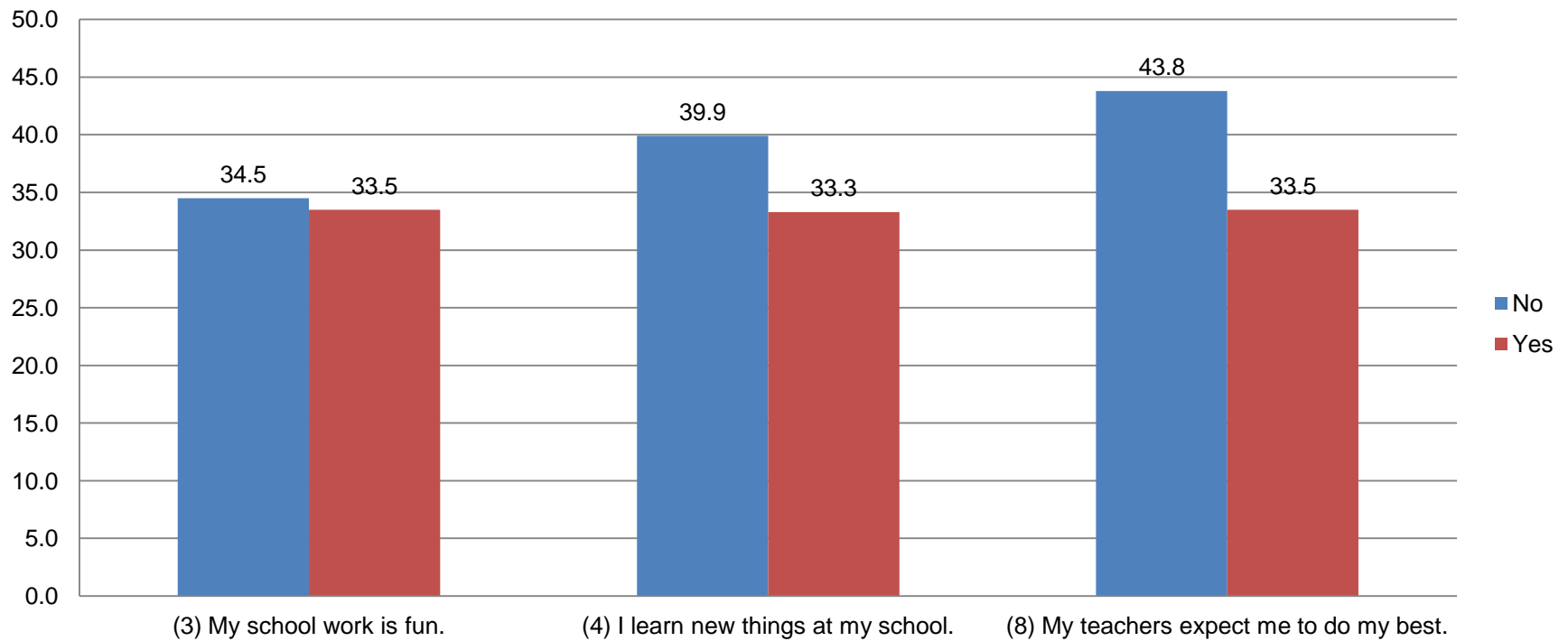
## Physical bullying victimization by student connectedness.



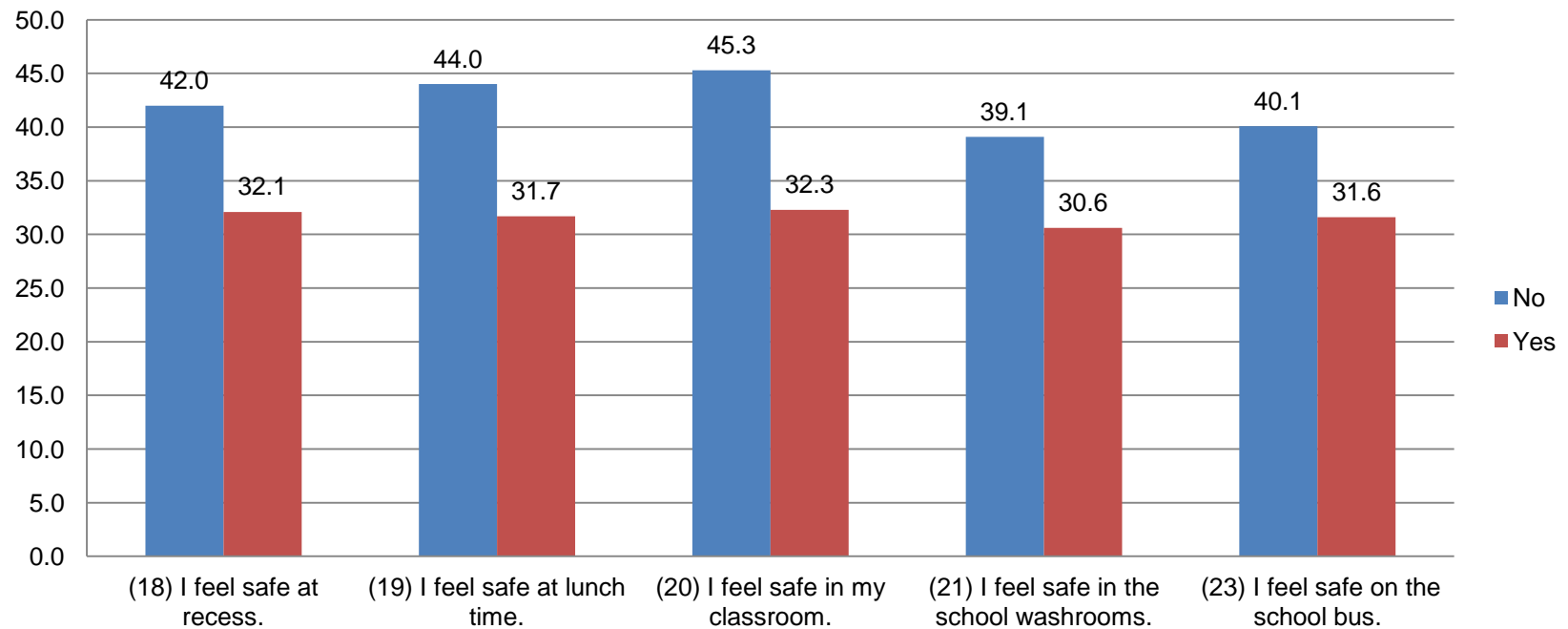
## Physical bullying victimization by school connectedness.



## Physical bullying victimization by academic engagement.



## Physical bullying victimization by school perceived school safety.



# Best practices



- **Schools need positive leadership**
- **School need to develop a caring school climate**
- **Schools need to promote student and staff awareness and knowledge of bullying**
- **Schools need to be consistent with language used to enforce school wide rules and consequences**
- **Schools need to provide training to promote student competences for students, such as conflict resolution, self- regulation, and problem solving**



# Best practices - continued



- **Schools need to promote positive adults' role modeling of appropriate and pro-social behaviour**
- **Schools need school-based mental health programs**
- **There is a need for effective home-school communication and parent training in bullying awareness and knowledge.**
- **Wang, Berry, & Swearer (2013)**

# Questions



- **Thank you for listening. Thank you to the provincial government and the Department of Education for allowing me to use this data for educational purposes.**

# Sources



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- **School screen shots.**  
**[http://www.education.gov.nl.ca/sch\\_rep/2014/index.htm](http://www.education.gov.nl.ca/sch_rep/2014/index.htm) and was downloaded on November 15, 2015.**
- **SWPBS graphic comes from**  
**<http://www.resa.net/curriculum/positivebehavior/> and was downloaded on November 5, 2015.**
- **Wang, C., Berry, B., & Swearer, S. M. (2013). The critical role of school climate in effective bullying prevention. *Theory Into Practice*, 52(4), 296-302.**