

Step 5 – Identify Next Steps For Your School

PREVENTION

What is your school’s stage of change for Prevention? This page identifies some general activities and programs to help your school move on to the next stage.

Key Question: Are research-based, age appropriate programs in place at all grade levels?

STAGE ONE – DEVELOPING AWARENESS

You have identified that your school is developing awareness of the need for violence prevention and promoting healthy relationships. The next step is to work with your safe school committee using the process outlined in the video to identify changes that need to be made.

Actions

Some of the activities that you will undertake at this stage include, naming and describing the problem, measuring, assessing, auditing, examining, surveying, reading, investigating.

Programs and Activities

Programs associated with this stage that will help increase awareness and get more of your partners on board include: data gathering activities and providing videos, assemblies, motivational speakers e.g. one-time events.

STAGE TWO – PLANNING AND RESPONDING

You have identified that your school is planning and responding to the need for violence prevention and promoting healthy relationships. The next step is to engage in some of the following activities and use the process outlined in the video to ensure prevention programs are introduced into the daily routines of the school.

Actions

Some of the activities that you will undertake at this stage include engaging, developing, implementing, meeting, reinforcing, creating, modifying, training staff, planning, understanding the problem & making the links to gender, race or vulnerabilities, developing actions plans, wanting to involve all stakeholders.

Programs and Activities

Some of the programs associated with this stage include bullying prevention, character education, and implementation of other comprehensive age appropriate programs and activities.

STAGE THREE – EDUCATING AND LEADING

You have identified that your school is educating and leading in violence prevention and promoting healthy relationships. The majority of your school community is strongly supportive of your safe school and programs are embedded in to the daily routines and school curricula.

Actions

Some of the activities that you will engage in at this stage include consolidating, leading, enhancing, mentoring, sharing, evaluating, reviewing, celebrating, recognizing, rewarding, sustaining, taking responsibility for the problem. You are comfortable with all stakeholders at the table. You and your educational partners are willing to share your expertise.

Programs and Activities

Most of the programs associated with this stage are embedded into the curriculum and meet provincial expectations. There is evidence that these programs are bringing about change and this success should be celebrated. Review of your programs is planned and takes place regularly to ensure sustainability.

POLICIES AND PROCEDURES

What is your school's stage of change for Policies and Procedures? This page identifies some general activities and programs to help your school move on to the next stage.

Key Question: Are your policies and procedures up-to-date and consistent with the policies of the Ministry of Education and your local school board?

STAGE ONE – DEVELOPING AWARENESS

You have identified that your school is developing awareness of the need for violence prevention and promoting healthy relationships. The next step is to work with your safe school committee using the process outlined in the video to identify changes that need to be made.

Actions

Some of the activities that you will undertake at this stage include, naming and describing the problem, measuring, assessing, auditing, examining, surveying, reading, investigating.

Programs and Activities

Programs associated with this stage that will help increase awareness and get more of your partners on board include: reviewing your emergency procedures, safe school arrival policy and code of conduct, auditing school building/grounds for safety concerns and investigating protocols that allow the reporting of incidents.

STAGE TWO – PLANNING AND RESPONDING

You have identified that your school is planning and responding to the need for violence prevention and promoting healthy relationships. The next step is to engage in some of the following activities and use the process outlined in the video to ensure intervention strategies are introduced into the daily routines of the school.

Actions

Some of the activities that you will undertake at this stage include engaging, developing, implementing, meeting, reinforcing, creating, modifying, training staff, planning, understanding the problem & making the links to gender, race or vulnerabilities, developing actions plans, wanting to involve all stakeholders.

Programs and Activities

Some of the programs associated with this stage include teaching, developing, and communicating your school's emergency procedures to all stakeholders, and training staff to implement policies and procedures consistently.

STAGE THREE – EDUCATING AND LEADING

You have identified that your school is educating and leading in violence prevention and promoting healthy relationships. The majority of your school community is strongly supportive of your safe school.

Actions

Some of the activities that you will undertake at this stage include consolidating, leading, enhancing, mentoring, sharing, evaluating, reviewing, celebrating, recognizing, rewarding, sustaining, taking responsibility for the problem. You are comfortable with all stakeholders at the table. You and your educational partners are willing to share your expertise.

Programs and Activities

Most of the programs associated with this stage are embedded into the school's daily routines and meet provincial and board expectations. There is evidence that these programs are bringing about change and this success is celebrated and shared. Reviews of your policies and procedures are planned and take place regularly.

INTERVENTION

What is your school's stage of change for Intervention? This page identifies some general activities and programs to help your school move on to the next stage.

Key Question: Are comprehensive intervention protocols in place and communicated to all stakeholders?

STAGE ONE – DEVELOPING AWARENESS

You have identified that your school is developing awareness of the need for violence prevention and promoting healthy relationships. The next step is to work with your safe school committee using the process outlined in the video to identify changes that need to be made.

Actions

Some of the activities that you will undertake at this stage include, naming and describing the problem, measuring, assessing, auditing, examining, surveying, reading, investigating.

Programs and Activities

Programs associated with this stage that will help increase awareness and get more of your partners on board include: investigating ways for all stakeholders to report and appropriately respond to incidents of violence.

STAGE TWO – PLANNING AND RESPONDING

You have identified that your school is planning and responding to the need for violence prevention and promoting healthy relationships. The next step is to engage in some of the following activities and use the process outlined in the video to ensure intervention strategies are introduced into the daily routines of the school.

Actions

Some of the activities that you will undertake at this stage include engaging, developing, implementing, meeting, reinforcing, creating, modifying, training staff, planning, understanding the problem & making the links to gender, race or vulnerabilities, developing actions plans, wanting to involve all stakeholders.

Programs and Activities

Some of the programs associated with this stage include teaching appropriate bystander behaviour, peer mediation techniques and training staff to respond to incidents of violence appropriately and with confidence.

STAGE THREE – EDUCATING AND LEADING

You have identified that your school is educating and leading in violence prevention and promoting healthy relationships. The majority of your school community is strongly supportive of your school and intervention strategies are embedded into your daily routines.

Actions

Some of the activities that you will undertake at this stage include consolidating, leading, enhancing, mentoring, sharing, evaluating, reviewing, celebrating, recognizing, rewarding, sustaining, taking responsibility for the problem. You are comfortable with all stakeholders at the table. You and your educational partners are willing to share your expertise.

Programs and Activities

Most of the programs associated with this stage are embedded into the schools' daily routines. There is evidence that these programs are bringing about change and this success should be celebrated. Intervention strategies are reviewed regularly and updated as necessary.

SCHOOL CLIMATE

What is your school's stage of change for School Culture? This page identifies some general activities and programs to help your school move on to the next stage.

Key Question: Do all of your stakeholders feel welcome and involved in your school and its activities?

STAGE ONE – DEVELOPING AWARENESS

You have identified that your school is developing awareness of the need for violence prevention and promoting healthy relationships. The next step is to work with your safe school committee using the process outlined in the video to identify changes that need to be made.

Actions

Some of the activities that you will undertake at this stage include, naming and describing the problem, measuring, assessing, auditing, examining, surveying, reading, investigating.

Programs and Activities

Programs associated with this stage that will help increase awareness and get more of your partners on board include: determining how to involve your education partners in school activities and safe school programs.

STAGE TWO – PLANNING AND RESPONDING

You have identified that your school is planning and responding to the need for violence prevention and promoting healthy relationships. The next step is to engage in some of the following activities and use the process outlined in the video to ensure that programs that encourage staff, student and parental ownership of school issues are a part of the daily routines of the school.

Actions

Some of the activities that you will undertake at this stage include engaging, developing, implementing, meeting, reinforcing, creating, modifying, training staff, planning, understanding the problem & making the links to gender, race or vulnerabilities, developing actions plans, wanting to involve all stakeholders.

Programs and Activities

Some of the programs associated with this stage include holding regular pep rallies and clean-up days, and establishing student clubs that promote equity, social justice and respect.

STAGE THREE – EDUCATING AND LEADING

You have identified that your school is educating and leading in violence prevention and promoting healthy relationships. The majority of your school community is strongly supportive of your safe school.

Actions

Some of the activities that you will undertake at this stage include consolidating, leading, enhancing, mentoring, sharing, evaluating, reviewing, celebrating, recognizing, rewarding, sustaining, taking responsibility for the problem. You are comfortable with all stakeholders at the table. You and your educational partners are willing to share your expertise.

Programs and Activities

Most of the programs associated with this stage are embedded into the school's routines. There is evidence that these programs are bringing about change and this success should be celebrated. Programs that promote pride in the school are reviewed regularly to ensure continued viability and sustainability.