

LAURENTIA



**ANTI-BULLYING
AND ANTI-VIOLENCE PLAN
(ABAV PLAN)**



**COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD**

**Laurentia Elementary School
ANTI-BULLYING AND ANTI-VIOLENCE PLAN
2019-2020**

GOAL: To prevent and stop all forms of bullying and violence targeting a student, a teacher or any other school staff member.

DEFINITIONS

BULLYING: Refers to any repeated direct or indirect behaviour, comment, act, or gesture, whether deliberate or not, including in cyberspace, which occurs in a context where there is a power imbalance between the persons concerned and which causes distress and injures, hurts, oppresses, intimidates or ostracizes.

VIOLENCE: Refers to any intentional demonstration of verbal, written, physical, psychological or sexual force which causes distress and injures, hurts, or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property.

Coordinator of the Anti-Bullying and Anti-Violence Team:

Mrs. K. Moore

Members of the Anti-Bullying and Anti-Violence Team:

- Gail Nickerson
- Lyne Motard
- Donna Desmarteaux
- Karen Moore

Approved by Governing Board:

June 2019

**Extract of Resolution:
Article LA2019-06-18-06
It was moved by Monique Sergi
and seconded by Peter Ridgway
that the guidelines of the Code of
Conduct ABAV plan be adopted –
Carried unanimously**

-as part of the Code of Conduct for
2019-2020 school year

Bullying and violence are extremely serious offences that are addressed accordingly by our school. In response to Law 19 – An Act to prevent and stop bullying and violence in schools, this document will outline the procedures necessary to respond to the elements prescribed by the law.

The elements of this Plan are:

1. an analysis of the situation prevailing at the school with respect to bullying and violence;
2. prevention measures to put an end to all forms of bullying and violence, in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic;
3. measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment;
4. procedures for reporting, or registering a complaint concerning, an act of bullying or violence and, more particularly, procedures for reporting the use of social media or communication technologies for cyber bullying purposes;
5. the actions to be taken when a student, teacher or other school staff member or any other person observes an act of bullying or violence;
6. measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence;
7. supervisory or support measures for any student who is a victim of bullying or violence, for witnesses and for the perpetrator;
8. specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature; and
9. the required follow-up on any report or complaint concerning an act of bullying or violence.
10. Form and nature of undertakings to be given by the Principal to a student who is victim of bullying or violence and to his or her parents
11. Form and nature of undertakings to be given by the Principal, the perpetrator and his or her parents in order to prevent any further act of bullying or violence.

1 - ANALYSIS OF THE SITUATION PREVAILING AT THE SCHOOL WITH RESPECT TO BULLYING AND VIOLENCE

1. School Portrait

Our school is an elementary school situated in a rural area.

We are considered an average/income school.

The average education level of mothers in our school is high school graduate

Ninety-three percent (93%) of our students are bussed and travel an average of 25 – 30 minutes one way to school.

1. The Educational Project

Bullying and violence in school has always been taken very seriously. Hence, our Educational Project provides for measures to prevent bullying and violence.

2. Our Survey

Our students have participated in the Our School Survey since 2014. The survey is conducted twice during the year; once in the fall and once in the spring. All students from Grade 3 to 6 are required to complete the survey. The Our School assists the school in analyzing the social engagement, institutional engagement and intellectual engagement of the students.

3. Bullying and Violence indicators

Our school benefits from statistics generated by using the Our School survey. Statistics are also generated through the Respect and Responsibility system.

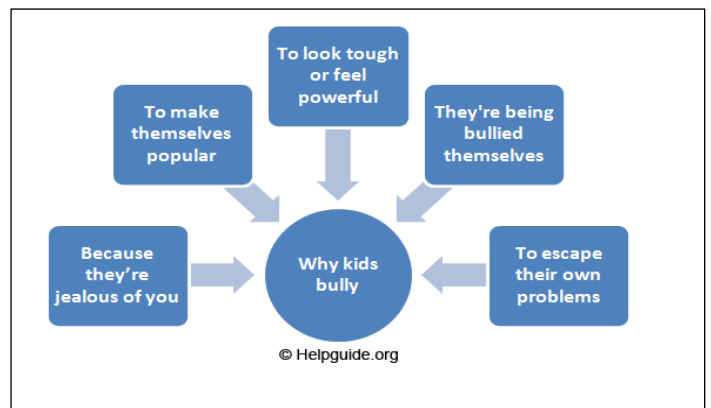
4. Areas of Concern

Our portrait at this point in time leads us to concentrate on the following areas for improvement of the situation in the school:

- Gossiping
- Cyberspace & Technology
- Bus
- School Yard (recess & lunch)

5. Zones of Vulnerability

- Bus
- Lockers
- Stairwells
- Bathrooms



- At home
- Internet

2: PREVENTION MEASURES TO PUT AN END TO ALL FORMS OF BULLYING AND VIOLENCE, IN PARTICULAR THOSE MOTIVATED BY RACISM OR HOMOPHOBIA OR TARGETING SEXUAL ORIENTATION, SEXUAL IDENTITY, A HANDICAP OR A PHYSICAL CHARACTERISTIC;

In order to attain our goal, this school has put in place the following measures:

- Its Governing Board approved Code of Conduct and reviews them yearly
- The establishment of *The Respect and Responsibility* system
- The engagement of a *Behaviour Technician* who carries out anti-bullying and anti-violence activities
- Participation by students (Gr. 3-6) in the Our School Survey
- Professional development offered for staff (including daycare & supervisors)
- Internet awareness
- In class activities
- All staff trained in CPI (Crisis Prevention & Intervention)
- Internet safety guides for parents (Missing Children's network)
- Anger Management sessions for targeted students
- Social skills programs
- For administrators: Discussions, prevention, reminders, sensitization during staff meetings
- Anti-bullying assemblies to sensitize school population to the issue

These prevention measures listed above are in-school initiatives to support parents, students and staff.

You are invited to contact the school to receive any additional information on the above measures.

3 - MEASURES TO ENCOURAGE PARENTS TO COLLABORATE IN PREVENTING AND STOPPING BULLYING AND VIOLENCE AND IN CREATING A HEALTHY AND SECURE LEARNING ENVIRONMENT;

The success of this plan depends on the understanding and support of all of our stakeholders. Certainly school administrators and staff play a key role in developing programs and strategies to improve daily school life. Students also have a responsibility to promote and support positive behaviours. Parents are also important and necessary partners in this initiative. Parents need to be active

advocates for their children and to be aware of changes in their behaviours and to contact the school when behaviours at home become a concern.

In supporting this, the school shall:

- Distribute a document explaining the difference between bullying and normal conflict at the General Assembly, e-push, and posted on the website.
- Distribute a comprehensive synopsis document of the Anti-Bullying and Anti-Violence Plan at the General Assembly, by e-push and on the website.
- Distribute the Code of Conduct to students, parents and staff in the agenda
- Organize parent information sessions when necessary and possible.
- Communicate the communication process between the Principal and parents of victims, witnesses or perpetrators, when a situation arises.
- Provide relevant information links to resources on the school's website

4 - PROCEDURES FOR REPORTING, OR REGISTERING A COMPLAINT CONCERNING AN ACT OF BULLYING OR VIOLENCE AND, MORE PARTICULARLY, PROCEDURES FOR REPORTING THE USE OF SOCIAL MEDIA OR COMMUNICATION TECHNOLOGIES FOR CYBERBULLYING PURPOSES;

As a student, should you be the witness or the victim of an act of bullying or violence, know that you should always seek help and support from a staff member or an adult whom you trust.

You don't want to make yourself known, don't let that stop you from reporting and doing the right thing. You may report an incident and keep your anonymity.

Incidents of bullying and violence can be reported verbally or in writing and must have sufficient information to deal with it and to adequately support it.

Bullying or violence can be reported by anyone through:

- Email at kmoore@swlauriersb.qc.ca
- Contacting the coordinator or members of the ABAV School Team
- Informing any staff member
- Leaving a note in the office mailbox
- Filing a report with the school office
- Contacting the Principal
- In any case, should documentary evidence be available, ensure that a copy is remitted as soon as possible to the Principal.

5 - ACTIONS TO BE TAKEN WHEN A STUDENT, TEACHER OR OTHER SCHOOL STAFF MEMBER OR ANY OTHER PERSON OBSERVES AN ACT OF BULLYING OR VIOLENCE;

- If I am a student:

Intervene to stop the situation if you feel safe or go look for an adult immediately;

Report incidents to an adult that you trust

Use proper language to address the inappropriate situation

If you hear about an imminent attack/bullying – advise an adult

- If I am a staff member:

Put an end to the incident if it is safe or seek appropriate additional help;

Define the behaviour;

Declare the expected behaviour;

Gather relevant information about the situation and those involved;

Document the incident or file a report using a yellow card

Report to administration

- For others:

Intervene to stop the situation if you feel safe;

Report incidents to the Principal or the ABAV School team

Encourage their child to stand up/speak up/seek help at school



6 - MEASURES TO PROTECT THE CONFIDENTIALITY OF ANY REPORT OR COMPLAINT CONCERNING AN ACT OF BULLYING OR VIOLENCE;

We realize that for a parent, having a child involved in a bullying situation, either as the victim, the perpetrator or the by-stander can be difficult. It is our commitment to all stakeholders that we understand the need for confidentiality and that we will do our utmost to respect the rules of confidentiality throughout any investigative process.

In order to ensure the confidentiality of reports or complaints, the school shall:

- Create a filing system and provide limited access
- Remind the staff of their legal obligation to maintain confidentiality pertaining to personal information regarding any student
- Inform all parties involved of this obligation when handling a report or a complaint
- Implement measures such as a suggestion box which allow for the anonymous reporting of bullying and violent incidents.

7 - SUPERVISORY OR SUPPORT MEASURES FOR ANY STUDENT WHO IS A VICTIM OF BULLYING OR VIOLENCE, FOR WITNESSES AND FOR THE PERPETRATOR;

- If I am a victim: discussion, follow-up meetings with school team, action plan for victim, re-integration plan, consultation with CSD consultants when necessary, empower the victim
- If I am the perpetrator: discussion, follow up meetings with school team, parents, action plan for perpetrator & parents. re-integration plan, consultation with CSD consultants when necessary
- If I am a witness: discussion, follow up meeting with parents if necessary, positive reinforcement for “coming forward”

In all circumstances when bullying and violence are confirmed, the principal and/or Vice Principal must be informed of each incident.

8 - SPECIFIC DISCIPLINARY SANCTIONS FOR ACTS OF BULLYING OR VIOLENCE, ACCORDING TO THEIR SEVERITY OR REPETITIVE NATURE; AND

Minor Incidents such as: name-calling:

Discussion with the adult who witnesses or is told of the incident.
Reflection time— discussion with supervising staff about the incident and how better to deal with similar situations should they occur
For any kind of incidents, Principal and staff should always be able to count on the parent's involvement
Reflection sheets
Social skills program (proactive)
Yellow Card

Moderate Incidents such as: pushing or shoving

Student immediately sent to the office or designated place.
Loss of privileges, community work (lunch hour and recesses)
Loss of privileges – ECA's – social school activities (movies, dances, field trips, etc.).
Social skills groups (targeting specific skills)
Red Card

Severe Incidents such as fighting and bullying

In school suspension.
Out of school suspension - more than 5 days, need board approval- with re-entry meeting with parents and students. Plan developed for student and agreed to by all. Appropriate teachers and staff are informed of the plan.
Student moved to another school.
Expulsion
Police involvement

The particular context of each situation with regard to the intent, age of the student or students with special needs will determine the appropriate cause of action as determined by the school ABAV team.

9 - REQUIRED FOLLOW-UP ON ANY REPORT OR COMPLAINT CONCERNING AN ACT OF BULLYING OR VIOLENCE.

Upon receiving a report or complaint concerning an act of bullying and violence the school shall:

- Investigate
- Document the situation (using specific template)
- Assess the proper intervention to take place
- Ensure follow-up with the involved individuals

If I am a victim:

- Individual meeting to determine validity and severity of incident reported—notes taken.
- Offer to meet with adult (behavior tech, social worker, consultant, etc.) for support
- Specific assistance offered based on needs
- Choose appropriate intervention measure
- Follow-up meeting to ensure that the situation is resolved

If I am a witness:

- Meeting to gain further information—notes taken.
- Offer to meet with adult for support
- Empower witness – form a group to watch and report in order to protect the victim
- Offer to meet at a later term for follow up

If I am a perpetrator:

- Meeting to inform of incident reported, to hear the perpetrators side and to impose appropriate consequences—notes taken- should be in GPI Memos
- Abide by the measures imposed
- Enroll perpetrator into an activity to develop self-esteem

If I am the parent:

- Follow-up phone call, letter or e-mail by Principal to alert them of the incident and the follow-up provided/or to be provided, to gather further information and to gain parental support.

- Advised of their right to request assistance from the person designated by the school board for that purpose—notes taken Assistant Director General or the Secretary General
- Speak with my child and coach him/her on appropriate behaviours or actions to take (sick help). Support and follow up with interventions done at school. Support if applicable the behavior plan or other schools plan
- Expect a meeting with the Principal, depending on the severity of the incident for mild or moderate, a meeting is not always necessary
- All schools have access to GPI Memos for tracking

10 - FORM AND NATURE OF UNDERTAKINGS TO BE GIVEN BY THE PRINCIPAL TO A STUDENT WHO IS VICTIM OF BULLYING OR VIOLENCE AND TO HIS OR HER PARENTS.

Investigation of the complaint, appropriate measures taken, follow-up with the parent and student (details of intervention are not given) are listed below in no particular order:

- Offer resources to parents
- Provide strategies to student to prevent/handle future incidents
- Share step-by-step process that was followed (while respecting anonymity)
- Determine assistance/services that may be needed
- Confidentiality
- Conditions of return (both perpetrator and victim) expectations
- Academic support to be provided if necessary
- Switching schedules if necessary
- Provide a place for that student to express their worries, concerns, fears
- Provide victim with support (staff, guidance counselor)
- Monitor situation after it has been dealt with – long-term response
- Making specific staff members aware, so they can monitor/and support that student
- Follow up with victim later to make sure everything is still going well
- Meeting with witnesses
- Examination of student dossiers
- Consult with student services
- Communicate with parents and appropriate authorities
- Communication with school board/directorate
- Arrange meetings for victims with behavior tech, guidance counselors, psychologists, CSSS when possible, nurses
- Peer mediation (training needed or students)
- Development of teacher-student mentoring program

Victim:

1. Behaviour tech and or principal will meet with victim to determine validity of the incident (principal fills out screening tool)
2. Support from:
 - Principal
 - Behavior tech
 - Social services
 - Animator
 - Police

Parents to be informed and offered help – advised of right to request assistance from person designated by board.

11 - FORM AND NATURE OF UNDERTAKINGS TO BE GIVEN BY THE PRINCIPAL, THE PERPETRATOR AND HIS OR HER PARENTS IN ORDER TO PREVENT ANY FURTHER ACT OF BULLYING OR VIOLENCE.

- Collaboration from parents
- Cooperation
- Full disclosure of information they may have
- Confidentiality
- Assurances to seek out support services
- CLSC
- Anger management
- Counseling
- Drug intervention
- Conditions of return clearly established and compiled with
- Possible signal to (DYP)
- Strategies to prevent future incidents through a team approach (i.e. behavior tech, school psychologist, etc.)
- Set expectations for the parents (i.e., for them to seek outside services, CLSC, etc.)
- Letter
- Meet with parents
- Follow up with perpetrator to make sure they are still on track
- Recommend professional services when needed

Principal:

Tracking system with clear expectations for future behaviours

Reflection and Improvement Plan to be completed by student and parent(s)

Follow up:

- Intervention for victim and parents
- Interventions for witness and parents

- Interventions for perpetrator
- Imposed disciplinary sanctions
- Meet with behavior tech/principal/perpetrator to get information
- Minor incident – discussion about incidents, apology and reflection and tools on how to better handle situation

Moderate:

- Student sent to office
- Loss of privileges
- Restitution (positive action toward victim)
- Can be in-school detention

Severe:

- Out of school suspension -up to 5 days- (board policy)
- Plan developed and agreed by all for student (staff, parents, student)
- Police intervention for perpetrators parents
- Follow up phone call to inform/alert them of incident and gain parental support
- Depending on the severity of the situation, principal meets with parents to follow up (on policies) and gain support needed.



