

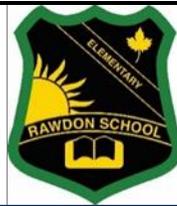


Anti-Bullying and Anti-Violence Plan

2018-2019

Rawdon Elementary School

School:



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Approved by Governing
Board:

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Resolution:

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Anti-Bullying and Anti-Violence Plan

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Definition of Bullying and Violence

Bullying

The word "bullying" means 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

The word "violence" means 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.

Elements of the ABAV Plan

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- Element 1** An analysis of the situation prevailing at the school with respect to bullying and violence;
- Element 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;
- Element 3** Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment;
- Element 4** Procedures of 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;
- Element 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;
- Element 6** Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence;
- Element 7** Supervisory or support measures for any student who is a victim or bullying or violence, for witnesses and for perpetrator, (and bystander);
- Element 8** Specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature, and;
- Element 9** The required follow-up on any report or complaint concerning an act of bullying or violence;
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School Portrait

School's socio-economic index:	9
Student population:	170 students, from 4 to 12 years' old
Other pertinent information:	CLC school, Share transportation with High School students

Rawdon Elementary School (RES) is located at the north end of Rawdon in the Lanaudière region in the Sir Wilfrid Laurier School Board. The school is in an economically-disadvantaged area with an IMSE of 9. The IMSE is composed of two variables, namely the under-education of the mother and the inactivity of the parents, which stand out as the most important predictors of non-academic achievement. As such, RES is covered by a measure called "New Approach, New Solutions" (NANS) which is a rigorous and structured approach aims to support the school to help students from disadvantaged backgrounds to achieve success.

We believe in an approach where we support students in developing social skills and in teaching strategies to control their impulsivity. Our goal is to enable students to feel confident to achieve the highest level in every aspect of their life. Rawdon Elementary is a community school with many parent volunteers.

Analysis

An analysis of the situation prevailing at the school with respect to bullying and violence is conducted each year by using the following indicators:

- Review and analysis of incident reports

Students who received a reminder for playing too roughly

Analysis of the situation prevailing at the school with respect to bullying and violence for the school year 2017-18

Review and analysis of incident reports

Students who received a reminder for playing too roughly

There was an average of four students a month who was identified as being too rough until the month of December, one or two incident a month were reported from January to May. Which is two monthly incidents less than the previous year. The analysis revealed that the wooded area is the most vulnerable zone.

In most cases, the altercation came from impulse control issues. Referral to professional and self-regulating strategies are provided to the students who are experiencing such difficulties.

Students who received a reminder for teasing and/or excluding others
There was an average of four office-referral a month for students spreading rumours or excluding others from their group. The analysis revealed that the lockers, lunchroom and schoolyard are the most vulnerable zone. The « fish-bowl » strategy were used to help victims express the negative impact of the perpetrator's actions. The "debug" process is also put into place to model how students should stand up for themselves and their peers.

Review and analysis of GPI / ISM (digital reporting platform) entries related to bullying and / or violence;

Officially recorded incidents
Three separate incidents were recorded. There was no connection between the incidents. The ABAV protocol was implemented.

- Results from the latest *Our School Survey* (formerly *Tell Them From Me*).

This report provides highlights based on data from 69 students in this school that participated in the survey between 23 April and 24 April 2018.
The number of students by grade level is: grade 4: 22 grade 5: 26 grade 6: 21

Students with a positive sense of belonging
Students who feel accepted and valued by their peers and by others at their school.
• 79% of students in this school had a high sense of belonging; the Canadian norm for these grades is 86%.
• 73% of the girls and 86% of the boys in this school had a high sense of belonging.
The Canadian norm for girls is 86% and for boys is 85%.

Students with moderate or high levels of anxiety
Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.
• 33% of students in this school had moderate to high levels of anxiety; the

Canadian norm for these grades is 16%.

- 48% of the girls and 17% of the boys in this school had moderate to high levels of anxiety.

The Canadian norm for girls is 20% and for boys is 13%.

Bullying and Exclusion

Students who are subjected to physical, social, or verbal bullying, or are bullied over the internet.

- 32% of students in this school were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 26%.

- 37% of the girls and 25% of the boys in this school were victims of moderate to severe bullying in the previous month.

The Canadian norm for girls is 26% and for boys is 26%.

Feel safe attending this school

Students who feel safe at school as well as going to and from school.

- 67% of students felt safe attending the school; the Canadian norm for these grades is 68%.

- 68% of the girls and 67% of the boys felt safe attending the school. The Canadian norm for girls is 67% and for boys is 68%.

Priorities

There is a serious discrepancy between the number of incidents reported and the survey results. Two priorities have been identified:

Priority 1: Make sure students understand the difference between a serious incident and a disagreement, how to report a serious incident and the importance to report an incident of violence, bullying and conflict whether they are a witness or a victim.

Priority 2: Help students recognize when they are moving into a zone of discomfort/anxiety. Teach them how to use strategies to change or stay in the zone they are.

Element 2 PREVENTION MEASURES

To address the area(s) of concern, the following preventative measures aimed at putting 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 include:

1 -	<p>To follow up with the implementation of a curriculum to train all students to recognize when they are moving into a zone of discomfort/anxiety. Teach them how to use strategies to change or stay in the zone they are. Help students gain an increased vocabulary of emotional terms, develop skills in reading other people's facial expressions, understand how others see and react to their behavior, get insight into events that trigger their behavior, build calming and alerting strategies and problem solving skills.</p> <p>We are tying it with a positive behaviour program: Building a safe school, one brick at a time. At any moment, students displaying the traits we are teaching them, they may be given a "paper brick", that they will be invite to paste on the structure of a school the is posted in the hallway. When a whole section is completed, everyone participate in a whole school special activity.</p>
2 -	<p>Reminders system: When a student does not follow a school rule, he or she is explicitly reminded about the expected behaviour.</p> <p>Adult model what should be said or done instead of the inadequate behaviour.</p> <p>The student is informed that if he/she does not correct the behaviour, he/she will be given a reminder sheet.</p> <p>When given 3 reminder sheets, or one in case of a violent/threat incident, the student must stay in at lunch to reflect on a solution to avoid that the situation happens again. The parents are informed.</p> <p>Reward activities are organized for student who have not received more than two reminders.</p>

3 -	<p><i>Speak out together against violence!</i> Is a program that will be implemented for a third year in collaboration with a Sûreté du Québec police officer. This program aims to encourage young people to adopt non-violent behaviours and speak out when they are witness or victims of violence. The team is composed of Grade 6 students, who commit to not tolerate violence and to speak out. The students forming the United without violence team visit all classes in the school to explain their role. They promote the importance of speaking out and to not tolerating violence. In addition, they will be keeping watch on violent behaviours that may occur in the classroom, hallways and schoolyard. They will also be able to highlight other student's good behaviour using reward tickets.</p>
5 -	<p>All staff obtained certification in Crisis Prevention Intervention. This training provide strategies to de-escalate behaviors, demonstrate how to avoid using physical intervention, model approaches to set clear, reasonable, and enforceable limits.</p>
6-	<p>The schedule was adjusted so that Pre-k and kindergarten students have different recesses than the rest of the school, during these periods, teachers and monitors make sure to model appropriate behaviours and self-regulating strategies.</p>
7 -	<p>Additional supervision in the area of concerns in the schoolyard during lunch recess.</p>
8 -	<p>Young leadership activity! An initiative to enhance an active, peaceful and harmonious playground! The goal of this initiative is to improve supervision, planning, organization and activity facilitation for students. The Playground Leadership Program promotes a positive environment that fosters learning, a feeling of safety, prevents violence and bullying while encouraging students to have fun and to acquire a healthy and active lifestyle! Cycle 3 students learn to organize and moderate some games in the school they also learn to support younger students with conflict resolution.</p>

Element 3 MEASURES FOR PARENT COLLABORATION

The success of this plan depends on the understanding and support of all of our stakeholders. 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 equally important and necessary partners in this initiative. Parents are encouraged 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.

The following measures are aimed at encouraging parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure environment.

1. The School's Code of Conduct will be communicated with the parents (agenda, curriculum night, bulletins/memos, and/or on school website).
2. The ABAV Plan will be made available to parents on request, it will be posted on the school website.
3. Ongoing communication between principal and / or their designate and parents of children who are being bullied and those who are engaging in bullying behaviours until the resolution of the situation. Periodic communication with students who are bullied and their parent(s) to ensure that measures taken have been successful and the bullying has ceased.

Element 4 PROCEDURES FOR REPORTING

The school will take the necessary measures to ensure confidentiality for all parties.

An incident of bullying and/or violence can be reported verbally (in person or by phone) or in writing (by email or by letter addressed to school administration). Students who wish to write a note to report an incident are encouraged to include their name for follow up.

Staff members who receive a report must document the information and submit the information to administration for follow up.

When parents have been told about a bullying situation or an act of violence, they are expected to communicate with the school principal, an alternate administrator or the classroom teacher. The report will be documented. Following the investigation, the parent should be contacted and advised that the situation has been investigated and appropriate action has been taken. Details are divulged so as to maintain confidentiality.

Element 5 INTERVENTION PROTOCOL

Rawdon Elementary School is committed to providing a safe, caring and positive climate.

Adult indifference is not-tolerated. School personnel must report and/or investigate all incidents of bullying and take appropriate action whether they personally observe incidents or learn of them by some other means. Reporting, investigation and action must occur even if the victim does not file a formal complaint or does not express overt disapproval of the incident.

This *Intervention Protocol* establishes practices and procedures for observed and reported incidents of bullying and/or violence.

For purposes of this Protocol, "Conduct" may include:

- Physical acts, such as inappropriate, unwanted, uninvited, or injurious physical contact with another; stalking; sexual assault; and destruction or damage to property of another;
- Written and electronic communication of any type that incorporates language or depictions that would constitute bullying, using any medium (including, but not limited to, cell phones, computers, websites, electronic networks, instant message, text messages and emails);
- Verbal threats made to another, including blackmail, extortion or demands for protection money;
- Direct or indirect, relationally aggressive behaviour such as social isolation, rumor spreading, or damaging someone's reputation;
- Any of the above conduct which occurs off school grounds when such creates, or can reasonably be expected to create, a substantial disruption in the social setting and/or at school-sponsored activities and events.

In addition to the conduct described above, examples of conduct that may constitute bullying or violence include the following:

- Blocking access to school property of facilities;
- Stealing or hiding or otherwise defacing books, backpacks or other personal possessions;
- Repeated or pervasive taunting, name-calling, belittling, mocking putdowns, or

demeaning humor relating to a student's race, color, gender, sexual orientation, ancestry, religion, disability, or other personal characteristics, whether or not the student actually possesses them, that could reasonably be expected to result in the disruption of school activities or that results in a hostile educational environment for the student.

Conduct that would **not** ordinarily be considered bullying or violence includes:

- Teasing
- "Talking trash"
- Trading of insults
- The expression of ideas or beliefs that are protected by the *Canadian Charter of Rights and Freedoms*, so long as such expression is not lewd, profane, or intended to intimidate or harass another.

STAFF RESPONSE PROTOCOL

Any staff members who witness an act of bullying or violence must intervene immediately or as quickly as reasonable possible to address the issue.

1. The immediate safety and security of all parties must be ensured.
2. All incidents of bullying / violence must be reported to the principal, in a timely fashion.
3. A bullying/violence incident must be documented.
4. The school principal or their designate must investigate all reports in a timely fashion, preferably within 24 hours (when possible) of receiving initial report.
5. The staff person responsible for investigating the report about the behaviour should:
 - a) Interview student(s) exhibiting bullying behaviour and the target / victim(s) separately to avoid further victimization of the target.
 - b) Engage the target / victim first and focus on his/her safety.
 - c) Reassure him / her that the bullying behaviour will not be tolerated and that all possible steps will be taken to prevent a reoccurrence.
 - d) Offer the victim counselling (if needed).
 - e) Inform parents of the incident and subsequent intervention. (Details of the intervention or disciplinary actions are not to be shared in order to protect confidentiality).

STUDENT RESPONSE PROTOCOL

Any student who witnesses an act of bullying or violence has an obligation, as a responsible member of the school community, to intervene if the situation does not threaten their well-being, or to report the incident to school authorities.

The following are the means through which a student may do so:

- Inform a staff member on duty.
- Inform administration.
- Mention it to a teacher or staff member they trust.
- Tell parent/guardian.

PARENT / GUARDIAN RESPONSE PROTOCOL

- Report the incident to a school administrator or classroom teacher.

***At the discretion of the principal or his/her delegate, police intervention may be requested.**

Element 6	MEASURES TO ENSURE AND PROTECT CONFIDENTIALITY
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Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence shall include:

1. Staff is reminded that every incident and the ensuing follow-up must be kept confidential. This is done at least once each year.
2. Reports of bullying and / or violence are recorded on a digital database that has restricted access.
3. Use of intervention strategies that protect the anonymity of persons who report or provide information.

Examples of remedial measures and consequences may include, but are not limited to, the examples listed below:

Remediation Measures for Victims

- Meet with counsellor / mentor / special education technician / administrator / staff member to:
 - Create a safe environment to allow victim to explore feelings about incident. Maintain open lines of communication.
 - Develop a plan to ensure student's emotional and physical safety at school.
 - Ensure student does not feel responsible for the behaviour.
 - Ask student to log and report any and all future related incidents.
 - Offer counseling to help develop skills for overcoming the negative impact on self-esteem.
- A staff member will conduct scheduled follow-up meetings with the student to ensure the bullying or violence has stopped and to provide support to the student. The degree of support offered at these meetings and their frequency shall depend upon the feedback from the victim regarding the current circumstances.
- In all cases, it will be determined which members of the school staff must be made aware of the incident to ensure that the student is safe.
- Parents will be informed immediately following the incident and regularly updated until the situation is resolved.

Remediation Measures for Student Exhibiting Bullying Behaviour

- Develop an intervention plan with the student. Ensure the student has a voice in the outcome and can identify ways he / she can solve the problem and change behaviours.
- Meet with parent(s)/guardian(s) to develop a recovery plan agreement to ensure all understand school rules and expectations, as well as the long term negative consequences of bullying or violence, on all involved, and to clearly outline the consequences if the behaviour continues.

- Meet with special education technician, school counsellor, social worker or psychologist to:
 - Explore mental health issues or emotional disturbances - what is happening and why?
 - Offer additional social skills training such as impulse control, anger management, developing empathy and problem solving.
 - Arrange for apology - written is recommended.
 - Arrange for restitution - particularly if any personal items were damaged or stolen.
 - Determine restorative practices (age appropriate).

Remediation Measures for Witnesses

- Following the incident, an intervention may be held with any witnesses to determine their role in the incident. If the incident witnessed is severe, witnesses are met, in a group or individually, to debrief the event, discuss their role and to determine more appropriate actions in the future.
- The school reserves the right to contact the parents of bystanders.
- As with victims, witnesses to acts of bullying or violence should have a reasonable expectation of feedback from intervening adult figures in a timely manner so as to guarantee a sense of safety and security in the school.

Remediation Measures for Student Bystanders

- Review Student Response Protocol.
- Explore reasons why they did not intervene or report the incident.
- Offer of coaching on how to safely intervene or help the situation.

Element 8 **SPECIFIC DISCIPLINARY ACTIONS**

Based on the severity and / or frequency of incidents and at the discretion of the administration, the following disciplinary and / or corrective actions may include, but are not limited to:

- Parent notification
- Admonishment / conference with student (verbal warning)
- Reflection activity or action
- Recovery plan ~ Restorative measures or practices
- Written warning and deprivation of privilege(s) / service(s)
- Restitution
- Mediation or conflict resolution (when deemed appropriate)
- Letter of expectations
- Detention
- In-school suspension
- Out-of-school suspension
- Referral to counsellor, external social / medical agencies, for support
- Legal action / report to law enforcement, if required
- Signaling of youth protection
- Convocation to a disciplinary hearing at the school board
- School transfer
- Expulsion

Element 9 FOLLOW-UP PROTOCOL

The principal or their designate will ensure that each incident was properly followed up on and documented. Follow-up measures will include the following:

- Verification that the incident has been properly documented.
- Verification that all parties immediately involved have been met with and that intervention protocols have been followed.
- Verification that parents of the victims and perpetrators have been contacted.
- Meeting with the victim and perpetrator to assess their well-being, and that the bullying / violence has ceased.
- Verification of the completion of all remedial measures for all parties concerned.
- Referral of parents to complaints procedure, should the parents express dissatisfaction with the course of action from the school administration.

End of Year Evaluation

To ensure the integrity of its Plan, the administration of Rawdon Elementary School conduct a yearly evaluation that reviews:

- The school **Reminders tracking system**.
 - The *Our School Survey* results.
 - Review and analysis of GPI/ ISM (digital reporting platform) entries related to bullying and / or violence to assess decrease or increase in incidents of bullying and/or violence.
 - The initiatives put in place for the year and assessment of effectiveness of the actions.
-