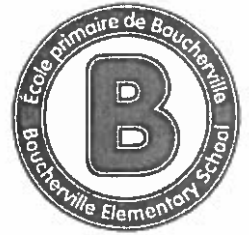




**ANTI-BULLYING AND ANTI-VIOLENCE PLAN
BOUCHERVILLE ELEMENTARY SCHOOL
2018-2019**



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

Members

Jenny Brousseau _____
 Sandy Tavares _____
 Amanda Glancey _____
 Laura Pescolla _____
 Aileen Cheng _____
 Victoria Bhattacharyya _____
 Rebecca Clement _____
 Debbie Branco-Flores _____
 Vanessa Aboud _____
 Monika Santoianni _____
 Maria Giannuzzo _____
 Colette Authier _____
 Valérie Ducharme _____
 Lou Ann Paul _____
 Sylvain Lemaire _____
 Laetitia Duong _____
 Virginie Lemyre-Sueur _____
 Karen Drysdale _____
 Ashley Beerworth _____

Role

Principal/Coordinator
 Teacher
 Teacher
 Teacher
 Teacher
 Teacher
 Teacher
 Teacher
 Teacher
 Teacher
 FSL Teacher
 Resource Teacher
 Physical Education Teacher
 FSL Teacher
 FSL Teacher
 Daycare Technician
 Special Education Technician

AB-AV Plan Presented and Adopted at School Council (Date): February 21, 2019
AB-AV Plan Presented and Approved by Governing Board (Date): February 21, 2019
Parent Explanatory Document Distributed (Date): February 2019 via BES Website

Jenny Brousseau 
 Principal (Signature)

Evans Henry 
 Governing Board Chairperson (Signature)

School Portrait (e.g. demographics, geographical area, student population, any specialized programs or unique characteristic, baseline status at the school with respect to bullying and violence, key TTFM survey data).

Boucherville Elementary is a relatively small elementary school situated in Boucherville, which is mainly a francophone community. A large portion of its student population, totaling usually between 180-210 students per year, comes from middle to high socio-economic backgrounds.

At Boucherville Elementary, we are committed to sustaining a safe and respectful school for all. We accentuate positive actions and follow up incidents where our expectations have not been met. Students or adults who report cases of bullying and/or violence are always treated with the utmost respect and confidentiality. Caring members who are dedicated to establishing and maintaining an environment that promotes positive learning experiences staff the school. We, ourselves, are lifelong learners seeking to guide every student towards bright futures and towards the goals that they may wish to set for themselves.

Best practices to enhance learning potential have been implemented by our qualified teaching personnel, our structured resource model, classroom support and through team teaching.

Because our groups are usually very small, the statistical data provided for analysis is often difficult to interpret. Individual results can have drastic influences on the group success rate. We, therefore, remain very cautious when analyzing data from evaluation results. The size of our population also is a factor when attempting to do a general percentage rate when the time comes to focus on behaviour/discipline issues.

Boucherville Elementary focuses on improving healthy living and providing safety in the school. Our school-wide discipline plan has created cohesion among all members of its community. Occurrences of verbal aggression, physical violence and bullying are kept to a minimum because everyone on the team values, promotes and models positive behaviours. Our aim, however, is to decrease the number of incidents in order to foster a safe and caring school for all students and adults within our school.

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 injuries, hurts, oppresses, intimidates or ostracizes.

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

1. **Analysis of the situation** at our school with respect to bullying and violence

Practices in our School

- Use of the *Tell Them From Me* survey once a year to identify the student perception of bullying. The survey establishes the situation, and allows for the implementation of actions and strategies
- Referrals to the office for bullying or violent behaviours are recorded
- In school and out-of-school consequences related to bullying and violent behavior are recorded
- Parents meetings: notes are taken
- Reports (verbal and/or written) are completed by the staff, students and parents
- Daily records are kept on situations
- Given an analysis of the situation, targets, actions, strategies and monitoring mechanisms are described in the school's Educational Project. Results will then be indicated in the Report for this document
- Daily use of the Code of Conduct and Our Behavioural Expectations in the agenda

2. Preventative 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.

Practices in our school

- No violence policy and Riverside Code of Conduct are distributed to all school members and parents
- Inclusive education
- CPI (Crisis Prevention Intervention) courses and certification for Principal and school staff
- Ongoing education (defined) for all students regarding bullying and the roles that individuals play, including the bystander
- Participation in the Buddy system for all students
- Ground rules reviewed in school Code of Conduct at the beginning of each year
- General Assemblies to provide reminders and acknowledge positive behaviours
- Classroom discussions and community circles
- Mindfulness Program/yoga given in Kindergarten and in other cycles
- Intervention by police liaison and Special Education Technician
- Increasing supervision ratio at recess and lunch hour
- Implementation by outside organizations such as Dynamix
- Training for daycare staff and attendants, on bullying and conflict resolution
- Encourage open discussions during GB and staff meetings on pedagogical days
- BES Anti-Bullying/Anti-Violence Pledge

- School-wide guest speaker/presentation (i.e. Olympian, Geordie Productions, and Finding Kind Assembly)
- Registering the school to participate in the We Day Event at Theatre St-Denis
- Gold Book
- Growth Mindset awards at the end of each month with emphasis on positive behaviours
- Self-regulation classes offered by Special Education Technician
- PINK SHIRT DAY to raise awareness against bullying
- Monthly KINDNESS challenge in the month of February
- Chill Zone on the playground
- Skills Training offered once a week for students needing more support in their behaviour management while structuring extra exercise for them
- Whole school activities to promote community and to emphasize the importance of WE
- Class Dojo used to encourage appropriate behaviour and maintain ongoing communication with parents
- Celebrations of differences through classroom activities
- Leadership responsibilities provided to Cycle 2 and 3 students (SSIAA, buddy activities, Recycling Committee, Open House hosts, Bus Duty, etc)
- Girls' and Boys' groups animated by the Special Education Technician
- Code of Conduct printed in the agenda
- No violence or No bullying signs posted on the walls of the school

3. Measures to encourage parents to collaborate in prevention and elimination of bullying and violence and in creating a healthy and secure environment.

Practices in our School

- Class Dojo
- Signature in Agenda for Code of Conduct
- Informing parents of situation via agenda, email, telephone or class Dojo
- Parent meetings and communication
- Publicizing resources available i.e. workshops, videos, etc.
- Anti-bullying, Anti-Violence document is reviewed each year and is distributed to parents. It could also be addressed at the GB meetings, "Meet the Teacher" time, or a kiosk could be set up at teacher interviews, report cards, school plays, etc.
- Information or links are posted on the school and school board website with relevant parent information. E.g. Symptoms that a child is being bullied, how to talk with their child about the situation, how to help your child if they have witnessed bullying, Internet Safety, cyber-bullying, etc.
- Classroom teachers inform parents of what is currently happening in the classroom, role playing, etc.
- Interventions to establish partnerships with parents and help students: identify students with behavioural difficulties- Principal/teacher makes initial contact at the beginning of the year to discuss success for this student
- Ongoing communication between principal and the parents of children who are being bullied and those who engage in bullying behaviours, until complete resolution of the problem. Additionally, periodic follow-up communication with the victim of bullying, and his/her parents to ensure that the measures taken have been successful
- Encourage referrals to outside resources
- **INFORM PARENTS ON THE NEED TO RAISE AWARENESS ON THE EFFECTS OF SOCIAL MEDIA AND GAMING, AND THE IMPACT ON STUDENT SELF ESTEEM, PEER INTERACTIONS, AND ACADEMIC SUCCESS.**

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.

Practices in our School

Students

- Guarantee of confidentiality when reporting
- Open communication and sharing in classroom environment
- Any student who witnesses an act of bullying or violence must tell a staff member at school, and should tell an adult at home
- Locked suggestion box to report bullying issues in a safe area. (“Talk About It” Box) Students should be strongly encouraged to sign their name to allow for follow-up. (TO COME)
- Open door policy for meeting with principal, teachers, daycare and support staff
- Email address for reporting of incidence
- Advertisement for Kids Help Phone and other resources
- Establishing nurturing relationships between students and teachers (a safe person for students in which to confide)
- Verbal and written report between office and staff. All reports kept at the office

- When parents are told of a bullying situation or act of violence, they must contact the school Principal, their designate or classroom teacher. This contact and follow-up must be documented. Following the investigation, the parent will be contacted, told that the situation is being investigated and appropriate action(s) is underway. **It is important to note that in order to respect confidentiality, only information pertaining to one's own child will be released. Information pertaining to the other parties will not be shared.**
- Completion of a form available on the school website and in the school office.
- Possible forms of contact from parents:
 - Phone call
 - Letter
 - Email
 - Class Dojo or other communication method
 - Note in the agenda

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.

Practices in our School

- A student or staff member must respond to the situation
- Raise awareness about cyber-bullying by inviting the police and the Missing Children's Network
- Raise awareness on the difference between bullying and conflict
- If the situation does not threaten the staff member who is a witness or who has been told of an incident, he/she must intervene immediately
- The student involved in the bullying and/or violent behaviour may be sent directly to the office, depending on the severity of the incident. In serious situations, the Principal is notified immediately
- A student may intervene if the situation does not threaten his /her well-being or may choose to seek the assistance of a staff member
- Depending on the severity of the incident, the adult involved may investigate the situation and impose a consequence. A follow-up report is sent to the Principal or designate
- The student who witnesses an incident should immediately report the incident to the appropriate staff member (on-site) in the school using the established protocols (refer to section 4 in this plan)
- Depending on the severity of the incident, an intervention plan will be developed to support the victim and the bully. Parent of both parties will be contacted and to become part of the plan
- Staff will work collaboratively with available resources

6. Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence.

Practices in our School

- It is important to note that in order to respect confidentiality, only information pertaining to one's own child will be released. Information pertaining to the other parties will not be shared
- At the beginning of each school year, the staff will be reminded of confidentiality/trust with regards to the situations and students involved
- All names will be removed from behaviour reports and annual reports
- Reports of bullying and/or violence are kept in a confidential file

7. Supervisory or support measures for any *student who is a victim of bullying or violence, for a witness and for a perpetrator

Practices in our School

Victim

- *In the event of an incident involving the bullying of a student by an adult, the incident must be reported immediately to the Principal who will contact the Director of Educational Services and/or the Director of Human Resources. Refer to page 10 of the Policy on Maintaining a Safe, Respectful and Drug-Free Environment in Schools
- An adult will determine the severity and frequency of the incident (s) through a discussion with the student. The adult may be the classroom teacher, administrator, technician or another adult with whom the student is comfortable talking
 - Conduct follow-up meetings with the student to ensure the bullying or violence has stopped and to provide support to the student. These meetings may be held with the behaviour technician, social worker or teacher they are closest to
 - Appropriate school staff is made aware of the incident to ensure that the student is safe
 - Parents are informed immediately following the incident and regularly updated until the situation is resolved. When needed, /meetings with internal/external services will be set up
 - Referral for counselling is requested when appropriate
 - When needed, an intervention plan will be created and necessary measures will be added

Bystander

- Following the incident, a discussion is held with any bystanders to determine their role in the incident. If the incident witnessed is severe, bystanders are met, in a group or individually, to debrief the event, discuss their role and to determine more appropriate actions in the future
- Consequences are applied, if appropriate for students that are actively involved in encouraging the incident
- Phone call home when appropriate

Perpetrator

Depending on the severity of the incident:

- Managed by the staff who intervened and the incident is reported to the office
- The adult who intervenes or adult who is told of an incident makes a report to the office (or the person designated to receive reports) with a request for follow-up investigation. Once an investigation has been completed and the incident is confirmed to be bullying and/or violence, the Principal or delegate meets with the perpetrator. The perpetrator is told of the report, discusses the incident and is given a consequence
- The perpetrator's parents are called and informed of the incident as well as the consequences. The parents may be asked to come to school for a follow-up meeting
- The parents are informed of their right to request assistance from the person designated by the School Board (Bill 56 Section 11)
- Referral for counselling and external resources is requested when appropriate and an intervention plan will be created

IN ALL CIRCUMSTANCES, THE PRINCIPAL MUST BE INFORMED OF EACH AND EVERY INCIDENT

8. Specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature. (Ref. RSB Policy on Bullying and Violence).

Practices in our School
Minor Incidents
<ul style="list-style-type: none"> • Discussion with student (s) • Discussion with the adult who witnesses or is told of the incident. Incident is reported to the parents in the agenda. If adult decides further follow-up is required, principal is notified • Detention of the perpetrator: during this time there is a discussion with the supervising staff member about the incident and how to better deal with similar situations should they occur • Detention during a specified time-- system that goes with it • Communication with parents • Restitution
Moderate Incidents
<ul style="list-style-type: none"> • Discussion with student (s) • Discussion with the adult who witnesses or is told of the incident. Adult decides further follow-up is required. A report is sent to the Principal • Perpetrator is immediately sent to the office or other designated area • Temporary loss of privileges (lunch hour, recess, special activities) • Detention at lunch with the principal-- system that goes with it • Supervision of the perpetrator during free time; i.e. must be shadowed by a supervisor during recess and at lunch time. Gradually earns back free time • If incident requires it, an In-school suspension may be given • Restitution
Severe Incidents
<ul style="list-style-type: none"> • Discussion with student (s) • Discussion with the adult who witnesses or is told of the incident. Adult decides further follow-up is required. A report is sent to the Principal • Out-of-school suspension with re-entry meeting with parents and students. A plan is developed for the student and agreed to by all. Teachers and staff implicated are informed of the plan • Possible recommendation to move the student to another school or to expel from the Board • Possible involvement of the Police

9. Required follow-up on any report or complaint concerning an act of bullying or violence. (Ref. RSB Policy on Bullying and Violence).

Practices in our School

- An individual meeting with the victim to determine validity and severity of incident reported; notes are taken.
- Meeting with bystanders to gain further information; notes are taken
- Meeting with perpetrator to inform him/her of incident reported, to hear the perpetrator's point of view and to apply appropriate consequences; notes are taken
- Follow-up phone call to parents/guardians to:
 - alert them of the incident and the follow-up provided/to be provided
 - gather further information
 - gain parental support
 - request a meeting, if appropriate
- Parents are advised of their right to request assistance from the person designated by the School Board for that purpose; notes are taken
- A summary report of the incident and follow-up measures taken are sent to the Director General