



**ANTI-BULLYING AND ANTI-VIOLENCE PLAN  
2014-2015**

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

School: **Saint Lambert Elementary**

Anti-Bullying and Anti-Violence Committee Struck (Date):

Anti-Bullying and Anti-Violence Committee Chairperson: **Deborah Angelus**

<b>Member</b>	<b>Role</b>
Deborah Angelus _____	Principal
Roxanne McNeil _____	Vice Principal
Heather Grapes _____	Teacher
Suzanne Beaudry _____	Teacher
Rita Lindsay _____	Daycare Technician
Michael Sitruk _____	Spiritual Animator
Cindy Elston _____	CLC – Community Representative
Carl Alexandre Joly _____	Social Worker
Stephanie Gamache _____	Parent (Chair of the Governing Board)

AB-AV Plan Presented to Governing Board (Date): December 8 <sup>th</sup> , 2014
AB-AV Plan Approved by Governing Board (Date): December 8 <sup>th</sup> , 2014
Parent Explanatory Document (Brochure) Distributed (Date): December 9 <sup>th</sup> , 2014

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*Principal ( Signature)*

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*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).

St. Lambert Elementary is an English community school of approximately 506 students, situated in St. Lambert, a suburb of Montreal which provides educational instruction to students from Kindergarten to Grade 6. We serve students residing in St. Lambert, Brossard, and Longueuil. Students from outside these areas are admitted as long as there is space.

- Our student population comprises many different nationalities and income brackets;
- St. Lambert offers a French Immersion Program and an English Program;
- We are a Community Learning Center and are committed to improving access to English services in our community through numerous lunchtime and afterschool programs;
- We have adapted the Healthy Schools Approach and are committed to promoting healthy lifestyles;
- We have a strong connection with our high schools. We do many joint activities through-out the year to establish a sense of community and to lessen the impact of transitioning to high school;
- We have a special needs Kindergarten class called SEEDS for children ages 4 to 6 years old who have pervasive development disorder or Down's Syndrome;
- The AB/AV came into existence on November 12<sup>th</sup>, 2012; and presented to the Governing Board on December 19, 2012. A revision was made on November 26<sup>th</sup>, 2014. The coordinators are Deborah Angelus, Principal, Roxanne McNeil, Vice Principal, and Carl-Alexandre, Social Worker. A new committee was struck on November 26<sup>th</sup>, 2014;
- At St. Lambert, our students are encouraged to grow as individuals while developing a strong community spirit in an atmosphere of mutual respect, kindness, and compassion. We celebrate personal efforts, improvements, and accomplishments to help foster self-confidence. Our aim is to offer quality education, creating, within each child, a continuing desire to learn and to strive for excellence;
- All students, staff, and parents are expected to conform to the school's Code of Conduct and Riverside School Board's policy to "Maintain a Safe, Respectful, and Drug-free Environment in Schools;"
- *Tell Them From Me Survey* results of June 2014 reveal that 13% of our Grade 5 students reported that they were victims of bullying, compared to the national average of 24%. 28%\* of students in Grade 6 reported that they were victims of bullying, compared to the national average of 24%. 93% of our students in Grade 5 feel safe at school, compared to the national average of 87%. 83% of our grade 6 students feel safe at school, compared to the national average of 87%. \*The Grade 6 results are indicative of a situation involving one student who engaged in a couple of acts of aggression which were reported to the D.G.
- Records were kept in the principal's office under the title of "Record of Potential Bullying Situations". There were 28 reported incidents of potential bullying or acts of violence during the course of the school year. 2 were considered more serious. Reports on these situations were sent to the Director General.

**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 attaching 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

<b>Practices in our School</b>
<ul style="list-style-type: none"><li>• Use of the <i>Tell Them From Me</i> survey twice a year (in November and in May) to identify the student perception of bullying. The first survey establishes the situation, and allows for the implementation of actions and strategies. The second survey indicates the degree of impact of the actions and strategies;</li><li>• Students and/or staff will report incidents of bullying or violence to the administration;</li><li>• Reports (verbal and/or written) are completed by the staff, students and parents. A standard form is used to record complaints. This form is entitled, "Incident Tracking Sheet";</li><li>• A template is used to record potential acts of bullying and/or violence;</li><li>• In-school and out-of-school suspensions and expulsions related to bullying and violent behaviour are recorded;</li><li>• Letters of suspension are sent to the Director of Educational Services;</li><li>• Referrals to the office for bullying or violent behaviours are recorded on the "Incident Tracking Sheet";</li><li>• GRICS <i>Memos</i> related to bullying or violent behaviours are available;</li><li>• Targets, actions, strategies and monitoring mechanisms are described in the school MESA. Results are indicated in the Report on the MESA;</li><li>• The Code of Conduct, which is in the student agenda, will be signed by all students at the beginning of each school year;</li><li>• For Kindergarten students, a hard copy of the Code of Conduct will be sent early in the school year;</li><li>• The school community is informed of the rules and regulations and the consequences for infractions, as described in the Code of Conduct.</li></ul>

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**

- Our Code of Conduct is included in the Student Agenda each year. Students are expected to sign that they have read it and will abide by the rules contained within;
- A hard copy is given to Kindergarten students at the beginning of the school year;
- Monthly Success Assemblies (certificates are given to encourage good behaviours, Manner Scanner);
- Michael Sitruk, our Spiritual Animator, provides ongoing education for students and staff regarding bullying and the roles that various individuals play (victim, perpetrator, and by-stander);
- Presentations by outside organizations and guest speakers to students, staff and parents. These may include Dynamix and Bartimaeus, VCN conferences through the CLC;
- Student/teacher/staff/Governing Board information sessions on bullying, homophobia and prevention may be offered;
- Students sign the “Gold Book” for good deeds;
- There is a Bully Box to report incidents of bullying or acts of violence;
- Annual WAVE against bullying;
- Students are referred to social support groups on a need’s basis. i.e. Boys’ Group and Girls’ group may be offered by spiritual animator or outside agency to support students involved in bullying or violent behaviour;
- All staff are responsible for reporting all incidents of bullying and violence and for intervening as situations arise.
- The Emergency plan is provided to all members of the staff at the beginning of the school year. As changes are made, the staff is made aware of them;
- The AB/AV Plan is reviewed each school year; any changes are approved by the Governing Board;
- Transition to high school initiatives are in place at our high schools. Meetings are held with the administration and resource staff of each of the schools to prepare them for the students;
- All grade 6 students are encouraged to attend the Summer Camps offered by the high schools;
- Kindergarten students may participate in the “First Rider” program that introduces them to bus safety and proper conduct on the bus. (This is dependent upon the availability of the bus company.);
- Services may be provided by the community police officer, ie. The Fred L’imprudent program. There are programs for each of the cycles to make them aware of the effects of bullying and the consequences;
- Within our Ethics program, students will acquire social competencies such as self-esteem, how to say no to a situation, how to report a situation, and how to talk about the situation. These can be developed through role-play, poster making, skits, etc.;
- We have implemented a “Quiet Room” each day for students who want to eat lunch in a quiet environment.
- Lunch monitors assure the safety of all students, particularly, those with allergies.

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**

- The Anti-bullying, Anti-Violence document is reviewed each year and is distributed to parents electronically. It could also be addressed at the GB meetings, Annual General Meeting or Parent-teacher Interviews, etc. if required;
- 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. Reminders, strategies, signs of bullying, are included in newsletters and information sent home. These are generally provided by the school board;
- Parent information sessions on specific topics of bullying and violence (CLC);
- On-going communication between principals 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;
- For students with behavioural challenges, call home may be made when positive behaviours are seen;
- Encourage parents to seek outside services, as required;
- Parent meetings with classroom teachers (Elementary) to discuss what is currently happening in the classroom;
- Ad hoc meetings with school team to assist student – either bully or victim;
- Interventions to establish partnerships with parents: identify students with behavioural difficulties – school Principal/teacher makes initial contact at the beginning of the year to discuss how ‘we’ want the year to be successful for the student;
- At the beginning of the each school year, parents are informed of the school’s expectations with regards to the Code of Conduct vis-à-vis the student agenda, which mandates all parents to review the material with their children and to sign a contract;
- Kindergarten parents receive a hard copy at the beginning of the year and are expected to review it with their child;
- Parents are encouraged to inquire from their children about what is going on at school;
  - Parent volunteers are welcome to assist in the class, at recess, on field trips, etc.

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.

<b>Practices in our School</b>
<p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Guarantee of confidentiality when reporting.</li> <li>• Any student who witnesses an act of bullying or violence must tell a staff member at school, and should tell an adult at home;</li> <li>• “Bully box” where students can submit a written communication. Students should be strongly encouraged to sign their name to allow for follow-up;</li> <li>• Verbal report to staff. All staff are requested to follow-up as required;</li> <li>• Email or phone call to the appropriate person to report on bullying or violence;</li> <li>• Checklist for all staff to report incidents.(Incident Tracking Sheet).</li> </ul>
<p><b>Parents</b></p> <ul style="list-style-type: none"> <li>• When parents are told of a bullying situation or act of violence, they must contact the school Principal, their designate or classroom teacher. This initial contact and follow-up must be documented. Following the investigation, the parent should be contacted, told that the situation is being investigated and appropriate action(s) is underway. Details are not given about the other child(ren) involved in order to maintain confidentiality;</li> <li>• Possible forms of contact from parents: <ul style="list-style-type: none"> <li>• Phone call</li> <li>• Letter</li> <li>• Email</li> <li>• Meeting</li> </ul> </li> <li>• A report entitled, Major Incident Report to Director General, is submitted to the D.G. after every significant incident of bullying or violence.</li> </ul>

**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;
- 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 and at the discretion of the staff member, 911 may be called;
- 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 must report the incident to the appropriate staff member in the school using the established protocols;
- A thorough investigation is made by the Principal and/or the Vice Principal which includes interviewing the bully, the victim and the witnesses;
- Depending upon the situation, the services of the social worker and/or school psychologist may be called upon.

**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;**
- The plan is reviewed a minimum of once per year and all staff are reminded that every incident and the follow-up must be kept confidential;
- Reports of bullying and/or violence are kept in the principal's office;
- Information is not shared with anyone other than those directly involved in the situation, or who may be a resource;
- Follow-up information may be shared via e-mail, letter, phone call, or meeting only with involved parties. These will be done in the strictest of confidence (closed door);
- Follow-up may be provided on a daily, weekly, or monthly basis as required until the situation is resolved.

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

<b>Practices in our School</b>
<b>Victim</b>
<ul style="list-style-type: none"> <li>• 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 or another adult with whom the student is comfortable talking;</li> <li>• Conduct follow-up meetings with the student to ensure the bullying or violence has stopped and to provide support to the student (all meetings are documented in writing). These meetings may be held with the behaviour technician, social worker or teacher they are closest to;</li> <li>• Appropriate school staff members are made aware of the incident to ensure that the student is safe;</li> <li>• Parents are informed immediately following the incident and regularly updated until the situation is resolved. Referral for counselling is requested when appropriate;</li> <li>• Parent meetings may be required if the situation is severe;</li> <li>• An adult staff member , i.e the social worker, may be assigned to support the victim and to provide strategies to overcome the effects of the incident;</li> <li>• Periodic follow-up will be done to ensure the situation has been resolved;</li> <li>• The victims will be educated as to how to avoid bullying situations, report incidences, to express their feelings and concerns and may be referred to a social worker or outside agency;</li> <li>• Victims must be encouraged to report all incidents of bullying or violence against them;</li> <li>• The social worker will be kept informed of all incidents so as to provide support as required to the victim;</li> </ul> <p>*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.</p>
<b>Bystander</b>
<ul style="list-style-type: none"> <li>• 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;</li> <li>• Consequences are applied, if appropriate for students that are actively involved in encouraging the incident.</li> <li>• Phone call home when appropriate;</li> <li>• Positive Bystander: recognize the behaviour at Success Assembly (if the student grants permission).</li> </ul>



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

<b>Practices in our School</b>
<b>Perpetrator</b>
Depending on the severity of the incident: <ul style="list-style-type: none"><li>• Is managed by the staff who intervened and the incident is reported to the office;</li><li>• 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;</li><li>• The perpetrator's parents are called and informed of the incident and the consequences. The parents may be asked to come to school for a follow-up meeting;</li><li>• The parents are informed of their right to request assistance from the person designated by the School Board (Bill 56 Section 11);</li><li>• The perpetrator is asked to complete a reflection sheet to understand why the incident was inappropriate or hurtful;</li><li>• Reparations to the victim may be required, ie. apology, re-payment, etc.;</li><li>• Social groups supervised by the spiritual animator may be required of the offender to learn strategies to help prevent a recurrence in the future.</li></ul>
<b>IN ALL CIRCUMSTANCES, THE PRINCIPAL MUST BE INFORMED OF EACH AND EVERY INCIDENT</b>

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

<b>Practices in our School</b>
<p><b>Minor Incidents</b></p> <ul style="list-style-type: none"> <li>• Discussion with the adult who witnesses or is told of the incident. Adult decides no further follow-up is required. A report goes to the Principal;</li> <li>• Warning and discussion with an administrator;</li> <li>• Loss of privileges;</li> <li>• Detention;</li> <li>• Reflection sheet is completed by perpetrator;</li> <li>• Supervision of the perpetrator during free time; i.e. must be shadowed by a supervisor during recess and at lunch time.</li> </ul>
<p><b>Moderate Incidents</b></p> <ul style="list-style-type: none"> <li>• Perpetrator is immediately sent to the office or other designated area;</li> <li>• Loss of privileges (lunch hour, recess, school activity);</li> <li>• 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 (e.g. 5 minutes each day);</li> <li>• Detention. The detentions could take place at recess or lunch, and they may be more than one day.</li> </ul>
<p><b>Severe Incidents</b></p> <ul style="list-style-type: none"> <li>• In-school suspension;</li> <li>• 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;</li> <li>• Recommendation to move the student to another school or to expel from the Board;</li> <li>• Involvement of the Police.</li> </ul>

**8. 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 Mary Williams, Director of Educational Services, and Director General, Sylvain Racette at the end of the school year;
- Requests for expulsion of a student is made to the Director General by the Principal of the school.