



**ANTI-BULLYING AND ANTI-VIOLENCE PLAN
2015-2016**

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**

| Member | Role |
|---------------------------|---------------------------------------|
| Deborah Angelus _____ | Principal |
| Roxanne McNeil _____ | Vice Principal |
| Suzanne Beaudry _____ | Teacher |
| Camille Rott _____ | Teacher |
| Rita Lindsay _____ | Daycare Technician |
| Carol-Ann Brown _____ | Spiritual Animator |
| Annie Beauregard _____ | CLC – Community Representative |
| Carl Alexandre Joly _____ | Social Worker |
| Lucy Niro _____ | Parent (Chair of the Governing Board) |

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| AB-AV Plan Presented to Governing Board (Date): March 30 th , 2016 |
| AB-AV Plan Approved by Governing Board (Date): March 30 th , 2016 |
| AB-AV Plan - Distribution to Parents: in the Spring 2016 |

Principal (Signature)

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 507 students—situated in the Montreal suburb of St-Lambert—that 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. Schools that are Community Learning Centers invest in partnerships that provide a range of services and activities, often beyond the school day, to help meet the needs of learners, their families, and the wider community. Their aim is to support the holistic development of citizens and communities;
- We are committed to promoting healthy lifestyles;
- We have a strong connection with our high schools. We do many joint activities throughout 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 who have pervasive development disorder or Down’s Syndrome;
- The AB/AV came into existence on November 12, 2012 and was presented to the Governing Board on December 19, 2012. This document was updated on February 4, 2016. The coordinators are Deborah Angelus, Principal, and Roxanne McNeil, Vice Principal. A new committee was struck on February 4, 2016;
- At St. Lambert Elementary, 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;”
- *Our School Survey* (formerly *Tell Them From Me Survey*) results from Spring 2015 reveal that 88% of students in Grades 5 and 6 felt safe from physical and verbal threats of bullying;
- Records are kept in the principal’s office under the title of “Record of Potential Bullying Situations;”
- There were no serious acts of bullying or violence last year that were reported to the Director General. All conflicts involving students were dealt with by the staff, parents were notified and referrals were made to the social worker, when necessary.
- We will survey students in Cycle 3 in spring 2016 using the new *Our School Survey*.

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 |
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| <ul style="list-style-type: none">• Use of the <i>Our School Survey</i> (formerly <i>Tell Them From Me</i> Survey) to identify students' perception of bullying. Students and/or staff will report incidents of bullying or violence to the administration;• 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";• A template to record potential acts of bullying and/or violence;• In-school and out-of-school suspensions and expulsions due to bullying and violent behaviour are recorded;• Letters of suspension are sent to the Director of Educational Services;• Referrals to the office for bullying or violent behaviours are recorded on the "Incident Tracking Sheet";• GRICS <i>Memos</i> related to bullying or violent behaviours are available;• Targets, actions, strategies and monitoring mechanisms are described in the school MESA. Results are indicated in the Report on the MESA;• The Code of Conduct, which is in the student agenda, will be signed by all students at the start of each school year;• For Kindergarten students, a hard copy of the Code of Conduct will be sent home early in the school year;• The school community is informed of the rules and regulations and the consequences for infractions, as outlined in the Code of Conduct. |

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 abide by its rules;
- A hard copy is given to Kindergarten students at the start of the school year;
- Monthly Success Assemblies (certificates are given to encourage good behaviours, Manner Scanner;
- Our Spiritual Animator provides on-going education for students and staff regarding bullying and the roles (victim, perpetrator, and bystander);
- Presentations by outside organizations and guest speakers to students, staff and parents;
- Student/teacher/staff/Governing Board information sessions on bullying, homophobia and prevention may be offered;
- Students sign the Gold Book for performing good deeds;
- Annual WAVE against bullying;
- Students are referred to social support groups on a needs basis. (e.g., boys' and girls' group may be offered by our behaviour technician or outside agency to support students involved in bullying or violent behaviour);
- All staff members 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. Staff is made aware of any changes as they arise;
- The AB/AV Plan is reviewed each school year and 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 to prepare high schools for students;
- All grade 6 students are encouraged to attend summer camps at high schools;
- Kindergarten students receive instruction about bus safety and proper conduct;
- Services may be provided by a community police officer. There are programs for each cycle to raise awareness about the impact and consequences of bullying;
- As part of our Ethics program, students will acquire social competencies through role play, poster making, skits, etc.
- Lunch monitors ensure the safety of all students.

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

- At the beginning of each school year, parents are informed of the school's expectations with regards to the Code of Conduct contained in the student agenda. All parents are expected to review the information with their children and sign that they have done so;
- Kindergarten parents receive a hard copy of the Code of Conduct at the beginning of each year;
- The Anti-bullying, Anti-Violence document is reviewed each year and is distributed to parents electronically. It may also be addressed at the GB meetings, Annual General Meeting or Parent-teacher Interviews, etc. if required;
- Parent-specific information about bullying is published on the school board website;
- Parent information sessions (organized by the CLC) on topics of bullying and violence;
- On-going 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. Periodic follow-up communication with the victim of bullying, and his/her parents to ensure that measures taken have been successful;
- For students with behavioural challenges, an email or call home may be made when positive behaviours are recognized;
- Encourage parents to seek outside services as required;
- Parent meetings with classroom teachers to discuss the current situation;
- Ad hoc meetings with school team to assist both bully and victim, as required;
- 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;
- 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.

| Practices in our School |
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| Students |
| <ul style="list-style-type: none">• Guarantee of confidentiality when reporting;• Any student who witnesses an act of bullying or violence must tell a staff member at school, and should tell an adult at home;• Verbal report to staff. All staff are requested to follow-up as required;• Email or phone call to the appropriate person to report on bullying or violence;• Incident Tracking Sheet is completed by the administration. |
| Parents |
| <ul style="list-style-type: none">• 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 to maintain confidentiality;• Possible forms of contact from parents:<ul style="list-style-type: none">• Phone call• Letter• E-mail• Meeting• A report entitled Major Incident Report to Director General is submitted to the D.G. following every significant incident of bullying or violence. |

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, s/he 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 the case of a serious situation, the Principal is notified immediately and at the discretion of the staff member, 911 may be called;
- A student is encouraged to intervene if the situation does not threaten his /her well-being and to seek assistance from a staff member;
- Depending on the severity of the incident, a staff member will investigate the situation and may impose a consequence. A follow-up report is given to the Principal or designate;
- The student who witnesses an incident is strongly encouraged to 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 on 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 follow-up must be kept confidential;
- Reports of bullying and/or violence are stored 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 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 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.

| Practices in our School |
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| Victim |
| <ul style="list-style-type: none"> • 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; • Conduct follow-up meetings with the student to ensure the bullying or violence has stopped and to provide support to the student. These meetings, which are documented in writing, may be held with the behaviour technician, social worker or teacher they are closest to; • Staff members are 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. Referral for counselling is requested when appropriate; • Parent meetings may be required if the situation is severe; • A staff member, such as a social worker, may be assigned to support the victim and to provide strategies to overcome the effects of the incident; • Periodic follow-ups to ensure the situation has been resolved; • 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; • Victims must be encouraged to report all incidents of bullying or violence against them; • The social worker will be kept informed of all incidents so as to provide support to the victim; <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> |
| Bystander |
| <ul style="list-style-type: none"> • 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 provide their account of the event, discuss their role and to determine more appropriate actions in the future; • Consequences may be applied, if appropriate for students that are actively involved in encouraging the incident; • Phone call home when appropriate; • Bystanders may sign the Gold Book. |

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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.

| Practices in our School |
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| Perpetrator |
| Depending on the severity of the incident: <ul style="list-style-type: none">• Is managed by the staff who intervened and the incident is reported to the Office;• The staff who intervenes or 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, who is made aware the report, discusses the incident and is given a consequence;• 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;• The parents are informed of their right to request assistance from the person designated by the School Board (Bill 56 Section 11);• The perpetrator is asked to complete a reflection sheet to understand why the incident was inappropriate or hurtful;• Reparations to the victim may be required, i.e., apology, re-payment, etc.;• Social groups supervised by the behaviour technician may be required of the perpetrator to learn strategies to help prevent a recurrence in the future. |
| IN ALL CIRCUMSTANCES, THE PRINCIPAL MUST BE INFORMED OF EACH AND EVERY INCIDENT |

7. **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 |
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| <p>Minor Incidents</p> <ul style="list-style-type: none"> • Discussion with the adult who witnesses or is told of the incident. Staff member decides no further follow-up is required. A report goes to the Principal; • Warning and discussion with an administrator; • Loss of privileges; • Detention; • Reflection sheet is completed by the perpetrator; • Supervision of the perpetrator during free time; i.e. must be shadowed by a supervisor during recess and at lunch time. |
| <p>Moderate Incidents</p> <ul style="list-style-type: none"> • Perpetrator is immediately sent to the Office or other designated area; • Loss of privileges (lunch hour, recess, school activity); • Supervision of the perpetrator during free time; i.e. must be shadowed by a supervisor during recess and at lunch time. • Detentions can take place at recess or lunch, and they may be more than one day. |
| <p>Severe Incidents</p> <ul style="list-style-type: none"> • In-school suspension; • 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 involved are informed of the plan; • Recommendation to move the student to another school or to expel from the Board; • Involvement of the Police. |

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 to 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 of Educational Services and the Director General at the end of the school year;
- Requests for expulsion of a student are made to the Director General by the Principal of the school.