



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 school staff member.

School: William Latta

Anti-Bullying and Anti-Violence Committee

Member

Isabelle Lessard
Rita Plante
Julie Caron
Margaret Brigden
Monique Bigras
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Role

Principal and coordinator of the plan
Daycare Coordinator
Kindergarten Teacher
Kindergarten Teacher
Cycle 1 teacher
Spiritual Animator and Team Lead
Behavior Technician

Plan Presented to Governing Board: January 23, 2013, reviewed June 12, 2013

Plan Approved by Governing Board: Updates of plan approved on November 13, 2013

Plan Amended: October 2014 **Approved by GBL:** November 26, 2014

Parent Explanatory Document Distributed: December 2014

Governing Board Evaluation of Results Achieved by the School with Respect to Preventing and Dealing with Bullying and Violence: June 11, 2014

Document distributed to Parents regarding the Evaluation: June 11, 2014 in Governing Board annual report.

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).

William Latter School is located in historic Chambly. Our students are within walking distance of Fort Chambly. We serve the communities of Chambly, Carignan, St. Mathias and Richelieu. In 2013, William Latter celebrated 50 years of serving the English community within this zone. We offer two programs to our clientele; an English program and a French Immersion program. At present we have 332 students, almost evenly split between the 2 programs, but a little more on the immersion side than on the English side. We have had strong Kindergarten registration for the last 5 years, with three classes each year. The population is most francophone (varies between 60 and 70%) but who have eligibility for English education. The arts have an important part in the school. We have a strong music program and at least 3 shows every year where students have the opportunity to perform musically and dramatically. We have been striving within our communities to make William Latter more visible. We have numerous community events, and we work at building even stronger partnerships with the community. We have developed a Breakfast program in collaboration with the community and hope to continue in that path. There is a tremendous building boom in Chambly and Carignan and we hope to attract more students to our school.

Our portrait regarding bullying is quite positive. While the Canadian average is at 25% or around that number, we have been below 15% for the past years, except for one survey in the Spring period, we increase to the Canadian average. We were back below 15% at the next 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 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

Practices in our School (Current and Desired)

- Use of the *Tell Them From Me* survey once a year to identify the student perception of bullying. This 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 MESA. Results are indicated in the Report on the MESA.

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 (Current and Desired)

- No violence policy
- Inclusive education
- PAWS (morning recess program)
- Boys and Girls club (social skills groups)
- Increase technician presence at lunch recess
- Mentoring program (older students being leaders with the younger groups at lunch)
- Ground rules reviewed in school Code of Conduct at the beginning of each year (with Civic Assembly)
- General Assemblies (promotion of positive behaviors, inspirational videos, school spirit and unity)
- Stars (awards for positive behaviors with the 4R's model)
- Gold Book
- Classroom discussions
- Intervention by spiritual animator, police
- Increasing supervision at lunch hour
- Training for lunch staff on aggression and counterwill
- Anti-bullying month (school wide involvement and Pink shirt day every week)
- Pairing classes to develop positive relationships in between grade levels
- Acts of random kindness
- Celebrations of differences through classroom activities

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 (Current and Desired)

- Signature in Agenda for Code of Conduct
- Informing parents of situation via agenda, email or telephone
- 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 – 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. For students with behavioural challenges, call home when positive behaviours are seen.
- Ongoing 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.
- Encourage referrals to outside resources

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 (Current and Desired)
<p>Students</p> <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 (if adults have been advised of procedures, they will know how to proceed). • Locked suggestion box to report bullying issues in a safe area. (Bully Box) Students should be strongly encouraged to sign their name to allow for follow-up. • Open door policy for meeting with principal, teachers, daycare and support staff. • Email address for reporting of incidence. • Advertisement for Kids Help Phone. • 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.
<p>Parents</p> <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 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 in order to maintain confidentiality. • Possible forms of contact from parents: <ul style="list-style-type: none"> • Phone call • Letter • Email

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 (Current and Desired)

- 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.
- 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 report the incident to the appropriate staff member in the school using the established protocols (refer to 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 part of the plan. In the plan, measures will be taken to protect, but also educate all students involved.
- 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 (Current and Desired)

- 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 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 (Current and Desired)
<p>Victim</p> <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, 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.
<p>Bystander</p> <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 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.
<p>Perpetrator</p> <p>Depending on the severity of the incident:</p> <ul style="list-style-type: none"> • 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 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). • Referral for counselling and external resources is requested when appropriate. • When needed, an intervention plan will be created and necessary measures will be added.
<p>IN ALL CIRCUMSTANCES, THE PRINCIPAL MUST BE INFORMED OF EACH AND EVERY INCIDENT</p>

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 (Current and Desired)
<p>Minor Incidents</p> <ul style="list-style-type: none"> • 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. • 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 room at lunch and after school – system that goes with it.
<p>Moderate Incidents</p> <ul style="list-style-type: none"> • Discussion with the adult who witnesses or is told of the incident. Adult decides further follow-up is required. A report goes to the Principal. • Perpetrator is immediately sent to the office or other designated area. • Temporary loss of privileges (lunch hour, recess, special activities). • Detention room at lunch and after school – 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 an In-school suspension may be given. • Educational interventions may be applied to help redirect the perpetrator towards more positive behaviors.
<p>Severe Incidents</p> <ul style="list-style-type: none"> • Discussion with the adult who witnesses or is told of the incident. Adult decides further follow-up is required. A report goes 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 (Current and Desired)

- 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.