



**TI-BULLYING AND ANTI-VIOLENCE PLAN
2020-2021**



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

School: **HAROLD SHEPPARD SCHOOL**

Anti-Bullying and Anti-Violence Committee Struck (Date): May 2015

Anti-Bullying and Anti-Violence Committee Chairperson: Christine Higginbottom

Member	Role
M Ninon Romulus _____	Principal/Coordinator
Caroline Simard _____	Teacher
Christine Higginbottom _____	Teacher
Marie-Eve Larochelle _____	Teacher
Marie-Eve Trudeau _____	Teacher
Charlotte Way _____	Teacher
Tanya Franz _____	Teacher
Melania Byczak _____	Teacher
Melanie Bossé _____	Teacher
LindsayMae Johnson _____	Teacher
Kelly Majore _____	Daycare Technician
Elizabeth Harvey _____	Special Education Technician
Marylou Royer _____	Attendant
Corinne Roux-Montenegro _____	Daycare Educator

AB-AV Plan Presented to Governing Board (Date): June 2nd, 2020

AB-AV Plan Approved by Governing Board (Date): June 2nd, 2020

Parent Explanatory Document Distributed (Date): Included in student agenda

M Ninon Romulus

Emilie Bourassa

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 Our School Survey data).

Harold Sheppard is a small elementary school situated in Sorel-Tracy, a largely francophone community. Over 80% of the students speak French at home. Harold Sheppard currently has 92 students enrolled. A large portion of the student population come from an underprivileged background. Harold Sheppard is recognized as one of MELS' NANS schools (New Approaches New Solutions) with a socio-economic milieu decile rank of 8 out of 10. Several of our families require financial assistance to pay their school fees.

Harold Sheppard also has an important ratio of students with special needs representing about 30% of its population. These students are integrated into regular classes. Best practices to enhance learning potential have been implemented by our structured Resource model, through Team Teaching and through an increase in Resource and Special Education Technician hours at the Cycle 1 level.

Harold Sheppard offers a Daycare service for students on regular school days as well as on pedagogical days. During most pedagogical days, the Daycare offers special theme days.

Participating in the Riverside School Board collective effort (low dropout rate and high graduation rate), and withstanding all of the obstacles to academic and social fulfillment, the staff joins together daily to offer stimulation, encouragement and a good education. Harold Sheppard School is staffed by caring members who are dedicated to establishing and maintaining an environment that promotes positive learning experiences. Teachers, student support personnel, Daycare educators and administration all take part in continuous professional development. The school strives to guide every student toward a bright future.

Due to the fact our groups are usually 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 or student surveys (Our School Survey). The size of our population is also a factor when attempting to do a general percentage rate when the time comes to focus on behaviour/discipline issues.

Our school-wide discipline plan has created cohesion among all members of its community. Occurrences of verbal aggression, physical violence and bullying have diminished over the past year. Our aim, however, is to decrease the number of incidents in order to foster a safe and caring school for all.

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

- Use of the *Our School Survey* (formerly *Tell Them From Me* Survey) once a year to identify students' perception of bullying.
- 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.
- Letters of suspension are sent to the Interim Director of Educational Services (Mrs. Jessica Saada).
- Parent meetings: notes are taken.
- Reports (verbal and/or written) are completed by the staff, students and parents.
- Daily records are kept on situations.
- Daily use of the HSS Golden Rules. Implementation of the six Pillars of Character.
- The Code of Conduct, which is in the student agenda, will be signed by all students and their parents at the start of each school year.
- Daily communication between the lunch monitors and teachers.
- Certificates given out at assemblies.

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

- AB-AV Plan (flyer) distributed to all school members and parents
- Inclusive education
- CPI (Crisis Prevention Intervention) courses and certification for Principal and school staff
- Ongoing education for all students and staff regarding bullying and the roles that various individuals play, including the bystander
- Participation in the Buddy system for all students
- Code of Conduct Rules reviewed at the beginning of each year
- Frequent Assemblies during the year (certificates are awarded)
- Classroom discussions
- Bee room (Oasis room)
- Intervention by School Board Technician or school board professional when requested by school team
- Presentations by outside organizations such as Dynamix, Barthameus or Kind Kids.
- Training for Daycare staff and attendants on bullying and conflict resolution
- Encourage open discussions during GB and staff meetings on pedagogical days
- School-wide guest speaker/presentation (desired)
- Class Dojo points used to encourage appropriate behaviour and maintain ongoing communication with parents
- Celebrations of differences through classroom activities
- Classroom and teacher support provided by RSB Special Education Behaviour Consultant-

- The AB/AV Plan is reviewed each school year and changes are approved by the Governing Board
- Transition to high school organized – students spend the morning visiting Heritage Regional High School
- All grade 6 students are encouraged to attend the Readiness camp offered by Heritage Regional High School every August

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 used by many teachers to maintain ongoing communication between school and home.
- Signature in school agenda for Code of Conduct. All parents are expected to review the information with their children and sign that they have done so.
- Informing parents of situation via agenda, email, telephone call 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 distributed to parents (flyer). It may 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, 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.
- 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. Additionally, periodic follow-up communication with the victim of bullying, and his/her parents to ensure that the measures taken have been successful.
- Encourage parents to seek outside services as required.
- Parents are encouraged to inquire from their children about what is going on at school.

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 or an adult at home (if adults have been advised of procedures, they will know how to proceed).
- Open door policy for meeting with principal, teachers, daycare and support staff.
- 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 Technician's office.

Parents

- When parents are told of a bullying situation or act of violence, they must contact the school Principal and/or responsible staff member. 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. **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.**
- Parents may always communicate with the school if they wish to do so at any time.
- Completion of a form available in the school office.
- A report entitled *Major Incident Report to Direct General* is submitted to Director General following every significant incident of bullying or violence.
- Possible forms of contact from parents:
 - Telephone call
 - Letter
 - E-mail
 - Class Dojo
 - Note in the agenda
- In the case of cyber-bullying, parents, victims or witnesses should always (if possible) print a copy of the communication to report an incident.

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 yearly (desired).
- 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 and/ or responsible staff member.
- 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 4 in this plan).
- Depending on the severity of the incident, an intervention plan will be developed to support the victim and the bully. The school board may be contacted to request support. Parents of both parties will be contacted.
- 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.
- The AB/AV Plan is reviewed a minimum of once per year.
- 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
<p>Victim</p> <ul style="list-style-type: none"> • 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. • 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, behaviour 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. • Parent meeting(s) may be required if the situation is severe. • Victims must be encouraged to report all incidents of bullying or violence against them. • When needed, an intervention plan will be created and necessary measures will be added. • A staff member 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.
<p>Bystander</p>

- 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 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 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.

Practices in our School

Minor Incidents

- 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.
- Reflection sheet
- Behaviour ticket
- Restitution
- 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.
- Communication with parents

Moderate Incidents

- Discussion with the adult who witnesses or is told of the incident. Staff member decides further follow-up is required. A report goes to the Principal.
- Perpetrator is immediately sent to the office or other designated area.
- Loss of privileges (lunch hour, recess, special activities).
- Behaviour ticket
- Restitution
- Detention at lunch or recess with the principal
- 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.
- In-school suspension may be given
- Communication with parents

Severe Incidents

- Discussion with the adult who witnesses or is told of the incident. Staff member decides further follow-up is required. A report goes to the Principal.
- In-school or 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 school board.
- Possible involvement of the police

9. **Required follow-up on any report or complaint concerning an act of bullying or 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.