



ANTI-BULLYING AND ANTI-VIOLENCE PLAN 2019-2020

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

School: TERRY FOX

Anti-Bullying and Anti-Violence Committee Struck (Date): **November 20, 2019**

Anti-Bullying and Anti-Violence Committee Chairperson: **Mario Giulione** (Principal)

Members

Role

Mario Giulione _____	Principal
Kathy Aimola _____	Teacher (Staff assistant)
Joannie Lafontaine _____	Teacher
Deborah Paterson _____	Teacher
Katrina Boismier _____	Daycare Technician
Julie Cloutier _____	Board Professional (Psychologist)
Kathleen Jacques _____	Parent
Diana Ramirez _____	Behaviour Technician

AB-AV Plan Presented to Governing Board (Date): December 18, 2019

AB-AV Plan Approved by Governing Board (Date): December 18, 2019

Parent Explanatory Document Distributed (Date): December 19, 2019

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 OurSchool survey data).

Terry Fox school is located in the Laflèche section of St. Hubert. It belongs to Riverside School Board and offers an immersion program where students spend equal parts of the day in French and English (50% for each language). ELA and Math are taught in English at all grade levels. Terry Fox services a large area of St. Hubert whose students qualify for English education. Its population has been increasing over the last few years and is now at 202 students. Music and Visual Arts are the two areas that were chosen by the school community for Art Education.

The vision of Terry Fox School is to foster in students a strong sense of respect, responsibility, perseverance, autonomy and interpersonal skills in order to be caring, critical and confident citizens. Our mission statement: Terry Fox is an inclusive community school with a warm, nurturing, and safe environment. We support and guide all students through their own learning experiences in a supportive atmosphere. To become successful, lifelong learners, we encourage honesty, empathy, healthy well-being, cooperation, and effective communication skills in both English and French. Both the vision and mission statement reflect the values of Terry Fox School and its community.

Presently, our socio-economic factor is 8. We work closely with various community organizations to ensure that our students are given every possible opportunity to succeed. For example, one area of need is to ensure that all students have the necessary materials to begin the academic year. The Laflèche Club Optimiste provides 15% of our student population with all the necessary school supplies required at the beginning of each year. A second area of focus is ensuring that our students do not begin their day hungry nor do they go hungry during the day. Generations Foundation in Montreal provides us with healthy snacks and breakfast foods. The Panacea Organization is also helping upon request. Our local Tim Horton's provides the opportunity for one of our grade 6 students to attend a summer camp each year.

Terry Fox School has data from the OurSchool Survey (Formerly Tell Them From Me) that was given to students in Grades 4, 5, and 6 in March 2019.

We use a "Code of Conduct" system to collect data for different incidents at school (explanation in the section 1 of this document).

This plan is made for every student attending Terry Fox school. It is applied during Daycare hours and on the bus rides to and from school also. Our Daycare opens at 6:30 am and closes at 6:00 pm. About 80 students attend the Daycare on a regular basis.

“Making a difference, one child at a time.”

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 *OurSchool* survey once a year to identify the student perception of bullying. The survey indicates the degree of impact of the actions and strategies (for Grades 4-5-6).
- The staff, students and parents complete reports (verbal and/or written). A standard form is used to record complaints and/or incidents (Code of Conduct).
- In-school and out-of-school suspensions and expulsions related to bullying and violent behaviour are recorded.
- Referrals to the office for bullying or violent behaviours are recorded and homeroom teachers keep track and may provide the office with a monthly incident tracking sheet.
- Given an analysis of the situation, targets, actions, strategies and monitoring mechanisms are described in the school School Success Plan. Results are also indicated in the Report on the School Success Plan.
- Monthly statistical analysis of incidents.
- Class Dojo is used by most teachers as a communication tool with parents but the school agenda is also used as an addition tool.

***Explanation of the Code of Conduct system:** A Code of Conduct Form (C of C) is an Administrative Discipline Report. It is given to students when there is an incident that occurs. The reason that the C of C given is always discussed with the student, a consequence is given, and the school staff member, the parents, and the student sign the form. The student also has to fill out the “reflection” portion of the form (on the verso side of the page). He/she is guided by the adult involved to try to find a way to help resolve the issue (geste de réparation). Ideally, the form is returned to the teacher within 48 hours.

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

- The School's Code of Conduct is in the students' agenda. The Code is discussed between students and homeroom teachers. Parents then have to acknowledge that they are aware of our Code of Conduct by signing the agenda. The Code states that all students must behave in a respectful manner towards everyone in the school community.
- Implementation of *Common Sense Media and/or Focus on Bullying* at all grade levels.
- Survey students and staff to determine where the 'hot spots' are for intimidation, bullying and violence are located, resulting in increased adult supervision in these areas. (OurSchool Survey)
- Presentations by outside organisations. (Maison des jeunes, community police office, Enfant Retour, Dynamix, Geordie Productions, Maison Jean-Lapointe, Club Optimiste, etc.)
- Ongoing student/teacher/staff/Governing Board (GB) information sessions on bullying, homophobia and prevention.
- Encourage open discussions during GB and staff meetings and on pedagogical days.
- Read books to students about bullying.
- Role-playing about bullying.
- Annual school special assembly and activities to promote self-confidence and assertiveness.
- Send referrals to CISSS to have an in-school social worker to work with victims, perpetrators, and bystanders.
- Monthly recognition ceremonies to re-inforce positive behaviour by giving out certificates ("Star is Born" Ceremony).
- Revising and applying the Supervision Plan for all adults supervising students.
- Posters of Conflict resolution steps and 4 Rules of an acceptable game (outside on Coroplast, in each classroom and hallways).
- School Facebook page to promote positive behaviour and accomplishments
- Social groups
- Community involvement groups (students)
- Conseil de coopération (Cycle 2 and 3)

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 Plan is reviewed each year and a pamphlet that summarizes this document is distributed to parents. It is also addressed at the GB meetings, at the Open House in September and parent-teacher interviews.
- Information or links are posted on the school and/or 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.
- Parent information sessions on specific topics of bullying and violence when necessary.
- Parent meetings with classroom teachers (Elementary) to discuss what is currently happening in the classroom.
- Ongoing communication between Principal and the parents of children who are being bullied and those who engage in bullying behaviour 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.
- 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. For students with behavioural challenges, call home when positive behaviours are seen.
- Parents are **required** to sign and discuss C of C received with their child and help them reflect on inappropriate and negative behaviour.
- Parents are asked to collaborate when a referral to social worker is filled by school staff.
- Parents are informed when bullying topics are discussed at school. Parents are encouraged to have a follow up discussion with their child at home.

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	<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). • Students are encouraged and given opportunities to write (e.g. journal). It can be on any topic, but gives the student a time to report an incident, in which they will not stand out. • Verbal report to staff. All staff must further document this and follow-up as needed. • Email sent to the appropriate person to report bullying or violence. • School staff member fills out code of Conduct form (copies kept at school).
Parents	<ul style="list-style-type: none"> • When parents are told of a bullying situation or act of violence, they must first contact the homeroom teacher and/or the school Principal. This contact and follow-up will be documented. Following the investigation, the parent should be contacted, and advise them that the situation is being investigated and that appropriate action(s) is underway. Specific 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 • Message on “Class Dojo” or in the school agenda with the Homeroom teacher • Text message

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. A follow up with the students involved will be done.
- The student involved in the bullying and/or violent behaviour (intimidation or conflicts) will be sent directly to the office. 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.
- The student who witnesses an incident must report the incident to a staff member in the school using the established protocols (refer to 4 in this Plan).

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.
- All staff indicating their commitment and adherence to the Plan by signing the Anti-bullying and Anti-Violence Plan. Reports of bullying and/or violence are kept in a locked filing cabinet at the office.

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

- An adult will determine the severity and frequency of the incident (s) through C of C tracking and a discussion with the student. The adult may be the classroom teacher, administrator or another adult with whom the student is comfortable talking.
- The adult will 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.
- School staff members directly involved are made aware of the incident to ensure that the student is safe.
- Parents are informed immediately following the incident and are regularly updated until the situation is resolved. Referral for counselling is requested when appropriate.

*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.

Bystander

- Following the incident, a discussion is held with any bystanders to determine their role in the incident in the presence of an appropriate staff member. 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. The Principal is directly responsible for organizing these discussions.
- When appropriate, consequences are applied for students that were actively involved in encouraging the incident.
- A phone call to the parents of the bystanders will be made when appropriate.
- 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. The Principal is directly responsible for organizing these meetings.

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>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 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.• An adult who is told of an incident fills out a report, which is given to the office.• The perpetrator's parents are called and informed of the incident and the consequences given. 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).• 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.
<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
Minor Incidents
<ul style="list-style-type: none"> • Discussion with student about the incident. • Discussion with the adult who witnesses or is informed of the incident. Adult decides if no further follow-up is required. A report goes to the Principal (Code of Conduct form or Incident tracking sheet). • Supervision of the perpetrator during free time; (i.e. must be shadowed by a supervisor during recess and at lunchtime). • Depending on the frequency, the adult decides if detention of the perpetrator is needed: 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. The student gradually earns back free time (e.g. 5 minutes during recess each day).
Moderate Incidents
<ul style="list-style-type: none"> • Discussion with student about the incident. • Discussion with the adult who witnesses or is informed of the incident. A report goes to the Principal (C of C or Incident tracking sheet). • Perpetrator is immediately sent to the office or other designated area. • Loss of privileges (lunch hour, recess). • Supervision of the perpetrator during free time; (i.e. must be shadowed by a supervisor during recess and at lunchtime). • Contact parents.
Severe Incidents
<ul style="list-style-type: none"> • Discussion with student about the incident. • Discussion with the adult who witnesses or is informed of the incident. A report goes to the Principal (C of C or Incident tracking sheet). • In-school suspension. • Supervision of the perpetrator during free time; (i.e. must be shadowed by a supervisor during recess and at lunchtime). • Out-of-school suspension with re-entry meeting with parents and students. A plan is developed for the student and agreed to by all parties involved. Teachers and staff implicated are informed of the plan. • Contact parents. • Recommendation to move the student to another school or to expel from the Board. • 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 will be taken.
- Meeting with bystanders to gain further information; notes will be 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 will be 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, when necessary
- Parents are advised of their right to request assistance from the person designated by the School Board for that purpose; notes will be taken.
- A summary report of the incident and follow-up measures taken are sent to Mary Williams, RSB Director of Educational Services.