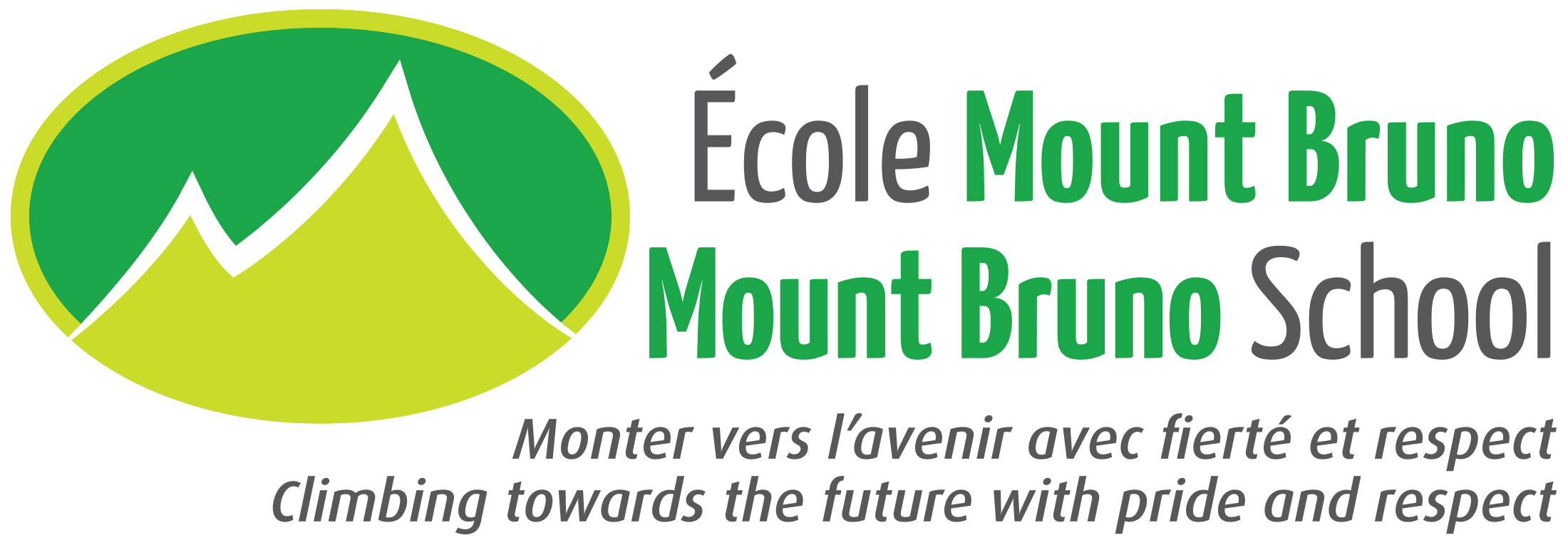
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***ANTI-BULLYING AND ANTI-VIOLENCE PLAN***

***2020-2021***

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

School: MOUNT BRUNO SCHOOL

Anti-Bullying and Anti-Violence Committee Struck (Date): September 1st 2020

**Members Role**

Véronique Frenette Principal

Nancy Jutras Teacher

Josie Ciccarelli Technician Daycare

Melissa Zadravec Teacher

Mélanie Laurentino\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| AB-AV Plan Presented to Governing Board (Date): June 22, 2020 |
| AB-AV Plan Approved by Governing Board (Date): June 22, 2020 |
| Parent Explanatory Document Distributed (Date): Included in the agenda |

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*Principal (Signature) Governing Board Chairperson (Signature)*

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| **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).* |
| Mount Bruno School is situated in the picturesque city of Saint-Bruno-de-Montarville. Our quiet, residential neighbourhood provides students with a peaceful and welcoming learning environment. We offer a French Immersion program and serve the population of Saint-Bruno-de-Montarville, Sainte-Julie, Saint-Basile-le-Grand, Beloeil, McMasterville, Saint-Amable, Saint-Marc-sur-Richelieu, Saint-Mathieu-de-Beloeil and a small portion of Carignan. Mount Bruno School’s curriculum is offered in French and in English beginning in Kindergarten and following this model: 50% French and 50% English in Kindergarten, 70% French and 30% English in Cycle 1, 60% French and 40% English in Cycle 2 and finally, 50% French and 50% English in Cycle 3.  Every child has the right to learn in a safe, caring and respectful environment. At Mount Bruno School, learning takes place in an environment that fosters motivation, perseverance and team work. Our goal is to incite personal growth and to encourage students to become lifelong learners. Efforts to prevent conflict and promote peaceful resolution are put into effect. We strive to instill positive values in our students. Respect, responsibility, trustworthiness, caring, citizenship and fairness are character traits that are nurtured by our teachers and educators. Students are recognized for being positive role models in their classes.  In addition to offering an excellent education to our students, Mount Bruno School offers an array of extra-curricular activities throughout the year. Students are encouraged to participate in S.S.I.A.A. tournaments for a variety of sports and have access to lunch time activities such as cooking, choir, cheerleading, House league, etc. The proximity of the large soccer fields, nearby lake and mountain allow students to engage in a variety of physical activities all year round. Our backyard project is now completed, and it will enable students to take part in a wider range of activities on site, including a variety of sports, gardening, an outdoor classroom and a natural playing area.  Finally, Mount Bruno School also offers a rich daycare environment consisting of an organized daily routine enriched with varied recreational activities for students. Our daycare is also part of BOKS Canada which is a physical activity program designed to get kids active and establish a lifelong commitment to health and fitness. Finally, they plan multiple outings and in-school activities during pedagogical days, often based on student input.  **MISSION**:  Mount Bruno school's staff is dedicated to working collaboratively with parents and members of the community to develop the academic, social and emotional growth of all our students by providing a rich French immersion program within a safe and caring bilingual school environment.  **VISION**:  We are preparing our students to become part of a rapidly changing society by instilling critical thinking skills and the core values of respect, trustworthiness, responsibility, fairness, caring and citizenship. |

**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

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| **Practices in our School** |
| * Use of the *OURSCHOOL* survey once per year to identify the student perception of bullying. Following this, we can put actions into place and measure the impact on a yearly basis. (We were unable to use the survey this year due to the school closures) * Reports (verbal and/or written) are completed by the staff and students. Parent complaints are also recorded by the Principal. * 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 close monitoring is done by school staff and administration. * Sensitization to bullying issues (ie. Workshops, theatre, organizations (Missing Children’s Network), guest speakers for teachers, parents and student. * The Hive is used as a preventative measure (Teaching and modeling of social skills, sensitization) and intervention (conflict resolution, crisis management). We invested time and money in our Hive this year with the support of Martine Demers from the SB to better serve our students. * The Six Pillars of Character will continue to be implemented (The use of a common language and expectations towards student behavior will help students develop stronger social-emotional skills) * Nurturing yet fair staff intervention providing a safe environment for students. |

1. **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.

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| **Practices in our school** |
| * The Riverside Code of Conduct is distributed to all school members and parents. The Code is discussed and referenced in communications with the school community. The Code states that all students must behave in a respectful manner towards everyone in the school community. * Survey students determine where the ‘hot spots’ are for bullying and violence are located, resulting in increased adult supervision in these areas (*OURSCHOOL* survey). Ongoing discussions during staff meetings, school council and ABAV committee meetings. * From the results obtained (*OURSCHOOL* survey) discuss the findings with the students. * Build a school library of powerful “anti-bullying” books. * Supervision Plan will be adjusted to the new playground and more leadership roles will be given to students (responsibility of the equipment, animating games), respecting Ma cour, un monde de plaisir’s philosophy. A document was built to better inform staff and substitute teachers of our plan. * PINK SHIRT DAY against bullying * Agente Gagné presentations regarding school intervention from Cycle 1 to Cycle 3 * Technician outside during recess and lunchtime to deal and monitor any forms of violence and bullying * Interventions, different activities, social groups organized in the Hive to support our students’ needs. * Regular school assemblies to review rules, address current issues, present and celebrate the different pillars. * Student involvement in the launching of the different pillars. |

1. **Measures** **to encourage parents** to collaborate in prevention and elimination of bullying and violence and in creating a healthy and secure environment.

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| **Practices in our School** |
| * The Anti-bullying, Anti-Violence document is reviewed each year and is distributed to parents. It is also addressed during GB meetings. Results of the Our School Survey will be shared every year (exept for this year due to the school closures). * Information or links are posted on the school board’s website and our Facebook page 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. * Ongoing communication between the Principal, the staff members 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. * Possible 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. Focus is set on preventative measures and different professionals may be involved to create an action plan if need be (ex: Psycho-Educator) * Encourage open discussions between parents and children concerning how to feel safe in the school (ie. The Mount Bruno Anti-bullying plan) |

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.

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| **Practices in our School** |
| **Students** |
| * 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). * Using a form, teachers, daycare educators, technicians or administrator would fill it out and they would be kept in the office to keep a running record. (In progress) * Phone call to parents from the administration-records are kept. |
| **Parents** |
| * When parents are told of a bullying situation or an act of violence, they must contact the school Principal, the homeroom teacher or the daycare technician. 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: * Phone call * Letter * Email |

1. **Actions to be taken** when a student, teacher or other school staff member or any other person observes an act of bullying or violence.

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| **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. * 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 the appropriate staff member in the school using the established protocols (refer to 4 in this plan). |

1. **Measures to protect the confidentiality** of any report or complaint concerning an act of bullying or violence.

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| **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 a locked filing cabinet or designated site on the Internet. |

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

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| **Practices in our School** |
| **Victim** |
| * 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 to. * 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 special needs’ technician, social worker or teacher they are closest to. * Appropriate school staff 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 or support with social skills or any other difficulty when identified as the root of the problem is requested when appropriate. * Action plan may be developed when needed.   \*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. 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.   * Bystanders who encourage the inappropriate behaviour will be given a consequence, if appropriate. * Phone call home when appropriate.   Technician may also serve to meet with the students to practice social strategies. |

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

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| **Practices in our School** |
| **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. Parents may receive a follow-up letter (Letters are sent automatically in the case of a suspension). * The parents may be asked to come to school for a follow-up meeting. |
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1. **Specific disciplinary sanctions** for acts of bullying or violence, according to their severity or repetitive nature. (Ref. RSB Policy on Bullying and Violence).

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| **Practices in our School** |
| **Minor Incidents** |
| * Discussion with the adult who witnesses or is told of the incident. Adult decides no further follow-up is required. * Supervision of the perpetrator during free time (determined by school administrator). * Detention of the perpetrator: during this time there is a discussion with the adult about the incident and further intervention to prevent the issue to reoccur. |
| **Moderate Incidents** |
| * Perpetrator is immediately sent to the office or the Hive * Loss of privileges (lunch hour, recess). * Supervision of the perpetrator during free time (to be determined by the administrator) |
| **Severe Incidents** |
| * 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 implicated are informed of the plan. * Re-integration done with the help of the special education technician if needed. * Recommendation to move the student to another school or to expel from the Board. * Involvement of the Police. |

1. **Required follow-up on any report or complain**t concerning an act of bullying or violence. (Ref. RSB Policy on Bullying and Violence).

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| **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.   A summary report of the incident and follow-up measures taken are sent to the Director General. |