



**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 school staff member.

School: Centennial Regional High School

Anti-Bullying and Anti-Violence Committee Struck (Date): September, 2017

Member	Role
<u>Sherry Tite</u>	<u>Principal</u>
<u>Kristy Prokosh</u>	<u>Vice-Principal</u>
<u>Camelia Gavris-Baciu</u>	<u>Teacher</u>
<u>Arianne Wright</u>	<u>Teacher</u>
<u>Jessy Herron</u>	<u>Student Activities Officer</u>

AB-AV Plan Presented to Governing Board (Date): June, 2020
AB-AV Plan Approved by Governing Board (Date): _____
Parent Explanatory Document Distributed (Date): June, 2020

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).

CRHS has a current population of approximately 1100 students. The CRHS student body represents a wide variety of ethnic groups, cultures, and socio-economic backgrounds. Our school provides an enriching array of educational programs in a vibrant multicultural environment.

Based on results from the 2019 CRHS OurSchool Survey:

- 56% of students in this school speak English at home
- 4% of students in this school speak French at home
- 5% of students in this school speak other languages at home
- 19% of students in this school speak English and French at home
- 16% of students in this school speak English and another languages at home

Our goal is to provide our Anglophone students with varying levels of French fluency and multiple opportunities to develop and improve their French language proficiency.

Since our doors first opened to students over forty years ago in November 1972, when more than 1800 students from all areas of the South Shore were brought together in this one facility, and named in honor of Canada's 100th birthday, our school has gained a reputation for its commitment to academic excellence and cultural diversity. The continued commitment to excellence on the part of the entire faculty has allowed the school to develop and initiate a variety of programs to better serve the varied needs of our students. Our Talented and Gifted (TaG) program offers students the chance to enrich and accelerate their learning in their chosen field of study, whether in Math and Science or Liberal Arts. Both programs allow students to complete the curriculum in *advanced standing* by Secondary 4. This provides them with the chance to take CEGEP level courses in their final year, thus giving them a competitive edge. TaG also offers students the unique experience of forming a close-knit bond with other students who share a passion for learning. Centennial is also home to a WOTP (Work-Oriented Training Pathway) program with three years of theoretical and practical learning opportunities.

Our Middle School program for Cycle I and II students was introduced in 1993. With its school-within-a-school approach, 'core teacher' concept, and practices such as 'looping', it provides a supportive bridge between elementary school and senior school. The staff of the Middle School is particularly sensitive to the social, emotional, intellectual, and physical developmental needs of early adolescents. And because our Middle School model has proven to be so successful, we have implemented a similar structure to our Secondary 3 students through "Super Groups", where students are grouped according to both academic and emotional needs and are able to have a teacher for up to 8 periods per cycle. Although academics will be a priority, there will be an emphasis as well on team building, self-esteem, and community involvement.

The mission of CRHS is to educate students to achieve their fullest potential through academic diversity, structured discipline and ethnic harmony. A Centennial Regional High School graduate is an ethical and responsible citizen who is prepared to enter post-secondary education and /or the world of work and adapt to a changing global society.

1. Analysis of the situation at our school with respect to bullying and violence

- A. **Available Data – the OurSchool Secondary Survey conducted in April 2019.** **Due to the Covid19 Pandemic and school shutdown, the survey set for April 2020 was not completed.*

Information provided in the 2018-2019 OurSchool survey by one third of the student body; the

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. Sometimes a group of students will bully others.

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.

EXCLUSION: Refers to when students feel excluded or treated unfairly at school because of ethnic or cultural background, gender, social class, sexual orientation, religion, disability or other perceived categorical boundary.

2. Analysis of the situation at our school with respect to bullying and violence

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.
- Ongoing education of all students and staff regarding bullying and the roles that various individuals play, including the bystander through staff meetings and assemblies.
- Survey students and staff to determine where the 'hot spots' for bullying and violence are located, resulting in increased adult supervision in these areas.
- Presentations by outside organizations
- Ongoing student/teacher/staff/Governing Board information sessions on bullying, homophobia and prevention.
- Encourage open discussions during GB and staff meetings and on pedagogical days.
- Anonymous internet reporting of bullying which is addressed by administration.

Forms of Cyberbullying

Harassment - Repeatedly sending offensive, rude, and insulting messages.

Denigration - Distributing information about someone else that is derogatory and untrue by posting it on a webpage, sending it through email or instant messaging, or posting or sending digitally altered photos of someone.

Flaming - Online fighting using electronic messages with angry, vulgar language.

Impersonation - Breaking into an email or social networking account and using that person's online identity to send or post vicious or embarrassing material to/about others.

Outing and Trickery - Sharing someone's secrets or embarrassing information, or tricking someone into revealing secrets or embarrassing information and forwarding it to others.

Cyber Stalking - Repeatedly sending messages that include threats of harm or are highly intimidating, or engaging in other online activities that make a person afraid for his or her safety (depending on the content of the message, it may be illegal).

3. **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

When it comes to preventing and dealing with violence and bullying, there is no one magical solution. We must implement a school wide strategy that will involve all members of the school community at all stages of the process.

- Create a relationship with the Police Liaison for Centennial so we can offer ongoing support and information sessions to the students.
- Senior students or Leadership groups will be enabled and encouraged to create initiatives to work with the junior students.
- Transition to high school – as well as academic transitioning, Camp C is established to help with the social transitioning. We need to build on this for all students.
- The Anti-bullying, Anti-Violence Plan is reviewed each year and will be distributed to parents. It is also be addressed at the GB meetings, “Meet the Teacher’ time, and a kiosk is set up at teacher interviews, payment of fees, 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.
- ERC reinforces the policies for all grade levels except secondary 3.
- Middle School core classes participate in intramurals to facilitate healthy relationships.
- CRHS will continue to offer support through Middle School Core teachers, E100 (Student Support team), Special Education Attendants and Technicians, and Guidance through the Academic Advisor, to identified students as a proactive approach to reducing acts of bullying and/or violence.
- Ongoing communication between the Principal, Vice Principals and the parents of children who are being bullied and those who engage in bullying behaviours, until a 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, Vice Principals/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.
- For students with behavioural challenges, Administration can call home with good news.
- Centennial will continue to encourage and support mentoring programs between grade levels to promote modelling positive peer relationships.
- Centennial will continue to supervise all areas, in and around the school, to minimize any act of bullying and/or violence.
- An administrator will be present until at least 6:00 pm each day, to ensure that students are engaged in appropriate after school activities and that there will always be someone monitoring safe behaviour by students.

4. **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

- 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.
- Students can submit a written communication. Students should be strongly encouraged to sign their name to allow for follow-up.
- Incident report, website, email to administrators
- Verbal report to staff. All staff must further document this and follow-up as needed.
- Email to the appropriate person to report on bullying or violence.
- Centennial will continue to implement programs related to anti-violence.
- A summary of our ABAV plan will be accessible to all and will be posted on our website.
- The Code of Conduct is also available in the student agenda and will be reinforced by teachers. Parents will be able to inform themselves as well.

5. **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
Parent/ Teacher
<ul style="list-style-type: none">• When parents are told of a bullying situation or act of violence, they must contact the school Principal, the Vice Principal or their child’s 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 or website hotline• Email <p>Centennial will follow a democratic approach by allowing all students and school personnel to state their views.</p> <p>Centennial will respect the confidentiality for parties reporting incidents of bullying or violence.</p> <p>Centennial will contact the police to report a severe cases of cyberbullying or violence.</p>

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

No member of the Centennial Regional High School community will be indifferent towards reported or witnessed acts of violence and bullying. We are committed to responding to and investigating any report we receive which suggests that an incident of violence of bullying has occurred.

Practices in our School

- 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 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 or designate.
- The student who witnesses an incident must report the incident to the appropriate staff member in the school using the established protocols.
- All Centennial Regional High School staff will be committed to *a zero indifference policy* with respect to acts of bullying or violence.

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

Practices in our School
<ul style="list-style-type: none">• Guarantee of confidentiality when reporting to a member of the CRHS staff.• Availability of an anonymous online bullying form, Option to include name of student on report is available.

8. 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 <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 (all meetings are documented in writing). These meetings may be held with the behaviour technician, social worker or teacher they are closest to.• Appropriate school 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. Follow-up checks are made with the victim to ensure that the bullying has indeed stopped. <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 debrief the event, discuss their role and to determine more appropriate actions in the future.• Consequences are applied for students that are actively involved in encouraging the incident.• Phone call home when appropriate.

Perpetrator
<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 V. P. 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). • Regular follow-up will be made with the perpetrator to ensure that the behaviour has changed.
IN ALL CIRCUMSTANCES, THE PRINCIPAL MUST BE INFORMED OF EACH AND EVERY INCIDENT

9. 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 the adult who witnesses or is told of the incident. Adult decides no further follow-up is required. A report goes to the Principal. • Supervision of the perpetrator during free time; i.e. must be shadowed by a supervisor during recess and at lunch time. • 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.
Moderate Incidents
<ul style="list-style-type: none"> • 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 lunch time. Gradually earns back free time (e.g. 5 minutes each day).
Severe Incidents
<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 implicated are informed of the plan. • Recommendation to move the student to another school or to expel from the Board. • The victim’s parents pressing charges. • Involvement of the Police.

10. **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 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.
- If another act occurs, Centennial will meet again with the perpetrator and his/her parent to discuss further sanctions.
- A summary report of the incident and follow-up measures taken are sent to Mary Williams, Director of Schools.
- Regular meetings consisting of the V. P. and the student's counsellor - to meet with the bully once a month to ensure that the bullying has stopped and to see if the behaviour has changed/improved (Accountability).