



**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 school staff member.

School: **St. Mary's School**

Anti-Bullying and Anti-Violence Committee Struck (Date): November 13, 2012

Members

St. Mary's teachers _____
Attendants, Special Education Technicians, Daycare
educators, Lunch monitors _____
Carmen Cormier (Angie Loffredi) _____
Vicki Roach / Sarah Chahal _____

Role

Teachers

Support staff
Daycare Technician
Administrators/Coordinators

Plan Presented to Governing Board (Date): April 22, 2021

Plan Approved by Governing Board (Date): April 22, 2021

Plan Amended (Date): April 2021

Approved by GBL (Date):

Governing Board Evaluation of Results Achieved by the School with Respect to Preventing and Dealing with Bullying and Violence (Date):

***TAKING STOCK OF OUR SITUATION AND BUILDING
AN ANTI-BULLYING, ANTI-VIOLENCE PLAN***

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).

MISSION: *Walking together towards success. Marcher ensemble vers le succès.*

VISION: *Everyone believes they can. Chacun croit qu'il peut.*

St. Mary's Elementary School is located in Longueuil, Quebec. It is the only English-language elementary school in the Vieux-Longueuil borough. Founded in 1959, it was the first English school in what was then known as Jacques Cartier City. The St. Mary's primary school changed locations several times and finally settled at 1863 Brébeuf Street, Longueuil, Quebec, in 1979, under the same name as the Jean-de-Brébeuf School. In 1987, however, it resumed its original name - St. Mary's. The decile rank of the low-income cut off is 9 and the decile rank of socio-economic background is 8. Our team works in close collaboration with various partners such as CISSS Montérégie-Est (the Integrated Health and Social Service Center for the Eastern Montérégie region) including CLSC's (Local Community Service Centers), the DYP (Department Youth Protection), rehabilitation centers, etc. For roughly twenty years, The Breakfast Club of Canada has been offering breakfast to approximately one hundred children per day. The school's Parent Participation Organization (PPO) and School Council mobilize every year to provide Christmas baskets to twenty families on average.

For the 2019-2020 school year, 395 students attended St. Mary's School (from Pre-Kindergarten to Grade 6). The school also has the opportunity to offer the SAIL Regional program (Kindergarten and Grade 1 students with global developmental delays) and the LINKS Regional program (Cycle 2 and Cycle 3 students with disruptive behavioural disorders). Our special needs students are integrated into our regular classrooms.

The community of St. Mary's Elementary is multicultural which enriches our exchanges. The majority (46.2%) of our students speak English at home. However, more than half use either French (33.1%) or another language (20.8%) out of school. That being said, this diversity also brings some challenges that must be addressed on a daily basis.

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 (Current and Desired)

- Use of the *Our School Survey* (formerly *Tell Them From Me* survey) once a year to identify students' perception of bullying. Cycle 3 students complete the survey anonymously. The *Our School Survey* results are shared with students and staff members. The results may be presented to the Staff Council and Governing Board.
- A copy of all suspension letters are sent to the Director of Educational Services, Jessica Saada.
- All referrals to the office for bullying or violent behaviours are recorded.
- In-school and out-of-school suspensions and expulsions related to bullying and violent behaviour are recorded.
- The Code of Conduct is emailed home to parents at the start of the school year.
- Supervised recesses and lunch hour provided by Special Education Technician (Oasis room).
- Reflection sheets completed by students and sent home for parent signatures. The Reflection sheets are kept once they are returned.
- Communication with parents via Class Dojo, Bloomz, Communication folder, etc.

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)

- The St. Mary's School Code of Conduct is emailed to all staff members and parents at the start of the school year. The Code of Conduct is referenced in communications with the school community. The Code of Conduct states that all students must behave in a respectful manner towards everyone in the school community.
- All classes implement social skills activities into the curriculum using the method of their choice.
- Classroom discussions and classroom meetings.
- On-going education of all students and staff regarding bullying and the roles that various individuals play, including the bystander.
- Encouraged open discussions during Governing Board meetings, staff meetings and on pedagogical days.
- 3 Cheers assemblies to celebrate success (certificates are awarded), acknowledge positive behaviours and inform students on different social skills.
- Recess and lunch animators (desired)
- OASIS room for prevention and detention
- CPI (Crisis Prevention Intervention) courses and certification for administration and school staff
- Peer tutoring
- Social skills groups, clubs
- House System fosters a sense of belonging.
- Anti-Bullying/Anti-Violence flyer distributed to all school members and parents (flyer to be created).
- ABAV Plan is reviewed each school year and changes are approved by the Governing Board.
- Use of the Chill Zones
- Inclusive education
- Presentations by various RSB professionals and outside organizations such as La Maison Jean Lapointe (Cycle 3), Dynamix, etc.
- On-going training for Daycare staff on bullying and conflict resolution.
- School-wide guest speaker (desired)
- Services provided by local community police officers.
- Participation in annual PINK SHIRT DAY to raise awareness against bullying.
- Class Dojo, Bloomz, Communication folder, etc., used to encourage appropriate behaviour and maintain on-going communication with parents.
- Proactive supervision in the schoolyard by staff, lunch monitors and daycare personnel, walking around in designated zones.
- Staff on outdoor supervision wear reflective straps in order to be visible to all students.
- "Quiet Corners" implemented in the majority of the classrooms.
- The Oasis Room is open every afternoon to support students.

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)

- The ABAV Plan is reviewed each year.
- The ABAV Plan is posted on the school website, emailed to parents.
- Information or links are emailed to parents and posted on the St. Mary's Facebook page. Relevant parent information is also posted on the RSB website and Facebook page. 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.
- Publicizing resources available on school Facebook page (workshops, conferences, videos, etc.)
- Parent information sessions provided on specific topics of bullying and violence. (desired)
- Parent meetings with classroom teachers to discuss what is currently happening in the classroom.
- On-going communication between the 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.
- Possible interventions to establish partnerships with parents and help students: identify students with behavioural difficulties – administration/teacher makes initial contact at the beginning of the year to discuss how the school wants the year to be successful for the student. For students with behavioural challenges, calls home when positive behaviours are observed or reported.
- If necessary, we invite the community police for their support and collaboration.
- Ongoing communication between school and home via Class Dojo, Bloomz, student agenda, etc.
- Parent meetings and open communication.
- Encourage parents to seek outside services as required.
- Referrals made to CISSSM-E via their DEMANDE DE SERVICE ÉQUIPE ACCÈS JEUNESSE
- Dialogue encouraged between students and their parents by means of a student reflection sheet (in regard to an incident that occurred on school property).
- When a student informs his/her parents of an incident of bullying or violence, it is strongly recommended that the parents advise the homeroom teacher first and foremost.

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)

Students

- Guarantee of confidentiality when reporting.
- Creating a culture of trust between students and staff.
- Any student who witnesses an act of bullying or violence must tell a staff member at school and should tell an adult at home.
- 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.
- Open communication and sharing in classroom environment.
- Establishing nurturing relationships between students and teachers (a safe person for students in which to confide)

Parents

- When parents are told of a bullying situation or act of violence, they must contact school administration, their designate or the 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 actions are underway.
- Details are not given in order to maintain confidentiality.
- Possible forms of contact from parents:
 - Phone call
 - Letter
 - Email
 - Meeting
 - Class Dojo, Bloomz, Communication folder, etc.

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.
- Students should not be bystanders. They should intervene if the situation does not threaten his/her well-being or may choose to seek the assistance of a staff member who must respond to the situation.
- 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.
- 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 administration.
- 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).
- Awareness about cyber-bullying is raised by inviting the local police and the Missing Children's Network in to address the students.
- Awareness on the difference between bullying and a conflict is addressed in every classroom, every year.

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)

- **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 ABAV Plan is reviewed a minimum of once per year to ensure that all staff are familiar with the procedures and with the issue of confidentiality.
- Reports of bullying and/or violence are kept in a confidential file in the principal's office
- The ABAV Plan is signed by all staff indicating their commitment and adherence to the plan.
- At the beginning of each school year, the staff is reminded of the importance of confidentiality/trust with regard to the situations and students involved.

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)

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 with.
- 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. Important information will be documented.
- Parents are informed immediately following the incident and regularly updated until the situation is resolved. Referral for services/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.
- Staff working with the student(s) are made aware of the incident to ensure student safety.
- Parent meeting(s) may be required if the situation is severe.
- A staff member may be assigned to support the victim and to provide strategies to overcome the effects of the incident.

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.
- Consequences are applied, if appropriate, for students that are actively involved in encouraging the incident.
- Bystanders are required to take action (ask for help from an adult, say stop, etc.).
- If necessary, a phone call home to inform parents of their child's involvement as a bystander.
- Conduct follow-up meetings with the students 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 or teacher they are closest to.

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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)

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. Following the incident, the facts are investigated, and a discussion is held with the perpetrator to debrief the event, discuss their role and to determine more appropriate actions in the future.
- The perpetrator is asked to complete a reflection sheet to understand why the incident was inappropriate or hurtful.
- Reparation/restitution to the victim may be required.
- 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 Student Ombudsman.
- Conduct follow-up meetings with the students 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 or teacher they are closest to.

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. (Ref. RSB Policy on Bullying and Violence).

Some or all disciplinary sanctions for minor, moderate or severe incidents would be applied.

Practices in our School (Current and Desired)

Minor Incidents

- Discussion with the adult who witnessed or is told of the incident. Incident is reported to the parents. If adult decides further follow-up is required, the principal is notified.
- Warning and discussion with principal
- Loss of privileges
- Restitution and apology
- 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.
- Reflection sheet completed and sent home to the child's parents for their signature. The reflection sheet should be returned the following day.
- Oasis Room
- Communication with parents

Moderate Incidents

- Discussion with the adult who witnessed or is told of the incident. Adult decides further follow-up is required. A report is sent to the principal.
- Perpetrator is immediately sent to the office or other designated area.
- Loss of privileges and/or removal from class (lunch hour, recess, free time, etc.).
- Restitution and apology
- Detentions at recess and/or lunch: 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.
- Reflection sheet completed and sent home to the child's parents for their signature. The reflection sheet should be returned the following day.
- Oasis Room
- Communication with parents
- In-school suspension may be given

Severe Incidents

- In-school suspension.
- Out-of-school suspension with or without re-entry meeting with parents (in person or via telephone) and student. A plan is developed for the student and implemented. Teachers and staff implicated are informed of the plan.
- Preventative measures are put into place to support the successful reintegration of the student.
- Possible recommendation to move the student to another school or to expel from the school board.
- Involvement of the police if deemed necessary.

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.
- As needed, parents are advised of their right to request assistance from the person designated by the School Board (Student Ombudsman) for that purpose; notes are taken.
- As needed, a summary report of the incident and follow-up measures taken are sent to the Director General, Sylvain Racette.