

# **ANTI-BULLYING AND ANTI-VIOLENCE PLAN 2021-2022**

**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

**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).

Centennial Regional High School 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. We aim to provide our 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 nearly fifty years ago in 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 100<sup>th</sup> 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 Middle School program for Cycle I 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 12 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.

**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 OURSCHOOL survey once per year to identify the student perception of bullying. Data from this survey can help our staff develop positive practices and policies.
- Reports (verbal and/or written) are completed by the staff, students and parents.
- In-school and out-of-school suspensions and mandatory transfers related to bullying and violent behaviour are recorded.
- 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 and community police liaison.
- Ongoing student/teacher/staff/Governing Board information sessions on bullying, homophobia and prevention.
- Encourage open discussions during staff council and staff meetings
- Anonymous internet reporting of bullying which is addressed by administration.

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 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.
- Police Liaison for Centennial provides information sessions to students.
- Ongoing education of all students and staff regarding bullying and the roles that various individuals play, including the bystander through staff meetings and assemblies.
- 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 and other team-building activities to encourage healthy relationships.
- CRHS offers support through Core, Super and homeroom 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.
- Centennial will continue to supervise all areas, in and around the school, to minimize any act of bullying and/or violence.

**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**

- Incident report, anonymous, 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 Anti-Bullying Anti-Violence plan will be accessible to all and 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.

**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.

<b>Practices in our School</b>
<b>Student</b>
<ul style="list-style-type: none"><li>• Guarantee of confidentiality when reporting incident.</li><li>• Any student who witnesses an act of bullying or violence must tell a staff member at school, and should tell an adult at home.</li><li>• Students can submit a written communication. Students should be strongly encouraged to sign their name to allow for follow-up.</li><li>• Anonymous internet reporting of bullying which is addressed by administration.</li></ul>
<b>Parent</b>
<ul style="list-style-type: none"><li>• 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.</li><li>• Details are not given in order to maintain confidentiality.</li><li>• Anonymous internet reporting of bullying which is addressed by administration.</li></ul>

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**

- 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 administration.
- 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.

Centennial will follow a democratic approach by allowing all students and school personnel to state their views.

Centennial will respect the confidentiality for parties reporting incidents of bullying or violence.

Centennial will contact the police to report a severe cases of cyberbullying or violence.

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

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

## 7. Supervisory or support measures for the victim, bully, witness & bystander

### Practices in our School

It is the responsibility of every adult staff member to use difficult / challenging situations as opportunities to help students improve their social and emotional skills, accept personal responsibility for their learning environment, and understand consequences for poor choices and behaviours.

A clear distinction exists between **remediation** and **consequences**.

- a) **Remediation**, intended to counter or “remedy” a behavioural mistake, can be an effective prevention practice. Remediation measures are intended to correct the problem behaviour, prevent a reoccurrence, protect and provide support for the victim and take corrective action for documented systemic problems related to bullying and violence. Remediation measures allow the student an opportunity to reflect on behaviours, learn pro-social skills and make amends to those affected. Working with recovery plans and restorative justice practices are categorized as remediation.
- b) **Consequences** communicate to a perpetrator that their behavior is their choice and their responsibility. A consequence respects the child's right to make a decision, even if it's not a good one. It's a matter-of-fact learning experience in which you maintain a better relationship with the child as you hold them accountable. Consequences are almost always enacted in conjunction with remediation measures and restorative practices. Measures should be applied on a case-by-case basis and take into consideration a number of factors including:

#### Student Considerations:

- Age and developmental maturity of the students involved;
- Nature, frequency and severity of the behaviours;
- Relationships of the parties involved;
- Context in which the alleged incidents occurred;
- Patterns of past or continuing behaviours;
- Other circumstances that may play a role.

#### School Considerations:

- School culture, climate and general staff management of the learning environment;
- Social, emotional and behavioural supports;
- Student-staff relationships and staff behaviour toward the student;
- Family, community and neighborhood situation;
- Alignment with policies and procedures.

**Examples of remedial measures and consequences may include, but are not limited to, the examples listed below:**

### **Remediation Measures for Victims**

- Meet with counsellor / mentor / special education technician / administrator / staff member to:
  - Create a safe environment to allow victim to explore feelings about incident. Maintain open lines of communication.
  - Develop a plan to ensure student's emotional and physical safety at school.
  - Ensure student does not feel responsible for the behaviour.
  - Ask student to log and report any and all future related incidents.
  - Offer counseling to help develop skills for overcoming the negative impact on self-esteem.
  - A staff member will conduct scheduled follow-up meetings with the student to ensure the bullying or violence has stopped and to provide support to the student. The degree of support offered at these meetings and their frequency shall depend upon the feedback from the victim regarding the current circumstances.
  - In all cases, it will be determined which members of the school staff must be made aware of the incident to ensure that the student is safe.
  - Parents will be informed immediately following the incident and regularly updated until the situation is resolved.

### **Remediation Measures for Witnesses**

- Following the incident, an intervention may be held with any witnesses to determine their role in the incident. If the incident witnessed is severe, witnesses are met, in a group or individually, to debrief the event, discuss their role and to determine more appropriate actions in the future.
- The school reserves the right to contact the parents of bystanders.
- As with victims, witnesses to acts of bullying or violence should have a reasonable expectation of feedback from intervening adult figures in a timely manner so as to guarantee a sense of safety and security in the school.

### **Remediation Measures for Student Exhibiting Bullying Behaviour**

- Develop an intervention plan with the student. Ensure the student has a voice in the outcome and can identify ways he / she can solve the problem and change behaviours.
- Meet with parent(s)/guardian(s) to develop a recovery plan agreement to ensure all understand school rules and expectations, as well as the long term negative consequences of bullying or violence, on all involved, and to clearly outline the consequences if the behaviour continues.
- Meet with special education technician, school counsellor, social worker or psychologist to:
  - Explore mental health issues or emotional disturbances – what is happening and why?
  - Offer additional social skills training such as impulse control, anger management, developing empathy and problem solving.
  - Arrange for apology – written is recommended.
  - Arrange for restitution – particularly if any personal items were damaged or stolen.

- Determine restorative practices (age appropriate).

**Remediation Measures for Student Bystanders**

- Review Student Response Protocol.
- Explore reasons why they did not intervene or report the incident.
- Offer of coaching on how to safely intervene or help the situation.



8. **Specific disciplinary actions** based on the severity and / or frequency of incidents and at the discretion of the administration, the following disciplinary and / or corrective actions may include, but are not limited to:

<b>Practices in our School</b>
<p><b>Minor Incidents</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Supervision of the perpetrator during free time; i.e. must be shadowed by a supervisor during recess and at lunch time.</li> <li>• 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.</li> </ul>
<p><b>Moderate Incidents</b></p> <ul style="list-style-type: none"> <li>• Perpetrator is immediately sent to the office or other designated area.</li> <li>• Loss of privileges (lunch hour, recess).</li> <li>• 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).</li> </ul>
<p><b>Severe Incidents</b></p> <ul style="list-style-type: none"> <li>• In-school suspension.</li> <li>• 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.</li> <li>• Recommendation to move the student to another school or to expel from the Board.</li> <li>• The victim's parents pressing charges.</li> <li>• Involvement of the Police.</li> </ul>

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**

Referral of parents to complaints procedure, should the parents express dissatisfaction with the course of action from the school administration.

- 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 the Director of Educational Services at the RSB.
- 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).

## Action Plan Evaluation

To ensure the integrity of its Plan, the administration of our school will conduct a yearly evaluation that reviews:

- The ***Our School Survey*** results.
- Revision and analysis of entries related to bullying and / or violence to assess decrease or increase in incidents of bullying and/or violence.
- The initiatives put in place for the year and assessment of effectiveness of the actions.