

## Anti-Bullying and Anti-Violence Plan

2022-2023

**School:** St. Lawrence School



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**Approved by Governing Board:** March 23, 2023

**Resolution:** Item 6.2 of the minutes of March 23, 2023. Voted unanimously in favour.

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## Definition of Bullying and Violence

### **Bullying**

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**The word “bullying” means 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 injures, hurts, oppresses, intimidates or ostracizes.**

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### **Violence**

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**The word “violence” means any intentional demonstration of verbal, written, physical, psychological or sexual force which causes distress and injures, hurts or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property.**

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## Elements of the AB/AV Plan

- Element 1** An analysis of the situation prevailing at the school with respect to bullying and violence;
- Element 2** Prevention 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;
- Element 3** Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment;
- Element 4** Procedures of 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 cyberbullying purposes;
- Element 5** The actions to be taken when a student, teacher or other school staff member or any other person observes an act of bullying or violence;
- Element 6** Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence;
- Element 7** Supervisory or support measures for any student who is a victim or bullying or violence, for witnesses and for perpetrator, (and bystander);
- Element 8** Specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature, and;
- Element 9** The required follow-up on any report or complaint concerning an act of bullying or violence;

## School Portrait

### Analysis

An analysis of the situation prevailing at the school with respect to bullying and violence is conducted each year by using the following indicators:

- Review and analysis of GPI / ISM (digital reporting platform) entries related to bullying and / or violence;
- Results from the latest *Our School Survey* (formerly *Tell Them From Me*).

## School Portrait

**Student population: 543**

### Other pertinent information:

St. Lawrence School's mission is to promote a lifetime love of learning in our children. By offering two academic programs, we provide a healthy, safe, caring and stimulating environment in both English and French languages. We are committed to developing in our students a sense of respect, duty and responsibility towards self, peers, the community and the environment.

Our global vision encompasses both academic and social aspects. Our goals for our students are to become proficient readers, writers and problem-solvers in both languages and who demonstrate a positive attitude towards reading, writing and learning in general. Furthermore, we want our students to become good citizens by being respectful, showing empathy towards others, helping others and the school, as well as by giving back to our community.

St-Lawrence School serves the communities of Candiac, La Prairie, Sainte-Catherine, St-Mathieu and St-Philippe. Part of Delson, situated on the North side of the route 132, as well as 2 sectors from Saint-Constant (French Immersion Program only) complete our territory. We have two buildings side by side: Kindergarten (4 and 5 year old) and Cycle 1 (grades 1 & 2) in the St-Raymond pavilion. Cycle 2 (grades 3 &4) and Cycle 3 (grades 5 & 6) are located in the Champlain pavilion. Each pavilion is equipped with a gymnasium, a library, a portable computer lab and a music room to help stimulate learning. St-Lawrence School has a dedicated school team offering two rich education programs: French Immersion and English.

### **Feel safe at school as well as to and from school**

51% of students felt safe; the Canadian norm for these grades is 65%.

There was a 7% discrepancy between boys and girls, girls feeling safer.

Students were feeling safer going to school or on the way home than at school.  
Grade 6 students were the ones feeling the least safe.

### **Bullying and Exclusion**

*Students who are subjected to physical, social, or verbal bullying, or are bullied over the internet.*

24% of students were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 28%.

19% of the girls and 29% of the boys were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 26% and for boys is 31%.

61% of bullying would occur outside the school, mostly during recess.

The most prevalent types of bullying are social and verbal (physical and cyber scored low).  
Grade 6 students were the ones experiencing this the most.

It is to be noted that 80% of students reported that there are adults at school they can talk to. 72% of them noted that there are safe ways to report these events and 70% responded by stating that teachers help them understand bullying. Results showed that 66% of them know the consequences of bullying.

Results clearly showed that very few students at St. Lawrence feel excluded for their ethnic or cultural background, social class, religion or language. 9% stated for grades or a disability, 13% stated for their general appearance and 31% for other reasons. Although there were few students reported, any result above 0 is indicative of some students feeling discriminated or excluded which is unacceptable. We are hoping to address this with our Equity, Diversity and Inclusion (EDI) initiatives.

### **Students with a positive sense of belonging**

*Students who feel accepted and valued by their peers and by others at their school.*

72% of students had a high sense of belonging; the Canadian norm for these grades is 79%.

Results were equal for boys and girls.

The sense appeared to decrease by grade level (grade 4 having the highest sense and grade 6 the lowest).

### **Students with positive relationships**

*Students who have friends at school they can trust and who encourage them to make positive choices.*

86% of students had positive relationships; the Canadian norm for these grades is 84%.

87% of the girls and 84% of the boys in this school had positive relationships. The Canadian norm for girls is 87% and for boys is 81%.

Grade 5 students experienced the highest level.

### **Students who perceived moderate to severe anxiety**

*Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.*

26% of students had moderate to high levels of anxiety; the Canadian norm for these grades is 22%.

31% of the girls and 18% of the boys in this school had moderate to high levels of anxiety.

The Canadian norm for girls is 26% and for boys is 18%.

Considerable deviations were noted between grade levels (grade 4 at 28%; grade 5 at 17%; grade 6 at 34%), grade 6 stating the highest levels.

### **Other pertinent data**

This survey was conducted with all students in grades 4 to 6. We have also increased the amount of support given to students during the survey by the principal or vice-principal. There was more time spent on introducing the topic and reviewing the questions together to improve understanding. Students worked through the survey with adult assistance section by section. Although we ensured students had a good understanding of the difference between meanness (seldom event), teasing, occasional exclusion or intimidation and bullying, we hypothesize they still consider casual situations as bullying.

### **Priorities**

Assuming that it is not a particularity associated to a cohort of students, we will focus on the health and well-being of cycle three students, especially grade 6 ones, since the survey results indicated higher levels of anxiety and bullying (exclusion) as well as the lowest sense of belonging. This age group also expressed difficulties with positive relationships with others. Another priority will be to reduce the amount of intimidation (bullying) occurring during recess moments and focusing on strategies to address those of a verbal or social nature. Lastly, we will focus on improving Equity, Diversity and Inclusion at school at all levels (students and staff) since no one should feel discriminated.

To address the area(s) of concern, the following preventative measures aimed at putting 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 include:

1. Specific tiered interventions for students according to the Response to Intervention (RTI) model (e.g., k & cycle one toolbox strategies for conflict management and emotional regulation, professional services, sheltered recess, afternoon respite with technicians).
2. Implementation of a web platform program called Moozoom. These are student centered learning activities to use at school and at home to help students navigate emotions (e.g., friendship, sharing, conflicts).
3. Professional development for staff on the topic of dealing with difficult behaviours.
4. Increased special education technician and attendant support using ministerial grant funding (called Mesures décentralisés).
5. Sports clubs and other social clubs during lunch and recesses for all cycles.
6. Workshops, sessions and presentations by outside organizations (e.g., transition to high school, Police Roussillon on security and intimidation, sexuality and health education, environmental topics, EDI topics, etc.) to students and parents.
  - A. Stating clear expectations (rules and norms of conduct and consequences) with staff and students to ensure a common understanding.
  - B. Informing students of steps (how) to report intimidation.
  - C. Implementing logical consequences to the various situations.
7. Professional development with the staff on the topic of Equity, Diversity and Inclusion as well as Civility in the Workplace. It is our belief that civility is modeled and influences the actions and beliefs of students.
8. Increase the amount of team building activities amongst students as well as peer assistance (older students caring for younger ones) e.g., Brigade scolaire.
9. Addressing anxiety, in the moment, related to current incidences in classrooms (e.g., witnessing student outbursts).
10. Increase student participation in ABAV prevention (e.g., theme weeks, student created posters or other means of communication).
11. Teach the students conflict management strategies.



### Element 3

### MEASURES FOR PARENT COLLABORATION

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The success of this plan depends on the understanding and support of all of our stakeholders. School administrators and staff play a key role in developing programs and strategies to improve daily school life. Students also have a responsibility to promote and support positive behaviours. Parents are equally important and necessary partners in this initiative. Parents are encouraged to be active advocates for their children and to be aware of changes in their behaviours and to contact the school when behaviours at home become a concern.

The following measures are aimed at encouraging parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure environment.

1. The School's Code of Conduct will be communicated with the parents (agenda, curriculum night, bulletins/memos, and/or on school website).
2. The ABAV Plan will be explained and made available to parents/guardians; it will be posted on the school website, under the tab ABAV.
3. Ongoing communication between principal and/or their designated staff with parents of children who are being bullied and those who are engaging in bullying behaviours until the resolution of the situation. Periodic communication with students who are bullied and their parent(s) to ensure that measures taken have been successful and the bullying has ceased.



**Element 4                      PROCEDURES FOR REPORTING**

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The school will take the necessary measures to ensure confidentiality for all parties.

An incident of bullying and/or violence can be reported verbally (in person or by phone) or in writing (by email or by letter addressed to school administration). Students who wish to write a note to report an incident are encouraged to include their name for follow up.

Staff members who receive a report must document the information and submit the information to administration for follow up. Special Education Technicians and administrators use a common electronic system to report observations and interventions.

When parents have been told about a bullying situation or an act of violence, they are expected to communicate with the school principal, an alternate administrator or the classroom teacher. The report will be documented. Following the investigation, the parent should be contacted and advised that the situation has been investigated and appropriate action has been taken. Details are divulged so as to maintain confidentiality. If the act leads to a suspension (internal or external), parents of the perpetrator will receive a written letter. These letters are saved for statistical and ABAV reporting purposes (not using the student's name but rather the frequency of types of occurrences during a school year).

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## Element 5 INTERVENTION PROTOCOL

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Our school is committed to providing a safe, caring and positive climate. Adult indifference is not-tolerated. School personnel must report and/or investigate all incidents of bullying and take appropriate action whether they personally observe incidents or learn of them by some other means. Reporting, investigation and action must occur even if the victim does not file a formal complaint or does not express overt disapproval of the incident.

This *Intervention Protocol* establishes practices and procedures for observed and reported incidents of bullying and/or violence.

For purposes of this Protocol, “*Conduct*” may include:

- Physical acts, such as inappropriate, unwanted, uninvited, or injurious physical contact with another; stalking; sexual assault; and destruction or damage to property of another;
- Written and electronic communication of any type that incorporates language or depictions that would constitute bullying, using any medium (including, but not limited to, cell phones, computers, websites, electronic networks, instant message, text messages and emails);
- Verbal threats made to another, including blackmail, extortion or demands for protection money;
- Direct or indirect, relationally aggressive behaviour such as social isolation, rumor spreading, or damaging someone’s reputation;
- Any of the above conduct which occurs off school grounds when such creates, or can reasonably be expected to create, a substantial disruption in the social setting and/or at school-sponsored activities and events.

In addition to the conduct described above, examples of conduct that may constitute bullying or violence include the following:

- Blocking access to school property of facilities;
- Stealing or hiding or otherwise defacing books, backpacks or other personal possessions;
- Repeated or pervasive taunting, name-calling, belittling, mocking putdowns, or demeaning humour relating to a student’s race, colour, gender, sexual orientation, ancestry, religion, disability, or other personal characteristics, whether or not the student actually possesses them, that could reasonably be expected to result in the disruption of school activities or that results in a hostile educational environment for the student.

Conduct that would **not** ordinarily be considered bullying or violence includes:

- Teasing
- “Talking trash”
- Trading of insults
- The expression of ideas or beliefs that are protected by the *Canadian Charter of Rights and Freedoms*, so long as such expression is not lewd, profane, or intended to intimidate or harass another.

## **STAFF RESPONSE PROTOCOL**

Any staff members who witness an act of bullying or violence must intervene immediately or as quickly as reasonably possible to address the issue.

1. The immediate safety and security of all parties must be ensured.
2. All incidents of bullying / violence must be reported to the principal, in a timely fashion.
3. A bullying/violence incident must be documented.
4. The school principal or their designate must investigate all reports in a timely fashion, preferably within 24 hours (when possible) of receiving initial report.
5. The staff person responsible for investigating the report about the behaviour should:
  - a) Interview student(s) exhibiting bullying behaviour and the target / victim(s) separately to avoid further victimization of the target.
  - b) Engage the target / victim first and focus on his/her safety.
  - c) Reassure him / her that the bullying behaviour will not be tolerated and that all possible steps will be taken to prevent a reoccurrence.
  - d) Offer the victim counselling (if needed).
  - e) Inform parents of the incident and subsequent intervention. (Details of the intervention or disciplinary actions are not to be shared in order to protect confidentiality).

## **STUDENT RESPONSE PROTOCOL**

Any student who witnesses an act of bullying or violence has an obligation, as a responsible member of the school community, to intervene if the situation does not threaten their well-being, or to report the incident to school authorities.

The following are the means through which a student may do so:

- Inform a staff member on duty.
- Inform administration.
- Mention it to a teacher or staff member they trust.
- Tell parent/guardian.

## **PARENT / GUARDIAN RESPONSE PROTOCOL**

- Report the incident to a school administrator or classroom teacher.

**\*At the discretion of the principal or his/her delegate, police intervention may be requested.**

## Element 6

## MEASURES TO ENSURE AND PROTECT CONFIDENTIALITY

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Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence shall include:

1. Staff is reminded that every incident and the ensuing follow-up must be kept confidential. This is done at least once each year.
2. Reports of bullying and / or violence are recorded on a digital database that has restricted access.
3. Use of intervention strategies that protect the anonymity of persons who report or provide information.

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.
- Other: Insert text here
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## 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).
  - Other:
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## 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.
  - Other:
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## Element 8                      SPECIFIC DISCIPLINARY ACTIONS

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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:

- Parent notification
  - Admonishment / conference with student (verbal warning)
  - Reflection activity or action
  - Recovery plan ~ Restorative measures or practices
  - Written warning and deprivation of privilege(s) / service(s)
  - Restitution
  - Mediation or conflict resolution (when deemed appropriate)
  - Probation and letter of expectations
  - Detention
  - In-school suspension
  - Out-of-school suspension
  - Referral to alternative to suspension program for schools offering such a program
  - Referral to counsellor, external social / medical agencies, for support
  - Legal action / report to law enforcement, if required
  - Signaling of youth protection
  - Convocation to a disciplinary hearing at the school board
  - School transfer
  - Expulsion
  - Other: |
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The principal or their designate will ensure that each incident was properly followed up on and documented. Follow-up measures will include the following:

- Verification that the incident has been properly documented.
- Verification that all parties immediately involved have been met with and that intervention protocols have been followed.
- Verification that parents of the victims and perpetrators have been contacted.
- Meeting with the victim and perpetrator to assess their well-being, and that the bullying / violence has ceased.
- Verification of the completion of all remedial measures for all parties concerned.
- Referral of parents to complaints procedure, should the parents express dissatisfaction with the course of action from the school administration.

# End of Year Evaluation

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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 GPI / ISM (digital reporting platform) 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.
-