



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD

Anti-Bullying and Anti-Violence Plan

2021-2022

School: Ste-Adele Elementary School



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Anti-Bullying and Anti-Violence Plan

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Definition of Bullying and Violence

Bullying

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.

Violence

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.

Elements of the ABA V 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;
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School Portrait

School's socio-economic index:	6
Student population:	98
Other pertinent information:	The school has a daycare.

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*).

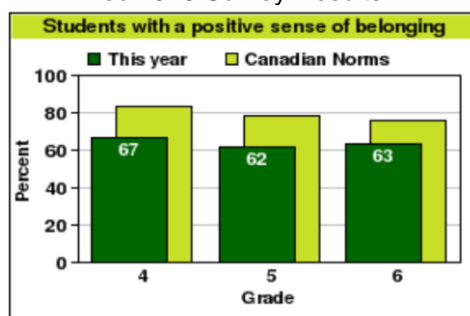
(As Ste-Adele is a small school, each student who took the survey corresponds to approximately 3% for the school and between 7.5% and 14% within their grade.)

Students with a positive sense of belonging

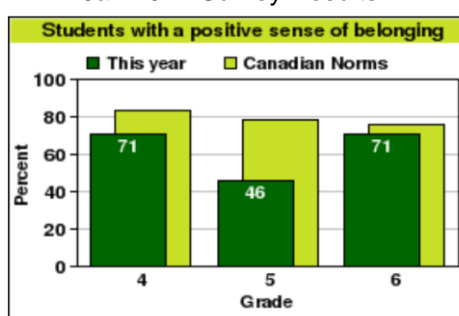
Students who feel accepted and valued by their peers and by others at their school.

- 62% (21/34) of students in this school had a high sense of belonging; the Canadian norm for these grades is 79%.
- 54% of the girls and 74% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 78% and for boys is 80%.

Dec 2020 Survey Results



Jan 2022 Survey Results

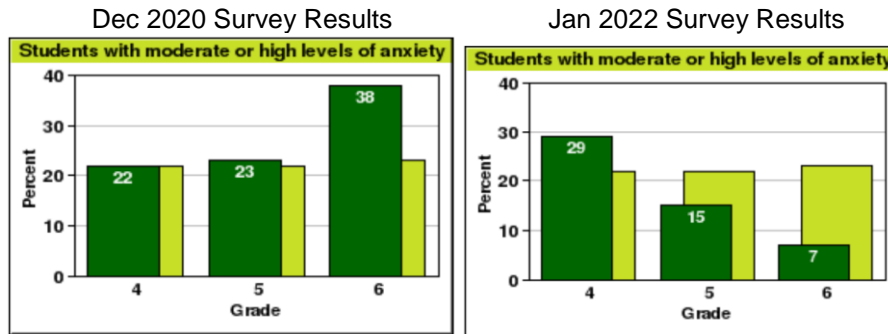


71% = 5/7, 46% = 6/13, 71% = 10/14

Students with moderate or high levels of anxiety

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

- 15% (5/34) of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 22%.
- 15% of the girls and 5% 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%.

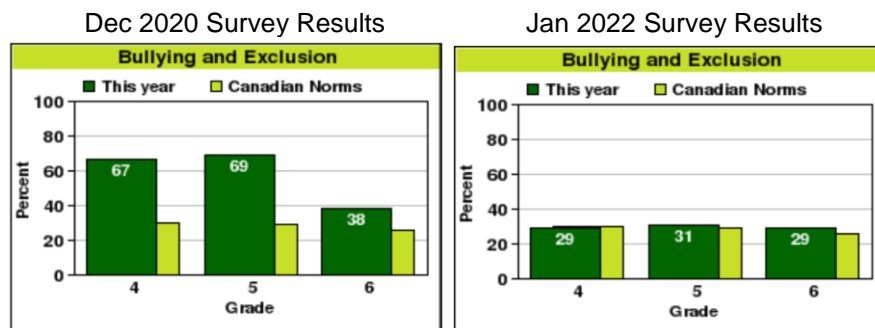


29% = 2/7, 15% = 2/13, 7% = 1/14

Bullying and Exclusion

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

- 29% (10/34) of students in this school were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 28%.
- 23% of the girls and 37% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 26% and for boys is 31%.



29% = 2/7, 31% = 4/13, 7% = 1/14

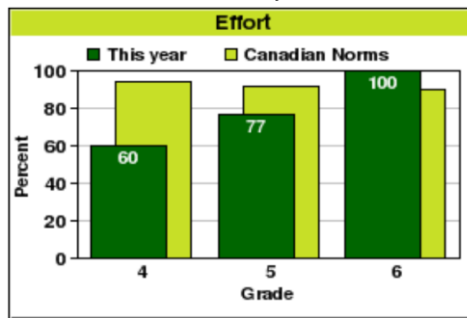
The January 2022 results indicated that 47% (16/34) of students felt safe attending the school; the Canadian norm for these grades is 65%.

Effort

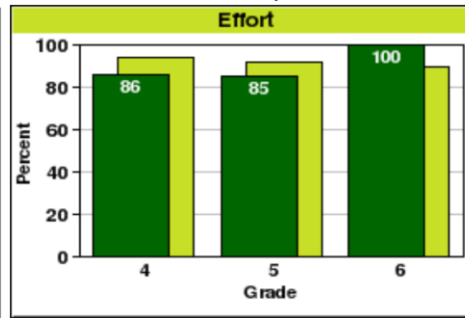
Students who try hard to succeed in their learning.

- 91% (31/34) of students in this school tried hard to succeed; the Canadian norm for these grades is 92%.
- 100% of the girls and 84% of the boys in this school tried hard to succeed. The Canadian norm for girls is 94% and for boys is 91%.

Dec 2020 Survey Results



Jan 2022 Survey Results



86% = 6/7, 85% = 11/13, 100% = 14/14

Priorities

Based on the data above from the OurSchool Survey and our end of year ABAV report the following will be prioritized:

- Teach self-regulation and coping strategies to students.
- Provide opportunities for positive interactions and improved relationships amongst students.
- Increased supervision maintained from previous school year. (Usually at least 3 adults outside with students at recess and lunch.)
- Use of mini surveys or check-ins to monitor students' anxiety and feelings of safety.

Element 2 PREVENTION MEASURES

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 -	Implement activities and discussions targeting Social Emotional Learning (SEL) and Zones of Regulation. Use of Behaviour Matrix and reflection sheets. Use of peace circles. “Chill club” at recess.
2 -	Fostering compassionate behavior toward others and respect for the environment (ex: Green Team, Student Council). Attempt to increase these opportunities. Use of House points system (pompoms).
3 -	Providing students with more options for constructive play (add activities/options available on playground) and positive interactions with peers, increased supervision. Offer activities in gym as an ECA.

Element 3

MEASURES FOR PARENT COLLABORATION

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 Anti-Bullying Plan of Action Summary has been provided to students and parents in the agenda.
2. The ABAV Plan will be made available to parents.
3. Ongoing communication between principal and / or their designate and 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.

Please note that parents of a child who they believe is being bullied should refrain from speaking directly to the student(s) who is/are the alleged perpetrator(s). Pertinent information about any incident should be shared with the principal or a school staff member.

Parents are expected to conduct their communications (in person, email, notes, etc.) with staff members and students (when appropriate) with respect and courtesy. We consider parents to be role models for their children and should model collaborative and respectful communication. This carries forward to the use of social media where we would expect parents to not publish comments that are profane, libelous, racist, nor considered as personal attacks.

Element 4 PROCEDURES FOR REPORTING

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.

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.

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Element 5

INTERVENTION PROTOCOL

Ste-Adele Elementary 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 humor relating to a student’s race, color, 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 reasonable 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

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.

Element 7

SUPERVISORY AND SUPPORT MEASURES (for the victim, bully, witness & bystander)

It is the responsibility of every adult staff member to use difficult / challenging situations 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.

- Other:

-Staff will keep extra eyes on a student during recess following an incident.

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 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:

-Provide positive reinforcement for students who come forward to help prevent or stop others from being bullied.
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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**

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 (with possibility of some home tutoring provided if for an extended period of time)
- 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:

Specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature.

In order to achieve our bully prevention goals, our school seeks to help students develop positive social behaviours which reflect responsible, respectful, and cooperative attitudes. We handle behavioral incidents under a philosophy of protection, restitution and prevention. We recognize the importance of gathering enough information before a judgment of “bullying” can be made. The particular context of each situation with regard to the intent, age of the students or students with special needs will determine the appropriate cause of action.

Regarding Students:

Consequences for actions/incidents determined to be “Minor” might include:

- Discussion with the adult who witnesses or is told of the incident;
- Reflection time (discussion with supervising staff about the incident and how better to deal with similar situations should they occur, reflection sheets, etc.);
- Parent’s involvement;
- Age and situation appropriate restitution.

Consequences for actions/incidents determined to be “Moderate” might include:

- Any item from the “Minor” list above;
- Student sent to office or other designated place;
- Principal intervention;
- Loss of privileges (E.C.A.s, social school activities, etc.);
- Community work (lunch hour/recess);
- Identification for and inclusion in social skills groups.

Consequences or actions/incidents determined to be “Severe” might include:

- Any items from the “Minor” and/or “Major” lists above;
- In-school suspension;
- Out of school suspension (up to 5 days);
- Out of school extended suspension with the possibility of some home tutoring provided (subject to School Board approval);
- Move to another school (subject to School Board approval);
- Expulsion (subject to School Board Council of Commissioner approval complying with Article 96.27 of the Education Act);
- Police involvement;
- Filing of a report with the Department of Youth Projection, (signalement with DPJ).

Element 9 FOLLOW-UP PROTOCOL

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

To ensure the integrity of its Plan, the administration of Sainte-Adele Elementary School will conduct a yearly evaluation that reviews:

- The *Our School Survey* results.
 - Review 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.
-