



Action plan to prevent and deal with violence in the schools:
Let's work on it together!



Western Québec School Board
Commission scolaire Western Québec
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Approved by the governing board on (YY-DD-MM) : 2019-10-04

School's name :

- ✓ ELEMENTARY SCHOOL
- ✓ SECONDARY SCHOOL

Number of students :
106

Principal : Allison Boone
School staff member responsible for coordinating the team's work :

G. Thérberge School

Team members : Allison Boone, Tara Brazeau, Catherine Robinson

This anti-violence and anti-bullying plan is inspired by the values of the **educational project** of the school

- Ensure the safety of the students.

The plan follows the objectives described in the **partnership's agreement** and in the **Management and Educational Success Agreements**. More specifically the actions taken toward the accomplishment of the 4th goal: *To improve healthy living and safety in schools*

Our annual objective is: To ensure a healthy and safe school environment for all students.

Our main actions :

- Effective use of supervision
- Hiring of Social Work Technician for Secondary students
- Supporting student led anti-bullying efforts (ABA group)
- Room for Movement Breaks
- Student anchoring sessions with Behaviour Technician
- Use of Guest speakers

What is the committee mandate?

The mandate of the committee is to facilitate the development of a safe learning community at G. Thérberge School.

What are the conditions that support the development and the implementation of the plan? (Substitutions, school organization, etc.)?

A Western Quebec School Board sub-committee has been formed to review the requirements of the Education Act , to identify common practices related to the prevention of and response to bullying and violence. Membership includes Western Quebec School Board principals, a Director of Education and the Coordinator of the Anti-Violence initiative.

The Western Quebec School Board’s Crisis Intervention Resource Team (CIRT) is available to support schools in times of crisis. G. Théberge has an In-School CIRT that has received training to allow them to cope and assist in critical incidents. Staff last received CPI training April 2016.

G. Théberge has an Emergency Response Plan that is updated every September.

Definitions

Violence

“Any use of force – verbal, written, physical, psychological, or sexual – against any person, by an individual or a group, with intent to directly or indirectly wrong, injure or oppress that person by attacking his or her integrity, whether psychological or physical well-being, rights or property.” Art.13, LIP 2012

Bullying

“Any behaviour, spoken word, act or gesture, whether deliberate or not and of a repetitive character, expressed directly or indirectly, including in cyberspace , in a context characterized by a disparity in the balance of power between the concerned persons, having the effect of engendering feelings of distress, injury, hurt oppression or of being ostracized;” Art.13, LIP 2012

Anti-bullying and anti-violence plan components

Analysis of the situation

1. An **analysis of the situation** prevailing at the school with respect to bullying and violence.

A. Available data

Tell Them From Me Survey

The Bullying Indicators provide data regarding:

Overall school situation as perceived by students in Cycle 1 Elementary to Cycle 2 Secondary

Boys vs. Girls

By Grade

By Grade and Sex

Other breakdown—Aboriginal status, mother tongue, immigrant status and/or grade repetition

Allows for comparison with replica school, TTFM Canadian norm, and comparison to past year(s) results for all indicators above.

Provides Board-wide results.

Student Focus Groups

GPI Memos

| Reporting | Responsible |
|-----------------|-------------|
| The perpetrator | All staff |
| The victim | All staff |

| Bullying (Repetitive / Imbalance of power) |
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| B01 – Verbally (Teasing/name calling) |
| B02 – Socially (Excluding/Isolation) |
| B03 – Lying and false rumours |
| B04 – Money or other things taken or damaged |
| B05 – Threatening or forcing to do things |
| B06 – Racial |
| B07 – Sexual (inappropriate touching/sexual comments/name calling) |
| B08 – Homophobia |
| B09 – Cyber bullying (use of social networking) |
| B10 - Physical Bullying (Minor) |
| B11 - Physical Bullying (Major) |
| Violence |
| V01 – Verbal or written |
| V02 – Physical Violence (Minor) |
| V03 – Physical Violence (Major) |
| V04 – Sexual (Inappropriate touching/threats/rape) |
| V05 – Vandalism (Destroying or damaging property) |
| V06 – Dating (Abusive relationship) |

B. Next steps to update and to improve our data :

Priorities :

1. To review the data from the surveys to identify hot spots for bullying.
2. To review supervision practices and make changes as necessary based on the surveys' results.

| Anti-bullying and anti-violence plan components | | Description |
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| <p>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;</p> | <p>Current practices</p> | <p>Reporting procedures have been implemented to ensure early identification of potential victims so that these students can receive the support, protection, education and when appropriate requests for therapy made. (GPI)</p> <p>Reporting procedures have been implemented to ensure early identification of students prone to bullying or violent behaviours so that these students can receive appropriate interventions required to support change in their behaviour. (GPI)</p> <p>Other ongoing measures may be:</p> <ul style="list-style-type: none"> Student Assemblies Regular staff meetings Presentations by Guest Speakers Participation in Anti-Bullying Week Student Council input, modelling and student activism Extra-curricular activities Student posters, displays and video clips on relevant topics Supervision during hallway during recess transition Program for children at recess for children who have difficulties outside Student Lounge for Secondary (AM Break and Lunch) One page Parent information sheet presented in September to parents |
| | <p>Practices to enhance</p> | <p>Most staff have been trained to intervene immediately in a situation of bullying or violence and of the Do's and Don'ts when intervening. (OPBB Teacher Guide Chapter 8)</p> <p>Most staff have been trained on proper procedures for dealing with a reported or a suspected incidence. (OBPP Teacher Guide Chapter 8)</p> <p>Lunch hour Supervisors will be educated in the OBPP and their responsibility will be clearly stated. Staff must model appropriate behaviour and must place themselves in areas known to be "hot spots". Staff must ensure that they are strategically covering the area they are to supervise and that their attention is totally on the students. When a staff member is not sure of how to intervene in a situation it is expected that they seek guidance from their supervisor and will be received in an accepting, friendly and professional manner.</p> <p>All teachers will be visible and will be vigilant in supervising transition times. Hot spots will be identified and staff will be appointed to supervise these locations.</p> <p>Potential victims will be identified and will be more closely supervised.</p> |

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| | New practices to be established | <p>A Pledge regarding anti-bullying rules will be sent home for students and parents to sign which signifies that parents are aware of the initiatives being undertaken and will reinforce them at home.</p> <p>Solicit members from parents and community to be part of the committee.</p> |
| <p>3. Measures to <u>encourage parents to collaborate</u> in preventing and stopping bullying and violence and in creating a healthy and secure learning environment;</p> | Current practices | <p>Parents of the child who is victimized will be contacted as soon as a potential pattern of victimization is identified and will be asked for any observations of behaviour change at home. In addition parents will be informed of the school's intervention and support that will be given to their child. The school will contact the parents periodically to ensure that interventions put in place have been successful. (OBPP Teacher's Guide Chapter 8) Parents will be encouraged to contact the principal or their delegate should they have any concerns, information or questions. The message that the school wishes to partner with them to ensure that their child is safe and happy at school will be clearly stated.</p> <p>Parents of the child who is bullying or violent towards others will be contacted by the school principal or their designate to inform the parents of their child's behaviour. Consequences imposed will be discussed with the parent and when appropriate parents will be requested to come into the school for a meeting.</p> <p>The message that the school recognizes behaviours that could be potentially very positive for the child will be stated and that the school seeks a partnership with the parents to help their child use these behaviours in positive ways will be clearly stated. Parents will be encouraged to contact the principal or their designate should they wish to discuss the situation further, have questions, have information or would like further advice and/or support. In such a situation the school will inform the parent of services available and may make contact on the parent's behalf if requested.</p> <p>In situations where a bystander is actively involved in supporting the perpetrator, parents will be contacted to inform them of their child's involvement and to inform them of the consequences that have been given. Parents are asked to reinforce the school's message at home. Parents are requested to inform the school of any information their child may share with them regarding the incident that would be helpful.</p> <p>In situations where the student has witnessed a disturbing incident but not been actively supporting the perpetrator, parents will be contacted to inform them of the situation and the actions the school has taken to support their child.</p> |

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| 4. | Practices to enhance | The Anti-Violence/Anti-Bullying Plan will be available on the school web site. At all parent functions materials will be visibly available. Parents of children with behavioural challenges are contacted either by phone or in writing when their child has had a good day at school. |
| 5. | New practices to be established | The school's website and/or Facebook page will provide: Educational materials, Information pertaining to parent workshops and webinars on related topics, A link to the Education Act, Other links to sites that have been recognized as having professional, validated relevant support and information such as "I Right the Wrong", PrevNet |

| Anti-bullying and anti-violence plan components | | Description |
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| 4. Procedures for <u>reporting, or registering a complaint concerning an act of bullying or violence</u> and, more particularly, procedures for <u>reporting</u> the use of social media or communication technologies for cyberbullying purposes; | Current practices | GPI (Confidential data entry program for Quebec school boards) Verbal report made by student, staff, parent/guardian or bus driver. Written communication made by student, staff or bus driver. Written communication or phone call from parent/guardian. Reviewed procedures for reporting with students and parents in September. |
| | Practices to enhance | |
| | New practices to be established | |
| 5. <u>The actions to be taken</u> when a student, teacher or other school staff member or any other | Current practices | When a student witnesses an act of bullying or violence the student may intervene if comfortable and where there is no threat of harm. Possible intervention strategies for students are discussed in class meetings. Regardless of whether students intervene or not they must report the incident to an adult at school and an adult at home. Intervention strategies will be discussed with bystanders when the principal or their delegate meets with the bystanders (when deemed appropriate) |

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| <p>person <u>observes an act of bullying or violence</u>;</p> | | <p>When a teacher or other staff member witnessed an act of bullying or violence they must intervene immediately if there is no threat to their personal well-being. If appropriate 911 will be called.</p> |
| | Practices to enhance | |
| | New practices to be established | <p>Forms should be available on the school website and at the office for supervisors or parents to use to report concerns.</p> |
| Anti-bullying and anti-violence plan components | | Description |
| <p>6. <u>Measures to protect the confidentiality</u> of any report or complaint concerning an act of bullying or violence;</p> | Current practices | <p>Any reports or complaints concerning acts of Violence or Bullying are strictly confidential. Reporting sheets, once received by the Principal (or other designated person), are kept in a secure file, under lock and key, along with any other document(s) relating to the incident. Only the Principal (or their designate) may access the secure file. Only the information pertaining to their own child may be shared by school staff with parents or guardians. Information relating to other parties involved in incidents will not be. Any staff member that is involved in any way in an investigation following a report or complaint will take all measures necessary to protect its confidentiality.</p> <p>Staff members will be informed and periodically reminded of their obligation to protect the confidentiality of any report or complaint concerning an act of bullying or violence. All staff, staff members and volunteers understand the “Code” of Confidentiality. All hardcopy reports are shredded after information has been entered into GPI.</p> |
| | Practices to enhance | |
| | New practices to be established | |

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| <p>7. <u>Supervisory or support measures</u> for any student who is a <i>victim</i> of bullying or violence, for <i>witnesses</i> and for the <i>perpetrator</i>,</p> | <p>Current practices</p> | <p>Victim of Bullying</p> <p>The student will meet with the appropriate individual (teacher they are closest to, principal or their delegate) to discuss the situation and to learn further information about bullying incidents.</p> <p>The student will be guaranteed confidentiality to ensure they feel safe about discussing the incidents and are not anxious about possible retaliation from the student who is bullying them.</p> <p>The student is informed the follow-up that will occur with the student(s) involved.</p> <p>The student is informed that their parent(s) will be informed of the situation.</p> <p>The student’s input is sought as to measures that could be implemented immediately to support the student.</p> <p>The student is met with several times to ensure that the bullying has stopped.</p> <p>The student is encouraged to report any future incidents and is reminded that Rule#4 also applies to them.</p> <p>Appropriate staff members are informed to ensure that supervision of the individual is increased to ensure their safety.</p> <p>If additional resources to support the student are deemed appropriate the principal or their designate will ask the parent(s) to follow-up (counselling etc.)</p> <p>Bystanders</p> <p>The principal or their designate may meet with the bystanders individually or in a group depending on the circumstances. When students actively support the child who bullies, the principal or their designate, meets with the individual student to discuss their behaviour, the School Rules and the consequences that will be imposed for their active role. Future expectations for the student will be discussed and the student is informed that their parent(s) will be informed of the situation.</p> <p>Future consequences will be discussed should another similar incident occur.</p> <p>Perpetrators</p> <p>The perpetrator will be met with after a discussion has been held with the victim and the bystanders to ensure that the intervening adult has an accurate understanding of the situation. The perpetrator is given the opportunity to explain from their perspective. The perpetrator is informed of their knowledge of the incident, that the rules have been broken and what the consequences will be.</p> <p>The perpetrator is informed that his/her parent(s) will be contacted</p> <p>The perpetrator is asked how they will ensure that this does not happen again.</p> <p>The principal or their delegate will inform the perpetrator and parent(s) that should any future incidents occur that the consequences will be more severe.</p> <p>Regular follow-up with the perpetrator occurs to ensure the bullying has stopped.</p> |
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| | | Appropriate staff members are informed to ensure the perpetrator is closely supervised and their behaviour redirected when appropriate. Repeated incidents that escalate could be referred to the police for students over 12 years of age. |
| | Practices to enhance | |
| | New practices to be established | |

| Anti-bullying and anti-violence plan components | | Description |
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| 8. <u>Specific disciplinary sanctions</u> for acts of bullying or violence, <u>according to their severity or repetitive nature</u> ; | Current practices | Please refer to GPI Memo – Consequence Document |
| | Practices to enhance | |
| | New practices to be established | |
| 9. <u>The required follow-up on any report or complaint concerning an act of bullying or violence.</u> | Current practices | When a report or complaint of bullying or violence is received, the required follow-up with the students involved is outlined in Section 7 and for the parent in Section 3. |
| | Practices to enhance | |
| | New practices to be established | |

| Other elements related to the plan that should be foreseen | | Description |
|--|---------------------------------|---------------------------|
| <p>The anti-bullying and anti-violence plan must specify <u>the form and nature of the undertakings to be given by the principal</u> to a student who is a victim of bullying or violence and to his or her parents. (article 75.2 QEA)</p> | Current practices | Refer to #3 and #7 above |
| | Practices to enhance | |
| | New practices to be established | |
| <p>The plan must also prescribe what action <u>must be taken by the principal to deal with the perpetrator and his or her parents, and specify the form and nature of the undertakings they must give</u> in order to prevent any further act of bullying or violence. (article 75.2 QEA)</p> | Current practices | Refer to #3 and #7 above. |
| | Practices to enhance | |
| | New practices to be established | |

Allison Boone
Principal

Stacey McBride
Governing Board Chairperson