

2016-2017

# ANTI-BULLYING AND ANTI-VIOLENCE PLAN (ABAV PLAN)



Laval Junior Academy

# **ANTI-BULLYING AND ANTI-VIOLENCE PLAN 2016-2017**

Laval Junior Academy is situated in an urban area that is dedicated to providing a positive and cooperative learning environment that promotes tolerance, self-esteem, respect for others and a strong sense of community. OUR GOAL is to prevent and stop all forms of bullying and violence targeting a student, or any other school staff member. We want to provide a healthy and secure learning environment that allows every student to develop his or her full potential, free from any form of bullying or violence.

## **DEFINITIONS**

**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 injures, hurts, oppresses, intimidates or ostracizes.

**VIOLENCE:** Refers to 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.

**THE BULLY:** Bullies come in all shapes and sizes. Some are big; some are small; some bright and some not so bright; some attractive and some not so attractive; some popular and some disliked by almost everybody.

**THE BULLIED:** This person or group of people was singled out to be the object of scorn, and thus the recipient of bullying merely because he or she was different in some way.

**THE BYSTANDER:** Bystanders are the third group of players in this tragedy. They are the supporting cast who aid and abet the bully, through acts of omission and commission. They stand idly by or look away, or they can actively encourage the bully or joining in and become one of a bunch of bullies. Injustice overlooked or ignored becomes a contagion that infects even those who thought they could turn away.

# ABAV Plan Team

**Coordinator of the Anti-Bullying and Anti-Violence Team:**

Ms. Rollin

**Members of the Anti-Bullying and Anti-Violence Team:**

- Ms. Kalipolidis
- Ms. Marchitello
- Ms. Klinger
- Ms. Shamilian
- Mr. Dimacacos



**Bullying and violence are extremely serious offences that are addressed accordingly by our school. In response to Law 19 – An Act to prevent and stop bullying and violence in schools, this document will outline the procedures necessary to respond to the elements prescribed by the law.**

**The elements of this Plan are:**

1. an analysis of the situation prevailing at the school with respect to bullying and violence;
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; social awkwardness; any personal traits that make him/her stand out from others;
3. measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment;
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;
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;
6. measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence;
7. supervisory or support measures for any student who is a victim of bullying or violence, for witnesses and for the perpetrator;
8. specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature; and
9. the required follow-up on any report or complaint concerning an act of bullying or violence.
10. form and nature of undertakings to be given by the Principal to a student who is victim of bullying or violence and to his or her parents
11. form and nature of undertakings to be given by the Principal, the perpetrator and his or her parents in order to prevent any further act of bullying or violence.

# 1 - ANALYSIS OF THE SITUATION PREVAILING AT THE SCHOOL WITH RESPECT TO BULLYING AND VIOLENCE:

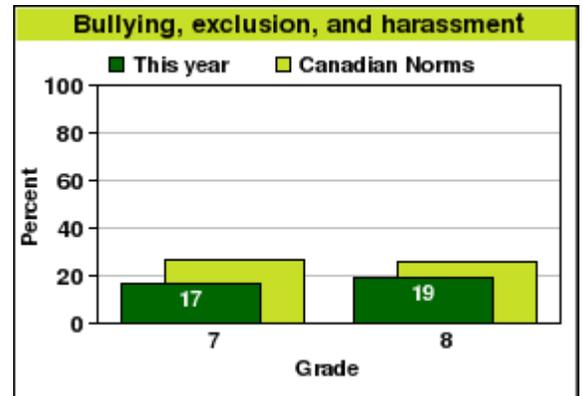
## 1. Bullying and violence indicators

The following results are from the 2015-2016 TTFM (Tell Them From Me) survey that our Laval Junior Academy students completed in April 2016.

### Bullying, exclusion, and harassment

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

- 17% of students in this school were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 26%.
- 19% of the girls and 16% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 25% and for boys is 28%.



The results indicate that 17% of our school population has been subjected to some form of bullying.

## 2. Areas of Concern

Our portrait at this point in time leads us to concentrate on the following area for improvement of the situation in the school:

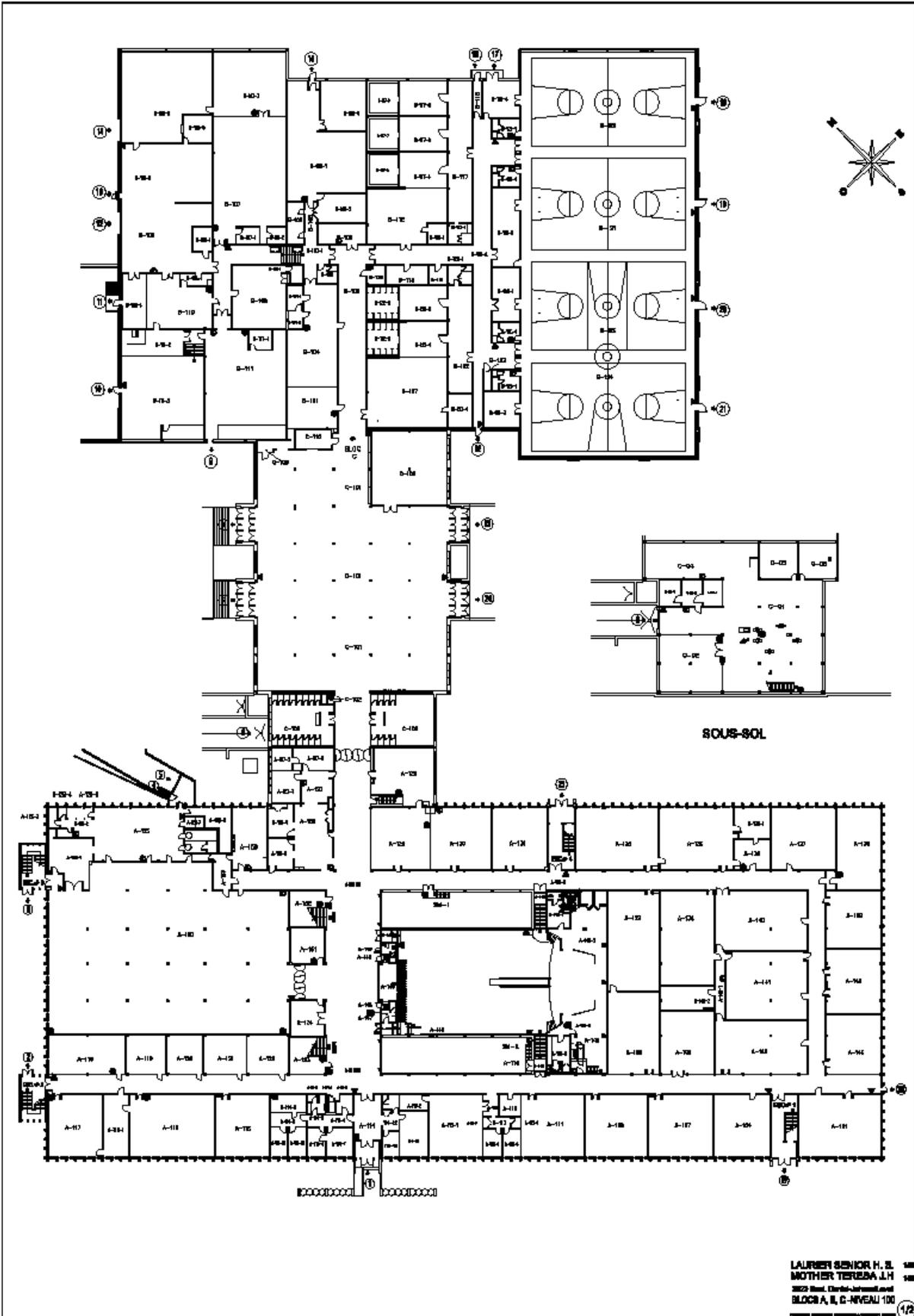
- Technology
- Gossiping
- Gangs
- Supervision
- Cyberspace
- Lunch time activities
- Bus
- Yard/field

## 3. Zones of Vulnerability

- School yard/field area
- Block 'C'
- Lockers
- Hallways
- Bathrooms
- Bus

- Cafeteria
- In-class
- Any other area that students share access
- Outside school premises
- At home
- In the community
- Internet

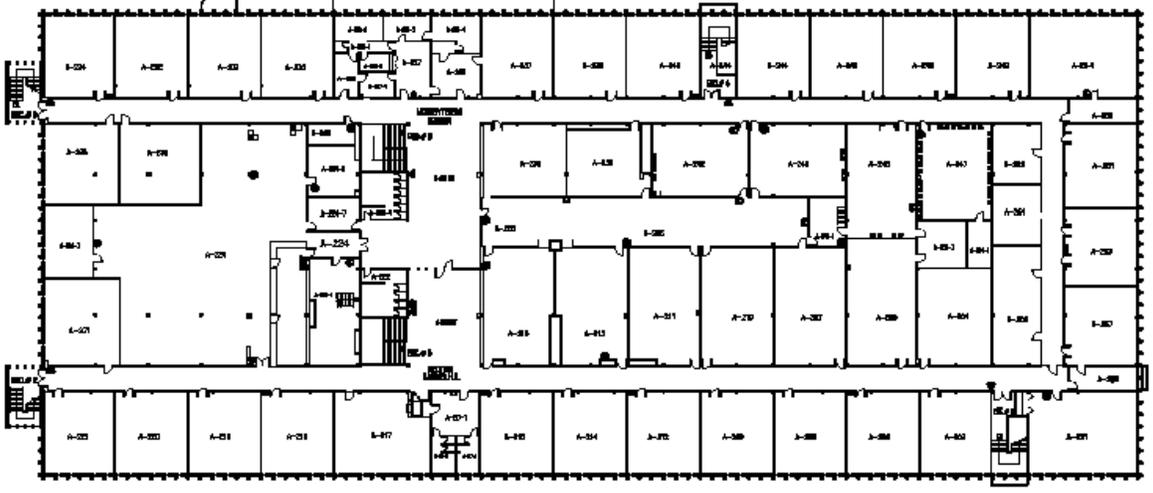
**Our 3 top areas of concern are:** cafeteria, block 'C' and outside in the school yard/field area.  
**We have provided a map of our building along with a supervision schedule.**



BLOC B



BLOC C



0 0 0 0 0 0

**SUPERVISIONS Band:1 Morning 07:25 - 07:35**

Location	1	2	3	4	5	6	7	8	9
A117-A111	DUBS	GAUJ	GAUJ	LIAT	DIZD	LIAT	SKOS	SKOS	SKOS
A129-A137 (Stair 4)	TARJ	TARJ	POLI	TARJ	TARJ	REAS	TARJ	TARJ	FORS
A137-A109 (Stair 1)	SKOS	SKOS	SKOS	GAUJ	RICM	RICM	RICM	GAUJ	GAUJ
A203-A215	HEGM	CALA	CALA	HEGM	HEGM	HEGM	CALA	CHAA	CHAA
A221-Community Hall	CHAA	CHAA	CHAA	TSAM	TSAM	TSAM	TSAM	TSAM	TSAM
A234-Community Hall	PIZG								
A249-A237 (Stair 4)	DIMG	GEOK	GEOK	DIMG	DIMG	DIMG	DIMG	DIMG	DIMG
A250-A203 (Stair 1)	ZOEV	SASE	ZOEV	ZOEV	TSOI	ZOEV	ZOEV	TSOI	ZOEV
Auditorium Hall	GAZV	GAZV	GAZV	SASE	LIAT	TSOI	GAZV	GAZV	GAZV
Block C	SWAK								
Busses	COCT								

**SUPERVISIONS Band:5 Recess 10:15 - 10:30**

Location	1	2	3	4	5	6	7	8	9
A117-A111	SASE	ZOEV	POMD	MICS	ROSJ	TSAM	BARJ	GAUJ	SASE
A129-A137 (Stair 4)	SACL	BARJ	LIAT	BREC	MCFK	MARM	MAZN	STEM	MCFK
A137-A109 (Stair 1)	STEM	GAUJ	STEM	GAZV	BARJ	MAZN	GAZV	BREC	STEM
A203-A215	DUBS	HEGM	DUBS	FORS	FORS	GRAJ	BOLG	CARL	HEGM
A221-Community Hall	AWAA	JULM	DUBO	DUBO	JULM	JULM	JULM	KOUH	DUBO
A234-Community Hall	KOUH	KOUH	GRAJ	KALA	KALA	AWAA	AWAA	MILG	KOUH
A249-A237 (Stair 4)	RUDS	CUTJ	MILG	MILG	MAGL	BOLG	RUDS	ROSJ	LAPM
A250-A203 (Stair 1)	GRAJ	CALA	MARJ	CUTJ	PAQP	CARL	FOLI	BOLG	CUTJ
Auditorium Hall	COTM	BOLG	DIMG	KATM	MAKJ	MARJ	VARN	ROML	GEOK
Block C	CONS GAUJ PETJ	CONS DUBO PIEL	CONS PETJ PIEL	CONS PETJ PIEL	CONS PETJ PIEL	CONS GAZV RICM	CONS PETJ RICM	CONS JULM PETJ	CONS PETJ PIEL
Cafeteria	DUBO MAZN	MAGL MAZN	MAZN TSOI	GRAJ TSAM	KHOA LYPM	RICM SKOS	CHAA TSOI	KHOA WHIK	BOLG RUDS
Southyard - outside	COCT SWAK								
T Junction	SKOS	TARJ	TARJ	TARJ	DIZD	TARJ	LIAT	GIAN	VRUK
Washrooms- Block C	GIAN	MICS	DIZD	LAPM	MICS	DIZD	DIZD	RICM	GAUJ

**SUPERVISIONS Band:8 Lunch 11:50 - 12:15**

Location	1	2	3	4	5	6	7	8	9
A117-A111	CUTJ	CARL	MICS	MAKJ	SCIS	POLI	POLI	POLI	REAS
A129-A137 (Stair 4)	LALP	COTM	AWAA	JULM	MARJ	SCIS	STEM	VRUK	SCIS
A137-A109 (Stair 1)	VARN	BREC	BREC	POMD	VARN	BREC	VARN	VARN	VARN
A203-A215	PAQP	HEGM	KATM	HEGM	JULM	ZOEV	ROML	TSAM	TSAM
A221-Community Hall	FORS	DUBO	DUBO	PAQP	TSOI	KATM	DIMG	COTM	KATM
A234-Community Hall	KOUH	KOUH	BARJ	ROSJ	KATM	PAQP	GEOK	TSOI	TSOI
A249-A237 (Stair 4)	ROSJ	REAS	GEOK	LALP	PIEL	KHOA	KHOA	KHOA	ROSJ
A250-A203 (Stair 1)	MARJ	CUTJ	LYPM	LYPM	LYPM	GAZV	GAUJ	LYPM	RUDS
Auditorium Hall	ROML	SCIS	PETJ	PETJ	LIAT	DIZD	GAZV	LIAT	LIAT
Block C	FARM MAZN RICM	DIMG FARM ROML	RUDS SCIS ZOEV	CUTJ FARM MASR	KHOA MARM TSAM	MARM MAZN TSAM	MARJ MAZN PAQP	CHAA PAQP STEM	CUTJ LALP MASR
Games Room	VIRA	SACL	SACL	VIRA	VIRA	SACL	VIRA	SACL	closed
Gym locker rooms	GIAN	BROS	ROTS	LEBR	VANJ	RICJ	RICJ	LEBR	ROTS
Gymnasium	BROS ROTS	GIAN LEBR	GIAN LEBR	GIAN RICJ	LEBR RICJ	GIAN ROTS	GIAN ROTS	BROS ROTS VANJ	BROS LEBR
Library - Community Hall	SASE	SASE	COTM	KOUH	KOUH	MILG	AWAA	POTN	SASE
Mac Lab A247	AWAA	GRAJ	RITI	GRAJ	RITI	RITI	MASR	RITI	AWAA
Outdoor Field	BREC COCT MCFK	COCT MARM STEM	COCT LAPM MARM	BOLG COCT MICS	BARJ COCT STEM	COCT CUTJ MCFK	BOLG COCT GRAJ	COCT DUBS DUCG	COCT FARM MICS
Southyard - outside	REAS SWAK	GEOK SWAK	CHAA SWAK	POLI SWAK	REAS SWAK	RICM SWAK	RICM SWAK	KALA SWAK	MILG SWAK
T Junction	TARJ	CHAA	ROML	DIMG	TARJ	TSOI	POMD	DIZD	ZOEV
Washrooms- Block C	MILG	MILG	FORS	FORS	KALA	KALA	FORS	FORS	JULM

**SUPERVISIONS Band:9 Lunch 2 12:15 - 12:40**

Location	1	2	3	4	5	6	7	8	9
Auditorium Hall	LALP	CHAA	PAQP	POMD	MAKJ	LIAT	MAKJ	VRUK	BARJ
Block C	KHOA MARJ MAZN	DIMG DUCG SORM	BARJ FARM ZOEY	BARJ FARM LALP	DUBO FARM SORM	DIZD DUBO MAZN	MARJ MAZN SCIS	CHAA DIZD MICS	DUCG KHOA PIEL
Circulate 1st floor corridors	LIAT	STEM	FORS	DIZD	TSAM	POLI	POLI	POLI	MARJ
Circulate 2nd floor corridors	KALA	LALP	ROSJ	KALA	KATM	ZOEV	DIMG	AWAA	SASE
East classroom corridor (A129)	AZNC	AZNC	VRUK	SCIS	TSOI	KATM	DUCG	AZNC	AZNC
East main stairs (2nd floor)	ROSJ	HEGM	PIEL	HEGM	MARM	CUTJ	LALP	LALP	ROSJ
Games Room	VIRA	SACL	SACL	VIRA	VIRA	SACL	VIRA	SACL	closed
Gym locker rooms	GIAN	BROS	ROTS	LEBR	VANJ	RICJ	RICJ	LEBR	ROTS
Gymnasium	BROS ROTS	GIAN LEBR	GIAN LEBR	GIAN RICJ VANJ	LEBR RICJ	GIAN ROTS	GIAN ROTS	BROS ROTS VANJ	BROS LEBR
In-school suspension	PIZG								
Library	SASE	SASE	SASE	KOUH	KOUH	MILG	CALA	HEGM	CALA
Mac Lab A247	MASR	RITI	MASR	GRAJ	RITI	RITI	MASR	RITI	AWAA
Outdoor Field	BOLG CONS MCFK SWAK	CONS MAKJ PETJ SWAK	CONS KALA POMD SWAK	CONS DUCG MICS SWAK	BARJ CONS SWAK VRUK	CONS MASR MCFK SWAK	CONS GRAJ RICM SWAK	CONS MAKJ SCIS SWAK	CONS FARM SCIS SWAK
Southyard - outside	COCT RICM	COCT DUBS	CHAA COCT	COCT DUBO	BREC COCT	COCT DUBS	BREC COCT	BARJ COCT	COCT FORS
T Junction	TARJ	LAPM	LAPM	CARL	TARJ	TSOI	POMD	FARM	ZOEV
Washrooms- Block C	MILG	MILG	DUCG	ROML	LIAT	BREC	BOLG	MASR	MASR
West classroom corridor (A114)	DUCG	AWAA	MAGL	MARM	VARN	VRUK	VARN	VARN	GAZV
West main stairs (2nd floor)	JULM	PIEL	LYPM	LYPM	LYPM	PETJ	HEGM	LYPM	RUDS

**SUPERVISIONS Band:12 PM Supervision 14:02 - 14:12**

Location	1	2	3	4	5	6	7	8	9
A117-A111	GAUJ	ROSJ	TSAM	TSOI	MARM	ROSJ	ROSJ	POMD	PIEL
A129-A137 (Stair 4)	CUTJ	MAKJ	LIAT	STEM	BREC	MARM	STEM	CHAA	SACL
A137-A109 (Stair 1)	MARM	MARM	MARM	GAZV	GAZV	GAZV	LALP	LAPM	LAPM
A203-A215	PIEL	PIEL	PIEL	CALA	CALA	KOUH	PIEL	PIEL	CALA
A221-Community Hall	KALA	KALA	KALA	PAQP	PAQP	PAQP	PAQP	PAQP	KHOA
A234-Community Hall	KHOA	KHOA	GEOK	REAS	MARJ	GRAJ	POLI	POLI	GRAJ
A249-A237 (Stair 4)	BOLG	CUTJ	LALP	GRAJ	PAQP	MAGL	MAGL	MAGL	BOLG
A250-A203 (Stair 1)	DUBO	BOLG	GRAJ	MICS	MICS	BOLG	BOLG	BOLG	MICS
Auditorium Hall (1)	DIZD	LAPM	DIZD	DIZD	SKOS	SKOS	DUBO	ROSJ	COTM
Block C	DIMG	WHIK	MICS	MARJ	WHIK	MARJ	LAPM	WHIK	GAUJ
Busses	COCT SWAK								
Southyard - outside	MICS	STEM	MARJ	SKOS	STEM	RICM	SKOS	CUTJ	VRUK

**SUPERVISIONS Band:13 After School 14:02 - 15:02**

## 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; SOCIAL AWKWARDNESS; ANY PERSONAL TRAITS THAT MAKE HIM/HER STAND OUT FROM OTHERS;

In order to attain our goal, Laval Junior has put in place the following measures:

- Its Governing Board approved Rules of Conduct and review them yearly
- The establishment of prevention programs: “Music with meaning”, “Tolerance program”, “Reward program” (random acts of kindness)
- The establishment of our school anti-bullying and anti-violence activities are forever evolving each year
- The development of a fact sheet intended to parents
- The offer of parental workshops and special presentations
- The participation in the “Tell Them From Me” survey
- Professional development offer for staff
- Anti-bullying week to highlight the issue to the students through work-shops and other activities
- “WE DAY” trip at the Olympic Stadium
- Internet awareness
- In class activities such as role playing, discussions or “teachable moments” and specially designed lessons
- **Assemblies to educate students on bullying;** guest speakers such as, Chris Nilan, other sports icons, McGill nurses offering seminars for anti-bully/anti-violence, “Songs of Freedom” school tour (preaching tolerance and understanding) and a member of the Laval Police force
- Internet safety guides for parents (Missing Children’s network)
- Anger Management sessions for targeted students
- For administrators: Discussions, prevention, reminders, sensitization during staff meetings
- Anti-bullying assemblies to sensitize school population to the issue
- Social skills programs that are incorporated and meets the demand of the situation
- Safe haven areas in the school such as the library, gymnasium, chilling lounge, games room, etc.
- Student role models who demonstrate proper behavior as encouraged by our leadership program and student council. They are be helpful in building students’ self-esteem as well as being recognized as “peace makers”, “student leaders” in school and in the school yard.

These prevention measures listed above are in-school initiatives to support parents, students and staff. You are invited to contact the school to receive any additional information on the above measures.

### **3 - MEASURES TO ENCOURAGE PARENTS TO COLLABORATE IN PREVENTING AND STOPPING BULLYING AND VIOLENCE AND IN CREATING A HEALTHY AND SECURE LEARNING ENVIRONMENT;**

The success of this plan depends on the understanding and support of all of our stakeholders. Certainly 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 behaviors. Parents are also important and necessary partners in this initiative. Parents need to be active advocate for their children and to be aware of changes in their behaviors and to contact the school when behaviors at home become a concern.

In supporting this, the school shall:

- Distribute a document explaining the difference between bullying and normal conflict;
- Distribute a comprehensive synopsis document of the Anti-Bullying and Anti-Violence Plan;
- Distribute the Rules of Conduct to students, parents and staff; details are clearly outlined in the students' agenda as well as the teachers' agenda. We emphasize that our school is a "bully-free zone"; homeroom teachers go over the rules of conduct with their students at the beginning of the year; in general, bullying is discussed oftentimes by teachers during their class time; we created a condensed version of the ABAV plan and added it to our students' agenda
- Information pertaining to bullying is mentioned by the Principal during occasions such as; "Orientation Day" , "Meet the Teacher Night", and "Open House" but also amongst other occasions;
- Organize parent information sessions;
- Email bulletins to parents with updated information pertaining to bullying;
- Communicate the communication process between the Principal and parents of victims, witnesses or perpetrators;

#### 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 CYBERBULLYING PURPOSES;

As a student, should you be the witness or the victim of an act of bullying or violence, know that you should always seek help and support from a staff member or an adult whom you trust. You don't want to make yourself known, don't let that stop you from reporting and doing the right thing. You may report an incident and keep your anonymity. Incidents of bullying and violence can be reported verbally or in writing and must have sufficient information to deal with it.

Bullying or violence can be reported by anyone through:

- A "Student Bullying Referral Form" (**copy of the form is provided**)
- Students will be made aware of the names on the ABAV School Team so they may contact the coordinator or any member on the team
- **Informing ANY staff member at school, the staff member will then:**
- verbally report the incident to an ABAV member
- fill out a "Referral to Administration Form" to explain the details
- Leaving a note in the office mailbox
- Filling out a report to the school office
- Contacting the Principal
- In any case, should documentary evidence be available, ensure that a copy is remitted as soon as possible to the Principal.
- All details are recorded in GPI memos management
- Administration calls to inform the parents of both parties involved
- Administration will review surveillance cameras to verify the incident (if it is possible in that particular situation)

**STUDENT BULLYING REFERRAL FORM TO LJA ADMINISTRATION / ABAV TEAM MEMBER**

Date: \_\_\_\_\_ Period: \_\_\_\_\_ Time: \_\_\_\_\_

Location: \_\_\_\_\_ Name of Bully: \_\_\_\_\_

Name of witness (if any): \_\_\_\_\_ Name of victim: \_\_\_\_\_ x

DESCRIPTION OF INCIDENT

\_\_\_\_\_ x

\_\_\_\_\_ x

\_\_\_\_\_ x

**STUDENT BULLYING REFERRAL FORM TO LJA ADMINISTRATION / ABAV TEAM MEMBER**

Date: \_\_\_\_\_ Period: \_\_\_\_\_ Time: \_\_\_\_\_

Location: \_\_\_\_\_ Name of Bully: \_\_\_\_\_

Name of witness (if any): \_\_\_\_\_ Name of victim: \_\_\_\_\_ x

DESCRIPTION OF INCIDENT

\_\_\_\_\_ x

\_\_\_\_\_ x

\_\_\_\_\_ x

**STUDENT BULLYING REFERRAL FORM TO LJA ADMINISTRATION / ABAV TEAM MEMBER**

Date: \_\_\_\_\_ Period: \_\_\_\_\_ Time: \_\_\_\_\_

Location: \_\_\_\_\_ Name of Bully: \_\_\_\_\_

Name of witness (if any): \_\_\_\_\_ Name of victim: \_\_\_\_\_ x

DESCRIPTION OF INCIDENT

\_\_\_\_\_ x

\_\_\_\_\_ x

\_\_\_\_\_ x

**BULLYING REFERRAL FORM**  
**ADMINISTRATION/ABAV TEAM MEMBER**

**DATE:** \_\_\_\_\_

**PERIOD:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**NAME OF STUDENT:** \_\_\_\_\_ **LEVEL:** \_\_\_\_\_

**NAME OF REFERRING TEACHER:** \_\_\_\_\_

**DESCRIPTION OF INCIDENT:**

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**PLEASE SPECIFY THE LEVEL OF URGENCY:**

**URGENT (must be dealt with immediately)**

**Important**

**Concerned about the student (situation needs to be addressed)**



## 5 - ACTIONS TO BE TAKEN WHEN A STUDENT, TEACHER OR OTHER SCHOOL STAFF MEMBER OR ANY OTHER PERSON OBSERVES/WITNESSES AN ACT OF BULLYING OR VIOLENCE;

- If I am a student:

Intervene to stop the situation if you feel safe or go look for an adult immediately;

Report incidents to an adult that you trust

Use proper language to address the inappropriate situation

Refrain from filming incident

If you hear about an imminent attack/bullying/fighting– advise an adult

- If I am a staff member:

Put an end to the incident if it is safe or seek appropriate additional help;

Define the behaviour;

Declare the expected behaviour;

Gather relevant information about the situation and those involved;

Document the incident or file a written report

Report to administration or a member of the ABAV School team

- For others:

Intervene to stop the situation if you feel safe;

Report incidents to the Principal or the ABAV School team or any adult you trust;

Encourage their child to walk away and report/stand up/speak up/seek help at school

**STAND UP!**  
**PREVENT BULLYING NOW!**  
**SPEAK OUT!**

## **6 - MEASURES TO PROTECT THE CONFIDENTIALITY OF ANY REPORT OR COMPLAINT CONCERNING AN ACT OF BULLYING OR VIOLENCE;**

We realize that, for a parent, having a child involved in a bullying situation, either as the victim, the perpetrator or the by-stander can be difficult. It is our commitment to all stakeholders that we understand the need for confidentiality and that we will do our utmost to respect the rules of confidentiality throughout any investigative process.

In order to ensure the confidentiality of reports or complaints, the school shall:

- Create a filing system and provide limited access (already in place is our GPI and ISM systems where reports are entered and viewed in memos management by administration only)
- Remind the staff of their legal obligation to maintain confidentiality pertaining to personal information regarding any student
- Inform all parties involved of this obligation when handling a report or a complaint

## **7 - SUPERVISORY OR SUPPORT MEASURES FOR ANY STUDENT WHO IS A VICTIM OF BULLYING OR VIOLENCE, FOR WITNESSES/BYSTANDERS AND FOR THE PERPETRATOR;**

- If I am a victim: discussion, contact is made with their parents to inform them of the incident, follow-up meetings with school team, action plan for victim, re-integration plan, consultation with CSD consultants when necessary, empower the victim
- If I am the perpetrator: discussion, contact is made with their parents to inform them of the incident, follow up meetings with school team, action plan for perpetrator, re-integration plan, consultation with CSD consultants when necessary
- If I am a witness/bystander: discussion, follow up meeting if necessary, positive reinforcement for “coming forward”, in many instances parents are notified as well

In all circumstances when bullying and violence are confirmed, the Principal and/or Vice Principal must be informed of each incident. A follow up plan is then put in place for continuous monitoring by the Vice-Principal, Technician, Conflict Resolution Specialist and/or anyone else involved.

## **8 - SPECIFIC DISCIPLINARY SANCTIONS FOR ACTS OF BULLYING OR VIOLENCE, ACCORDING TO THEIR SEVERITY OR REPETITIVE NATURE;**

### **Minor Incidents**

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  
For any kind of incidents, Principal and staff should always be able to count on the parent's involvement  
Reflection sheets  
Social skills program (proactive)

### **Moderate Incidents:**

Student immediately sent to the office or designated place  
Loss of privileges  
Community work (lunch hour/recesses/ and in many instances they are asked to come in on ped days)  
Loss of privileges – ECA's – social school activities (movies, dances, activities)  
Social skills groups (targeting specific skills)  
\*\*Concentration students are excluded from participating for a 9 day cycle\*\*  
In many instances, students involved are refrained from any contact with each other in school for a certain period of time

### **Severe Incidents:**

In-school suspension.  
Out of school suspension - more than 5 days, need board approval- with re-entry meeting with parents and students. Plan developed for student and agreed to by all. Appropriate teachers and staff are informed of the plan.  
Student moved to another school  
Expulsion (Upon approval by SWLSB)  
Police involvement  
Community service (working with younger children, etc.)  
\*\*Concentration students are suspended for a certain period of time or removed completely from the concentration course\*\*  
Students involved are refrained from any contact with each other in school

In some moderate to severe cases, upon the approval of the parents, students may be issued a schedule change by Administration.

The particular context of each situation with regard to the intent, age of the student or students with special needs will determine the appropriate cause of action.

## 9 - REQUIRED FOLLOW-UP ON ANY REPORT OR COMPLAINT CONCERNING AN ACT OF BULLYING OR VIOLENCE.

Upon receiving a report or complaint concerning an act of bullying and violence the school shall:

- Investigate
- Document the situation on GPI (memos management) and ISM
- Assess the proper intervention to take place
- Ensure follow-up with the involved individuals
- Advise all of the teachers of the students involved

If I am a victim:

- Individual meeting to determine validity and severity of incident reported—notes taken.
- Offer to meet with adult (behavior tech, social worker, consultant, etc.) for support
- Specific assistance offered based on needs
- Choose appropriate intervention measure
- Follow-up meeting to ensure that the situation is resolved

If I am a witness/bystander:

- Meeting to gain further information—notes taken.
- Offer to meet with adult for support
- Empower witness – and form a group (generally strong-headed friends) of these witnesses to watch and report and protect victim
- Offer to meet at a later term for follow up

If I am a perpetrator:

- Meeting to inform of incident reported, to hear the perpetrators side and to impose appropriate consequences—notes taken- should be in GPI Memos
- Abide by the measures imposed
- Enroll perpetrator in on an activity (i.e. – organize, lead...) to increase self-esteem

If I am the parent:

- Follow-up phone call by Principal to alert them of the incident and the follow-up provided/or to be provided, to gather further information and to gain parental support. A

letter or e-mail may be replaced as the method of communication in mild or moderate cases

- Will be advised of their right to request assistance from the person designated by the school board for that purpose
- Speak with my child and coach him/her on appropriate behaviours or actions to take (seek help). Support and follow up with interventions done at school. Support, if applicable, the behavior plan or other schools plan
- Expect a meeting with the Principal, depending on the severity of the incident for mild or moderate, a meeting is not always necessary
- Recommendation for social services other than provided by the school

#### **10 - FORM AND NATURE OF UNDERTAKINGS TO BE GIVEN BY THE PRINCIPAL TO A STUDENT WHO IS VICTIM OF BULLYING OR VIOLENCE AND TO HIS OR HER PARENTS.**

Investigation of the complaint, appropriate measures taken, follow-up with the parent and student (details of intervention are not given)

- Investigate community resources
- Information meetings for parents
- Offer resources to parents
- Provide strategies to student to prevent/handle future incidents
- Share step-by-step process that was followed (while respecting anonymity)
- Determine assistance/services that may be needed
- Confidentiality
- Conditions of return (both perpetrator and victim) expectations
- Academic support to be provided if necessary
- Switching schedules if necessary
- Provide a place for that student to express their worries, concerns, fears
- Provide victim with support (staff, guidance counselor)
- Monitor situation after it has been dealt with – long-term response
- Making specific staff members aware, so they can monitor/and support that student
- Follow up with victim later to make sure everything is still going well
- Meeting with witnesses
- Examination of student dossiers
- Consult with student services
- Communicate with parents and appropriate authorities
- Communication with school board/directorate
- Arrange meeting(s) for victims with our guidance counselor: Ms. Carol Tenenbaum, which is our first line of defense. Or, when required with the behaviour tech or school psychologist.

- Peer mediation (training needed or students)
- Development of teacher-student mentoring program

Victim:

1. Technician and/or Principal will meet with the victim to determine validity of the incident

2. Support from:

- Principal
- Technician
- Social services
- Animator
- Police

Parents to be informed and offered help – advised of right to request assistance form person designated by board

N.B. If we are not using one of the above-mentioned actions, we will explore the possibilities since this is an evolving document that will be reviewed yearly.



## 11 - FORM AND NATURE OF UNDERTAKINGS TO BE GIVEN BY THE PRINCIPAL, THE PERPETRATOR AND HIS OR HER PARENTS IN ORDER TO PREVENT ANY FURTHER ACT OF BULLYING OR VIOLENCE.

- Collaboration from parents
- Cooperation
- Full disclosure of information they may have
- Confidentiality
- Assurances to seek out support services
- CLSC
- Anger management
- Counseling
- Drug intervention
- Conditions of return clearly established and compiled with
- Possible signal to (DYP)
- Strategies to prevent future incidents through a team approach (i.e. behavior tech, school psychologist, etc.)
- Set expectations for the parents (i.e., for them to seek outside services, CLSC, etc.)
- Letter
- Meet with parents
- Follow up with perpetrator to make sure they are still on track
- Recommend professional services when needed

### Principal:

Tracking system with clear expectations for further behaviours  
Reflection and Improvement Plan to be completed by student and parent(s)

Follow up:

- Intervention for victim and parents
- Interventions for witness and parents
- Interventions for perpetrator
- Imposed disciplinary sanctions
- Meet with behavior tech/principal/perpetrator to get information
- Minor incident – discussion about incidents, apology and reflection and tools on how to better handle situation

Moderate:

- Student sent to office
- Loss of privileges
- Restitution (positive action toward victim)
- Can be in-school suspension

Severe:

- In-school suspension or out of school -up to 5 days- (board policy)
- Plan developed and agreed by all for student (staff, parents, student)
- Police intervention for perpetrators parents
- Follow up phone call to inform/alert them of incident and gain parental support
- Depending on the severity of the situation, principal meets with parents to follow ups (on policies) and gain support needed

