

CRESTVIEW ELEMENTARY



ANTI-BULLYING

AND

ANTI-VIOLENCE PLAN

(ABAV PLAN)

ANTI-BULLYING AND ANTI-VIOLENCE PLAN (ABAV) 2017

SCHOOL: Crestview Elementary School

GOAL: To prevent and stop all forms of bullying and violence targeting a student, a teacher or any other school staff member.

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.

The following actions can be bullying if they meet the above criteria:

Physical:

- Hitting, kicking, punching;
- Pushing, shoving, spitting;
- Forcing others to hand over food, money or something that belongs to them; and
- Making someone do something they don't want to do.

Verbal:

- Name calling;
- Teasing, insults, putdowns;
- Threatening of any kind;
- Making fun of someone because of their appearance, physical characteristics or cultural background; and
- Making fun of someone's actions.

Indirect: (social and psychological)

- Excluding others from the activity or the group;
- Spreading untrue stories about others;
- Making inappropriate gestures;
- Taking, hiding or damaging something which belongs to someone else;
- Sending nasty emails or text messages; and
- The inappropriate use of websites, chat-sites or camera phones.

Cyberbullying:

- Threats, Insults, Rumours
- Identity stealing
- Harassment, Discrimination, Denigration, Defamation
- Filtering or online blocking
- Making inappropriate messages
- Posting fights, incidents on YouTube

This list is not exhaustive.

Bullying must not be tolerated and requires intervention should it occur. Bullying occurs across all the social, cultural and socioeconomic contexts. It is a complex phenomenon with multiple origins. Like other forms of violence, bullying must not be tolerated and requires intervention if, and when it occurs.

Bullying is not fighting. Bullying is aggression or intimidation (imbalance of power) and not necessarily a physical fight. The term conflict means a shock, a clash. It suggests differences that are opposite, i.e. a difference between two individuals, two groups, an individual and a group who are interacting because their interests, their objectives, their values, their way of doing things, their roles or their ideas are a sharp contrast. A jostle, a fight, an insult or another threat restricted to two individuals on equal power footing is not considered bullying.

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.

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

Principal Ms. Parsons

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

- Diana Antonacci
- Laurie Mitchell
- Rina Erdogmus
- Sandie Zechmeister

Approved by Governing Board:

January 19, 2017

Resolution # 152-2016 -38

Extract of Resolution:

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;
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 a victim of bullying or violence and to his or her parents.
11. Form and nature of undertakings to be given by the Principal to 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. School Portrait

Crestview School was built in 1962 and is located in Chomedey, Laval, a suburban community thirty kilometers north of downtown Montreal. The building is situated on a 200,000 square foot lot fronted by mature maple trees. Our school yard features two soccer fields, and basketball courts as well as playground equipment.

Crestview is a community school (K-6) that serves a very diverse population and prides itself on its ability to integrate students into their less restrictive environment. Crestview is known as the Regional Center for Children with Special Needs. Out of 21 homeroom classes, 4 are low ratio and 8 are closed contained. Students who come to our school in one of our low ratio groupings are invited to learn with us because they are having difficulty regulating their emotions and often lash out at the environment that surrounds them.

Crestview also provides learning opportunities for students who have great difficulty expressing themselves. Many students at Crestview are still at the beginning stages of expressive language and will use their bodies in unsafe ways in order to express a dislike or frustration.

The challenge Crestview has is to work at replacing the negative behaviours for positive ones. Therefore when considering the volume of incidents one must be prudent and understand the complexity of the task at hand.

The school is made up of a highly spirited community of approximately 55 staff members and 250 children. Students wear a color code of a navy blue/black bottom with a white or navy blue top. 15% of our students are bussed travelling less than 30 minutes, 33% come in from vans travelling from 10 to 90 minutes one way to school. 30% attend our school daycare and the other 22% are walkers.

2. School Success Plan and Management and Educational Success Agreement

Bullying and violence in school has always been taken very seriously. Hence, our School Success Plan and/or MESA provide for the opportunity to use different social skills programs and anti-bullying and violence books and/or activities. This year with the change of administration we are taking a step back and trying to complete a needs assessment in order to specifically target areas of need.

Analysis

The changing population of the school (out of zone students) as well as the eligibility criteria for the diverse groupings make it difficult to rely solely on the number of perpetrators of violence to indicate an effectiveness in the strategies.

We need to define the nature of the violence and target each category with very specific strategies. It is important to note that a large number of the violent acts are directed at staff members who are helping the students learn to self-regulate.

In preparation for 2016-2017 the violent acts and bullying will be divided by stream to have a better understanding of who the perpetrators are and who the targets are.

MESA GOAL 4 for 2016-2017

| <p>School Objective Clearly state the school objective related to the School Board's objective</p> | <p>Indicators How you will measure progress</p> | <p>Strategies What instruction looks like (Note: a strategy is an evidence-based teaching practice)</p> |
|--|---|--|
| <p>To track and define the number of violent incidents. The ultimate goal is to better understand the violent acts in order to use more targeted strategies to reduce the number of incidents of violence between students</p> | <p>The number of incidents of violence between students as recorded annually The number of incidents of violence between student and staff</p> | <p>. . To develop a reporting tool for teachers to inform the principal of incidences of violence. To request a new category/label in ISM to better define the actors in the incidents of violence To use the new label to define the types of violent acts A written log book will be used to track and separate violent incidents towards students and staff November 2016 (maladaptive aggression can now be used to define when a student is violent as a result of a meltdown/crisis.)</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;

In order to attain our goal, Crestview has put in place a pro-active plan:

- The Governing Board approves the Rules of Conduct and reviews them yearly;
- The Code of Conduct is printed in the student agenda book;
- The establishment of prevention programs (Fun Friends, Second Step);
- The establishment of anti-bullying and anti-violence activities (no name calling campaign, pink shirt day, bus campaign, Moving Beyond Tolerance project);
- The development of a fact sheet intended for parents;
- The participation in the Tell Them From Me survey;
- The participation in a classroom survey;
- Internet awareness in Cycle III;
- In Class activities (story books and role playing);
- Assemblies to educate students on bullying;
- Anger Management sessions for targeted students;
- Discussions, prevention, reminders, sensitization during staff meetings;
- Professional development offers for staff;
- Resources in the Rainbow Room

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 have a responsibility to promote and support positive behaviours. Parents are also important and necessary partners in this initiative. Parents need 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.

In supporting this, the school shall:

- Distribute information 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;
- Communicate to parents the different ways that they can report an act of bullying or violence.
- Provide relevant information links to resources on the school's website.

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.

If 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:

- Contacting the Principal;
- Informing any staff member;
- Filling out a report;

Should documentary evidence be available, ensure that a copy is remitted as soon as possible to the Principal.

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

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 or bullying act – 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 and file a report;
- Report to administration.

For others:

- Intervene to stop the situation if you feel safe;
- Report incidents to the Principal;
- Encourage the child to stand up, speak up and seek help at school.

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;
- 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;
- Implement measures such as an office drop off box, which allow for the anonymous reporting of bullying and violent incidents.

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

If I am a victim:

- Discussion;
- Follow-up meetings with school team;
- Action plan for victim;
- Re-integration plan;
- Consultation with CSD consultants when necessary

If I am the perpetrator:

- Discussion;
- Follow up meetings with school team;
- Action plan for perpetrator;
- Re-integration plan;
- Consultation with CSD consultants when necessary.

If I am a witness:

- Discussion;
- Follow up meeting with school team;
- Praise and reinforcement for “coming forward”.

In all circumstances when bullying and violence are confirmed, the principal and in her absence the staff assistant must be informed of each incident.

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

Minor and Moderate Incidents

- Meeting with administration with or without parents;
- Reflection time— discussion with supervising staff about the incident and how better to deal with similar situations should they occur;
- Reflection sheets;
- Involvement in mediation;
- Involvement in social skills program (proactive);
- Loss of free time (detentions at lunch hour and recesses);
- Loss of privileges – ECA’s – social school activities (movies, dances, activities).

Severe or Repetitive Incidents

- In-school suspension;
- Out of school suspension - more than 5 days, need board approval- with re-entry meeting with parents and students. A plan for re-entry must be developed for student and agreed to by all;
- Police involvement;
- Student moved to another school;
- Expulsion- Ultimately, a student could be expelled by the SWLSB Councilor of Commissioners complying with Article 96.27of the L.I.P.

The particular context of each situation with regard to the intent, age of the student or students with special needs be taken into account when determining 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 (using specific template);
- Assess the proper intervention to take place;
- Ensure follow-up with the individuals involved.

If I am a victim:

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

If I am a witness:

- Meeting to gain further information—notes taken;
- Offer to meet with adult for support;

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 ISM;
- Abide by the measures imposed;
- Offer of support to change behaviours.

If I am the parent:

- Communication from the 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.
- Advised of their right to request assistance from the person designated by the school board for that purpose—notes taken;
- 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 (behavior intervention plan)
- Attend a meeting, upon request, from the Principal

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.

After receiving a complaint the Principal will initiate an investigation of the complaint, apply appropriate measures and interventions, and follow-up with the parent and student (details of intervention are not given).

Measures and interventions:

- 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
- Monitor situation after it has been dealt with – long-term response. *Follow up with victim later to make sure everything is still going well;*
- Make 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;
- Meet with witnesses;
- Examine student dossiers;
- Communicate with parents and appropriate authorities;
- Communicate with school board/directorate;

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

- Communicate with parents;
- Ensure Confidentiality;
- Impose disciplinary sanctions;
- Provide explicit expectations for future behaviours;
- Conditions for return clearly established;
- Offers of support to perpetrator and family;
- Possible call to youth protection.

In order to best be able to reduce the incidences of bullying the school expects:

- For parents to cooperate with the school in adhering to the re-integration plan;
- Disclosure of information relevant to their child's behavior;
- Assurances to seek out recommended support services.

| Task to accomplish with staff: | Date of accomplishment: |
|---|--------------------------------|
| Discussion/Development of: Anti-Bullying and Anti-Violence Plan | September 2016 |
| Finalization and presentation of the Plan | January 2017 |
| Set-up of the Anti-Bullying and Anti-Violence Team | October 2016 |
| Discussion and up-date re: Rules of Conduct | <i>(April-May 2017)</i> |
| Finalization and presentation of the Rules of Conduct | <i>(April-May 2017)</i> |

| Task to accomplish with Governing Board: | Date of accomplishment: |
|---|--------------------------------|
| Presentation of the Plan | January 19 th 2017 |
| Approval of the Plan | January 19 th 2017 |
| Preparation of the Parent Explanatory document | January 2017 |
| Evaluation of results achieved by the school with respect to preventing and dealing with bullying and violence (annually) | <i>(January 2018)</i> |
| Presentation of the Rules of Conduct | <i>(May-June 2017)</i> |
| Approval of the Rules of Conduct | <i>(May-June 2017)</i> |

| Task to accomplish with Parents: | Date of accomplishment: |
|--|--------------------------------|
| Distribution of the Explanatory document of the Plan | January 2017 |
| Distribution of the annual evaluation of the Plan | <i>(June)</i> |
| Distribution of the Rules of Conduct (Annually) | Agenda book September 2016 |
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| Task to accomplish with Students: | Date of accomplishment: |
|---|--------------------------------|
| Presentation of Rules of Conduct (annually) | September 2016 |