



ANTI-BULLYING AND ANTI-VIOLENCE PLAN

Let's work on it together!



Approved by the Governing Board:

School: Wakefield Elementary	★ ELEMENTARY SCHOOL	Date: May 29, 2023	Number of students: 335	Principal: Julie Fram Greig
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Committee members: Julie Fram Greig, Lara Guenette, Allysun Welburn, Lena Steimle, Helen Vamvakas, Emily Parker

Accomplishments and celebrations of 2022-2023:

We worked on school climate— key focus was on clarifying language around bullying, mean moments, playful teasing, hurtful comments through school assemblies and classroom skits, how kids can respond by using their WITS (Walk away, Ignore, Tell, Seek help). Anti-Bullying rules and definitions are reviewed and posted in the classrooms and around the school. Developed Wolf Packs with multi-level groupings and team building activities to promote relationships. Student leaders in Cycle 3— opportunities for students to share their voice. Re- establish PALS (Playground Activities for Leaders in Schools program). Guest speakers to create an inclusive, diverse and safe community. New student survey for Grades 3-6 administered twice this year- Power BI.

In this Plan (as per the Quebec Education Act):

- (1) the words “school year” mean the period commencing on 1 July in a year and ending on 30 June in the year following;
- (2) the word “parent” means the person having parental authority or, unless that person objects, the person having custody *de facto* of the student;

What is Violence?

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. Source - [Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools](#)

Sexual Violence - The concept of sexual violence as used in the Integrated Violence Strategy includes reference to issues of sexual assault, sexual exploitation, and sexual harassment, including their various manifestations. Anchored in a dynamic of power imbalance, exposing victims to multiple consequences and violating fundamental rights. Source - [Contrer la violence sexuelle, la violence conjugale et Rebâtir la confiance - Stratégie gouvernementale intégrée 2022-2027 \(quebec.ca\)](#)

What is Bullying?

Bullying - “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.” Source - [Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools](#)

This definition includes three important components:

1. Bullying is aggressive behaviour that involves unwanted, negative actions.
2. Bullying involves a pattern of behaviour repeated over time.
3. Bullying involves an imbalance of power or strength.

Types of Bullying:

Bullying can take on many forms:

1. Verbal bullying including derogatory comments and name calling;
2. Bullying through social exclusion or isolation;
3. Physical bullying such as hitting, kicking, shoving, and spitting;
4. Bullying through lies and false rumours;
5. Having money or other things personal property/belongings/possessions taken or damaged by students who bully;
6. Being threatened or being forced to do things by students who bully;
7. Racial bullying;
8. Sexual bullying, harassment, unwanted advances, inappropriate touching; and

9. Cyber-bullying (bullying behavior via cell-phone, Internet, etc...).

***Racism** - "Racism corresponds to the "set of ideas, attitudes and actions whose purpose is to make ethnocultural and national groups feel inferior socially, economically, culturally and politically, thereby preventing them from benefitting fully from the advantages to which all citizens are entitled." Racist discourse is usually based on real or presumed physical and cultural differences." Source - (MIDI, 2015)

***Discrimination** - "Every person has a right to full and equal recognition and exercise of his human rights and freedoms, without distinction, exclusion or preference based on race, colour, sex, gender identity or expression, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, language, ethnic or national origin, social condition, a handicap or the use of any means to palliate a handicap. Discrimination exists where such a distinction, exclusion or preference has the effect of nullifying or impairing such right." Source - (Charter of Human Rights and Freedoms, section 10).

Analysis of the situation

Critical findings from the data obtained from the Power BI survey- Grades 3-6 students (December 2022):

24% of student indicated that they had been bullied in the previous two weeks (20% identifying as male, 27% female)

I feel close to people at this school: 64%

Most mornings, I look forward to coming to school: 35%

School-wide level:

Components that are at a desired level of effectiveness:

- Power BI- new student survey was administered to students in Grades 3-6
- Monthly assemblies with a theme and spirit day, awards to recognize positive behaviour based on school motto
- Documents regarding code of conduct and discipline policy updated, sent to parents, posted on website

Components that need to be enhanced:

- More emphasis on clarifying the language around bullying, mean moments, hurtful teasing and strategies for students to use (WITS)
- Improve adult communication and visibility
- School wide activities across the grades to build a sense of community- Wolf Packs
- Focus on themes of diversity, acceptance, inclusion and empowerment

Classroom level:

Components that are at a desired level of effectiveness:

- Rules are posted in all classrooms and other areas – Behaviour Matrix
- Students have a good understanding of the four Tribes agreements, school motto and school rules and expectations
- Visuals of WITS and "See something, say something"
- Adults checking in with students more regularly to support students when there are issues

Components that need to be enhanced:

- Focus on themes of diversity, acceptance, inclusion and empowerment in the classrooms, including resources
- Class meetings to discuss the difference between conflict, mean moments, teasing, bullying and to discuss issues that arise

<p><u>Individual Intervention level:</u></p> <p>Components that are at a desired level of effectiveness:</p> <ul style="list-style-type: none"> • Deal with any issues that arise between students with appropriate resolution • Teachers and supervisors need to be proactive in situations where bullying could occur- active supervision of students • Track incidents using ISM Memos <p>Components that need to be enhanced:</p> <ul style="list-style-type: none"> • More emphasis on clarifying the language around bullying, mean moments, hurtful teasing and strategies for students to use (WITS) 	
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Annual goals

Component	2023-2024 Goals	Strategies and tasks	Indicators	Evaluation method
School-Wide	We will focus on building a positive school climate by developing leadership opportunities and team building activities across the grades	<ul style="list-style-type: none"> • Schedule of monthly assemblies with theme and classroom activities to support • Wolf pack activities to build relationships across the grades • PALS- training for students, implement program • Establish Cycle 3 student leaders to give a voice • Student surveys: Power BI and school survey (K-6) 	<ul style="list-style-type: none"> • Increase in positive behavior in general • Decrease in issues • Observing students treating each other with more compassion and understanding • Improved understanding of terms (survey results) 	<ul style="list-style-type: none"> • Observations • Feedback from students, staff, parents • Power BI survey results- able to compare data over time • Regular classroom meetings • Committee + Staff meetings

<p>Classroom</p>	<p>We will use classroom meetings to continue reinforcing the language around bullying issues (bullying, mean moments, hurtful comments, playful teasing) and work through problems that arise.</p>	<ul style="list-style-type: none"> • Whole school assembly to introduce/review concepts • Use students in upper grades to do role playing situations in each classroom to reinforce concepts and scenarios- language and WITS • Community circle to review concepts, role playing situations, work through issues 	<ul style="list-style-type: none"> • Increase in positive behavior in general • Decrease in issues • Observing students treating each other with more compassion and understanding • Increase in students' feeling of inclusion 	<ul style="list-style-type: none"> • Observations • Feedback from students, staff, parents • Power BI survey results • Regular classroom meetings • Committee + staff meetings
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<p>Prevention measures to put an end to all forms of bullying and violence</p>	<p>Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment</p>	<p>Procedures for reporting, or registering a complaint concerning, an act of bullying or violence</p>	<p>Measures to protect the confidentiality of any report or complaint</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.</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.</p> <p>Regular class meetings are held where students may explore the phenomena of bullying, the forms it may take, the roles that various people play in bullying, the critical role of the bystander and the strategies/actions to intervene in the situation are discussed and practiced.</p> <p>All staff members have been trained to intervene immediately in a situation of bullying or violence and of the Do's and Don'ts when intervening.</p> <p>All staff members have been trained on proper procedures for dealing with a reported or a suspected incidence.</p> <p>SAFETY MEASURES TO STOP SEXUAL VIOLENCE</p> <p>To address the area(s) of concern, the following measures aimed at putting an end to all forms of sexual violence include:</p> <ul style="list-style-type: none"> • General school climate and SEL practices • Entente with Marie-Vincent • CCQ/Sexuality Education Curriculum and support from pedagogical consultant • Training activities for management and other personnel include the following: Training to be provided by the MEQ. • Anti-bullying and anti-violence 	<p>Parent representatives will be members of the BPPC.</p> <p>The OBPP and the Anti-Violence/Anti-Bullying Plan will be presented at a Governing Board meeting and posted on the school website. At other parent functions materials will be visibly available. At some meetings with classroom teachers and parents the 3 key OBPP Classroom components will be discussed with parents.</p> <p>Parents of a 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 parents will be contacted 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. A Parent Tip Sheet for Talking with their child will be given to the parent(s).</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. 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. A Parent Tip Sheet for Talking with their child will be given to the Parent(s).</p> <p>Parents of a bystander who is actively involved in supporting the perpetrator will be contacted to inform them of their child's involvement and to inform of the consequences that have been given. A Tip Sheet for Parents of Bystanders is sent 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>Parents of a student who has witnessed a disturbing incident but was not actively supporting the perpetrator will be contacted to inform them of the situation and the actions the school has taken to support their child.</p>	<p>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)</p> <p>When a teacher or other staff member witnesses an act of bullying or violence they must intervene immediately using the 6 step Intervention Approach if there is no threat to their personal well-being.</p> <p>911 will be called if warranted.</p> <p>Complaint</p> <p>For each complaint received the principal shall send the director general of the school board a summary report on the nature of the incident and the follow-up measures taken.</p> <p>Sexual Violence</p> <p>For each complaint received concerning bullying or violence and each report received relating to an act of sexual violence, the principal shall send the director general of the school board a summary report on the nature of the incident and the follow-up measures taken. The summary report concerning an act of sexual violence shall also be sent to the regional student ombudsman.</p> <p>It is possible to make a report or file a complaint concerning an act of sexual violence to or with the regional student ombudsman and, for a person who is dissatisfied with the follow-up on</p>	<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 this incident. Only the Principal (or their designate) may access the secure file. Any report or complaint made by a third party, including a parent or a student, that is documented or entered into an electronic filing system by a school staff member, shall not include the name of the person making the report or complaint.</p> <p>Any report or complaint entered into an electronic filing system (GPI) may only be accessed and viewed by the person entering the report or complaint and by the school Principal (or their designate).</p> <p>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 the incident will not be shared.</p> <p>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. 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.</p>

training

- Guidelines on reporting any incidents of bullying or violence will be reviewed

EXTRACURRICULAR SERVICES OR IMPLEMENTATION OF THE SPECIAL SCHOOL PROJECT - PREVENTION MEASURES TO PREVENT AND STOP ANY FORM OF BULLYING OR VIOLENCE DURING THE PROVISION OF AND, WHERE APPLICABLE

215. Any agreement between a school service centre and a body or person as part of providing extracurricular services or carrying out a special school project for the provision of services other than educational services must be made in writing. The agreement must provide for measures to prevent and stop any form of bullying or violence during the provision of extracurricular services or implementation of the special school project and, where applicable, require that persons who would be required to work with minor students and persons regularly in contact with minor students inform the principal of the school attended by the students directly involved of any act of bullying or violence that they observe. The agreement must also require that, in collaboration with the educational institution, persons who would be required to work with minor students and persons regularly in contact with minor students complete proper anti-bullying and anti-violence training as soon as possible.

a complaint filed with the institution, to use the complaint processing procedure provided for in the Act respecting the National Student Ombudsman.

In the case of a complaint concerning an act of sexual violence, the principal shall also inform the student who is the victim that it is possible to refer the complaint to the Commission des services juridiques. If the student is under 14 years of age, the principal also informs their parents/guardians of that option, and if the student is 14 years of age or over, the principal may also inform their parents/guardians of that option, with the student's consent.

<u>The actions to be taken</u> when a student, teacher or other school staff member or any other person <u>witnesses an act of bullying or violence</u>	Supervisory or support measures			<u>Specific disciplinary sanctions according to their severity or repetitive nature</u>
	<i>For the victim</i>	for <i>witnesses</i>	for the <i>perpetrator</i>	
<p>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 (OBPP Rule #4). Intervention strategies will be discussed with bystanders when the principal or their delegate meets with the bystanders (when deemed appropriate)</p> <p>When a teacher or other staff member witnesses 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>	<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. 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. The student is informed the follow-up that will occur with the student(s) involved. The student is informed that their parent(s) will be informed of the situation. The student's input is sought as to measures that could be implemented immediately to support the student. The student is met with several times to ensure that the bullying has stopped. The student is encouraged to report any future incidents and is reminded that Rule#4 also applies to them. Appropriate staff is informed to ensure that supervision of the individual is increased to ensure their safety. 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>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. Future consequences will be discussed should another similar incident occur.</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. The perpetrator is asked how they will ensure that this does not happen again. 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> <p>Appropriate staff members are informed to ensure the perpetrator is closely supervised and their behaviour redirected when appropriate.</p>	<p>Please refer to Appendix A attached.</p>