**ANTI-BULLYING AND ANTI-VIOLENCE PLAN FOR HOWICK ELEMENTARY**

Our anti-bullying & anti-violence committee was formed on: March 26th 2019

Our goal is to prevent and stop all forms of bullying and violence targeting a student, a teacher or any other school staff member. HERE IS OUR PLAN…

For the year 2021-2022, the staff and committee are:

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| Member | Role | Signature |
| Mélanie Primeau | Principal |  |
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This is the process we used for the approval of our ABAV plan:

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| Action | Plan |
| Plan presented to Governing Board | April 1st 2019 |
| Plan approved by Governing Board | April 1st 2019 |
| Plan Amended | March 29, 2021 |
| Amended Plan Approved by Governing Board | March 29 2021 |
| Parent explanatory document distributed | September 19th 2019 |
| Governing Board evaluation of results achieved by the school with the respect to preventing and dealing with bullying and violence | April 6th 2020March 29th 2021 |
| Document distributed to parents regarding the evaluation |  |

1. Analysis of the situation prevailing at the school with respect to bullying and violence.

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| Bullying and violence indicators |
| Our school survey | Overall school situation, reports acts of bullying or fear of being bullied, % of students that feel safe. |
| Reports recorded in Mosaik | Written reports of violence or bullying by students and staff. |
| Suspensions | #of suspensions related to bullying or violent behaviour. |

1. Preventative 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 include:

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| Measure | Aimed at: |
| Code of conduct  | Students\Teachers |
| Character Education program  | Students in K4 to 6 |
| Caught doing good assemblies (recognition of positive behaviours and of respect of the four Tribes agreements. | Students in K4 to 6 |
| Restorative Justice Reflection binder (For students to reflect with the teacher, principal or parent) | Students in K4 to 6 |
| PBIS  | Students K4 to 6 |
| 60 seconds Fix | Students K4-6 |
| Restorative justice reflections to help prevent incident recurring | Students K4-6 |

1. Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure environment include:
	1. Code of conduct document sent home each year in the agenda and put on the school website.
	2. Copy of ABAV put on website each beginning of year and put on school website.
	3. Information links posted on our school’s Facebook page regarding bullying.
	4. Information sessions given on curriculum night regarding bullying\violent behaviours.
	5. Use of Parent Portal, TEAMS and email l to communicate memos with parents.
	6. Contact with specific parents of students displaying bullying behaviours as well as with parents of victims.
	7. Regular contact with outside services working with families to provide a direct link between home and school.
	8. Individual Education Plan (IEP) with set goals and strategies and a minimum of 10 communications to parents.
2. 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.

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| **Reporting procedures for STUDENTS** | Type of complaint |
| Tell an adult – guarantee of confidentiality whether victims or witnesses. | Any act of bullying\violence or feeling of being unsafe. |
| Verbal report to an adult |
| Written report placed in the “bully” box |
| Reporting procedure for STAFF |
| Completion of an incident report to be given to principal |
| All incidents recorded in Mosaik for offender, bystander and victim. |
| Paper copy to be kept in student confidential file. |  |
| Follow up to severe incident (date determined) by principal – 48 hours laterFollow up to minor and moderate incidents by teacher or support staff. |  |
| Advise director general of any severe acts of violence or bullying. |  |
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| **Reporting procedure for PARENTS** |  |
| Incidents\concerns to be reported to a school employee (principal, teacher, secretary). |  |
| Forms of contact include phone call (followed by an email), portal, TEAMS , email. |  |
| All incidents recorded in Mosaik. |  |
| An investigation of the incident should be made. |  |
| Appropriate action should be taken along with a follow-up. |  |
| Parents should be contacted by phone or email, depending on the level of the incident, to be told the incident was dealt with. Confidentiality will be maintained. |  |
| Contact and follow-up must be documented in Mosaik. |  |
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| **Reporting procedures for OTHERS** |  |
| Incidents\concerns to be reported to a school employee (principal, teacher, secretary). |  |
| Forms of contact include phone call, letter, email. |  |
| All incidents recorded in GPI. |  |
| An investigation of the incident should be made. |  |
| Appropriate action should be taken along with a follow-up. |  |
| Parents should be contacted to be told the incident was dealt with. Confidentiality will be maintained. |  |
| Contact and follow-up must be documented in Mosaik. |  |

1. Actions to be taken when a student, teacher or other school staff member or any other person observes an act of bullying or violence.
* Tell a staff member
* Record
* Follow all steps from #4.
1. Measure to protect the confidentiality of any report or complaint concerning an act of bullying or violence.

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| **Measure** | **Done** |
| The plan is reviewed a minimum of once per year and all staff are reminded that every incident and the follow-up must be kept confidential. | Dated and documented |
| The ABAV is signed by all staff indicative their commitment and adherence to the plan. | Dated and documented |
| Report of bullying and\or violence are kept in a locked filing cabinet and in Mosaik. | Dated and documented |

1. Supervisory or support measures for any student who is a victim of bullying or violence, for a witness and for the perpetrator.

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| **Measures for the VICTIM** | **Follow-up** |
| Determine severity and frequency through discussion with an adult they feel most comfortable with. | Appropriate actions taken, procedures followed. Follow up with special ed tech. |
| Appropriate school staff should be made aware of the incident to insure student safety. | Updated regularly. |
| Parents informed following incident, discussion is documented. | Updated regularly until situation is resolved. |
| Follow-up meeting to ensure bullying\violence has stopped. | Referral for counseling if appropriate (CLSC or special ed tech). |
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| **Measures for the WITNESS\BYSTANDER** | **Follow-up** |
| Met in a group or individually to debrief the incident. | Confirmation that the situation was dealt with. |
| Discuss their role and determine future appropriate actions to be taken. | Verbal and visual reminders of the PBIS Matrix. |
| If witnesses\bystanders encouraged the incident, consequences should be given. | Reflection, detention, communication with parents. |
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| **Measures for the PERPETRATOR** | **Follow-up** |
| Dealt with by adult and reported to the office. | No follow-up needed. |
| Investigation of the incident – documented. | Meeting with victim to determine bullying has ceased. |
| Principal or delegate meets with perpetrator – meeting documented. | Referral for counseling if appropriate. |
| Consequences are determined and documented. | Consequence is served by perpetrator. |
| Parents are contacted and informed of the incidence and consequences. | Updated as to any recurrence of bullying. |
| Parents are informed of their right to request school board assistance. | Person designated by the school board to attend meeting. |

\*\*\* In all circumstances, the principal should be informed of circumstances (entries into GPI are printed daily)

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

According to the Bullying No Way website, ¨bullying can be covert or overt. **Overt bullying** involves physical actions such as punching or kicking or observable verbal actions such as name-calling and insulting. Overt, direct, physical bullying is a common depiction of bullying. (This is sometimes called 'traditional bullying').

But overt physical bullying may not be the most common type of bullying.

**Covert bullying** can be almost impossible for people outside the interpersonal interaction to identify. Covert bullying can include repeatedly using hand gestures and weird or threatening looks, whispering, excluding or turning your back on a person, restricting where a person can sit and who they can talk with.

Covert social or verbal bullying can be subtle and even sometimes denied by a person who claims they were joking or 'just having fun'.

Some bullying is both covert and indirect, such as subtle social bullying, usually intentionally hidden, and very hard for others to see. This type of bullying is often unacknowledged at school, and can include spreading rumours, threatening, blackmailing, stealing friends, breaking secrets, gossiping and criticizing clothes and personalities.

Indirect covert bullying mostly inflicts harm by damaging another's social reputation, peer relationships and self-esteem, that is, through psychological harm rather than physical harm.¨

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| **DISCIPLINARY SANCTIONS FOR MINOR INCIDENTS** |
| **Type of incident** | **Disciplinary sanctions** |
| * 1st offense name calling, pinching (depending on age), pushing\rough housing, etc.
* Disrespecting of personal property of others
 | * Verbal warning
* Reintroduction to PBIS rules to ensure comprehension.
* Modeling of rules.
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| **DISCIPLINARY SANCTIONS FOR MODERATE INCIDENTS** |
| * Repetition (3-4 times) of minor incidents
* Kicking, punching, biting, spitting
* Manipulation of others or covert incidents.
 | * Introduction of check-ins at necessary times with student.
* Creation of visuals, social stories, checklists, reminders specific to the student’s challenges.
* Introduction of journaling if pertinent.
* Communication with parents through Mosaik so they are aware of incident and strategies being put into place.
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| **DISCIPLINARY SANCTIONS FOR SEVERE INCIDENTS** |
| Type of incident | Disciplinary sanctions |
| * Constant (5+ times) of minor incidents
* Two times repeating of a moderate incident.
* Racist, sexist, homophobic remarks
* Physical or verbal sexualizing
* Constant manipulation of individuals
* Violent threats
* Repeat offenders of any violent or bullying actions
* Physical attacks causing injury (blood, broken bones, concussion, etc.)
 | * Sent to office to speak to principal or delegate + incident report completed and entered into Mosaik + parents contacted for a meeting with the principal to create a plan based on the student’s goals. This plan can include Until the meeting, the student will stay home and will come in to be part of the creation of the plan.
* If repeated or depending on situation, all of the above will be applied + signal to appropriate outside services (CLSC, police, DYP) if warranted + report to Director General of the School board.
* After 5 reported incidents that targets the same student or group of students, a bullying report will be sent to the Director General.
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* All incidents reported to the principal or delegate will lead to a discussion with the principal or delegate.
* Any or all of the consequences may be applied.
* Consequences will also reflect student’s age and\or special needs. A behaviour plan can be put in place to support the student if needed.
* Parents and staff must understand that only their child will be discussed with them due to confidentiality. Therefore, consequences given to another student will remain confidential.
* It is important to note that interventions are done in private. Students will most probably not see or hear the discussions, phone calls, interventions with other students.
1. Required follow-up on any report or complaint concerning an act of bullying or violence include the following follow-up:
	1. Minor incident: Discussion with witnesses and victim + discussion with perpetrator + disciplinary sanctions as part of #8 of plan.
	2. Moderate incident: Investigation + discussion with witnesses and victim + discussion with perpetrator + disciplinary sanctions as per #8 of plan.
	3. Severe incident: Investigation + discussion with witnesses and victim + discussion with perpetrator + disciplinary sanctions as per #8 of plan.