

Howick Elementary

Anti-Bullying & Anti-Violence Plan

2024-2025

ABAV Plan Coordinator:	Eveline Taylor, Principal
Governing Board approval of the plan:	2024-03-26
GB Resolution #	Motion to approve by: Victoria Hall, second: Bill Rufh # 260301

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DEFINITIONS

Bullying	<p>The word “bullying” means 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.</p> <p><i>Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools</i></p>
Violence	<p>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.</p> <p><i>Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools</i></p>
Sexual Violence	<p>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, with an intention to intimidate, humiliate or harm an individual.</p> <p><i>Contre la violence sexuelle, la violence conjugale et Rebâtir la confiance - Stratégie gouvernementale intégrée 2022-2027 (quebec.ca)</i></p>
Racism	<p>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. <i>MIDI, 2015</i></p>
Discrimination	<p>“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.” <i>Charter of Human Rights and Freedoms, section 10</i></p>

ELEMENTS OF THE ANTI-BULLYING & ANTI-VIOLENCE PLAN

All ABAV Plans MUST include the following elements and additional requirements:

Element	Description	✓
1	An analysis of the situation prevailing at the school with respect to bullying and violence	<input type="checkbox"/>
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 disability, or a physical characteristic	<input type="checkbox"/>
3	Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment	<input type="checkbox"/>
4	Procedures of reporting or registering a complaint to or with the institution, concerning an act of bullying or violence, as well as procedures for reporting the use of social media or communication technologies for cyberbullying purposes	<input type="checkbox"/>
5	The sanctions to be taken when a student, teacher, other school staff member, or any other person, observes an act of bullying or violence, or, when a report or complaint is sent to the institution by the regional student ombudsman	<input type="checkbox"/>
6	Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence	<input type="checkbox"/>
7	Supervisory or support measures for any student who is a victim of bullying or violence, as well as the perpetrator, witnesses, and bystanders	<input type="checkbox"/>
8	Specific disciplinary actions for acts of bullying or violence, according to their severity or repetitive nature	<input type="checkbox"/>
9	The follow-up on any report or complaint concerning an act of bullying or violence	<input type="checkbox"/>

ADDITIONAL REQUIREMENTS

Measures to prevent sexual violence	<input type="checkbox"/>
Measures to prevent bullying and violence during extracurricular services	<input type="checkbox"/>
Year-end Report	<input type="checkbox"/>

Element #1

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

Our School Portrait:

Student population: 217

Socio-economic index: 8

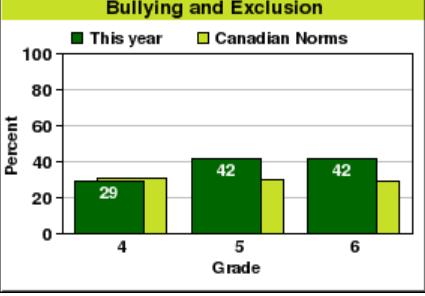
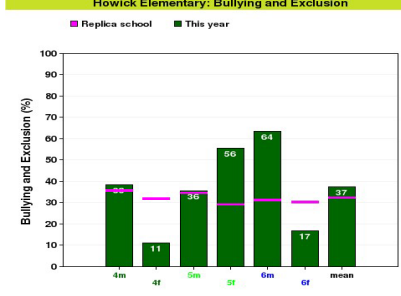
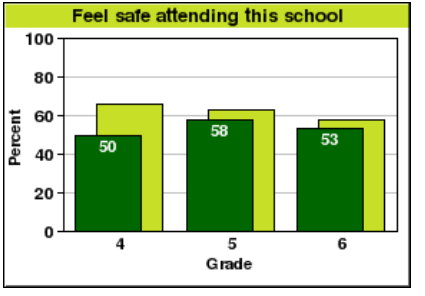
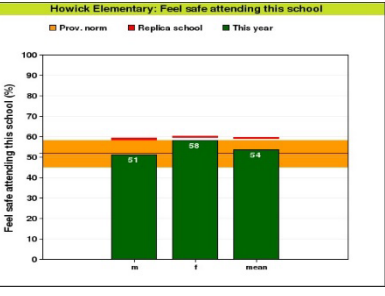
Other pertinent information Student population half English/half French

Analysis

An analysis of the situation prevailing at the school with respect to bullying and violence is conducted each year by using the following indicators:

- Review and analysis of GPI / ISM (digital reporting platform) entries related to bullying and/or violence.
- Results from the latest *Our School Survey* (formerly *Tell Them From Me*)

<p>Students with a positive sense of belonging</p>	<table border="1"> <caption>Students with a positive sense of belonging</caption> <thead> <tr> <th>Grade</th> <th>This year (%)</th> <th>Canadian Norms (%)</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>85</td> <td>78</td> </tr> <tr> <td>5</td> <td>62</td> <td>72</td> </tr> <tr> <td>6</td> <td>74</td> <td>68</td> </tr> </tbody> </table>	Grade	This year (%)	Canadian Norms (%)	4	85	78	5	62	72	6	74	68	<table border="1"> <caption>Howick Elementary: Students with a positive sense of belonging</caption> <thead> <tr> <th>Category</th> <th>Replica school (%)</th> <th>This year (%)</th> </tr> </thead> <tbody> <tr> <td>4m</td> <td>78</td> <td>86</td> </tr> <tr> <td>4f</td> <td>78</td> <td>100</td> </tr> <tr> <td>5m</td> <td>68</td> <td>70</td> </tr> <tr> <td>5f</td> <td>68</td> <td>44</td> </tr> <tr> <td>6m</td> <td>68</td> <td>82</td> </tr> <tr> <td>6f</td> <td>68</td> <td>83</td> </tr> <tr> <td>mean</td> <td>68</td> <td>75</td> </tr> </tbody> </table>	Category	Replica school (%)	This year (%)	4m	78	86	4f	78	100	5m	68	70	5f	68	44	6m	68	82	6f	68	83	mean	68	75
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<p>Students with a positive sense of belonging</p> <ul style="list-style-type: none"> • 74% of students in this school had a high sense of belonging. The Canadian norm for these grades is 72%. • 75% of the girls and 82% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 70% and for boys is 75%. <p>Students with moderate or high levels of anxiety</p> <ul style="list-style-type: none"> • 22% of students in this school had moderate to high levels of anxiety. The Canadian norm for these grades is 29%. • 25% of the girls and 13% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 36% and for boys is 21%. 																																						

<p>Bullying and Exclusion</p>	 <p>Bullying and Exclusion Students who are subjected to physical, social, or verbal bullying, or are bullied over the internet.</p> <ul style="list-style-type: none"> • 37% of students in this school were victims of moderate to severe bullying in the previous month: the Canadian norm for these grades is 30%. • 29% of the girls and 45% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 27% and for boys is 33%. 	
<p>Feeling Safe Attending School</p>	 <p>Feel safe attending this school. Students who feel safe at school as well as going to and from school.</p> <ul style="list-style-type: none"> • 54% of students felt safe attending the school; the Canadian norm for these grades is 62%. • 58% of the girls and 51% of the boys felt safe attending the school. The Canadian norm for girls is 63% and for boys is 62%. 	
<p>Priorities</p>	<p>Reduce the level of anxiety in the grade four girl population</p>	

Element # 2

Prevention Measures

The following preventative measures address area(s) of concern with an aim to putting an end to all forms of bullying and violence - in particular, those motivated by racism, homophobia, targeting of sexual orientation, sexual identity, a disability or a physical characteristic.

Measure in place	Aimed at supporting	Notes
1. Anxiety of students addressed in Educational Project and Rules of Conduct	All students	e.g. 60 Second Fix; Reggie Melrose training; PBIS (Positive Behavioural and Intervention Supports)
2. Social skills groups	At-risk students	Guided activities during outdoor recess times
3. "Caught doing good" program/assemblies (to be re-instated)	All Students	Recognition of positive behaviours and of respect of the four Tribes of Agreement
4. Restorative Justice Reflections (to be revised)	All Students	For students to reflect with teacher, principal, parent.
5 NEST (nurturing each student today) program: social / emotional safety net.	All Students	A small class setting for Social-Emotional and Behavioural Difficulties
6 Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Element # 3

Measures for Parent Collaboration

The success of this ABAV Plan depends on the understanding and support of all our stakeholders. 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 behaviours. Parents are equally important and necessary partners in this initiative. Parents are encouraged to be active advocates for their children, to be aware of changes in their child's behaviour, and to contact the school when behaviours at home become a concern.

The following measures are aimed at encouraging parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure environment:

1. The School's Code of Conduct will be communicated with the parents (agenda, curriculum night, bulletins/memos, and/or on school website).
2. The ABAV Plan will be made available to parents.
3. Ongoing communication between the principal and/or their designate and parents of children who are being bullied, and those who are engaging in bullying behaviours, until the resolution of the situation. Periodic communication with students who are bullied and their parent(s) to ensure that measures taken have been successful and the bullying has ceased.

Insert any additional measures

- Use of Parent Portal, Mozaik and email to communicate memos to parents
- Regular contact with outside services working with families to provide a direct link between home and school

Element # 4

Procedures for Reporting

The school will take the necessary measures to ensure confidentiality for all parties.

An incident of bullying and/or violence can be reported verbally (in person or by phone) or in writing (by email or by letter addressed to school administration). Students who wish to write a note to report an incident are encouraged to include their name for follow up.

Staff members who receive a report must document the information and submit the information to administration for follow-up.

When parents have been informed about a bullying situation or an act of violence, they are expected to communicate with the school principal, an alternate administrator, or the classroom teacher. The report will be documented. Following the investigation, the parent should be contacted and advised that the situation has been investigated and appropriate action has been taken.

It is possible to make a report or file a complaint concerning an act of bullying, violence, or sexual violence to or with the regional student ombudsman and, for a person who is dissatisfied with the follow-up on a complaint filed with the institution, to use the complaint processing procedure provided in the Act respecting the National Student Ombudsman (2022, chapter 17).

Insert any additional means of reporting:

- All incidences of bullying or violence are reported in Mozaïk.

Element # 5 Intervention Protocols

Our school is committed to providing a safe, caring, and positive school climate.

Adult indifference is not tolerated. School personnel must report and/or investigate all incidents of bullying and take appropriate action whether they personally observe incidents or learn of them by some other means. Reporting, investigating, and action must occur even if the victim does not file a formal complaint or does not express overt disapproval of the incident.

This Intervention Protocol establishes practices and procedures for observed and reported incidents of bullying and/or violence.

For purposes of this Protocol, “Conduct” may include:

- Physical acts, such as inappropriate, unwanted, uninvited, or injurious physical contact with another; stalking; sexual assault; and destruction or damage to property of another
- Written and electronic communication of any type that incorporates language or depictions that would constitute bullying, using any medium (including, but not limited to, cell phones, computers, websites, electronic networks, instant message, text messages and emails)
- Verbal threats made to another, including blackmail, extortion or demands for protection money
- Direct or indirect, relationally aggressive behaviour such as social isolation, rumor spreading, or damaging someone’s reputation
- When circumstances permit, any of the above conduct which occurs off school grounds and creates - or can reasonably be expected to create, a substantial disruption in the social setting and/or at school-sponsored activities and events

In addition to the conduct described above, examples of conduct that may constitute bullying or violence include the following:

- Blocking access to school property or facilities
- Stealing or hiding or otherwise defacing books, backpacks or other personal possessions
- Repeated or pervasive taunting, name-calling, belittling, mocking putdowns, or demeaning humor relating to a student’s race, color, gender, sexual orientation, ancestry, religion, ability, or other personal characteristics - whether or not the student actually possesses them - that could reasonably be expected to result in the disruption of school activities or that results in a hostile educational environment for the student

Conduct that would not ordinarily be considered bullying or violence includes:

- Teasing
- “Talking trash”
- Trading of insults
- The expression of ideas or beliefs that are protected by the Canadian Charter of Rights and Freedoms, so long as such expression is not lewd, profane, or intended to intimidate or harass someone

Element # 5 – Intervention Protocols, cont’d

<p>Staff Response Protocol</p>	<p>Any staff members who witness an act of bullying or violence must intervene immediately or as quickly as reasonable possible to address the issue.</p> <ol style="list-style-type: none"> 1. The immediate safety and security of all parties must be ensured. 2. All incidents of bullying/violence must be reported to the principal, in a timely fashion. 3. A bullying/violence incident must be documented. 4. The school principal or their designate must investigate all reports in a timely fashion, preferably within 24 hours (when possible) of receiving initial report.* 5. The staff member responsible for investigating the report about the behaviour should: <ol style="list-style-type: none"> a) Interview student(s) exhibiting bullying behaviour and the target/victim(s) separately to avoid further victimization of the target b) Engage the target/victim first and focus on his/her safety c) Reassure them that the bullying behaviour will not be tolerated and that all possible steps will be taken to prevent a reoccurrence d) Offer the victim counselling (if needed) e) Inform parents of the incident and subsequent intervention (details of the intervention or disciplinary actions are not to be shared to protect confidentiality).
<p>Student Response Protocol</p>	<p>Any student who witnesses an act of bullying or violence has an obligation, as a responsible member of the school community, to intervene if the situation does not threaten their well-being, or, to report the incident to school authorities. Means through which a student may report an incident:</p> <ul style="list-style-type: none"> • Inform a staff member on duty • Inform administration • Mention it to a teacher or staff member they trust • Tell their parent/guardian
<p>Parent/Guardian Response Protocol</p>	<p>Report the incident to the classroom teacher or school administrator.</p>
<p>*At the discretion of the principal or their delegate, police intervention/social services may be requested.</p>	

Element # 6

Measures to ensure and protect confidentiality of any report or complaint

Measures to protect the confidentiality of any report or complaint disclosure concerning an act of bullying or violence shall include:

- A reminder to staff that every incident and the ensuing follow-up must be kept confidential (the reminder is to be issued annually)
- Bullying and/or violence reports are recorded on a digital database with restricted access
- Bullying and/or violence reports are submitted to the office of the Director General
- Use of intervention strategies that protect the anonymity of persons who report or provide information

Element #7

Supervisory & Support Measures (for the victim, the perpetrator, witnesses, bystanders)

It is the responsibility of every adult staff member to use difficult or challenging situations as opportunities to help students improve their social and emotional skills, accept personal responsibility for their learning environment, and understand consequences of poor choices and behaviours.

A clear distinction exists between <i>remediation</i> and <i>consequences</i>.		
Remediation	Countering or providing a remedy for a behavioural mistake, can be an effective prevention practice. Remediation measures are intended to correct the problem behaviour, prevent a reoccurrence, protect and provide support for the victim, and take corrective action for documented systemic problems related to bullying and violence. Remediation measures allow the student an opportunity to reflect on behaviours, learn pro-social skills and make amends to those affected. Recovery plans and restorative justice practices are categorized as remediation.	
Consequences	A consequence communicates to a perpetrator that their behavior is their choice and their responsibility. Consequences support the child’s right to make a decision, even if it is not a good one. Accountability is an important element of the learning experience. Consequences are almost always enacted in conjunction with remediation measures and restorative practices. Measures should be applied on a case-by-case basis and take into consideration a number of factors including:	
	Student Considerations: <ul style="list-style-type: none"> • Age and developmental maturity of the students involved • Nature, frequency and severity of the behaviours • Relationships of the parties involved • Context in which the alleged incidents occurred • Patterns of past or continuing behaviours • Other circumstances that may play a role. 	School Considerations: <ul style="list-style-type: none"> • School culture, climate and general staff management of the learning environment • Social, emotional and behavioural supports • Student-staff relationships and staff behaviour toward the student • Family, community and neighborhood situation • Alignment with school and school board policies and procedures.

Examples of remedial measures and consequences may include, but are not limited to:	
For Victims	<ul style="list-style-type: none"> • Meet with counsellor, mentor, special education technician, administrator, or staff member to: <ul style="list-style-type: none"> ○ Create a safe environment to allow the victim to explore their feelings about the incident; maintain open lines of communication ○ Develop a plan to ensure the student’s emotional and physical safety at school ○ Ensure that the student does not feel responsible for the behaviour ○ Ask the student to log and report any and all future related incidents ○ Offer meetings to help develop skills for overcoming the negative impact on self-esteem • A staff member will conduct scheduled follow-up meetings with the student to ensure the bullying or violence has stopped and to provide support to the student. The degree of support offered at these meetings and their frequency shall depend upon the feedback from the victim regarding the current circumstances. • In all cases, it will be determined which members of the school staff must be made aware of the incident to ensure that the student is safe. • Parents will be informed following the incident and regularly updated until the situation is resolved.
For Student who is Bullying or Exhibiting Violent or Sexually- Violent Behaviour	<ul style="list-style-type: none"> • Develop an intervention plan with the student; ensure the student has a voice in the outcome and can identify ways they can solve the problem and change behaviours • Meet with the parent(s)/guardian(s) to develop a recovery plan agreement to ensure understanding of school rules and expectations, as well as the long-term negative consequences of bullying or violence on all involved, and, to clearly outline the consequences if the behaviour continues • Meet with school staff to: <ul style="list-style-type: none"> ○ Discuss the student’s motivation for bullying ○ Offer additional social skills training such as impulse control, anger management, developing empathy and problem solving ○ Arrange for apology – written is recommended ○ Arrange for restitution – particularly if personal items were damaged or stolen ○ Determine restorative practices (age appropriate)
For Witnesses	<ul style="list-style-type: none"> • An intervention may be held with any witnesses to determine their role in the incident. • If the incident witnessed is severe, witnesses are met in a group or individually, to debrief the event, discuss their role and to determine more appropriate actions in the future. • As with victims, witnesses to acts of bullying or violence should have a reasonable expectation of feedback from intervening adults in a timely manner in order to guarantee a sense of safety and security in the school.
For Student Bystanders	<ul style="list-style-type: none"> • Review the Student Response Protocol. • Explore reasons why they did not intervene or report the incident • Offer of coaching on how to safely intervene or help the situation <p><i>The school reserves the right to contact the parents of bystanders.</i></p>

Element # 8

Specific Disciplinary Actions

Based on the severity and/or frequency of incidents and at the discretion of the administration - as well as in collaboration with the New Frontiers School Board when applicable, the following disciplinary and/or corrective actions may include, but are not limited to:

- Parent notification
- Conference with student (verbal warning)
- Reflection activity or action
- Recovery plan ~ Restorative measures or practices
- Written warning and deprivation of privilege(s) / service(s)
- Restitution
- Mediation or conflict resolution (when deemed appropriate)
- Probation and letter of expectations
- Detention
- In-school suspension
- Out-of-school suspension
- Referral to alternative to suspension program for schools offering such a program
- Referral to counsellor, external social/medical agencies, for support
- Legal action/report to law enforcement, if required
- Signaling of youth protection
- Convocation to a disciplinary hearing at the New Frontiers School Board

Element # 9

Follow-up Protocol on any report or complaint

The principal or their designate will ensure that each incident was properly followed up on and documented. Follow-up measures will include the following:

- Verification that the incident has been properly documented
- Verification that all parties immediately involved have been met with and that intervention protocols have been followed
- Verification that parents of the victims and perpetrators have been contacted
- Meeting with the victim and perpetrator to assess their well-being, and to confirm that the bullying/violence has ceased
- Verification of the completion of all remedial measures for all parties concerned
- Referral of parents to complaints procedure, should the parents express dissatisfaction with the course of action from the school administration
- 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.

Additional Requirements: Measures to Prevent Sexual Violence

Measures aimed at preventing all forms of sexual violence may include:

1. Training activities for management and other personnel
2. Support from Sexuality Education Consultant
3. Sexuality Education Curriculum
4. General school climate and SEL practices

Insert any additional measures:
Click or tap here to enter text.

Complaint Procedure:

New Frontiers School Board collaborates with its Multi-Sectoral Agreement to support incidents of sexual violence. In the case of a complaint concerning an act of sexual violence, the principal shall 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 of that option
- If the student is 14 years of age or over, the principal may also inform his or her parents of that option, with the student's consent

New Frontiers Schoolboard has a by-law for complaints (JCEA-Examination of Complaints), should any parent have a concern or wish to make a complaint during this process. 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 a complaint filed with the institution, to use the complaint processing procedure provided for in the Act respecting the National Student Ombudsman.

Preventative Measures during the provision of Extra-curricular Services or Special School Project

Preventative measures may include:

- A review of the Anti-Bullying Anti-Violence Plan by the school principal with external parties
- The provision of Anti-bullying and Anti-violence training
- A review of guidelines on reporting any incidents of bullying or violence
- The following provision in a service agreement (Bill 9):

215. Any agreement between a school service centre and a body or person as part of providing extra-curricular 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.

End of Year Evaluation

“83.1. Each year, the governing board shall evaluate the results achieved by the school with respect to preventing and dealing with bullying and violence. A document reporting on the evaluation must be distributed to the parents, the school staff and the Regional Student Ombudsman in charge of accountability assigned to the region in which the school is located.” (Bill 56)

The prevention and incidents of bullying and violence will be analyzed at the end of each school year via:

- Results from the **Our School Survey**
- **Mozaik** (digital reporting platform) entries related to bullying and/or violence
- A review of the initiatives put in place for the year

An End-of-Year Evaluation Form will be completed and shared with stakeholders. The National Student Ombudsman will receive a copy of the anti-bullying and anti-violence plan and any updated version.