

TWIN OAKS ELEMENTARY SCHOOL

2017-2018



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

**ANTI-BULLYING AND ANTI-VIOLENCE PLAN
2017-2018**

SCHOOL: Twin Oaks 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.

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:

Constantina Chronopoulos

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

- Constantina Chronopoulos
- Jennifer Butler
- Mike Leuzzi
- Amanda Diodati

Approved by Governing Board:

November 15, 2017

Date

**Extract of Resolution:
G.B.-2013-01-23-045**

Revised:

September 2, 2014

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 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. School Portrait

Our school is an elementary school situated in an urban area.

We are considered an average income school (socio-economic index 3).

The average education level of mothers in our school is high school diploma plus...

60% of our students are bussed and travel an average of 20 minutes one way to school.

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:

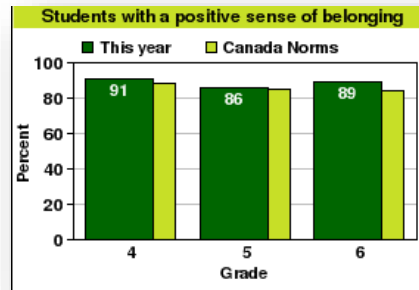
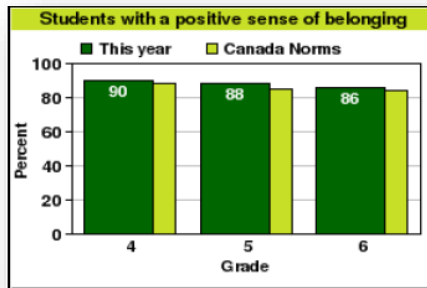
- Teaching students anti-bullying techniques
- Including a module of bullying in the curriculum for grade 4 & 5 students.
- Incentive programs for students who exhibit positive behaviours.

3. Bullying and Violence indicators

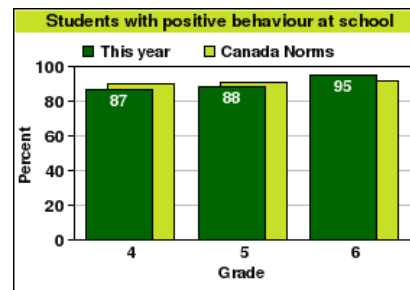
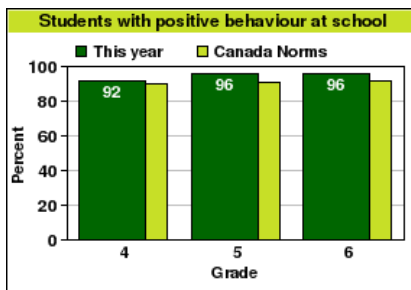
Our students have participated since 2017 in the Tell Them From Me surveys. The TTFM survey is completed by students in December and again in June each school year. The analysis of the results indicates the following:

Students with a Positive Sense of Belonging

More than 86% of students at Twin Oaks reported feeling a positive sense of belonging. The results of the second survey indicated an increase in sense of belonging across all grade levels surveyed. These results were higher than Canadian norms across all grade levels.

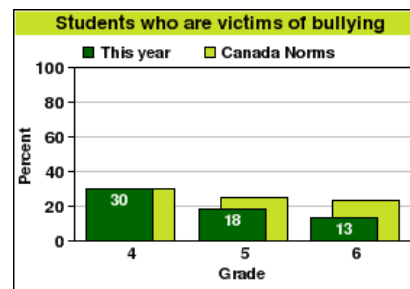
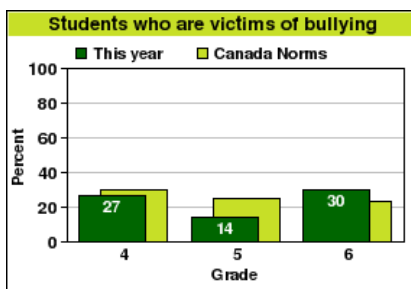


Social Emotional Functioning



Students at Twin Oaks met or exceeded Canadian norms with regard to positive behaviour at school.

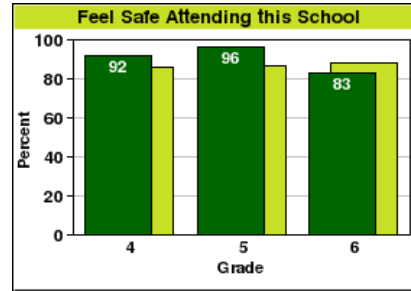
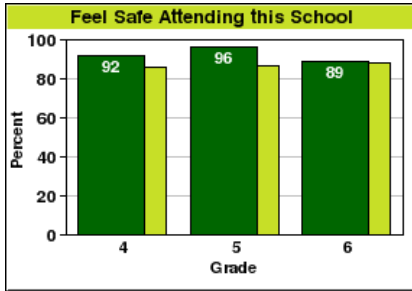
Students who are victims of bullying



TTFM survey results indicate that Grade 4 students reported being victimized to a greater degree than other students. Results in this grade level were on par with Canadian norms.

Students in Grade 5 and Grade 6 reported significantly lower level of bullying than Canadian norms.

Feeling Safe at School



Students feel safe at school as well as going to and from school. More than 89% of students in grade 4, 5 and 6 reported feeling safe at school. With the exception of grade 6, these results surpassed Canadian norms.

4. 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:

- Gossiping- exclusion
- Lunch time activities
- Bus
- Yard

5. Zones of Vulnerability

- Bus
- Cafeteria
- School yard

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, this school has put in place the following measures:

- Governing Board approved Rules of Conduct with an annual review
- The establishment of *STOP Bullying* prevention programs
- Bullying Prevention in Positive Behaviour Supports across all levels, including support staff, daycare and lunch supervision
- The establishment of anti-bullying and anti-violence activities
- The development of a fact sheet intended to parents
- The participation in the Tell them from me survey
- The participation of a *school* survey
- Professional development offer for staff-resources in the library
- Internet awareness
- In class activities such as Bartimaeus workshops
- School assemblies to educate students on bullying
- Anger Management sessions for targeted students
- Pal Patrol (student leaders) on playground
- For administrators: Discussions, prevention, reminders, sensitization during staff meetings

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 behaviours. 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 behaviours and to contact the school when behaviours at home become a concern.

In supporting this, the school:

- Distributed a document explaining the difference between bullying and normal conflict;
- Distributed a comprehensive synopsis document of the Anti-Bullying and Anti-Violence Plan;
- Distributed the Rules of Conduct to students, parents and staff via the agenda.

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:

- Contacting the coordinator or members of the ABAV School Team
- Informing any staff member
- Leaving a note in the office mailbox
- Filling out a report to the school office
- Online Stop-a-Bully - <http://www.stopabully.ca/>
- Contacting 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/bullying – 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 report
Report to administration

- For others:

Intervene to stop the situation if you feel safe;
Report incidents to the Principal or the ABAV School team
Encourage their child to stand up/speak up/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:

- Created a filing system and provided limited access
- Reminds the staff of their legal obligation to maintain confidentiality pertaining to personal information regarding any student
- Informed all parties involved of this obligation when handling a report or a complaint

- Implemented measures such as those found in section 8 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 Complementary Services Department consultants when necessary, empower the victim
- 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 if necessary, positive reinforcement for “coming forward”

In all circumstances when bullying and violence are confirmed, the principal and/or Vice Principal 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 ...:

- 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)
- Student immediately sent to the office or designated place.
- Loss of privileges, community work (lunch hour and recesses)
- Loss of privileges – ECA's – social school activities (movies, dances, activities)
- Social skills groups (targeting specific skills)

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. Plan developed for student and agreed to by all. Appropriate teachers and staff are informed of the plan.
- Student moved to another school.
- Expulsion as per the SWLSB counselor of commissioners (article 96.27of the LIP)
- Police involvement
- Community service (working with younger children, etc.)

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 (using specific template)
- Assess the proper intervention to take place
- Ensure follow-up with the involved individuals
- All schools need access to GPI Memos and training and ability to print

If I am a victim:

- Individual meeting to determine validity and severity of incident reported—notes taken. (GPI Memo)
- 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:

- 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 an activity (i.e. – organize, lead...) to increase self-esteem

If I am the parent:

- Follow-up 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.
- Advised of their right to request assistance from the person designated by the school board for that purpose—Assistant –Director General/Secretary General
- 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
- Use of GPI Memos

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

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

- 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;
- 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;
- Communicate with parents and appropriate authorities;
- Communication 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
- Cooperation
- Ensure Confidentiality
- CLSC
- Anger management
- Counseling
- 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

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

- For the 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.