



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD

Anti-Bullying and Anti-Violence Plan

2019-2020

McCaig Elementary School

School:



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SIR WILFRID LAURIER SCHOOL BOARD

Coordinator: Nicole Comeau - Special Education Technician

ABAV Committee Members:

Richard Mason - Principal

Sarah Lefebvre-Gauthier - Vice-Principal

Pat Gilmour - Daycare Supervisor

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Anti-Bullying and Anti-Violence Plan

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Definition of Bullying and Violence

Bullying

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.



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.

Elements of the ABAV Plan

- Element 1** An analysis of the situation prevailing at the school with respect to bullying and violence;
- Element 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;
- Element 3** Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment;
- Element 4** Procedures of 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;
- Element 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;
- Element 6** Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence;
- Element 7** Supervisory or support measures for any student who is a victim or bullying or violence, for witnesses and for perpetrator, (and bystander);
- Element 8** Specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature, and;
- Element 9** The required follow-up on any report or complaint concerning an act of bullying or violence;
-

School Portrait

| | |
|---------------------------------------|---|
| School's socio-economic index: | The IMSE for McCaig is 2; and the SFR is 2 also. IMSE = Indice de milieu socio-économique SFR = Indice du seuil de faible revenu |
| Student population: | 497 students |
| Other pertinent information: | Our school is an elementary school situated in an urban area. We are considered a high income school. We provide a general education from Kindergarten to level 6 for 497 students. McCaig has been a vital part of Rosemère, Lorraine, Terrebonne, Bois des Filion, the southern part of Blainville, and the eastern sector of Sainte-Thérèse. |

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:

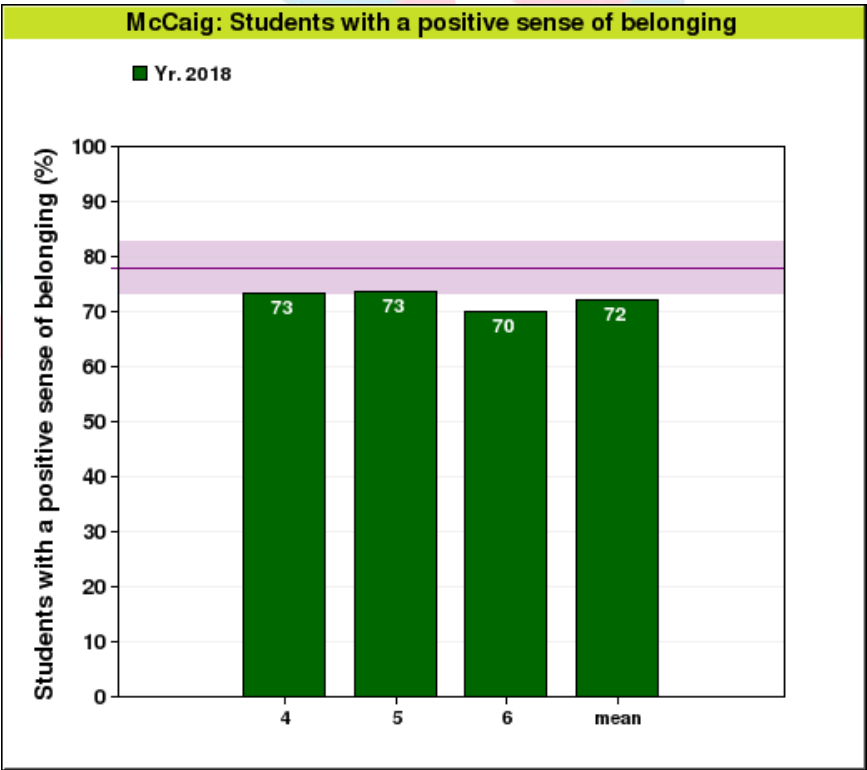
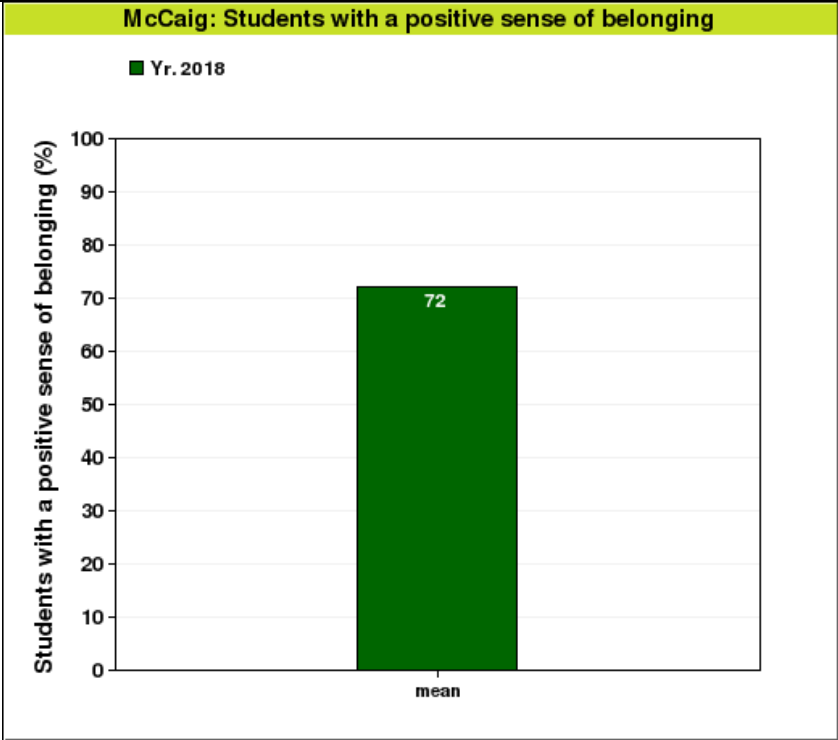
- Review and analysis of GPI / ISM (digital reporting platform) entries related to bullying and / or violence;
- Results from the latest *Our School Survey* (formerly *Tell Them From Me*).

Students with a positive sense of belonging

Students with a positive sense of belonging:

Students who feel accepted and valued by their peers and by others at their school.

- 72% of students in this school reported they had a high sense of belonging; the Canadian norm for these grades is 79%.
- 76% of the girls and 68% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 78% and for boys is 80%.

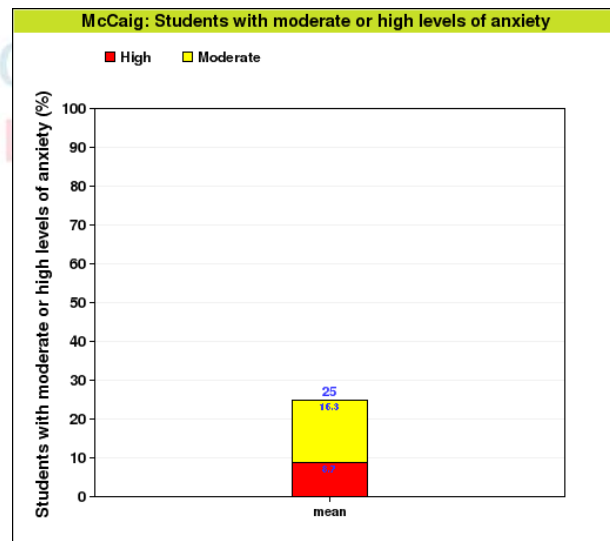
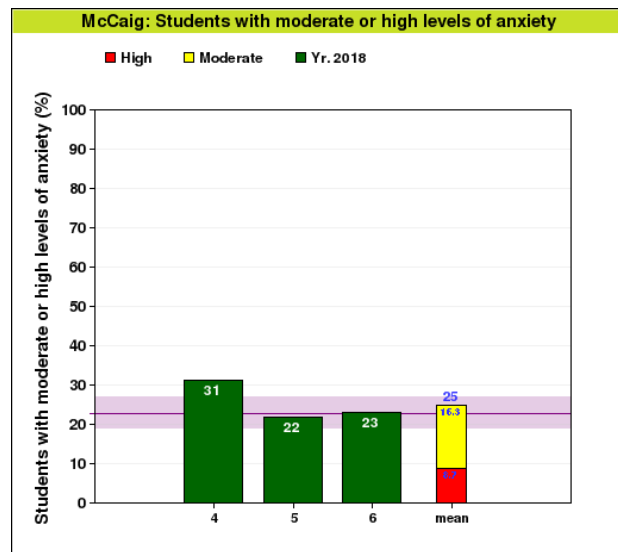


The data is based on answers from grade 4, 5 and 6 students to the Our School Student Survey. The survey was completed in April and May 2019.

Students with moderate or high levels of anxiety

Students who report they have moderate or high levels of anxiety. Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

- 25% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 22%.
- 26% of the girls and 24% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 26% and for boys is 18%.



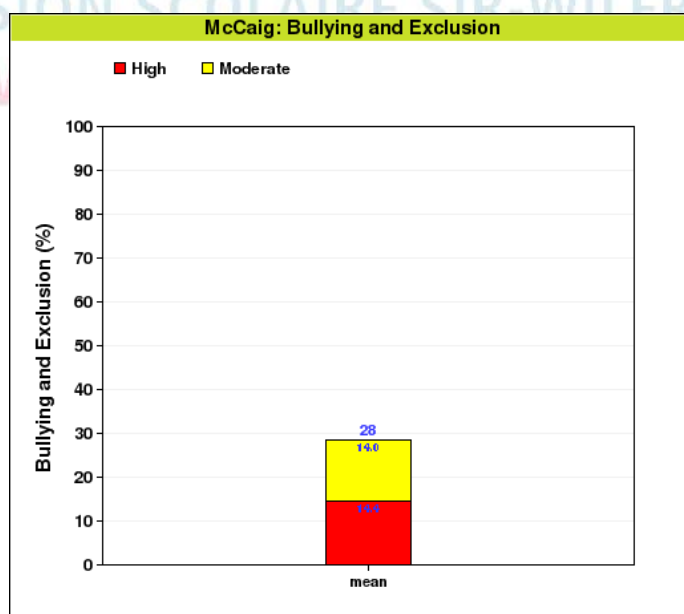
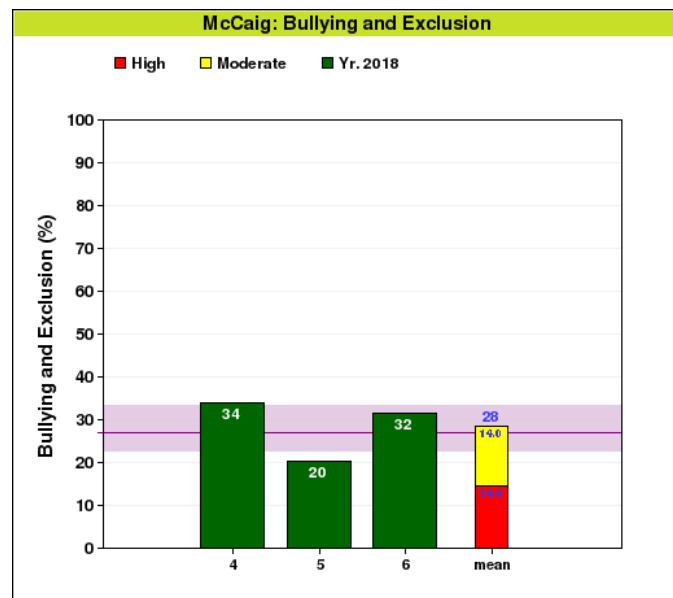
The data is based on answers from grade 4, 5 and 6 students to the Our School Student Survey. The survey was completed in April and May 2019.

Bullying and Exclusion

Bullying and Exclusion:

Students who report they are subjected to physical, social, or verbal bullying or are bullied over the internet.

- 28% of students in this school reported they were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 28%.
- 24% of the girls and 33% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 26% and for boys is 31%.

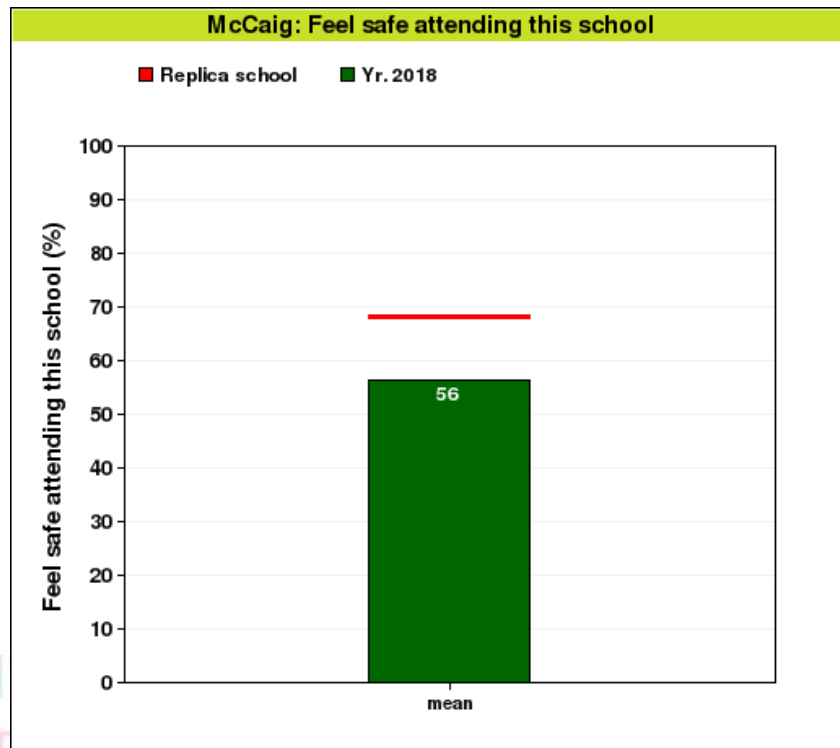


The data is based on answers from grade 4, 5 and 6 students to the Our School Student Survey. The survey was completed in April and May 2019.

Feel safe attending this school:

Students who feel safe at school as well as going to and from school.

- 56% of students reported they felt safe attending the school; the Canadian norm for these grades is 65%.
- 64% of the girls and 49% of the boys felt safe attending the school. The Canadian norm for girls is 66% and for boys is 64%



Students were asked whether they felt safe at school, and safe going to and from school. Overall, 6.6% of girls and 20.8% of boys in McCaig indicated that they did not feel safe at school. A further 14% of girls and 17.5% of boys indicated a neutral position, neither agreeing nor disagreeing that they felt safe at school.

Figure 9: Students who feel safe at McCaig

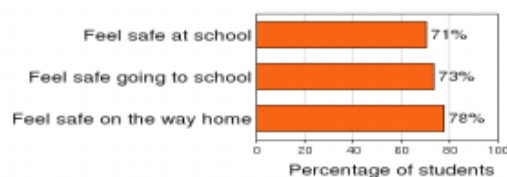
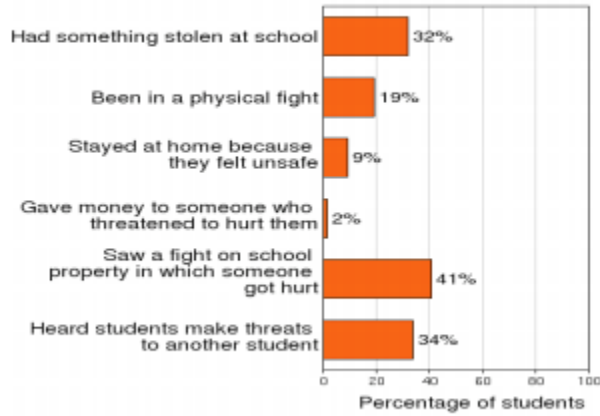


Figure 9 shows the percentage of students that felt safe at school.

The data is based on answers from grade 4, 5 and 6 students to the Our School Student Survey. The survey was completed in April and May 2019.

Figure 10: Indicators of an unsafe environment at McCaig

Figure 10: Indicators of an unsafe environment at McCaig



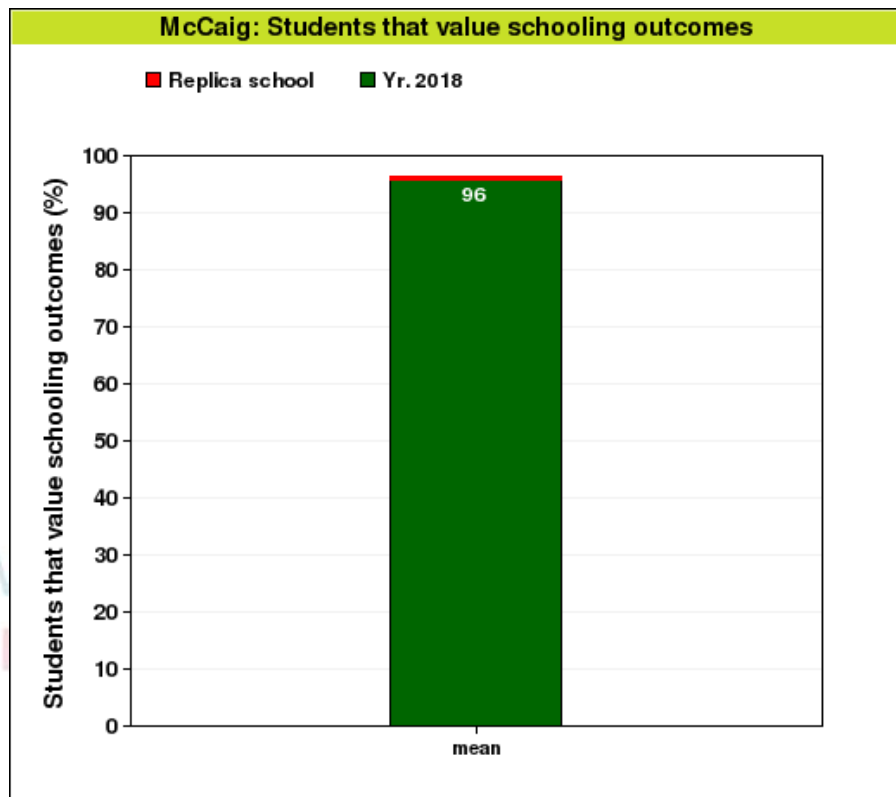
The data is based on answers from grade 4, 5 and 6 students to the Our School Student Survey. The survey was completed in April and May 2019.

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Students that value schooling outcomes:

Students who believe that education will benefit them personally and economically and will have a strong bearing on their future.

- 96% of students in this school reported that they valued school outcomes; the Canadian norm for these grades is 95%.
- 98% of the girls and 93% of the boys in this school valued school outcomes. The Canadian norm for girls is 96% and for boys is 93%.

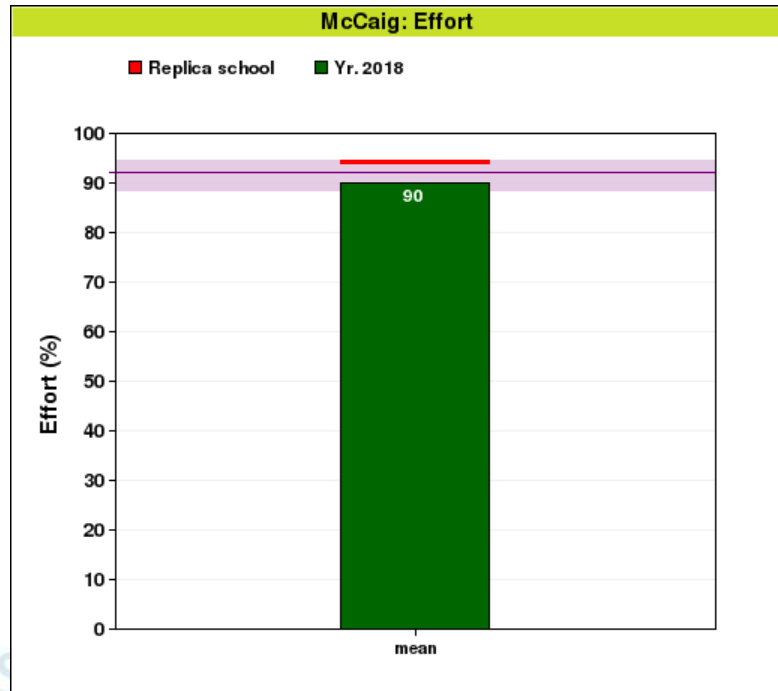


The data is based on answers from grade 4, 5 and 6 students to the Our School Student Survey. The survey was completed in April and May 2019.

Effort:

Students who try hard to succeed in their learning.

- 90% of students in this school tried hard to succeed; the Canadian norm for these grades is 92%.
- 94% of the girls and 86% of the boys in this school tried hard to succeed. The Canadian norm for girls is 94% and for boys is 91%.



The data is based on answers from grade 4, 5 and 6 students to the Our School Student Survey. The survey was completed in April and May 2019.

Priorities

- Reduce bullying incidents (physical, **verbal, social** and **cyber**).
- Reduce violence incidents.
- Reduce bullying and violence incidents during unstructured playtime (particularly soccer games etc.) and on the bus.
- Promote a safe and anxiety reduced environment.
- School staff must recognize different forms of bullying and step in when they observe a student being bullied.
- Positive school policies and practices that make it safe for students to report bullying when it occurs and ensure that there are clear consequences for bullying that are consistently enforced.
- Emphasize good sportsmanship and proper behaviour during sports



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Element 2**PREVENTION MEASURES**

To address the area(s) of concern, the following preventative measures aimed at putting 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:

| | |
|-----|--|
| 1 - | Social skills training is offered to small student groupings by our Special Education Technicians. Students from Kindergarten to grade 6 are selected by their teachers, the Special Education Technicians and the school administrators. In kindergarten and grade 1, the program is based on the Social Explorer curriculum incorporating basic concepts from the Zones of Regulation curriculum. The grade 2 to grade 6 program is exclusively based on the Zones of Regulation curriculum. Anger Management sessions/interventions for targeted students (Special Education Technicians). |
| 2 - | Student role models, “peace keepers,” are selected from grade levels 4, 5, and 6 to demonstrate proper conflict management skills to younger peers during recess and lunchtime using Kelso’s Choice program. Older students helping younger students in regards to organization of lunchtime activities in the schoolyard. |
| 3 - | Presentation (Assembly) of Our SCHOOL student survey data from the previous year to grade levels 4, 5, and 6 to make them aware of the 2018-2019 results and how their school compares to Canadian norms. Grade levels 4, 5, and 6 participate in Our SCHOOL student survey where they are able to make their voices heard in terms of bullying, positive behavior, feeling safe, etc. - January 2020. |
| 4 - | The Governing Board approves the Code of Conduct and the Anti-Bullying, Anti-Violence Plan (ABAV) and reviews these annually. |
| 5- | Agente communautaire Ms. Chantal Lefebvre will be speaking to our grade 6 students about bullying, the law etc. For administrators: Discussions, prevention, reminders, sensitization during staff meetings |
| 6 - | Anti-Homophobia week will raise awareness about being unique and different and the fact that we should accept each other. A number of other activities and initiatives at school help raise awareness about bullying and offers ways of preventing and responding to it. E.g.: McCaig Super Stars project, Caught Being Kind project, classroom activities, etc. |
| 7 - | Anti-bullying assemblies to make students aware of the issue with the assistance via periodic visits of guest speakers and presenters in both proactive and reactive roles. Ex. Annakin Slayd, Geordie Theatre. ‘Achieve Your Peak’ workshop that teaches about self-esteem and developing the confidence to believe in yourself. |
| 8 - | McCaig Leaders with the support of teachers will organize activities for younger students during recess and lunch recess. The McCaig Leaders were involved in the Leadership Movement at the schoolboard level. Playground Leaders to lead cooperative games with Kindergarten students. The establishment of Student Council to facilitate conversations and collaboration regarding student’s perceptions and promote student “voice” in decision-making. McCaig Student Council is also helping students and the community by helping with the Holiday Basket, Operation Toasty Toes, etc. Many daily extra-curricular activities that include sports teams, Green Brigade, Intramurals, clubs, etc. are also offered at recess and lunch recess. |

- | | |
|-------------|--|
| 9 - | Karl Mercury has been providing continuous professional development for staff on the Zones of Regulation curriculum and Social and Emotional Learning at school. Following these Professional development sessions, a Wellness Committee was created at school. Special Education Technicians, teachers, school administrators are part of the committee. The committee has established a school wide set of values and beliefs. They have developed a Behavior Matrix for the school and are working on implementing the Zones of Regulation curriculum in each class from kindergarten to grade 6. The school offers an evening parental workshop on the Zones of Regulation and Behaviour Matrix. |
| 10 - | McCaig has opened a Rainbow-Sensory/Reflection room for students. The room serves for both prevention and reflection of student behavior. The Sensory side of the room is used to implement prevention strategies such as teaching students how to identify and regulate their emotions, social skills and occupational therapy strategies. The Reflection side of the room is for students who need to reflect on their behavior and explore positive alternatives. McCaig has dedicated resources to have two full time special education technicians on staff this year. |



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Element 3

MEASURES FOR PARENT COLLABORATION

The success of this plan depends on the understanding and support of all of 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 and to be aware of changes in their behaviours 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 explained and made available to parents/guardians; it will be posted on the school website, under the tab ABAV.
3. Ongoing communication between 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.

Teachers and parents review the Code of Conduct with students each year in September. They remind students that the Code of Conduct is printed in the agenda. Parents and students need to sign the Code of Conduct. The Code of Conduct is reviewed yearly by a committee of teachers and administration. The Code is presented to and approved by the Governing Board.

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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 told 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. Details are divulged so as to maintain confidentiality.

Element 5

INTERVENTION PROTOCOL

Our school is committed to providing a safe, caring and positive 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, investigation 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;
- Any of the above conduct which occurs off school grounds when such 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 of 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, disability, 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 another.

STAFF RESPONSE PROTOCOL

Any staff members who witness an act of bullying or violence must intervene immediately or as quickly as reasonably possible to address the issue.

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 person responsible for investigating the report about the behaviour should:
 - 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 him / her 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 in order to protect confidentiality).

STUDENT RESPONSE PROTOCOL

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.

The following are the means through which a student may do so:

- Inform a staff member on duty.
- Inform administration.
- Mention it to a teacher or staff member they trust.
- Tell parent/guardian.

PARENT / GUARDIAN RESPONSE PROTOCOL

- Report the incident to a school administrator or classroom teacher.

***At the discretion of the principal or his/her delegate, police intervention may be requested.**

Element 6

MEASURES TO ENSURE AND PROTECT CONFIDENTIALITY

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

1. Staff is reminded that every incident and the ensuing follow-up must be kept confidential. This is done at least once each year.
2. Reports of bullying and / or violence are recorded on a digital database that has restricted access.
3. Use of intervention strategies that protect the anonymity of persons who report or provide information.



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Element 7

SUPERVISORY AND SUPPORT MEASURES (for the victim, bully, witness & bystander)

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

A clear distinction exists between *remediation* and *consequences*.

- a) **Remediation**, intended to counter or “remedy” 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. Working with recovery plans and restorative justice practices are categorized as remediation.
- b) **Consequences** communicate to a perpetrator that their behavior is their choice and their responsibility. A consequence respects the child’s right to make a decision, even if it’s not a good one. It’s a matter-of-fact learning experience in which you maintain a better relationship with the child as you hold them accountable. 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:

- 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:

- 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 policies and procedures.

Examples of remedial measures and consequences may include, but are not limited to, the examples listed below:

Remediation Measures for Victims

- Meet with counsellor / mentor / special education technician / administrator / staff member to:
 - Create a safe environment to allow victim to explore feelings about incident. Maintain open lines of communication.
 - Develop a plan to ensure student's emotional and physical safety at school.
 - Ensure student does not feel responsible for the behaviour.
 - Ask student to log and report any and all future related incidents.
 - Offer counseling 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 immediately following the incident and regularly updated until the situation is resolved.
- Other: _____

Remediation Measures for Student Exhibiting Bullying Behaviour

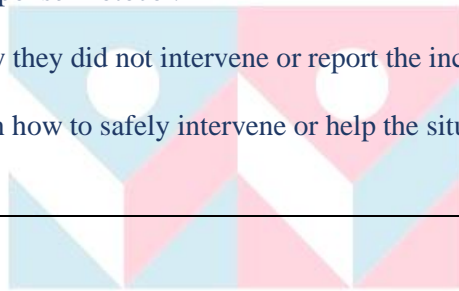
- Develop an intervention plan with the student. Ensure the student has a voice in the outcome and can identify ways he / she can solve the problem and change behaviours.
- Meet with parent(s)/guardian(s) to develop a recovery plan agreement to ensure all understand school rules and expectations, as 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 special education technician, school counsellor, social worker or psychologist to:
 - Explore mental health issues or emotional disturbances – what is happening and why?
 - 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 any personal items were damaged or stolen.
 - Determine restorative practices (age appropriate).
- Other: Zones of Regulation / Rainbow Room/Kelso Choices/ Social Skills Group

Remediation Measures for Witnesses

- Following the incident, 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.
- The school reserves the right to contact the parents of bystanders.
- As with victims, witnesses to acts of bullying or violence should have a reasonable expectation of feedback from intervening adult figures in a timely manner so as to guarantee a sense of safety and security in the school.
- Other: _____

Remediation Measures for Student Bystanders

- Review 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.
- Other: _____



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Element 8 SPECIFIC DISCIPLINARY ACTIONS

Based on the severity and / or frequency of incidents and at the discretion of the administration, the following disciplinary and / or corrective actions may include, but are not limited to:

- Parent notification
- Admonishment / 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 school board
- School transfer
- Expulsion
- Other: Restorative Practices, Community Service

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Element 9 FOLLOW-UP PROTOCOL

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 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.



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End of Year Evaluation

To ensure the integrity of its Plan, the administration of our school will conduct a yearly evaluation that reviews:

- The *Our School Survey* results.
 - Revision and analysis of GPI / ISM (digital reporting platform) entries related to bullying and / or violence to assess decrease or increase in incidents of bullying and/or violence.
 - The initiatives put in place for the year and assessment of effectiveness of the actions.
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