



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

## Anti-Bullying and Anti-Violence Plan

2022-2023

School: **McCaig Elementary School**



Coordinator: **Tina Miscio - Principal**

ABAV Committee Members: **Tina Miscio- Principal**

**Karine Riopel- Vice-Principal**

**Pat Gilmour- Daycare Technician**

**Tjasa Korda- Special Education Technician**

Approved by Governing Board: **November 17, 2022**

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# Anti-Bullying and Anti-Violence Plan

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## Definition of Bullying and Violence

### Bullying

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**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.**

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### Violence

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**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.**

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## Elements of the ABAV Plan

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- 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 or staff member who is a victim of 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;
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### School Portrait

<b>School's socio-economic index:</b>	The IMSE for McCaig is 2; and the SFR is 4 also. IMSE = Indice de milieu socio-économique SFR = Indice du seuil de faible revenu
<b>Student population:</b>	564 students
<b>Other pertinent information:</b>	Our school is an elementary school situated in an urban area. We are considered a high income school. We provide a general education from Pre-Kindergarten to level 6 for 564 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

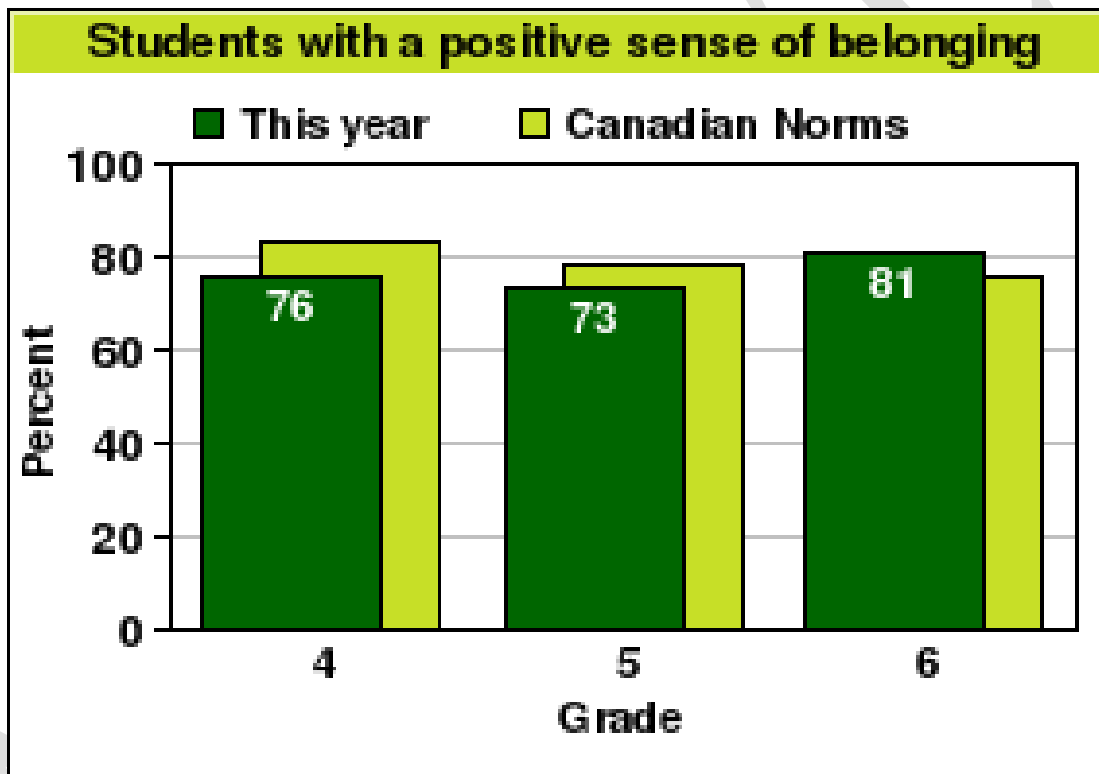
An analysis of the situation prevailing at the school with respect to bullying and violence is conducted each year by using the following indicators:

- 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*).
- This report provides highlights based on data from 249 students who participated in the OurSchool Survey the week of October 17, 2022.
  - ✓ 74 students in Grade 4;
  - ✓ 92 students in Grade 5;
  - ✓ 83 students in Grade 6;
- Results from this survey, conducted the week of October 17, 2022, are compared to the results of the survey conducted in November 2021.

## Students with a positive sense of belonging

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

- 77% of students in this school had a high sense of belonging; the Canadian norm for these grades is 79%.
- 82% of the girls and 72% 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 last survey was conducted in November 2021.  
In comparison:
  - 3% increase in the girls' results;
  - 6% decrease in the boys' results.

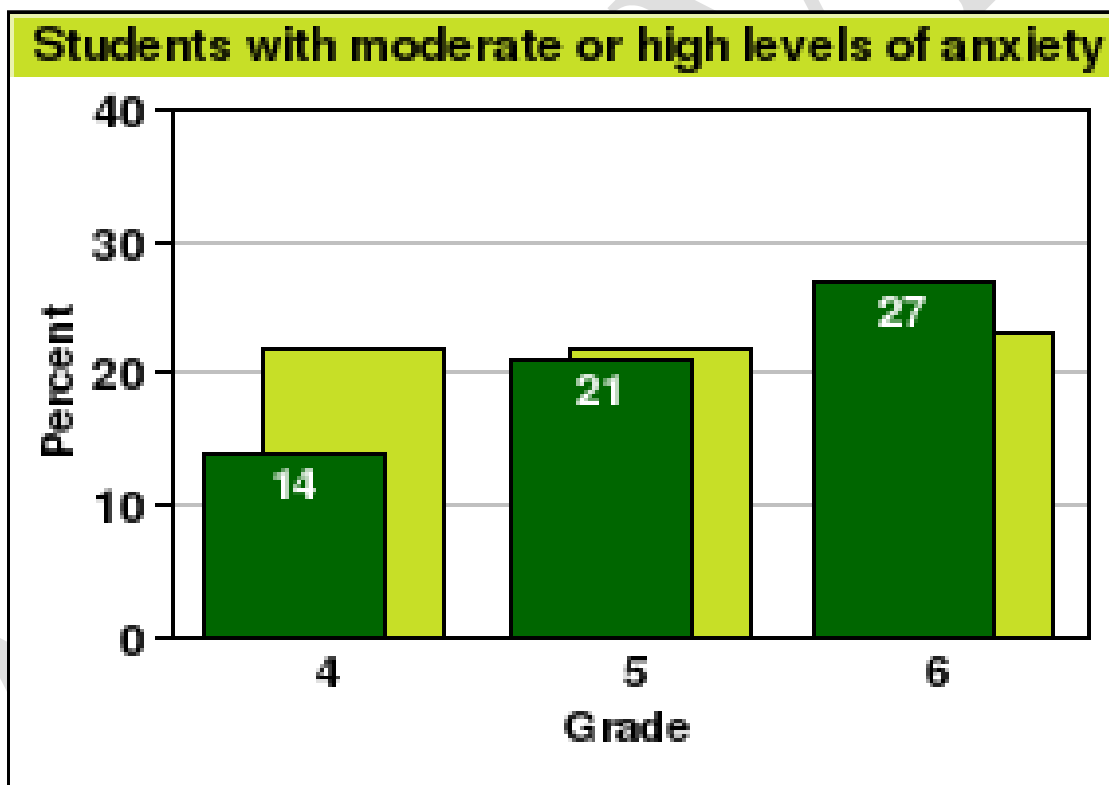


The data is based on answers from grade 4, 5 and 6 students to the OurSchool Student Survey. The survey was completed in October 2022.

## Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

- 21% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 22%.
- 30% of the girls and 15% 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 last survey was conducted in November 2021.  
In comparison:
  - 5% decrease in the overall average;
  - 7% decrease in the girls' results;
  - and status quo in the boys' results.

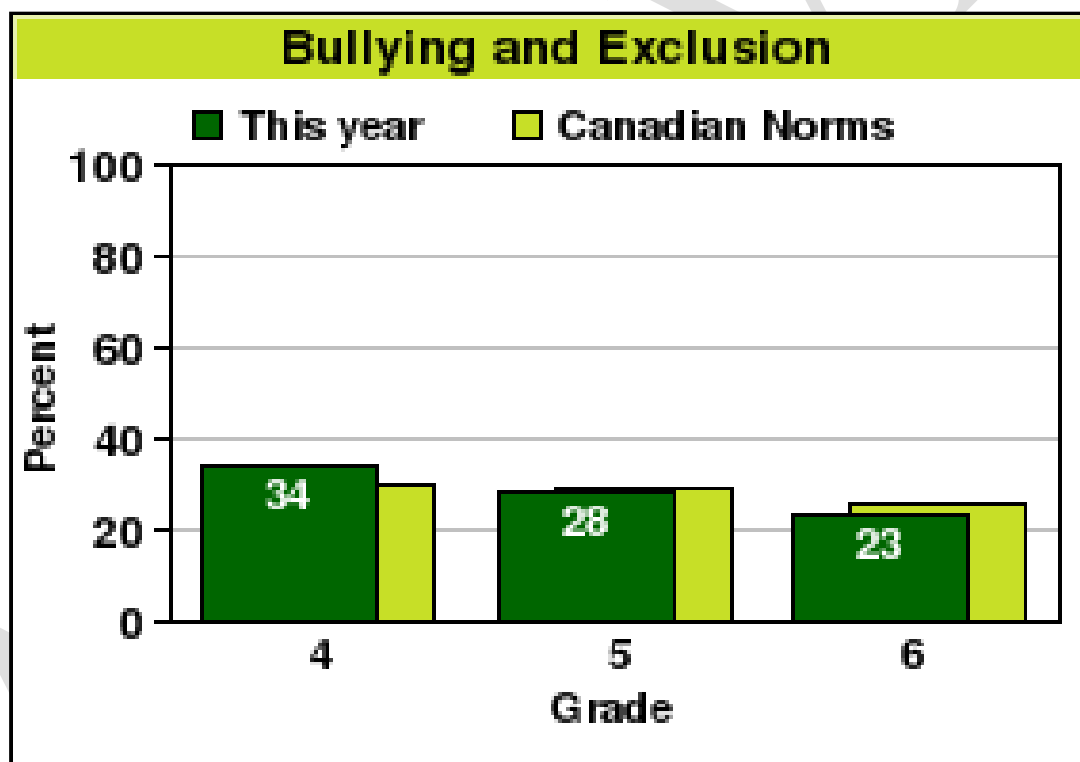


The data is based on answers from grade 4, 5 and 6 students to the OurSchool Student Survey. The survey was completed in October 2022.

## Bullying and Exclusion

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

- 28% of students in this school were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 28%.
- 26% of the girls and 32% 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 last survey was conducted in November 2021.  
In comparison:
  - status quo in the overall average;
  - 4% decrease in the girls' results;
  - 7% increase in the boys' results.



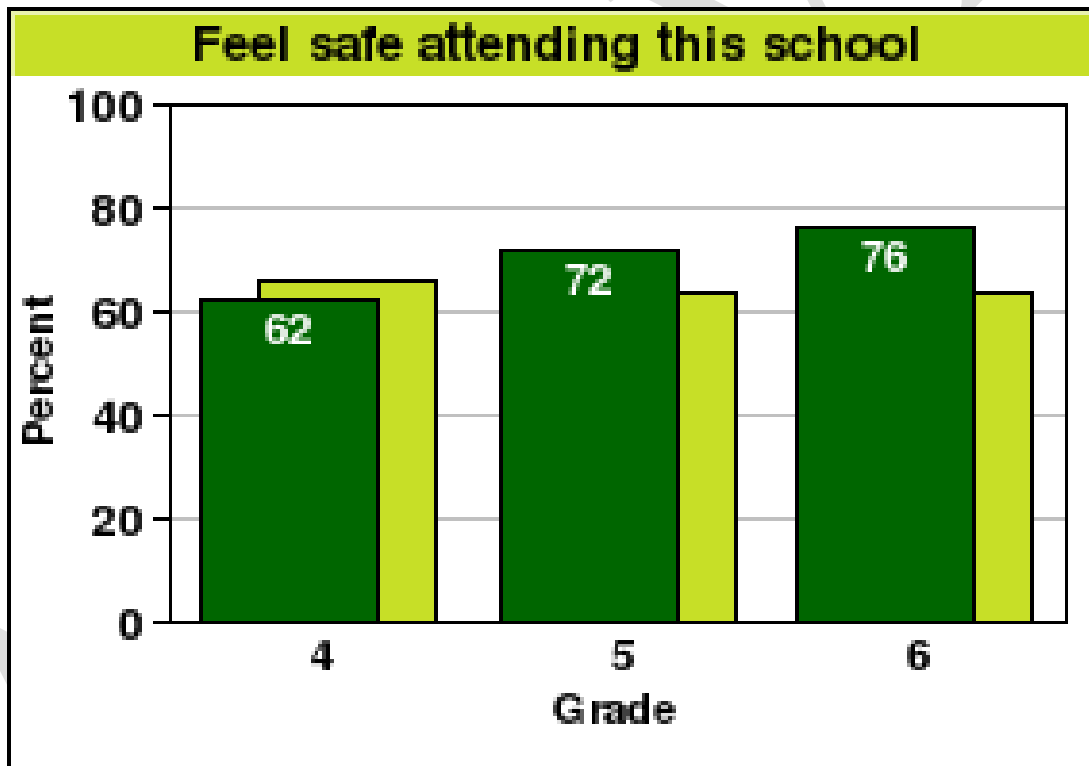
The data is based on answers from grade 4, 5 and 6 students to the OurSchool Student Survey. The survey was completed in October 2022.



## Feel safe attending this school

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

- 70% of students felt safe attending the school; the Canadian norm for these grades is 65%.
- 76% of the girls and 65% of the boys felt safe attending the school. The Canadian norm for girls is 66% and for boys is 64%.
- The last survey was conducted in November 2021.  
In comparison:
  - 9% increase in the overall average;
  - 12% increase in the girls' results;
  - 3% increase in the boys' results.

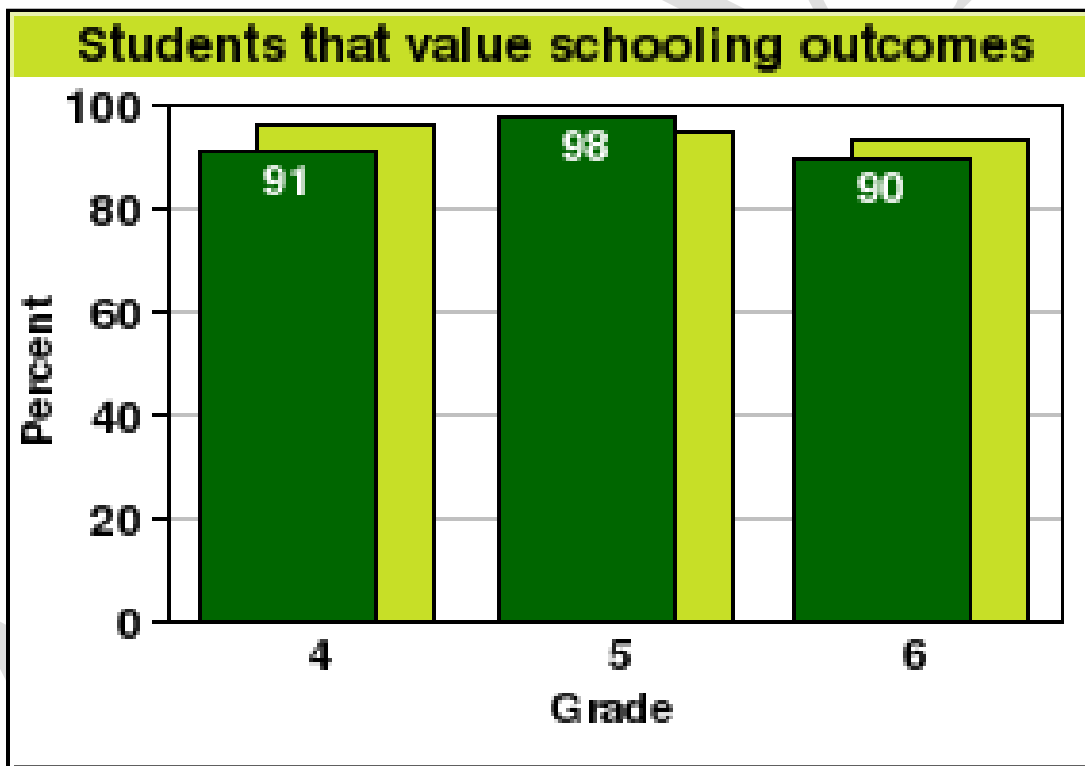


The data is based on answers from grade 4, 5 and 6 students to the OurSchool Student Survey. The survey was completed in October 2022.

## 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.

- 93% of students in this school valued school outcomes; The Canadian norm for these grades is 95%.
- 98% of the girls and 91% of the boys in this school valued school outcomes. The Canadian norm for girls is 96% and for boys is 93%.
- The last survey was conducted in November 2021.  
In comparison:
  - 1% increase in the overall average;
  - 4% increase in the girls' results;
  - 2% increase in the boys' results.

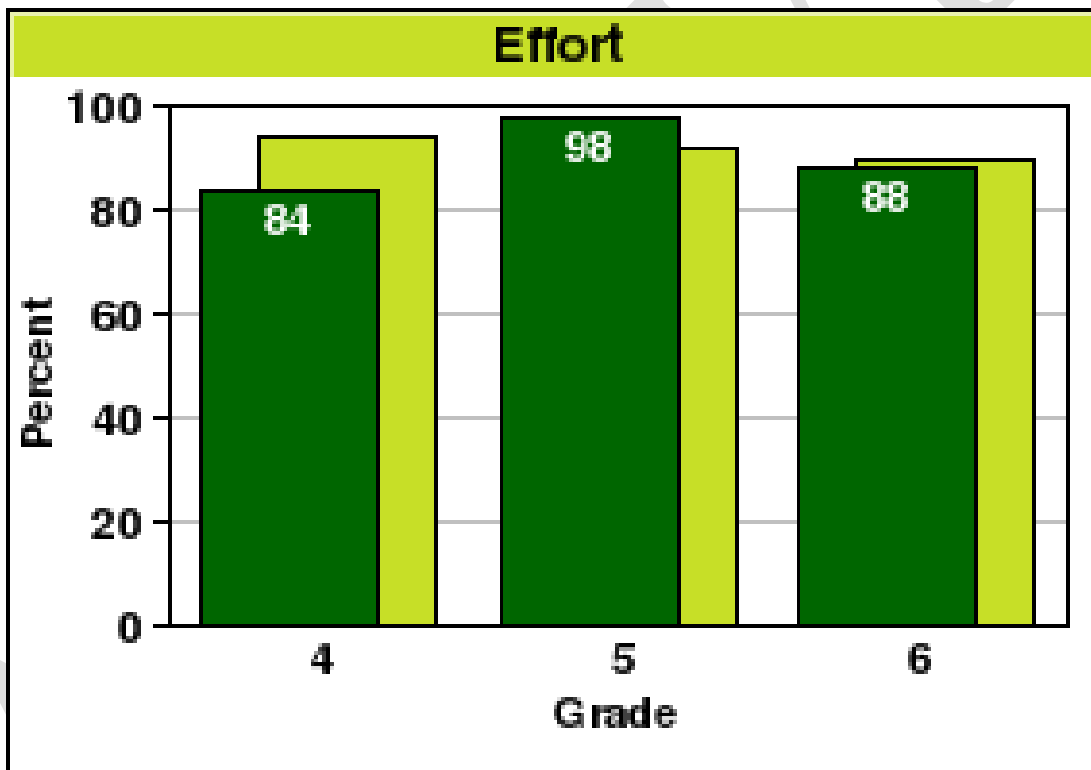


The data is based on answers from grade 4, 5 and 6 students to the OurSchool Student Survey. The survey was completed in October 2022.

## Effort

Students who try hard to succeed in their learning.

- 91% of students in this school tried hard to succeed;  
The Canadian norm for these grades is 92%.
- 96% of the girls and 85% of the boys in this school tried hard to succeed.  
The Canadian norm for girls is 94% and for boys is 91%.
- The last survey was conducted in November 2021.  
In comparison:
  - 1% decrease in the overall average;
  - 1% decrease in the girls' results;
  - 2% decrease in the boys' results.



The data is based on answers from grade 4, 5 and 6 students to the OurSchool Student Survey. The survey was completed in October 2022.

## Priorities

To continue to increase the percentage of students who feel a positive sense of belonging which will in turn decrease the percentage of students with anxiety, decrease the number of students feeling bullied or excluded and increase the percentage of students feeling safe at school.

## Element 2 PREVENTION MEASURES

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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 -  | The hiring of two 50% Resource Teachers to provide support to our most vulnerable students.   |
| 2 -  | The hiring of a Spec. Ed Tech who interacts with students and available for conflict resolution during unstructured time.   |
| 3 -  | Hiring of additional attendants to assist teachers in the classroom to help support students in need.   |
| 4 -  | Monthly student assemblies to educate students on character building. A character trait is selected each month and students work hard to develop the trait as best as they can. In relation to this theme, teachers engage their students with classroom activities, short stories as well as classroom discussions. A student per homeroom is recognized for best displaying the character trait throughout the month.   |
| 5 -  | Kindness tickets will be promoted continuously throughout the year and students will be rewarded/praised for all acts of kindness. This helps foster a positive school climate.   |
| 6-   | Increase school spirit through school wide activities and by setting school traditions.   |
| 7 -  | Continue initiatives to promote movement, healthy lifestyle and overall help to create a better school climate.   |
| 8 -  | Students will participate in anti-violence and anti-bullying activities throughout the year. Students will be sensitized to the effects of bullying through a student assembly and through different pedagogical activities outlined by MEQ.  |
| 9-   | Student Council will continue to participate in Student Leadership initiatives to help make a difference and model the way for others.  |
| 10-  | . Creation of a Sensory Room. The room serves as a means of prevention as wells as 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. The Spec. Ed Tech as well as attendants and teachers have access to the room with their students. |
| 11 - | Increase the variety of ECA activities (teacher-led) offered to students.   |
| 12 - | The students will participate in anti-violence anti-bullying activities throughout the year. Students will be sensitized to the effects of bullying through a student assembly and through different pedagogical activities outlined by MEQ.  |

### Element 3

### MEASURES FOR PARENT COLLABORATION

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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 behaviors. 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 behaviors and to contact the school when behaviors 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 principal and / or their designate and parents of children who are being bullied and those who are engaging in bullying behaviors 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.

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|--|
| <ul style="list-style-type: none"><li>• On-going communications between home and school through various platforms (Class Dojo; Google Classroom; Mozaik Parent Portal; Facebook, school's website, etc.</li><li>• Monthly newsletters to parents sent via email and placed on school's website.</li><li>• Code of Conduct is approved by the Governing Board after consultation with staff and shared with students and parents.</li><li>• Teachers and parents review the Code of Conduct with students each year in September.</li></ul> |
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## Element 4 PROCEDURES FOR REPORTING

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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.

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## Element 5 INTERVENTION PROTOCOL

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McCaig Elementary 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 behavior 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 reasonable 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

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

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

- a) **Remediation**, intended to counter or “remedy: a behavioral mistake, can be an effective prevention practice. Remediation measures are intended to correct the problem behavior, 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 person an opportunity to reflect on behaviors, 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 person’s right to decide, 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 person 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:

**Person’s Considerations:**

- Age and developmental maturity of the persons 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;
  - Relationships and behaviours toward the affected persons;
  - Family, community and neighborhood situation;
  - Alignment with policies and procedures.
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**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 victim's emotional and physical safety at school.
  - Ensure victim does not feel responsible for the behaviour.
  - Ask victim 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 victim to ensure the bullying or violence has stopped and to provide support to the victim. 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 victim is safe.
- In the case of a student, parents will be informed immediately following the incident and regularly updated until the situation is resolved.
- In the case of a staff member, administration and/or Union Delegate will be informed immediately following the incident and regularly updated until the situation is resolved.

### **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).

## Remediation Measures for Adults Exhibiting Bullying Behaviour

- Develop an intervention plan with the adult. Ensure the adult has a voice in the outcome and can identify ways he / she can solve the problem and change behaviours.
- Meet with administration and/or Union Delegate and/or Director of Schools 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.

## 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.

## 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:

## Element 8                    SPECIFIC DISCIPLINARY ACTIONS

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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, etc.
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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.
- In the case of a student, 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.
- In the case of a student, referral of parents to complaints procedure, should the parents express dissatisfaction with the course of action from the school administration.
- In the case of an adult, referral to complete Incident of Violence or Aggression Report and submitted to the SWLSB Head Office or LTU.

## End of Year Evaluation

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

- The *Our School Survey* results.
  - Review 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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