



**ANTI-BULLYING AND ANTI-VIOLENCE PLAN
(ABAV PLAN)
2018-2019
*Modified: October 2, 2018***

**ANTI-BULLYING AND ANTI-VIOLENCE PLAN
2018-2019**

SCHOOL: HILLCREST ACADEMY

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:**

**Staff Assistant
Valerie Guindi**

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

- Principal- **Mary Lazaris**
- Vice- principal- **Brent Nadeau**
- Behaviour Tech- **Perry Wener**
- Daycare Tech- **Natasha DeBonis**

Approved by Governing Board:

October 22, 2018

Date

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. 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, including those motivated by racism, religious beliefs, homophobia or targeting sexual orientation, sexual identity, a handicap, a physical characteristic, socioeconomic status, or any aspect of one's personality
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 the purpose of cyberbullying
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
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

Hillcrest Academy Elementary school is a community elementary school located in the Chomedey district of Laval, with a multicultural and multiethnic population.

Although considered an English language school, students are taught in both English and French, which in many cases renders our students trilingual. Students from cycle one to cycle three have two main homeroom teachers as our students work on a one-week English and one-week French program. Our Kindergarten students are with one homeroom teacher and all instruction is conducted in French, with the exceptions of mathematics and physical education. We presently have close to five hundred and thirty students attending Hillcrest Academy. Hillcrest Academy mainly services the Ste. Dorothée district.

Respect for oneself and for others is of paramount importance to everyone at Hillcrest. A sense of belonging is developed in our students by fostering in them a respect for their environment and a connection to their community. Whether in academic, co-curricular or cultural activities, students are taught about different languages and cultures that make up our Canadian mosaic. Through programs such as “The Leader in Me” students are taught the importance of specific habits that contribute to their happiness, their successes and their importance in the community.

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 Management Education Success Agreement promotes the creation of a safe, caring, and responsible school environment, conducive to student learning by increasing students’ sense of security in the school.

In order to promote a safe caring and responsible school environment the following measures have been put in place:

- Parents are informed about any reported incident through a letter called a pink slip or a phone call from the administration
- Letters and complaints are investigated
- Minor and major incidents are documented in a software called GPI and ISM linked to SWLSB;
- The cases are tracked; data is collected and filed for future reference and/or intervention
- After three or more incidents, parents are asked to meet with the administration and other support staff to devise a plan of action
- Support staff might include teachers, social worker, nurse, police or school psychologist

- A plan of action might include a BIP (Behavior Intervention Plan) or an IEP (Individualized Education Plan) which is linked to ISM and to SWLSB

3. Areas of Concern

In an effort to create a safe environment and based on the current portrait of our school, we have decided to focus on the following areas:

- Cyberspace
- Bus
- Recess

4. Zones of Vulnerability

Currently we have identified the following zones of vulnerability. As such, we intend to focus particular attention and efforts in these zones:

- School yard
- Bathrooms
- Bus
- Internet

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, Hillcrest Academy has put in place the following measures:

Citizenship Programs:

- The school's rules of conduct are well identified and communicated and in addition are approved and reviewed yearly by Governing Board
- The "Leader in Me" program used by the school reinforces themes such as Respect, politeness and acceptance among other things
- Workshops and programs are offered to administration, teachers, staff, parents and students. Examples are, red cross, internet safety, kindergarten readiness, CPI (Crisis Intervention Prevention) programs, Don't Talk to Strangers (Missing Children's Network), to name a few
- In-class activities integrated through Ethics and Culture and other subjects that address bullying and violence
- Assemblies, certificates and weekly messages reinforce the importance of good behavior and being a leader in the community
- The establishment of anti-bullying and anti-violence activities such as Citizen workshops by the police department, digital citizenship workshops, assemblies, and teacher directed programs that address bullying and violence
- Karate Sportif Anti-Bullying workshop for cycle 3 students

- The participation of our students in the Tell them from me surveys provide ongoing assessment of how safe students feel in the school
- Ongoing professional development addressing bullying and violence is offered to administration, teachers, and staff
- Government Measures grant used to fund presentation from Gerry Mitchell on theme of Respect
- SHINE presentation by the Missing Children's Network on positive self-image, communication, and respect

Internet Safety

- An internet awareness program is offered to administration, teachers, staff, parents and students by the Police De Laval
- Blocked sites with inappropriate content
- Discussions during in class activities using technology in class (class dojo, Edmodo, google classroom, chrome books, Rosetta stone) reinforce safe online behavior

Interdisciplinary Activities

- An optimal ratio of twenty-four supervisors / animators for the 24 homeroom classes translates to each class having their own supervisor for the lunch hour
- The Principal, vice-principal and/or behavior tech supervises the upstairs and downstairs hallways and bathroom areas during the lunch hour
- Student Leadership group will be receiving training on Playground Leadership to help animate activities for younger grades in the classrooms and school yard during lunch hours
- Student helpers from grades four, five and six work with kindergarten students during lunch hour to help them adjust to the procedures of school and help animate games in the kindergarten playground (certificates are given to these students to thank them and as a sign of appreciation for volunteering their time)
- Reflection room for students experiencing social and behavioral difficulties is established to help students consider their negative actions and take restorative measures to reintegrate
- Extracurricular activities offered at lunch hour by teachers
- Social skills program for small groups of targeted students are done during lunch hour with behavior tech or vice principal
- For administrators: discussions, prevention, reminders, mediation sessions, sensitization during staff meetings
- Cyberbullying: The focus on how to be good online citizens
- Respect programs such as: positive Monthly Themes and the Positive Behavior Board
- Buddy Bench Program: A Simple way to foster friendship and eliminate loneliness. A Buddy Bench is placed in the playground to ensure that students have a place to go if they feel lonesome in our school playground

Bus Safety

- Professional development offered to bus drivers by complimentary services
- Bus safety workshops given to all students
- Bus ticket program: open communication and collaboration with bus drivers and administration to ensure safety of all students on the bus ride to and from school. These prevention measures listed above are in-school initiatives to support parents, students and staff
- Placement of cameras in buses

You are invited to contact the school to receive any additional information on the above measures

Helpful websites for parents, children and teachers:

- <http://www.2learn.ca/specialedition/cyberbullying/>
- <http://org.kidshelpphone.ca/resources/bullying-awareness-week/>
- <http://www.erasebullying.ca/resources/resources.php>
- <http://www.redcross.ca/how-we-help/violence--bullying-and-abuse-prevention>
- www.plantlovegrow.com
- www.drstephaniemargolese.com
- <http://snap4kids.org/index.html>
- <http://www.rcmp-grc.gc.ca/cycp-cpcj/bull-inti/index-eng.htm>

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. School administrators, teachers 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 play an essential role as partners in this initiative as well. 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.

In supporting this, the school shall:

- Distribute the Rules of Conduct to students, parents and staff; signed by parents and students
- Organize parent information sessions
- Communicate the process by which incidents are communicated between the Principal and parents of victims, witnesses and perpetrators
- Invite parents to different information sessions offered in the community or nearby communities

4. PROCEDURES FOR REPORTING OR REGISTERING ACTS OF BULLYING OR VIOLENCE, INCLUDING 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, you are encouraged to always seek help and support from a staff member or an adult whom you trust. Hillcrest Academy has zero tolerance towards bullying and violence so all are encouraged to bring any incident forward.

If you don't want to make yourself known, don't let that stop you from 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. Bullying or violence can be reported by anyone through:

- Email at: mlazaris@swlauriersb.qc.ca or bnadeau@swlauriersb.qc.ca
- Informing any staff member
- Leaving a note in the office confidential mailbox
- Filling out a report to the school office
- Contacting the Principal or Vice-Principal
- In any case, should documentary evidence be available, ensure that a copy is submitted as soon as possible to the Principal or Vice-Principal
- Every report on bullying and on Interventions or any other related to the topic will be kept confidential.

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 – alert an adult

If I am a staff member or administrator:

- Intervene in the incident if it is safe or seek appropriate additional help
- Define the behavior
- Declare the expected behavior
- Gather relevant information about the situation and those involved
- If I am a staff member, report to administration
- Document the incident or file a report

For others:

- Intervene to stop the situation if you feel safe, calling for support if required
- Report incidents to the administration or other School team members
- 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 to acknowledge the need for, and 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 shall:

- Create a filing system with limited access
- Remind the staff of their legal obligation to maintain confidentiality pertaining to personal information regarding any student
- Inform all parties involved of this obligation when handling a report or a complaint
- Implement measures such as a confidential mailbox at the office, 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, AS WELL AS FOR WITNESSES AND THE PERPETRATOR:

- **If I am a victim:** discussion, follow-up meetings with school team, action plan for victim, re-integration plan, consultation with Complimentary Services Department consultants when necessary, empower the victim
- **If I am the perpetrator:** discussion, follow up meetings with school team, action plan for perpetrator, restorative 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 where bullying and violence are confirmed, the Principal and/or Vice Principal must be informed of each incident.

Regularly scheduled follow-up meetings are done with both the victims and the perpetrator.

8. SPECIFIC DISCIPLINARY SANCTIONS FOR ACTS OF BULLYING OR VIOLENCE, ACCORDING TO THEIR SEVERITY OR REPETITIVE NATURE:

For any kind of incident, the administration and staff should always be able to count on the parents' involvement.

Procedure

- Discussion with the adult who witnesses or is told of the incident
- Student is brought to the office to discuss the incident and reflect on their actions
- Students will be asked to complete a reflection sheet at home. A letter or pink slip explaining the incident will be attached to the reflection sheet
- Meetings will be scheduled with parents when a student receives three or more reflection sheets so a plan of action can be created

Disciplinary Sanctions

- Loss of privileges (ECA's, social school activities, including fieldtrips, movies, dances, etc.)
- Community service (lunch hour and recesses, potentially assigned to help with younger grades depending on nature of incident)
- Daycare suspension
- Bus suspension

In the event of repetitive acts or acts of high severity:

- In-school suspension
- Out of school suspension (if duration exceeds 5 days, approval from the school board is required, as is a re-entry meeting that includes the parents and student. A re-entry plan is developed for student and agreed upon by all. The appropriate teachers and staff are informed of the plan to help its implementation)
- Student is transferred to another school
- Expulsion
- Police involvement

The particular context of each situation with regards to the intent, age of the student, or students with special needs will impact the course of action deemed appropriate by school administration.

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/or violence, the school shall:

- Investigate
- Document the situation (using specific template)
- Assess the proper intervention to take place
- Ensure follow-up with the individuals involved

If I am a victim:

- Individual meeting to determine the frequency and severity of incident(s) reported—notes taken
- Offered 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 remains resolved

If I am a witness:

- Meeting to gain further information—notes taken
- Offered to meet with adult for support
- Offered a subsequent meeting for follow up

If I am a perpetrator:

- Meeting to be informed of the reported incident, and have his/her explanation of the events heard. Appropriate consequences communicated to the perpetrator and parents/guardians. Notes on event taken and reported in ISM Violence-Bullying system
- Abide by the measures imposed
- Restorative practices implemented to promote positive reintegration

If I am the parent:

- Communication from Principal to be alerted of the incident, the sanctions applied by the school and the follow-up process, and manners in which the parent can support the process to best benefit their child's positive reintegration
- Be advised of their parental 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 behaviors or actions to take (seek help if needed). Support and follow up with interventions done at school. Support, if applicable, the behavior plan or other school plans
- Attend a meeting with the Principal, depending on the severity of the incident - for mild or moderate infractions, a meeting is not always necessary

10. FORM AND NATURE OF UNDERTAKINGS TO BE GIVEN BY THE PRINCIPAL TO A STUDENT WHO IS VICTIM OF BULLYING OR VIOLENCE, AS WELL AS TO HIS OR HER PARENTS:

Investigation of the complaint, appropriate measures taken, follow-up with the parent and student (details of intervention are not given)

- Investigate community resources
- Information meetings for parents
- 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
- Maintain confidentiality
- Conditions and expectation of return (both perpetrator and victim)
- Academic support to be provided if necessary
- Provide a place for that student to express their worries, concerns, fears
- Provide victim with support (staff, behavior tech.)
- Monitor situation after it has been dealt with – long-term response
- Make 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
- Arrange meetings for victims with behavior tech, guidance counselors, psychologists, CSSS when possible, nurses
- Peer mediation (training needed or students)

Victim:

- a) Behavior tech and/or principal will meet with victim to determine validity of the incident and document said incident
- b) Support from:
 - Administration
 - Teachers
 - Behavior tech
 - Social services
 - Animator
 - Police

Parents to be informed and offered help – advised of right to request assistance from person designated by the school board.

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 ACTS OF BULLYING OR VIOLENCE:

- Collaboration and cooperation from parents
- Full disclosure of pertinent information they may have
- Confidentiality
- Assurances to seek out support services
- CLSC
- Anger management
- Counseling
- Conditions of return clearly established
- Conduct contract
- 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
- Meeting with parents
- Follow-up with perpetrator and parents to make sure they are maintaining positive behavior, and not suffering social or psychological distress

Principal:

Tracking system with clear expectations on future behavior

Reflection and Improvement Plan to be completed by student and parent(s)

Follow up:

- Intervention for victim and parents
- Interventions for witness and parents
- Interventions for perpetrator
- Imposed disciplinary sanctions
- Meet with behavior tech/principal/teacher/perpetrator to get information
- Discussion about incidents, apology and reflection and tools on how to better handle situation
- Student sent to office
- Loss of privileges
- Restitution (positive action toward victim)
- Can be in-school detention
- In-school suspension or out of school -up to 5 days- (board policy)
- Plan developed and agreed by all for student (staff, parents, student)
- Police intervention for perpetrator's parents
- Follow up phone call to inform/alert them of incident and gain parental support

