



The Anti-Bullying and Anti-Violence Action Plan
 St. Patrick's Elementary and A.S.Johnson High School



"We are how we treat each other"

Working Document

Approval of the GB:	School Profile: See Appendix A Coordinators: Melissa Guay, Patricia Fontaine Principal: Stephen Renaud
Team members: Melissa Guay, Patricia Fontaine, Guylaine Marcoux, Stephen Renaud	
This plan follows and supports the objectives described in Strategic Direction 4 of our MESA: Ensuring safe environments and healthy living. The main actions include public celebration of success, extra-curricular and wellness activities, PBS program (promotion of SHARP and PRIDE), constant monitoring, open and immediate intervention by behavior techs and principal, partnerships with Mesures Alternatives Jeunesse and the Sûreté Municipal.	
Mandate: To create a school population capable of identifying bullying and violence, willing to denounce and report incidences, believing that a timely and appropriate intervention will take place that supports the victim and witness and changes the culture of the instigator.	

The basis of an action plan is a common understanding of the issues, and a common dialogue.

Bullying: "Any behavior, spoken word, act or gesture, whether deliberate or not and of a repetitive character, expressed directly or indirectly, including in cyberspace, in a context characterized by a disparity in the balance of power between the concerned persons, having the effect of engendering feelings of distress, injury, hurt, oppression or of being ostracized;" *Art. 13, LIP 2012*

How do we typically recognize bullying at school? Gossip, hurtful words, social exclusion, threats, pushing or hitting.

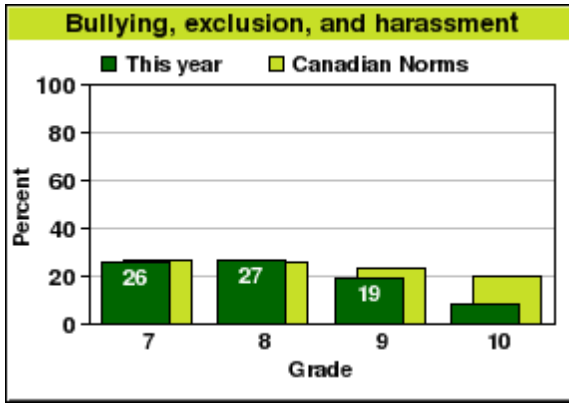
Violence: "Any use of force...verbal, written, physical, psychological or sexual... against any person, by an individual or a group, with intent to directly or indirectly wrong, injure or oppress that person by attacking his or her integrity, whether psychological or physical well-being, rights or property." *Art. 13, LIP 2012*

* Intimidation becomes criminal when there is physical violence such as hitting or shoving involved that puts a person's physical security at risk. In such a case the victim may be within their rights to make a complaint to the police department.

The repetitive nature of the action is important, and can often distinguish between an isolated conflict and bullying. In the case of an incident, the principal refers to the code of conduct and not the Bill 56 protocol.

As per the CQSB's policy against all forms of harassment for their students, our schools have a zero tolerance approach to bullying.

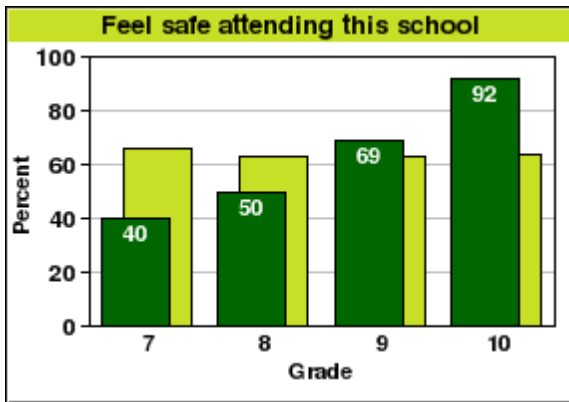
1. Analysis of the situation – April 2016 Tell Them From Me Survey



Bullying, exclusion, and harassment

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

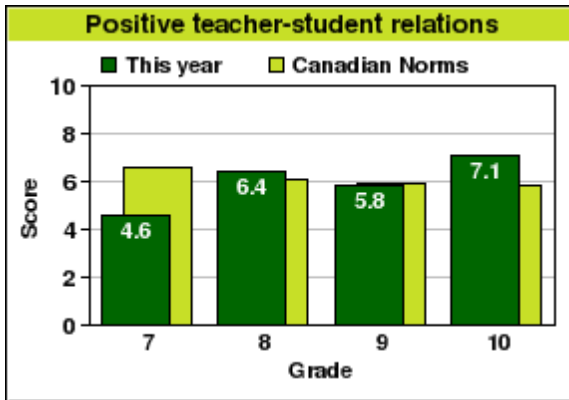
- 21% of students in this school were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 24%.
- 26% of the girls and 14% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 22% and for boys is 26%.



Feel safe attending this school

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

- 59% of students felt safe attending the school; the Canadian norm for these grades is 64%.
- 60% of the girls and 60% of the boys felt safe attending the school. The Canadian norm for girls is 62% and for boys is 65%.



Positive teacher-student relations

Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this school, positive teacher-student relations were rated 5.9 out of 10; the Canadian norm for these grades is 6.1.
- In this school, positive teacher-student relations were rated 6 out of 10 by girls and 6 out of 10 by boys. The Canadian norm for girls is 6.2 and for boys is 6.

2. Prevention Measures – Priorities

At the heart of our measures to prevent bullying and violence is our mission to create bonds with our students, to foster their sense of belonging to our school community. Through community involvement, volunteerism, and varied and regular school activities, we believe that we are promoting empathy and attachment. Beyond immediate and thorough intervention, prevention is the foundation of our plan to counter bullying and violence. However, we do accept that incidents will occur, thus we do identify specific measures of prevention:

- Immediate intervention (SET) in all incidents related to all forms of bullying or violence.
- School-wide promotion (SPES) of PBS program with emphasis on students being SHARP.
- Low ratio of student-to-teacher and student-to-supervisor in school and on the playground
- Administration of TTFM survey every year – preceded by a classroom visit to provide explanations, answer questions, discuss bullying.
- Monitoring of behavior incidents (repeated or major) via the School-Wide Information System (SWIS), identification of problem areas and issues using the system.
- Partnerships with Mesures Alternatives Jeunesse and Sûreté Municipal

- Introduction and promotion of the following student and parent assistance sites:
 - SOS Jeunes
 - “Log in to the Positive” (MELS)
 - Kids Help Phone 800-668-6868
 - Tel-Jeunes 800-263-2266
 - www.jeunessejecoute.ca

3. Procedures for reporting or registering a complaint concerning an act of bullying or violence:

An incidence of bullying may be reported verbally or in writing to any adult in the school. Our school web page also provides simple access to a bullying report. All reports will be shared with the SET and principal.

4. Actions

- Confirmed acts of bullying will be dealt with according to the flow chart in Appendix B, with the action protocol in Appendix C.
- It is understood that confidentiality is an essential component of a satisfactory resolution to a conflict. All communication is to remain confidential to protect the interests of all parties involved.

As found in 2017-2018 Combined School Portfolio, Chapter 1: Portrait and Analysis of School Situation

THE VISION, MISSION, BELIEFS AND VALUES OF THE SCHOOL

- **Vision:** *To empower students to become empathetic, respectful individuals that live with integrity.*
- **Mission Statement:** *Our mission is to provide a quality English education for all students, with the belief that each individual has the potential to learn.*
- **Beliefs and Values:** *In our schools, we believe that “we are how we treat each other”. We foster community involvement, volunteerism and living with a sense of service. We strive to foster a safe, caring learning environment that promotes empathy, respect and integrity.*

DESCRIPTION OF THE SOCIO-ECONOMIC MILIEU

- Our schools are located in Thetford Mines, the main city of the MRC Chaudières-Appalaches. It has a population of just over 25000 inhabitants.
- The majority of our students come from Francophone families where little English is spoken (81.3% based on 2012-2013 stats). This is a region below the economic average with most parents being in the middle class. The school is in the fifth decile rank (dropped from fourth in 2010-2011).

SCHOOL PROFILE

Our Schools:

- Our combined elementary and high schools host approximately 250 students (155 elementary, 95 high school) from kindergarten to secondary 5, and we also run an English pre-kindergarten. Our students are taught by 20 teachers and 2 special education technicians. As we are the only English language schools in a large region, all our students are bussed to school, some from up to 55km away. We provide a breakfast program that caters specifically to these students, but that also welcomes local students. This travel affects how we plan for many school related events such as extra-curricular activities and remediation. Our high school students have four 75 minute periods per day and a 30 minute PLUS period that allows for regular remediation and quiet reading.

Our Primary Challenges:

- English is a second language for the vast majority of our students, few have the opportunity to develop their language skills outside of school. This also implies a diminishing support for homework as our students get older;
- Francophone students can often become apathetic with regards to their need to perfect their French literacy;
- Significant distances travelled by many students allows little time for follow-up work at home in the evenings;
- Significant number of departures from our high school in favor of specialized programs in local French schools (P.E.I., Sports études, Concentration langues, Programme International).

Needs:

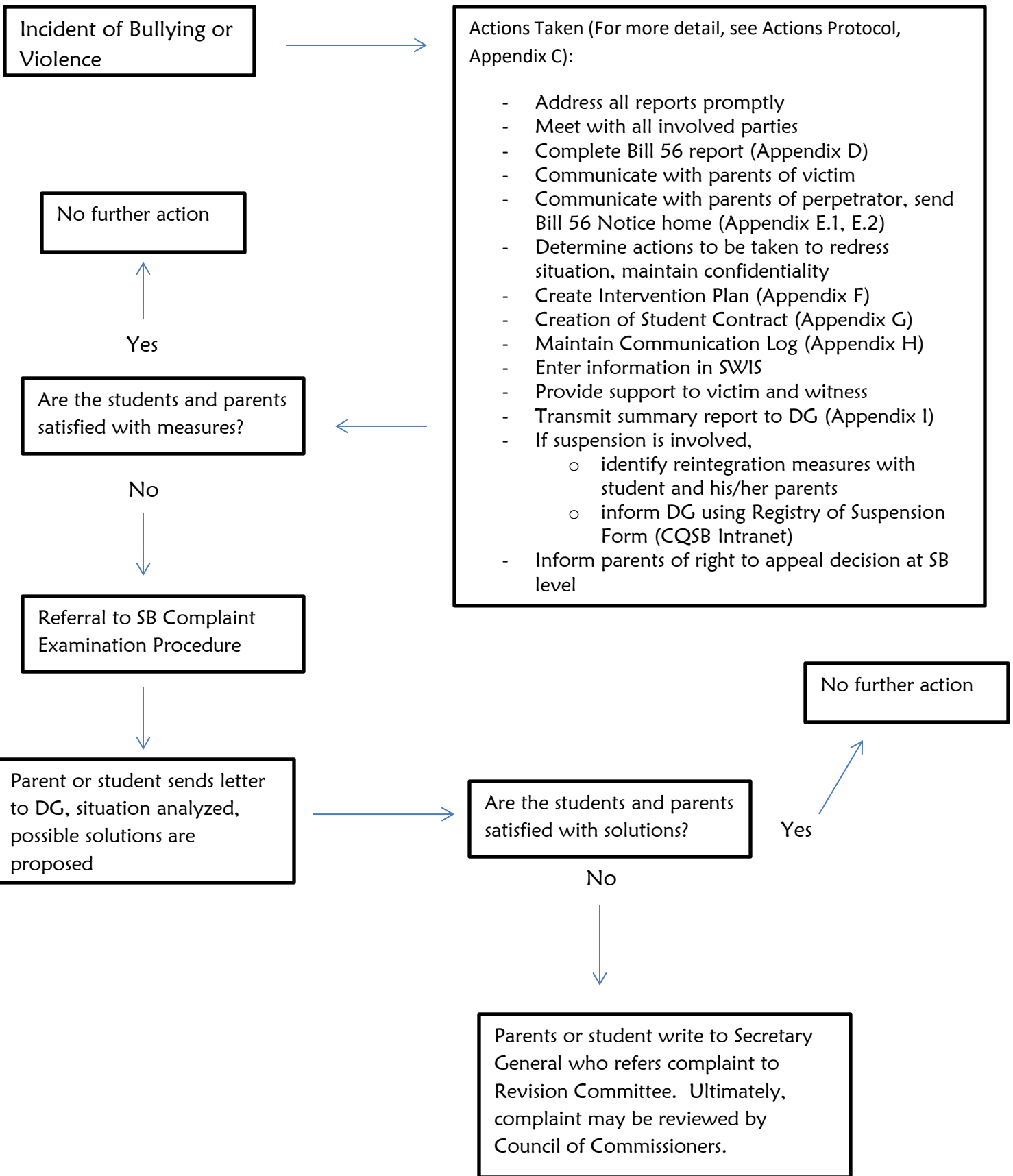
- Developing more literate students, capable of leaving the high school and being successful at an English or French CEGEP;
- Developing math in a more conceptual way in our elementary students so that mathematical operations are understood as they progress into high school;
- Developing alternate pathways for high school students that are at risk of dropping out of the regular schooling stream (WOTP, 15+, 24U programs);
- Developing a sense of community among students that live at great distances from each other;
- Developing our students' understanding of the importance and relevance of their studies, especially in relation to languages and math.

Priorities:

- Promoting English literacy while fostering a strong French Second Language Immersion program;
- Promoting consistent approaches towards teaching math at all levels;
- Offering alternate educational pathways for at-risk students
- Exposing students to various learning alternatives post-high school (adult education, distance education, D.E.P);
- Creating a safe and healthy environment for students

SCHOOL COMMUNITY

- Our school is well supported by parents individually, but the sense of “belonging to a community” has become strained over the years with the diminishing English population. We are greatly assisted in many activities and priorities by the MCDC, a local community organization with the mission of promoting the English community within the broader French community. The MCDC has a youth coordinator whose main mission is to involve students at school in community projects (volunteerism, bilingual awareness, sports workshops, babysitting courses...). With our recent designation as an official Community Learning Centre, these types of projects will become a staple of our school’s ongoing commitment to community.



Bullying and violence protocol

1st notice

Actions taken

1. Following a report of bullying or violence, the coordinator meets separately with all parties involved. They may also meet with any party that can provide further information.
2. The coordinator completes the Bill 56 report (Appendix D) and creates the intervention plan (Appendix F).
3. Bullying/intimidation protocol applied and the principal is informed.
4. The coordinator or principal calls parents (depending on situation).

Consequences and support

Perpetrator

1. The coordinator or principal will contact student's parents and send the 1st notice letter home (Appendix E.1);
2. Application of the school code of conduct (Appendix J);
3. Additional support offered if necessary. If so, refer to appropriate service (S.E.T., psychosocial counselor, social worker);
4. Mediation session with both parties depending on the situation
5. Student school contract (Appendix G).
6. Information recorded in student file and entered in SWIS by principal.

Victim

1. The coordinator (or principal depending on situation) will contact the parents;
2. Additional support offered if necessary. If so, refer to appropriate service (S.E.T., psychosocial counselor, social worker);
3. Information entered in SWIS by principal.

Witness

1. The witness(es) will meet with the school coordinator (gather information) when applicable.
2. Additional support offered if necessary. If so, refer to appropriate service (S.E.T., psychosocial counselor, social worker);
3. Information entered in SWIS by principal.

CQSB/ A.S. Johnson High School – St. Patrick’s Elementary Intervention Protocol on Bullying and Violence

Bullying and violence protocol

2nd notice

Actions taken

1. The perpetrator is removed from class and brought to the office while information is gathered.
2. The coordinator and principal meet separately with all parties involved. They may also meet with any party that can provide further information.
3. The coordinator completes the Bill 56 report (Appendix D) and reviews the intervention plan (Appendix F).
4. Bullying/intimidation protocol applied and the principal is informed.
5. Principal calls parents.

Consequences and support

Perpetrator

1. The principal will contact the student's parents and send the 2nd notice letter home (Appendix E.2);
2. Out of school suspension. Incident Report (Appendix I) sent to DG.
3. Referral to Mesures Alternative Jeunesse Frontenac (with MAJF contract) or the Sûreté municipale;
4. Review of intervention plan (Appendix F) and student school contract (Appendix G);
5. Meeting with the parents and signature of contract;
6. Referred to school psychosocial counselor;
7. Information recorded in student file and entered in SWIS by principal.

Victim

1. The coordinator will contact the parents: evaluation of needs and referral to appropriate service (S.E.T., psychosocial counselor, social worker) if necessary;
2. Information entered in SWIS by principal.

Witness

1. The witness (es) will meet with the school coordinator (gather information) when applicable.
2. Additional support offered if necessary. If so, refer to appropriate service (S.E.T., psychosocial counselor, social worker);
3. Information entered in SWIS by principal.

Bullying and violence protocol

3rd notice

Actions taken

1. The perpetrator is removed from class and brought to the office while information is gathered.
2. The coordinator and principal meet separately with all parties involved. They may also meet with any party that can provide further information.
3. The coordinator completes the Bill 56 report (Appendix D) and reviews the intervention plan (Appendix F) and student contract (Appendix G).
4. Bullying/intimidation protocol applied and the principal is informed.
5. Principal calls parents.

Consequences and support

Perpetrator

1. Out of school suspension, attendance at PIVOT (alternative à la suspension);
2. Incident Report (Appendix I) sent to DG;
3. Follow-up with external community resources (*Mesures Alternatives Jeunesse Frontenac, the Sûreté municipale*);
4. Meeting with the parents, principal, other professionals and the student;
5. Review of intervention plan (Appendix F) and student contract (Appendix G);
6. Information recorded in student file and entered in SWIS by principal.

Possible Actions

- Psychosocial evaluation;
- Referral to a professional support (CSSS)
- Case study; involvement of the CQSB*
- Report to the DPJ*

* If necessary for the security and well-being of one or more individuals.

Victim

1. The principal will contact the student's parents: evaluation of needs and referral to appropriate service (S.E.T., psychosocial counselor, social worker) if necessary;
2. Information entered in SWIS by principal.

Witness

1. The witness (es) will meet with the school coordinator (gather information) when applicable.
2. Additional support offered if necessary. If so, refer to appropriate service (S.E.T., psychosocial counselor, social worker);
3. Information entered in SWIS by principal.

Bullying and violence protocol

4th notice

Actions taken

1. The perpetrator is removed from class and brought to the office while information is gathered.
2. The coordinator and principal meet separately with all parties involved. They may also meet with any party that can provide further information.
3. The coordinator completes the Bill 56 report (Appendix D), reviews the intervention plan (Appendix F) and student contract (Appendix G).
4. Bullying/intimidation protocol applied and the principal is informed.
5. Principal calls parents.

Consequences and support

Perpetrator

1. Out of school suspension, incident report (appendix I) sent to DG;
2. Report to the DPJ
3. Case study: refer to options from CQSB
4. Psychosocial evaluation;
5. Information recorded in student file and entered in SWIS by principal.

Victim

1. The principal will contact the student's parents: evaluation of needs and referral to appropriate service (S.E.T., psychosocial counselor, social worker)if necessary;
2. Possibility that the parents press charges (*Sûreté municipale de Thetford Mines*);
3. Information entered in SWIS by principal.

Witness

1. The witness (es) will meet with the school coordinator (gather information) when applicable.
2. Additional support offered if necessary. If so, refer to appropriate service (S.E.T., psychosocial counselor, social worker);
3. Information entered in SWIS by principal.

Incident(s) outside of school

If an incident occurs outside of school hours, parents are encouraged to contact the police department and to inform the school of the incident and any subsequent actions taken.

Cyberbullying

Cyberbullying cases will be dealt with when there is enough evidence. All cases will be investigated. If the evidence supports a claim, it will be treated as a bullying and /or violence incident. The protocol will be applied. Consequences to the perpetrator will include loss of electronic privileges at school as well as instruction on the appropriate use of technology in communication.

Perpetrator(s) Information

Name: _____ Grade: _____

Student # _____ Phone # _____

Name: _____ Grade: _____

Student # _____ Phone # _____

Name: _____ Grade: _____

Student # _____ Phone # _____

- Were negative actions, attitudes, and/or words targeted towards a certain person repeatedly?
- Is there a physical, verbal, and/or social power imbalance between the persons concerned?
- Is there a difference between the emotions felt by the perpetrator (feeling of superiority, excitement, amusement...) and the victim (fear, pain, embarrassments...)?

School's decision:

Application of the **Protocol on bullying and violence**

Application of the **code of conduct**

Justification: _____

_____ Date : _____

School coordinator



Bill 56 Notice - Parent Communication

1st notice

Date:

Student name:

Grade level:

The following notice is to inform you that a meeting was held today with your son/daughter concerning an act of bullying and/or violence towards another student. As a school establishment, it is our responsibility to ensure a safe and sound environment for all students.

This first meeting was to inform your son/daughter about the impacts of their action and the possible psychological consequences for the victim as well as the potential legal aspect concerning this action.

Our key role is to act in the best interest of the victim as well as the person that committed the action; and this to ensure a healthy school environment. The school will take the following action in this case:

As parental partnership is a key component of school success, we ask for your collaboration in resolving this matter.

In the event this reoccurs, you will be contacted by a counselor from Mesures Alternatives Jeunesse Frontenac. Depending on the gravity of the incident, you may also be contacted by the Sûreté municipale of Thetford Mines.

For more information, you may communicate with the school principal.

Stephen Renaud

Principal

418-335-5366

919 Mooney St. Thetford Mines (Quebec) G6G 6H3 / telephone # 418 335-5366

CQSB/ A.S. Johnson High School – St. Patrick’s Elementary Intervention Protocol on Bullying and Violence



Bill 56 - Parent Communication

2nd notice

Date:

Student name:

Grade level:

Following our telephone conversation, this letter is to confirm that your son/daughter was met once again concerning an act of bullying and/or violence towards another student.

As this is a second offense, our Bill 56 coordinator will contact a counselor at Mesures Alternatives Jeunesse Frontenac and/or the Sûreté municipale of Thetford Mines. A representative will be in contact with you shortly.

The school will also take disciplinary measures so that your child considers the gravity of his/her actions.

Consequences: _____

For more information, you may communicate with the school principal.

Stephen Renaud

Principal

418-335-5366

919 Mooney St. Thetford Mines (Quebec) G6G 6H3 / telephone # 418 335-5366



Student contract

Name: _____ Grade: _____ Student # _____

Student section

I must respect the following conditions:

- I must be respectful towards my peers and school staff;
- I must avoid using physical and verbal violence towards others;
- Avoid recruiting peers, to “gang up” against the individual(s) concerned;
- I will respect the confidentiality of this agreement and the events related to it (I will not continue to discuss this event with my peers);
- Other _____

Parent section

The parent agrees to support their child by:

- Collaborating with the school and sharing relevant information when necessary
- Being available for important meetings
- _____
- _____
- _____
- _____

School section

As a school, we commit to:

- Supporting the student in all ways deemed appropriate – Time, human resources both internal and external
- Ensuring adequate follow-up with all parties involved, including parents
- Providing parents with alternatives if they feel the intervention is inadequate

I understand and commit to the measures outlined by this student contract and the intervention plan.

Student: _____

Parent: _____

Coordinator: _____

School principal: _____

919 Mooney St. Thetford Mines (Quebec) G6G 6H3 / telephone # 418 335-5366

Phone/Contact Log

Date of Conversation: _____ Method of communication _____

Between these parties: _____

Relevant Notes: _____

Date of Conversation: _____ Method of communication _____

Between these parties: _____

Relevant Notes: _____

Date of Conversation: _____ Method of communication _____

Between these parties: _____

Relevant Notes: _____

INCIDENT REPORT - CQSB - Bullying & Violence
(School administration)

School: _____

Date: _____ **Time:** _____

Location of Incident: _____

Nature of Incident:

Bullying

Violence

Bullying and Violence

Racism

Racism

Racism

Cyberbullying

Cyberbullying

Cyberbullying

Homophobia

Homophobia

Homophobia

Sexual Orientation

Sexual Orientation

Sexual Orientation

Sexual Identity

Sexual Identity

Sexual Identity

Handicap

Handicap

Handicap

Physical characteristic

Physical characteristic

Physical characteristic

Other

Other

Other

Brief Summary of Incident:

Students Involved:

Victim (s)

Alleged Perpetrator(s)

Name

Grade

Age

IEP

Name

Grade

Age

IEP

1.

1.

2.

2.

3.

3.

4.

4.

Number of incidents

Number of incidents

1. 1st 2nd 3rd Other

1. 1st 2nd 3rd Other

2. 1st 2nd 3rd Other

2. 1st 2nd 3rd Other

3. 1st 2nd 3rd Other

3. 1st 2nd 3rd Other

4. 1st 2nd 3rd Other

4. 1st 2nd 3rd Other

Comments:

Comments:

*(indicate whether the incident involved the same (student (s) or different students)

Witnesses to the Incident:

Surname

First Name

Grade or Position

Student(s):

1.

2.

3.

4.

School Staff

1.

2.

3.

4.

Other

1.

2.

Information provided by witnesses:

Meeting with the Student(s):

Victim(s):

Information given:

Alleged Perpetrator(s)

Information given:

Communication with Parents:

Victim (s)

Meeting done by:	Date	Time
1. Choose Please		
2. Choose Please		
3. Choose Please		
4. Choose Please		

Actions to be taken:

Alleged Perpetrator(s)

Meeting done by:	Date	Time
1. Choose Please		
2. Choose Please		
3. Choose Please		
4. Choose Please		

Actions to be taken:

Suspension

Victim (s)

Suspension	Duration
1. Choose Please	Choose
2. Choose Please	Choose
3. Choose Please	Choose
4. Choose Please	Choose

Other:

Alleged Perpetrator(s)

Suspension	Duration
1. Choose Please	Choose
2. Choose Please	Choose
3. Choose Please	Choose
4. Choose Please	Choose

Other:

Recommendation to expel (if):

Victim (s)

1. Y or N Comments:
2. Y or N Comments:
3. Y or N Comments:
4. Y or N Comments:

Alleged Perpetrator(s)

1. Y or N Comments:
2. Y or N Comments:
3. Y or N Comments:
4. Y or N Comments:

Police Intervention Requested:

Name of Police Officer handling request:

Date:

Time:

Comments:

School Principal:

Signature

Date

Sent to Director General:

Yes **No**

Date: