



COMMISSION SCOLAIRE CENTRAL QUÉBEC  
CENTRAL QUÉBEC SCHOOL BOARD

# Anti-Bullying and Anti-Violence Plan

2023-24

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**School:** New Liverpool Elementary School

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# Anti-Bullying and Anti-Violence Plan

## TABLE OF CONTENTS

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### Definition of Bullying and Violence:

- Bullying
- Violence
- Sexual Violence
- Racism
- Discrimination

### THE ELEMENTS OF THE ABAV PLAN:

ELEMENT 1	ANALYSIS OF THE SITUATION PREVAILING AT THE SCHOOL
ELEMENT 2	PREVENTION MEASURES
ELEMENT 3	MEASURES FOR PARENT COLLABORATION
ELEMENT 4	PROCEDURES FOR REPORTING
ELEMENT 5	INTERVENTION PROTOCOL <ul style="list-style-type: none"><li>○ STAFF RESPONSE PROTOCOL</li><li>○ STUDENT RESPONSE PROTOCOL</li><li>○ PARENT/GUARDIAN RESPONSE PROTOCOL</li></ul>
ELEMENT 6	MEASURES TO ENSURE AND PROTECT CONFIDENTIALITY OF ANY REPORT OR COMPLAINT
ELEMENT 7	SUPERVISORY AND SUPPORT MEASURES (FOR THE VICTIM, BULLY, WITNESS & BYSTANDER)
ELEMENT 8	SPECIFIC DISCIPLINARY SANCTIONS
ELEMENTS 9	FOLLOW-UP PROTOCOL ON ANY REPORT OR COMPLAINT
	<b>SEXUAL VIOLENCE</b>
	<b>EXTRACURRICULAR</b>
	END OF YEAR EVALUATION

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# DEFINITIONS

## 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.*

Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools

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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.*

Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools

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## Sexual Violence

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*The concept of sexual violence as used in the Integrated Violence Strategy includes reference to issues of sexual assault, sexual exploitation and sexual harassment, including their various manifestations. Anchored in a dynamic of power imbalance, exposing victims to multiple consequences and violating fundamental rights.*

Contre la violence sexuelle, la violence conjugale et Rebâtir la confiance - Stratégie gouvernementale intégrée 2022-2027 (quebec.ca)

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## Racism

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*“Racism corresponds to the “set of ideas, attitudes and actions whose purpose is to make ethnocultural and national groups feel inferior socially, economically, culturally and politically, thereby preventing them from benefitting fully from the advantages to which all citizens are entitled.” Racist discourse is usually based on real or presumed physical and cultural differences.” (MIDI, 2015)*

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## Discrimination

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*“ Every person has a right to full and equal recognition and exercise of his human rights and freedoms, without distinction, exclusion or preference based on race, colour, sex, gender identity or expression, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, language, ethnic or national origin, social condition, a handicap or the use of any means to palliate a handicap. Discrimination exists where such a distinction, exclusion or preference has the effect of nullifying or impairing such right.” (Charter of Human Rights and Freedoms, section 10).*

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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 to or with the institution 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 or when a report or when a report or complaint is sent to the institution by the regional student ombudsman;
- 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;
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### School Portrait

<b>School's socio-economic index:</b>	Students live in various communities on south shore of the Quebec City. These communities include Lévis, Pintendre, Saint Anselme, Saint Malachie, Saint Lambert, Charny, Saint Jean Chrysostome, Saint Nicolas, Chute de la Chaudière, Saint Agapit, Saint Apollinaire. Our student population includes rural and urban areas.
<b>Student population:</b>	300 students
<b>Other pertinent information:</b>	New school opening Sept. 2023 New student population Moving to South Shore March 2024 Students will be bused to North Shore school from Sept 2023 till March 2024

### 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*), COMPASS.

#### Students with a positive sense of belonging

67% of students had a high sense of belonging.

63% of the girls and 72% of the boys had a high sense of belonging

### **Students with moderate or high levels of anxiety**

25% of students had moderate to high levels of anxiety.  
35% of girls and 11% of boys had moderate to high levels of anxiety

### **Bullying and Exclusion**

- 44% of the students were victims of bullying in the previous month
- 25% of these students reported that the bullying was moderate to severe
- More boys (13.6%) than girls (9.8%) reported being victims of severe bullying in the previous month
- There are 4 types of bullying: physical (19%), verbal (27%), social (30%) and cyber (9%)

### **Feeling safe at school**

- 43% of students felt safe at school as well as going to and from school
- 39% were girls and 50% were boys
- 71% of bullying incidents occurs at recess

### **Priorities**

1. Increase the number of students who feel safe at school, as well as going to and from school, from 43% to 50%.
2. Reduce the number of students who experience bullying from 44% to 35%
3. Reduce the number of students who experience high levels of anxiety at school from 25% to 20%.

## 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 -	<ul style="list-style-type: none"> <li>- Behavior technician is present during recesses and lunch breaks to help students resolve conflicts with peers</li> <li>· Added Special Education Technician supervision at recesses</li> <li>· Proactive supervision philosophy within all school staff to prevent conflicts and acts of violence</li> </ul>
2 -	<ul style="list-style-type: none"> <li>· Minipally in JK4 (social skills program)</li> <li>· Fluppy in Kindergarten and Grade 1 (social skills program)</li> <li>· Police workshops in Grades 1-4-6</li> <li>· Anger management workshops in Grade 2 and 3</li> <li>· Stress management workshops with grades 4-5</li> </ul> <p>In Grade 6, Maison des Jeunes L'envol workshops to talk about self-esteem, conflict, communication, transition to High School, and stress and anxiety Classroom teachers reviewing expectations regularly Small group targeted intervention on social skills</p>
3 -	<ul style="list-style-type: none"> <li>· Meetings and interventions with person who has demonstrated bullying behavior(s) and victim of bullying</li> </ul>
4 -	<ul style="list-style-type: none"> <li>· Parents contacted when violent incidents occur (witnesses, victims and aggressors)</li> </ul>
5-	<ul style="list-style-type: none"> <li>· Targeted support measures, behavioral contracts and student protocols are reinforced and put in place when needed               <ul style="list-style-type: none"> <li>- Level of intervention Protocol</li> <li>- In the Agenda, Code of conduct signed by students and parents at the beginning of the year</li> </ul> </li> </ul>
6 -	<p>School Wide prevention activities: Pink Day, Truth and Reconciliation, Geordie Production, buddy systems Monthly activities in collaboration with PBS (Positive Behavior System) committee to develop a sense of school belonging and community Class activities, stories read to students</p>
7 -	<ul style="list-style-type: none"> <li>· Supervised and structured noon-hour activities, extra-curricular activities and sports given by RSEQ</li> <li>· After school intra-mural sport teams</li> </ul>

8 -	- Students are encouraged to report bullying to any adult
9 -	-Daily support for most at risk behavior students through targeted and /or individual interventions- Daily check ins, Heart Room - Individual meetings with Psycho-Educator targeted intervention
10 -	- Administration meets with bus driver on regular basis

### **Element 3 MEASURES FOR PARENT/GUARDIAN 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/Guardians are equally important and necessary partners in this initiative. Parents/Guardians 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/guardians 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/guardians (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/guardians 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.

- Written support measures are presented to parents and student following a violence-bullying incident and signed by all members involved
- Put in a file for easy access for staff members involved with the student
- Review support measures
- Student protocols for few students who are at risk for violent crisis



## 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/guardians have been informed 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/guardian 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.

It is possible to make a report or file a complaint concerning an act of bullying, violence or sexual violence to or with the regional student ombudsman and, for a person who is dissatisfied with the follow-up on a complaint filed with the institution, to use the complaint processing procedure provided for in the Act respecting the National Student Ombudsman (2022, chapter 17).

- In cases where an incident report for bullying is completed and addressed, a follow-up with the students involved will be initiated within ten school days of the report being filed (see below)
- All support measures and behavioral contracts are kept in student's yellow file.



<https://forms.office.com/r/tytXa8DNjc>

## Element 5 INTERVENTION PROTOCOL

New Liverpool Elementary 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 investigating 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;
- When circumstances permit, 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 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 them 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 OF ANY REPORT OR COMPLAINT CONCERNING AN ACT OF BULLYING OR VIOLENCE**

Measures to protect the confidentiality of any report or complaint disclosure 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.

## 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 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 they 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:

### **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/guardians 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:

## Element 8      SPECIFIC DISCIPLINARY ACTIONS

Based on the severity and / or frequency of incidents and at the discretion of the administration as well as in collaboration with the School Board when applicable. The following disciplinary and / or corrective actions may include, but are not limited to:

- Parent/Guardian 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
- Homebound Tutoring (could take place via Teams)
- 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: 

<b>See below</b>
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## Disciplinary sanctions for acts of bullying or violence

- Disciplinary sanctions related to acts of bullying will be handled in accordance with the school's code of conduct outlined in the school's agenda and attached to this policy.

### LEVEL 1

**Individual meeting, reflection, restitution.** Parents are informed of the incident and consequences.

### LEVEL 2

**In-school suspension.** A meeting with the parents and a follow up with the Psycho-Educator and administration is held. Support measures are put in place for reintegration.

### LEVEL 3

**Out of school suspension** up to three days. A meeting with the parents and a follow up with the Psycho-Educator and administration is held. Support measures are put in place for reintegration with possible professional evaluation and action plan.

### LEVEL 4

**Three to five day out-of-school suspension** and referral to the board for **possible expulsion.** A plan of action must be in place to monitor the student's actions. A recommendation of placement in a specialized school or other possible learning situations may be considered.

# CRISIS PROTOCOL

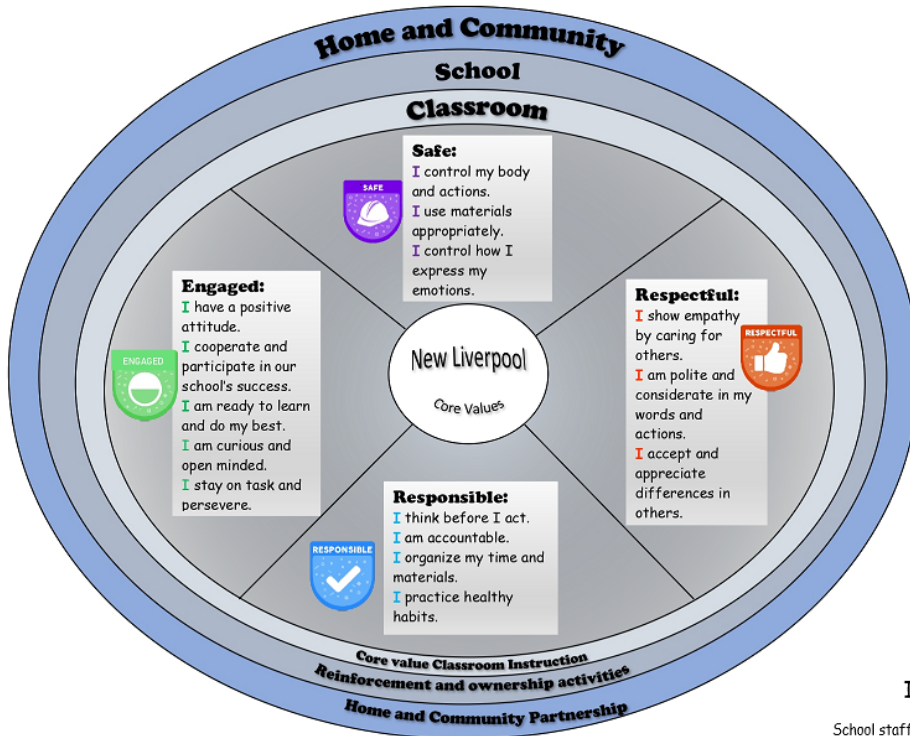
## Emergency Protocol in Case of a Crisis :

- The classroom teacher or Special Education Technician (SET) identifies an immediate **crisis** situation.
- A call is made to the secretary's office using the intercom.
- The secretary contacts the 'Behavioral Special Education Technician' on the walkie-talkie, who then goes to the classroom to offer support.
- If the Behavioural SET is not available, the secretary seeks out a Professional, the Vice-Principal, or the Principal depending on the recommendations in the student's protocol.
- Invite the student to leave the room. No physical contact with the student, avoid confrontation, positive reinforcement, offer help/support, show empathy/understanding, etc.
- The student is brought to the Behavioural SET's office for the deceleration and recuperation period.
- The Behavioural SET shares his/her observations with the administration and other team members.
- The Behavioural SET has a discussion with the student to understand what triggered the crisis.
- A support person is designated to provide any needed assistance to the classroom teacher and SET.
- A member of the team validates the testimonies and information provided by the classroom intervention team.
- Team consultation to decide whether there will be a preventive retreat (child is sent home).
- In the case of a preventive retreat, the administration contacts the student's parents, and they must come pick up their child immediately.
- The student must remain at home for 24 hours while the intervention team decides on a prompt reintegration plan for the student.
- The parents are informed of the time and date of the reintegration meeting that will take place with the administration and intervention team.
- Meeting between the administration and the intervention team to clarify expectations with regards to the student's reintegration.
- Distribution of tasks (who does what).
- The team reaches an agreement on who should be present at the reintegration meeting with the parents.
- During the reintegration meeting, the student concerned must be present.

## Signatures

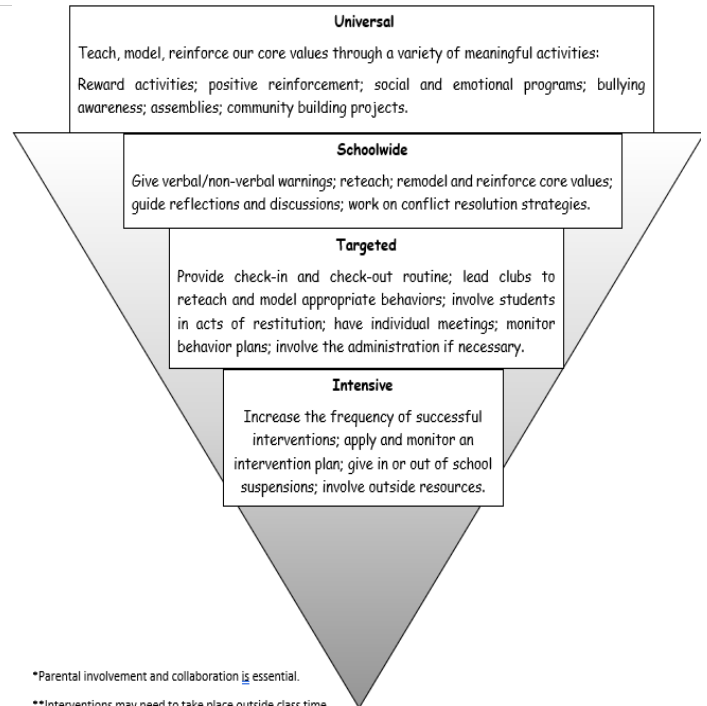
<b>Student:</b>	_____	<b>Date:</b>	_____
<b>Parent /Guardian:</b>	_____	<b>Date:</b>	_____
<b>SET:</b>	_____	<b>Date:</b>	_____
<b>Professional:</b>	_____	<b>Date:</b>	_____
<b>Teacher:</b>	_____	<b>Date:</b>	_____
<b>Administration:</b>	_____	<b>Date:</b>	_____

# CODE OF CONDUCT



## Intervention and Consequence Guidelines

School staff will:



\*Parental involvement and collaboration is essential.

\*\*Interventions may need to take place outside class time.

\*\*\*At all times, acts of violence and bullying can lead to in school or out of school suspension according to the severity of the situation.

**I have read and understood the interventions and consequences outlined above.**

Student's Signature

Parent's Signature

Date

**What the 4 core values mean to me**

<b>Safe</b>	<b>Respectful</b>
<b>Engaged</b>	<b>Responsible</b>

New Liverpool  
Elementary  
School  
Core Values

As a member of the New Liverpool Elementary School community, I pledge to be safe, respectful, engaged, and responsible.

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

As a parent, I have reviewed the pledge with my child, and I will support their efforts in demonstrating these core values.

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

# *BEHAVIORAL INTERVENTION MODEL*

## *Response to intervention steps*

*Refer to ongoing Professional Development portfolio and self reflection on practice and classroom management .  
The advisory role of the resource teacher is also part of this ongoing process.*

1. Classroom management, modeling/teaching expectations, positive reinforcement, bonding/connection with student, warnings
2. Consult documentation on student (mvi/red file) and teaching staff for shared experiences
3. Individual meeting with students to specify specific needs and expectations
4. Communicate with parents (email, telephone, meeting)
5. Meet with behavioural SET to put in place strategies, target specific goals, observation in class
6. Consultation with a professional (psychologist, psychoeducator) in an **advisory role**, informal discussion with students, ongoing conversation with parents
7. Meeting with administration
8. Ad hoc committee referral
9. Individualized follow up with professional
10. Evaluation /Assessment
11. External Referral

## **Element 9 FOLLOW-UP PROTOCOL ON ANY REPORT OR COMPLAINT**

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/guardians 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/guardians express dissatisfaction with the course of action from the school administration.
- For each complaint received concerning bullying or violence and each report received relating to an act of sexual violence, the principal shall send the director general of the school board a summary report on the nature of the incident and the follow-up measures taken. The summary report concerning an act of sexual violence shall also be sent to the regional student ombudsman.