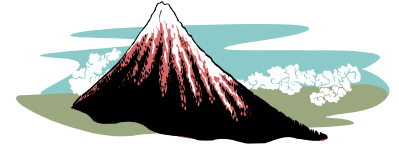


Everest Elementary School



Anti-Bullying and Anti-Violence Action Plan

2016-2017: Safe School Committee Members & Their Function: Daycare Rep. – Denise Marion, Support Staff Rep. – Jennifer Anderson, Administration Rep. – Gary Kenler, Coordinator - Peg Philip, K Rep. – Tiffany Smith, Cycle 1 Rep - Nicole Marquis, Cycle 2 Rep. – Deb Caruso and Cycle 3 Rep. - Valerie Duchemin.

1. Definitions of Bullying, Violence and Harassment

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. (article from Bill 56).

The word “**violence**” means any intentional demonstration of verbal, written, physical, graphic, 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.

Harassment

The word “**harassment**” means any vexatious (hurtful) conduct manifested by either repeated behaviour, words, actions or gestures that are hostile and unwelcome, and undermine the dignity or psychological integrity of another person for whom the school becomes a hostile environment (CQSB policy)

A form of harassment which occurs when a person unduly exercises the authority or power linked to their position with the intention of compromising a person’s job, impeding their work performance or putting their means of subsistence in jeopardy. This type of harassment includes intimidation, threats and blackmail. (CQSB policy)

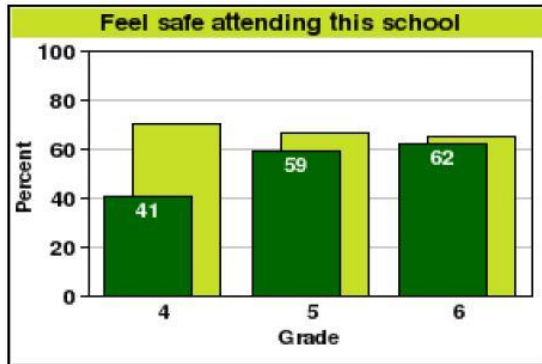
2. Analysis of the current situation

Being a safe school has been part of our school success plan since the opening of the school in 2003. In 2009/2010 we began to implement PBS (Positive Behaviour Support) which is based on teaching, modelling, practicing, reinforcing rules and expectations as well as recognizing good behaviours. We also tabulate information in a data bank, SWIS (School Wide Information System), concerning major discipline incidents which happen at school. This data is compiled regularly and shared with parents when necessary. At monthly meetings, the PBS Committee reviews incidences and creates strategies designed to reduce the number of incidences.

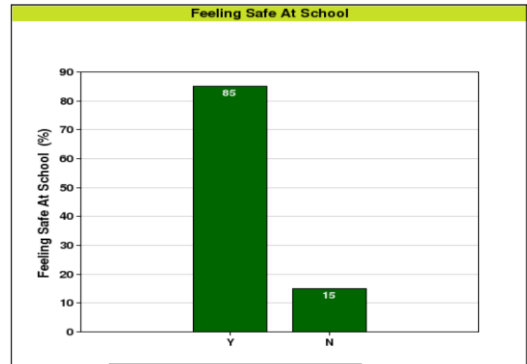
We are also using the information gathered from SWIS and the “The Tell Them from Me” survey to guide our actions. Please find on the next page some key data from the 2015-2016 school year. The graph compares last year’s results to the results from previous years.

The dark green bar represents Everest students.

The light green bar represents the national average.



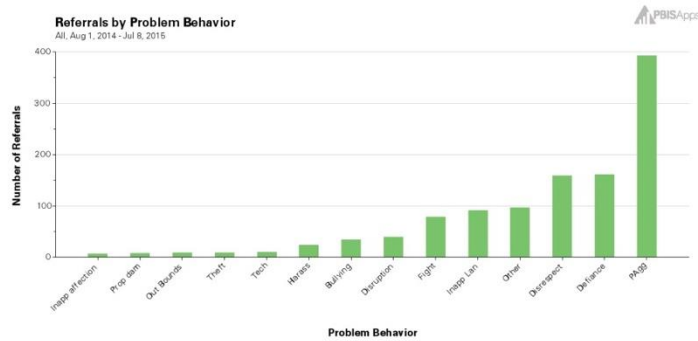
2015-2016 school year



2014-2015 school year

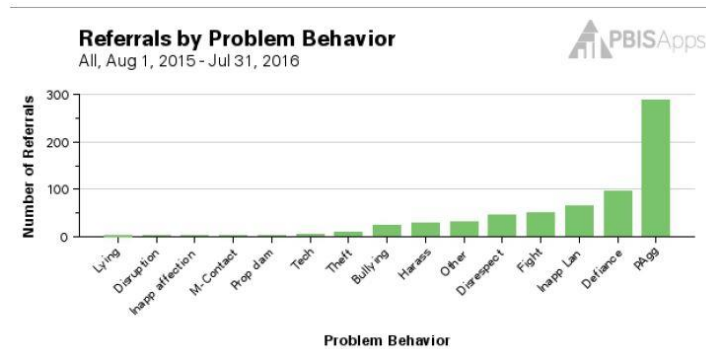
Referrals Incidence as reported in SWIS Data 2015-2016

This graph shows a breakdown of incidents reported.



Clarification of Abbreviations - Table 1

- *Inappropriate display of affection
- *Property Damage
- *Out of Bounds (leaving school property)
- *Misuse of Technology
- *Harassment & Intimidation
- *Inappropriate Language
- *Other - Things that don't fall into other categories
- *Physical Aggression



Clarification of Abbreviations - Table 2

- *Inappropriate display of affection
- Minor Contact
- *Property Damage
- *Misuse of Technology
- *Harassment & Intimidation
- *Other - Things that don't fit into other categories
- *Inappropriate Language
- *Physical Aggression

3. Prevention measures

Priorities:

1. Maintain superior levels of active supervision throughout the building and on the playground by offering Intramural activities for students during the morning recess period as well as organized activities during the lunch hour.
2. Provide students with tools to bully-proof themselves and clarify avenues of support through in-class activities from different character education programs. The intent is to include the parents in extension activities at home as well.
3. Provide daily support to identified students through the CLIMB program. (**C**are about **L**earning about **I**mproving my **B**ehaviour). This involves systematic check-ins with each identified student by designated staff members.
4. Initiation of a mentoring program for some identified students who have had multiple incidents since September 2016. (January 2017)
5. Focus on Positive Behaviour through teaching of clear expectations and use of PBS. Clear expectations for all people in all areas – Be safe, respectful and responsible. The expectations are posted, modelled and taught. Please see the attached school expectations. (Appendix 1)
6. Web-based reporting form called Student Report Form where students and parents can alert school personnel to potential cases of bullying.
<https://docs.google.com/forms/d/e/1FAIpQLSe6tinlz9k2qekzF5IVFhqM6Yzc1yuGQD269dN3XC7acFAOBg/viewform>
7. A House System has been put into place to develop a sense of belonging to the school community as well as the introduction of a Recognition of Extraordinary Acts bulletin board and certificate program.
8. Maintain good relations with bus drivers through in-house bus reports. The drivers are invited in to meet with the administration at the beginning of the school year to review expectations and our partnership. The Administration communicates with the drivers daily. An In-house bus report is available for the drivers to use for first time student offenders.
9. Behaviour Referral forms are used by all staff. The data is entered into SWIS. The PBS Committee reviews the data monthly.

4. Measures to encourage parents to collaborate

Newsletters, the school website and parent meetings ensure that parents are aware of how to contact the school with concerns related to bullying issues. Parents are also encouraged to communicate concerns through the following measures;

- School website (www.cqsb.qc.ca/everest - In the Student Section, click on Student Report Form)
- Student agenda
- E-mails
- Phone calls
- Contact the Administration

Parents whose children are involved in bullying situations will be invited to attend meetings with staff aimed at addressing any bullying situation.

5. Procedures for reporting, or registering a complaint concerning, an act of bullying or violence

Incidents of bullying, based on the definitions in **Section 1**, may be reported informally to an adult in the school who will direct the complaint through the proper channels based on the circumstances surrounding the incident. A written complaint may be filed using the form available on the school's website or from classroom teacher.

<https://docs.google.com/forms/d/e/1FAIpQLSe6tinlz9k2qekzF5IVFhgM6Yzc1yuGQD269dN3XC7acFAOBg/viewform>

All reports of bullying will be investigated and processed through either:

A: Behaviour Technician or **B:** Policy Coordinator (who is presently the Vice-Principal)

Reports of bullying which are confirmed, will be reported using the CQSB Incident Report (Appendix 2)

6. The actions to be taken when a teacher or other school staff member observes an act of bullying or violence

In-school acts of suspected bullying and/or violence will be reported using the **Behaviour Referral Form**. (Appendix 3) Confirmed acts of bullying will be dealt with according to the flowchart in Appendix 4.

7. Importance of confidentiality of any report or complaint concerning an act of bullying or violence.

Confidentiality is beneficial to everyone involved, whether resolution is being processed by an informal resolution or a formal complaint process. It allows the parties to resolve issues in a private manner and protects them from harmful gossip.

Every participant in this process is expected to maintain confidentiality throughout the process and thereafter. Only those who must be informed of the details will be involved, in order to effectively resolve the problem.

8. Supervisory or support measures following an incident

Both the victim and the perpetrator need follow-up support measures through our school's activities and materials used from various character education programs.

We will help empower identified victims to stand up for themselves confidently.

Staff members will monitor the behavior of identified bullies to prevent further violent acts, intimidation or bullying.

The perpetrator(s) and his/her parents will meet with the members of school team specifically involved in the case. The school team will discuss expectations regarding acceptable behaviors in school and an action plan will be implemented.

8. Specific Disciplinary Actions

Disciplinary actions related to acts of bullying, as defined in Section 1, will be dealt with in accordance with the school's Code of Behaviour Contract and Appendix 5 of this document as well as the school website. This document is to be reviewed and signed by parents and students at the beginning of each school year.

Specific Disciplinary Actions will be determined on a case-by-case basis. They may include;

- Loss of Privileges
- Community Service
- Restitution
- Compulsory participation in CLIMB or re-education activities
- In-school suspension (duration to be determined)
- Home suspension (duration to be determined)
- Expulsion (Determined by the CQSB upon referral from the school)

9. Follow up procedure

In cases where a Behavioural Referral form for bullying is completed, a follow-up with the students involved will be initiated within ten school days of the report being filed. Please see Appendix 6 .

The individual who filed a report on an act of bullying will receive a follow up report. Appendix 7

Last approved by the Governing Board on _____ Date _____

Everest Expectations



Be Safe

- Move safely keeping my body and materials to myself.
- Use materials and equipment properly.

Be respectful

- Treat, speak and listen to others politely.
- Follow procedures and rules.



Be responsible

- Report problems.
- Take care of your belongings and environment.



Be successful

- Do your best.
- Speak English. *

(Except to the French teachers and in certain situations)



Classroom Expectations

Be safe.

- Move safely.
- Sit properly.



Be respectful

- Raise your hand
- Wait your turn.
- Listen and work respectfully.

Be responsible

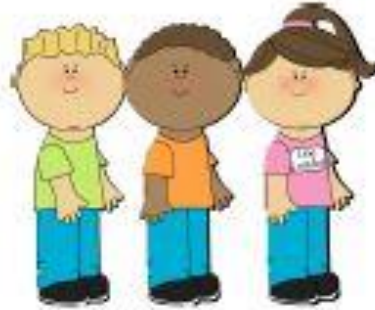
- Keep your workspace & materials neat.
- Wear your shoes.
- Do your work.



Hallway Expectations

Be safe

- Walk and look forward.
- Keep my body & belongings to myself.



Be respectful

- Stay to the right.
- Be silent.



Be responsible

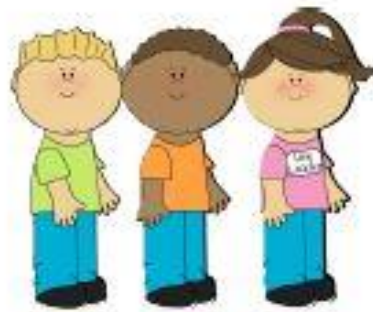
- Keep the halls neat.
- Carry a hall pass.



Line-up Expectations

Be safe

- Keep your body & belongings to yourself.
- Stay in your line.



Be respectful

- Be quick and quiet.
- Walk in single file facing forward.
- Listen to instructions.



Be responsible

- In line order. *
- * If your class has a line order



Cafeteria Expectations

Be safe

- Walk.
- Eat your own meal.
- Get adult help to leave with a tray.



Be respectful

- Speak quietly.
- Stay seated.
- Raise my hand for help.



Be responsible

- Clean my space.



Playground Expectations

Be safe

- Move my body & belongings safely.
- Use materials & equipment properly.



Be respectful

- Respect boundaries & designated areas.
- Listen politely everyone.
- Take turns.



Be responsible

- Report problems.
- Follow all rules & procedures.



Assembly Expectations

Be safe.

- Keep my body & belongings to myself.



Be respectful

- Zip.
- Eyes on the presenter.
- Clap.



Be responsible

- Sit properly.
- Leave seat area neat.



Washroom Expectations

Be safe

- Leave the lights on.
- Keep your feet on the floor.



Be respectful

- Hush, flush, wash and leave.



Be responsible

- Keep washroom clean.
- Report problems.
- Carry a hall pass.



Bus Expectations

Be safe

- Keep my body and belongings to myself.
- Stay seated.



Be respectful

- Treat, speak and listen to everyone respectfully.



Be responsible

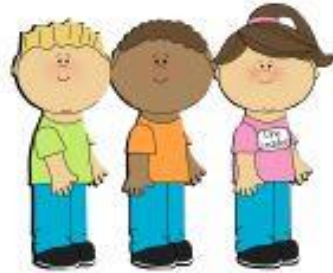
- Keep the bus clean.
- Report problems.



Fire Drill Expectations

Be safe.

- Walk 1 by 1.
- Be silent.
- Stay with your class.



Be respectful

- Follow instructions & procedures.



Be responsible

- Line up in front of your teacher.
- Wear your shoes all the time.



Appendix 3



Behaviour Referral Form

Every section must be completed

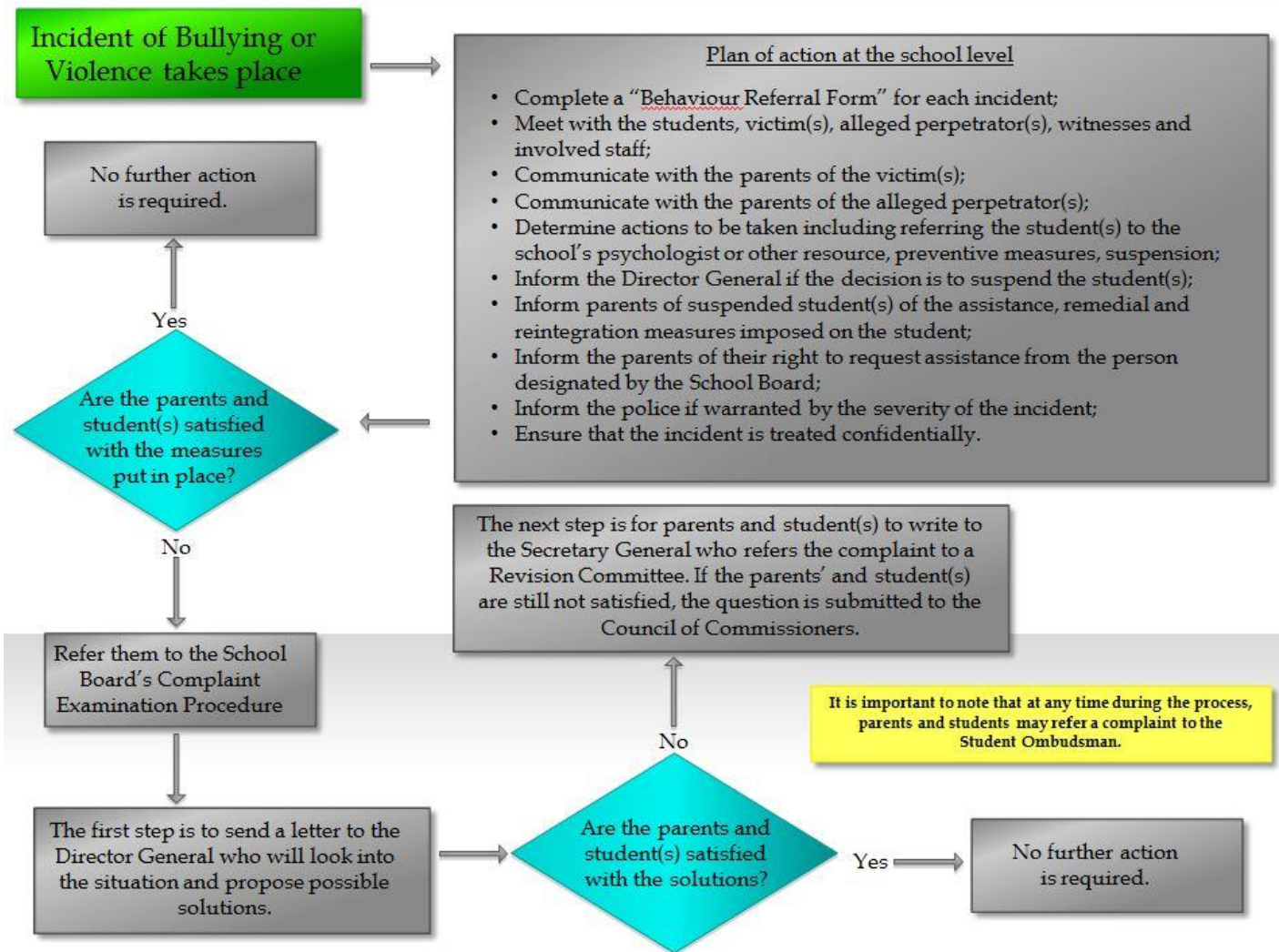
Need Immediate Assistance

Put in Ms. Anderson's box please.

Student(s) _____ () <small>Indicate homeroom in brackets</small> Referring Staff _____	Student(s) _____ () Date (y/m/d) _____ Time _____																				
Location (one selection, please) <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Classroom</td> <td><input type="checkbox"/> Cafeteria</td> <td><input type="checkbox"/> Bus</td> <td><input type="checkbox"/> Loading zone</td> <td><input type="checkbox"/> Daycare</td> </tr> <tr> <td><input type="checkbox"/> Playground (zone # _____)</td> <td><input type="checkbox"/> Washroom</td> <td><input type="checkbox"/> Gym</td> <td colspan="2"><input type="checkbox"/> Special event/assembly/field trip</td> </tr> <tr> <td><input type="checkbox"/> Line-up</td> <td><input type="checkbox"/> Library</td> <td><input type="checkbox"/> Hallway</td> <td colspan="2"></td> </tr> <tr> <td><input type="checkbox"/> Team Sports</td> <td colspan="4"></td> </tr> </table>		<input type="checkbox"/> Classroom	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Bus	<input type="checkbox"/> Loading zone	<input type="checkbox"/> Daycare	<input type="checkbox"/> Playground (zone # _____)	<input type="checkbox"/> Washroom	<input type="checkbox"/> Gym	<input type="checkbox"/> Special event/assembly/field trip		<input type="checkbox"/> Line-up	<input type="checkbox"/> Library	<input type="checkbox"/> Hallway			<input type="checkbox"/> Team Sports				
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<input type="checkbox"/> Line-up	<input type="checkbox"/> Library	<input type="checkbox"/> Hallway																			
<input type="checkbox"/> Team Sports																					
Problem Behaviour (one selection, please) <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Disrespect</td> <td><input type="checkbox"/> Defiance/insubord./Non-compliance</td> <td><input type="checkbox"/> Technology violation</td> </tr> <tr> <td><input type="checkbox"/> Physical aggression</td> <td><input type="checkbox"/> Fighting</td> <td><input type="checkbox"/> Lying/Cheating</td> </tr> <tr> <td><input type="checkbox"/> Harassment</td> <td><input type="checkbox"/> Play fighting</td> <td><input type="checkbox"/> Forgery/Theft</td> </tr> <tr> <td><input type="checkbox"/> Bullying</td> <td><input type="checkbox"/> Abusive/inappropriate language</td> <td><input type="checkbox"/> Vandalism</td> </tr> <tr> <td><input type="checkbox"/> physical <input type="checkbox"/> verbal</td> <td><input type="checkbox"/> Inappropriate display of affection</td> <td></td> </tr> <tr> <td><input type="checkbox"/> social/emotional</td> <td><input type="checkbox"/> Other (explain) _____</td> <td></td> </tr> </table>		<input type="checkbox"/> Disrespect	<input type="checkbox"/> Defiance/insubord./Non-compliance	<input type="checkbox"/> Technology violation	<input type="checkbox"/> Physical aggression	<input type="checkbox"/> Fighting	<input type="checkbox"/> Lying/Cheating	<input type="checkbox"/> Harassment	<input type="checkbox"/> Play fighting	<input type="checkbox"/> Forgery/Theft	<input type="checkbox"/> Bullying	<input type="checkbox"/> Abusive/inappropriate language	<input type="checkbox"/> Vandalism	<input type="checkbox"/> physical <input type="checkbox"/> verbal	<input type="checkbox"/> Inappropriate display of affection		<input type="checkbox"/> social/emotional	<input type="checkbox"/> Other (explain) _____			
<input type="checkbox"/> Disrespect	<input type="checkbox"/> Defiance/insubord./Non-compliance	<input type="checkbox"/> Technology violation																			
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<input type="checkbox"/> physical <input type="checkbox"/> verbal	<input type="checkbox"/> Inappropriate display of affection																				
<input type="checkbox"/> social/emotional	<input type="checkbox"/> Other (explain) _____																				
Possible Motivation (this helps us evaluate the situation and guides us in to what actions need to be taken) <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Obtain peer attention</td> <td><input type="checkbox"/> Avoid task/activity</td> <td><input type="checkbox"/> Anger / frustration</td> </tr> <tr> <td><input type="checkbox"/> Obtain adult attention</td> <td><input type="checkbox"/> Avoid peer(s)</td> <td><input type="checkbox"/> Unknown</td> </tr> <tr> <td><input type="checkbox"/> Obtain item/activity</td> <td><input type="checkbox"/> Avoid adult(s)</td> <td></td> </tr> </table>		<input type="checkbox"/> Obtain peer attention	<input type="checkbox"/> Avoid task/activity	<input type="checkbox"/> Anger / frustration	<input type="checkbox"/> Obtain adult attention	<input type="checkbox"/> Avoid peer(s)	<input type="checkbox"/> Unknown	<input type="checkbox"/> Obtain item/activity	<input type="checkbox"/> Avoid adult(s)												
<input type="checkbox"/> Obtain peer attention	<input type="checkbox"/> Avoid task/activity	<input type="checkbox"/> Anger / frustration																			
<input type="checkbox"/> Obtain adult attention	<input type="checkbox"/> Avoid peer(s)	<input type="checkbox"/> Unknown																			
<input type="checkbox"/> Obtain item/activity	<input type="checkbox"/> Avoid adult(s)																				
Others Involved (victim/bystander/witness) _____ () _____ () _____ () <input type="checkbox"/> None																					
Behaviour Tech Intervention <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Time out</td> <td><input type="checkbox"/> Parent Contact</td> <td><input type="checkbox"/> Anger Management sessions</td> </tr> <tr> <td><input type="checkbox"/> Conference with student</td> <td><input type="checkbox"/> Community Service</td> <td><input type="checkbox"/> Conflict resolution</td> </tr> <tr> <td><input type="checkbox"/> Loss of privilege</td> <td><input type="checkbox"/> Individualized Instruction</td> <td><input type="checkbox"/> Assigned to Alternative Recess</td> </tr> </table>		<input type="checkbox"/> Time out	<input type="checkbox"/> Parent Contact	<input type="checkbox"/> Anger Management sessions	<input type="checkbox"/> Conference with student	<input type="checkbox"/> Community Service	<input type="checkbox"/> Conflict resolution	<input type="checkbox"/> Loss of privilege	<input type="checkbox"/> Individualized Instruction	<input type="checkbox"/> Assigned to Alternative Recess											
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<input type="checkbox"/> Loss of privilege	<input type="checkbox"/> Individualized Instruction	<input type="checkbox"/> Assigned to Alternative Recess																			
Administrative Disciplinary Action (for Office Use Only) <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Time in office</td> <td><input type="checkbox"/> Parent Contact</td> <td><input type="checkbox"/> Bus Suspension</td> </tr> <tr> <td><input type="checkbox"/> In-school Suspension _____ days</td> <td><input type="checkbox"/> Out of School Suspension</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Loss of privilege</td> <td colspan="2"></td> </tr> <tr> <td><input type="checkbox"/> Other (explain) _____</td> <td colspan="2"></td> </tr> </table>		<input type="checkbox"/> Time in office	<input type="checkbox"/> Parent Contact	<input type="checkbox"/> Bus Suspension	<input type="checkbox"/> In-school Suspension _____ days	<input type="checkbox"/> Out of School Suspension		<input type="checkbox"/> Loss of privilege			<input type="checkbox"/> Other (explain) _____										
<input type="checkbox"/> Time in office	<input type="checkbox"/> Parent Contact	<input type="checkbox"/> Bus Suspension																			
<input type="checkbox"/> In-school Suspension _____ days	<input type="checkbox"/> Out of School Suspension																				
<input type="checkbox"/> Loss of privilege																					
<input type="checkbox"/> Other (explain) _____																					
<input type="checkbox"/> CQSB Incident Report forwarded to Board																					

Please write all comments on the back of this sheet.

Appendix 4



Code of Behaviour Contract

Being a member of our community entitles you to certain rights. Rights come with school-wide expectations and rules.

To ensure a quality of life for everyone, we must live up to our school-wide expectations and follow our rules.



**Teach, Model, Practice,
Recognize and Reinforce!**

Right #1 I have the right to be safe and secure.

Expectation **Be Safe!**

Rules I will walk calmly.

I will use all equipment the way it is meant to be used.

I will play safely.

I will ask for an adult for help when a ball goes over the fence.

I will stay within the school boundaries.



Right #2 I have the right to be treated with respect.

Expectation **Be Respectful!**

Rules I will be polite and kind at all times.

I will use proper language.

I will be quiet in the hallways.

I will respect other people's need for space.

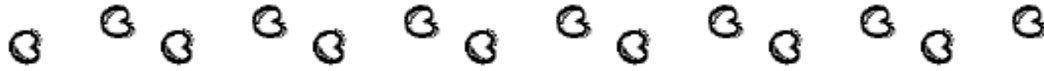
I will explain problems calmly, honestly and respectfully.

I will respect school property.

I will only wear my cap outside.

I will wear indoor shoes.

I will dress appropriately for school. I will not wear spaghetti straps, belly shirts, disrespectful slogans, low-rise pants with underwear showing or short skirts.



Right # 3 I have the right to an enriched English curriculum.

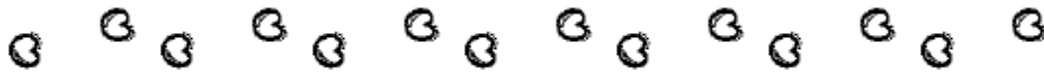
Expectation **Be Responsible!**

Rules I will demonstrate in school and on outings that I can be trusted to act appropriately.

I will speak English with pride at all times, both inside and outside the building (except in French class).

I will clean up after myself in the school and the school yard.

I will come up with appropriate solutions to problems and repair any wrong doing.



Right #4 I have the right to succeed.

Expectation **Be Successful!**

Rules I will pay attention in class and take my work seriously.

I will complete my class work and assignments on a daily basis.

I will ask for help if I need it.

I will use my agenda and complete my homework every night.

I will cooperate with school personnel and succeed to the best of my abilities.

I understand that as a full-fledged member of Everest Elementary School I have to follow the school's

Code of Behaviour Contract.

Every student must ensure that everyone's rights are respected.

There are consequences for unfulfilled obligations: loss of privileges, loss of trust, compensation for pain \ hurt inflicted or time out if necessary.

Any violent action, verbal or physical, is considered a serious offence that warrants an automatic loss of privileges. Serious consequences will be applied by the administration.

Appendix 6

A student who has engaged in bullying is likely to do it again. Similarly, a victim is at risk for being victimized by other students. It is important to pay close attention to alleged perpetrators and victims.

The school principal will meet with the victim after the implementation of the support measures. The school principal will be able to assess the efficiency of measures put in place. A sample form is provided below.

A chosen/designated staff member will make sure to check in with the **victim**, before or after targeted transitional periods, to coach social skills prior to an activity or to find out if the student is experiencing any further bullying or acts of violence.

A chosen/designated staff member will make sure to check in with the **alleged perpetrator**, before or after targeted transitional periods, to restate the expected behavior and to find out if the student is demonstrating any further bullying or acts of violence.

The school team will be monitoring the situation closely.

The chosen/designated staff will take notes to keep the facts straight and keep a written record of the conversations.

Incident Follow-Up Form

Appendix 6

Follow-up Conference Date ___/___/___

Date of Incident: ___/___/___

Student's Name: _____

Conducted by: _____

People present: (x)

Administrator___ Social Worker___ Teacher:_____

Parent _____ School Psychologist_____

Other _____

According to student interviewed, the situation is: ___Better ___Worse___No difference

Comments:

Person making parental contact: _____ Date: ___/___/___

Additional Actions / Notes:

Appendix 7

Follow-up Behavior Referral Form Report

This form is being forwarded to you as you indicated that the incident you reported may have involved an act of bullying.

Date of incident: ___/___/___

Student(s) involved: _____

Referring adult: _____

Comments: *(results of investigation)*

Action taken:

Should you have further questions concerning the above please do not hesitate to contact the undersigned.
