St. Vincent School

Anti-Bullying and Anti-Violence Action Plan

1. Saint Vincent School

Safe School Committee:
Sergine Gauvin, Chair
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SVS Builds Success

- **Being safe, responsible and respectful**

- **Preparing children for the future**

- **Forever learning, developing skills, always growing and striving to improve to reach full potential**

- **Success is our goal; going forward!**

St. Vincent School is an English elementary school founded in 1956 whose mission is to provide its students with an elementary level education, one that will maximize each student's full potential. In 2017/2018, we currently have 462 students from Kindergarten to Grade 6 and 36 students registered in our Early Childhood program.

Central to our mission is the importance we put forth in regard to our languages and our values. As an English elementary school, we wish to instill the highest values and attitudes in our students; a love of learning, caring and respect for oneself and others, hard work, self-discipline, personal responsibility, and an uncompromising commitment to each student's intellectual, social, physical, artistic and spiritual growth.

Our Mission Statement

To provide our students with an education that will allow each of them to fully develop academically, socially and emotionally.

Vision

St. Vincent school is an inclusive school which caters to the unique needs of children being educated in English in a French milieu and engages every child in a rich learning environment. Our staff strives to keep going forward towards success, committed to meeting the challenges of educating all of our students, with the active support of all parents, and devoted to adapting our teaching and services to the changing needs of our society.

Beliefs and Values

As our students grow up, there are certain values and attitudes that we would like to instil in them. When we reflect on the values and attitudes that we find important, we realize that they are quite numerous. Even though most of them are part of the everyday atmosphere at St. Vincent School, it is important to single a few of them out.

The first value to be emphasized is an academic one. This is the *raison d'être* of our school. However, St. Vincent's is more than just a school where students learn academic matter. Every child should also develop socially, spiritually, physically as well as artistically. Thus, we have chosen two other values, a moral value as well as a personal and interpersonal value.

Academic Value – Love of Learning

The most important attitude that St. Vincent can instill in any child is a Love of Learning. A love of learning will not only serve the student while at Saint Vincent, but hopefully spark an unending thirst for knowledge. We hope that this trait will remain and grow throughout the students' lives.

Moral Value - Caring

St. Vincent School has chosen **CARING** as the second value: respect of oneself and respect of others. Helping others, rendering services, being attentive to and understanding the needs of those around us are actions that we value and teach at St. Vincent School.

Personal and Interpersonal Value - Growing

As children grow, they become more and more aware of themselves and their relationship with others. They discover their strengths and weaknesses. They express emotions, experience success and failure. They learn to realize that the most honest satisfaction comes when they have worked their hardest and have performed to the best of their ability. They become autonomous and responsible citizens of tomorrow. All of these values can be summed up in the one word: Growing.

Socioeconomic Indicators

The social economic indicator for the schools identified below, is determined using two factors in the following proportions: 66 percent is based on the number of mothers of children living in the schools' catchments who did not obtain a secondary diploma and 33 percent based on the number of parents of

children living in the given school's catchment, who are without employment. The higher the number indicated under "Rang décile (SFR)" the weaker the social economic factor.

The low income threshold indicator is derived by calculating the number of families living in the school's catchment whose annual income is deemed on or below the low income line by Statistics Canada. The higher the ranking number the lower the social economic factor.

School Profile, Characteristics and Community

Our school is located at the center of a large territory and our students travel from far to come to St. Vincent School. Most of our students travel to school by school bus leaving their homes as early as 7:00 AM and sometimes are back at home after 4:30 PM. Statistics show that 55% of our school population live on the South shore of Québec City, 25% of our students live in Québec (Ste-Foy, Cap-Rouge, Loretteville…), 7% in Ancienne-Lorette, 3% in St-Augustin-de-Desmaures and 10% in Val-Bélair (see map below).Based on sources from Statistic Canada, 70% of the families who live in these neighborhoods have a family income higher than the Québec average, 86% have a CÉGEP diploma and 58% have a university degree. Statistics tell us that people who live on these territories are readers and have a healthy lifestyle. 67% have spent more than $100 in books in the past year and 64% like to have activities that challenge their mental and physical capacities.

There is a high sense of belonging at St. Vincent School. Many of our staff members and parents did their elementary education at St. Vincent and share the values and beliefs of the school. They get involved in the school, donate to our school, are members of our Governing Board, Parent Participation Organization and Foundation. Our school staff strives to create a safe environment where students develop the social and academic skills to be successful adults and valuable members of our society.

Challenges

1) Support all students with a French background in developing the knowledge of English to be successful in an English school. Furthermore, our students need to develop the reading strategies they need to be successful in school.

   Not all students read at level by the end of Grade Two. When students face a difficulty in this area of the English Language Arts program it has an effect on their overall success at school. Many studies have proven that students who do not read at level early in their schooling have an 88% chance of not reading at level later on, which can develop into other difficulties and lead to dropping out of school at the high school level.

2) Offer an environment where we provide support to develop our students' social skills so they can learn in harmony in our school.

   Our school-wide expectations regarding the behaviour of our students are clear and we are more and more consistent in providing an environment where students get the same message from all staff members concerning acceptable behaviours. This school year, we have seen great progress in everyone being responsible for ALL of our students. We see more and more teachers being supportive to a student from another classroom that needs help. Our challenge is to continue to offer an environment where we provide support to develop our students' social skills so they can

learn in harmony in our school. Verbal and physical violence are not accepted and we encourage our students to inform us of any form of violence they are victim of or witness to.

3) Identify the math concepts where some students are experiencing difficulties to use the approaches they need to be successful in Math.

Some of our students have accumulated delays over time in learning certain concepts. When blocked, they cannot progress anymore because the development of these concepts is linear. Identifying exactly what these students know and do not know will help us put in place a plan of action to better support them. The development of a process to solve situational problems will also help all our students be more successful in this aspect of the Math program.

2. Analysis of the current situation

Our MESA Objective: Guide and support our students in developing the social skills they need to solve conflicts, be leaders and create a safe and caring environment at school.

Our MESA Action Plan

Increasing the percentage of students with healthy eating habits (as self-reported in the Tell Them From Me+ Survey) by: • Continuing to encourage healthy snacks according to the policy developed by the school.   • Occasionally sending healthy lunch tips to parents on the monthly newsletter
Increasing students' physical activity levels per weekday (as self-reported in the Tell Them From Me+ survey) by: • Increasing by 5% the number of extra-curricular activities offered at lunch and after school
Decreasing the percentage of CQSB students who report being victims of bullying (as self-reported in the Tell Them From Me+ survey):   • 100% of our students are being coached on how to respond to and report bullying. They have access to the anti-bullying February campaign, Geordie production in October, an electronic form to report bullying and preventive workshops given by teachers and the psycho-educator.   • The administration visits all classes every year to promote the anti-bullying tools available on our school web site.

> *Increasing the percentage of CQSB students who report feeling safe at school (as self-reported in the Tell Them From Me+ survey):*
> - 100% of our students are being coached on how to respond to and report bullying. They have access to the anti-bullying February campaign, Geordie production in October, a contact (vice-principal) to report bullying and preventive workshops given by teachers and the psycho-educator.

> *Decreasing the percentage of CQSB students reported in the 'Registry of Suspensions for Bullying and Violence' as required by Law 19:*
> - 100% of the students who use violence and bullying are being coached by our vice-principal and psycho-educator in developing the social skills they need to solve their conflicts in a healthy manner.

> *Decreasing the percentage of CQSB students reported in the "Registry of Suspensions for Bullying and Violence' as required by Bill 56:*
> - 100% of the students who use violence and bullying are being coached by our vice-principal, psycho-educator, teachers and support staff in developing the social skills they need to solve their conflicts in a different manner.

Conditions to implement the action team

Being a safe school has been part of our school success plan for over a decade. In 2009/2010 we implemented PBS which is based on teaching, modelling, practicing, reinforcing rules and expectations as well as recognizing good behaviours. Information concerning discipline incidents is tabulated in a data bank called the School Wide Information System (SWIS). This data is compiled regularly and shared with the staff on a regular basis and with parents when necessary. The PBS team reviews incidents and creates strategies designed to reduce the number of incidents.

SWIS DATA	2014-2015	2015-2016	2016-2017
Bullying and Harassment	22 incidents	20 incidents	28 incidents
Incidents of Physical nature*	495 minor	558 minor	603 minor
Incidents of Physical nature**	31 major	49 major	101 major
Total Physical incidents	526 incidents	627 incidents	732 incidents

*minor **major

To clarify the SWIS data, the school personnel has evolved: even if consensus has been reached regarding minor and major incidents and the definition of bullying.

The increase of bullying incidents could be explained by a better understanding of what is bullying behavior versus conflicts and behavior incidences. A lot of prevention activities are done regularly in classroom to explain the improve the comprehension of what bullying is, how to react and how to make it stop. As well our RTI model has helped increase all staff members to provide support to students experiencing a conflict.

We are also using the information gathered from ''The Tell Them from Me" survey to guide our actions.

TELL THEM FROM ME survey results	2015	2016	2017
Students claiming to have been bullied	****	15%**	18%**
Feels safe at school	****	62%***	74%***
Positive relationships with teachers	81 %***	79%**	78%**
Feels the school has a positive learning climate	70 %**	70%**	69%**
Advocacy (confidence to report) inside the school	62 %	****	****
Advocacy (confidence to report) outside the school	****	****	****
Moderate or high levels of anxiety	****	16%**	10%

** : Under the Canadian norm.

***: Above the Canadian Norm.

****: Not assessed

Priorities
- **Promote a better learning climate**
- **Sensitize students to denounce intimidation and bullying and promote positive behavior.**

3. Prevention measures

Priorities
1. Maintain superior levels of supervision throughout the building and on the playground.
2. Offer in class and out of class workshops by the psycho-educator on social skills and behaviors.
3. Provide students with tools to bully proof themselves and avenues of support through in-class programs like, Fluppy and System D.
4. Invite community speakers and services to visit the students (police, social worker, guest speakers).
5. Provide daily support to our most at risk behavior (Tier 2 and 3) students through targeted and /or individual interventions.
6. Focus on Positive Behavior through teaching of clear expectations and use of PBS.
7. Encourage students to report bullying to their teacher and to the vice-principal.
8. Invite parents to write to the administration to report bullying situations reported to parents.
9. Update our "Bullying" policy on our Web site yearly.
10. Maintain good relations with bus drivers through in-house bus reports. The Administration meets with the bus drivers on a regular basis.
11. Use role-play as a vehicle for talking about bullying.
12. Offer professional development to the personnel on related topics.

4. Measures to encourage parents to collaborate

Through newsletters, websites, and parent meetings, ensure that parents are aware of who to contact at the school with concerns related to bullying issues. The school provides information via websites such as the MEES site: www.irightthewrong.com and its own web site. Every year, students are invited and participate in workshops on how to be a better friend and their parents are informed of the contents of these workshops.

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

The word "**bullying**" means any repeated direct or indirect behavior, 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. (EA 13 (1.1))

The word "**violence**" means any intentional (an intent to hurt) 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.

Incidence of bullying 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 (Appendix 1). A monthly report will be sent to the Director General if incidents of bullying have arisen.

6. 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

In school acts of suspected bullying will be reported using the "Behavior Referral Form" (Appendix 2).

Confirmed acts of bullying will be dealt with according to the frequency and severity of the incident and all incidents and consequences are recorded in the SWIS. Possible measures are determined according to the level attained (see section 8).

Meetings and follow-up sessions for conflict resolution and restitution with the students, staff personnel and parents will be conducted.

7. Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence.

All formal reports of bullying will be processed through either   A: the psycho-educator
                                                                                                 and/or
                                                                                                 B: the vice-principal

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 against 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, to effectively address the situation.

To protect the interests of all parties involved, all information must remain confidential.

All instances of bullying or violent acts must be reported to school personnel.

Means of reporting include discussions, photocopied electronic discussions, emails, phone calls or written notes. A link from our Website is in place to facilitate reporting incidents in all confidentiality.

8. Supervisory or support measures

Through our school's activities and character building programs, such as Fluppy, System D, anger management, anti-bullying\bullying awareness, acceptance of differences, acts of kindness activities and anxiety management we will help students:

- ✓   Stand up for themselves and each other;
- ✓   To move from a silent majority to a caring majority;
- ✓   Feel stronger and more confident.

Staff members will look out for warning signs to identify potential perpetrators and victims to prevent violent acts and/or bullying.

Should a suspension be imposed, the alleged perpetrator(s) and parents will meet/discuss with the school team. The school team will discuss expectations regarding acceptable behaviors in school, and the behavior contract to sign. Alleged perpetrators can be distracting, disruptive, frustrating and even scary at times. But they need as much help, understanding, and compassion as the victims themselves.

9.   Specific disciplinary sanctions

Disciplinary sanctions related to acts of bullying, as defined in section 4, will be dealt with in accordance with the school's code of conduct as outlined in the school's agenda and attached to this policy (Appendix 3). Note that the administration will deal with each case individually. Consequences given may vary according to the needs of the student and/or the severity of the act. The order below might not always be followed.

1) Detention with reparatory prescription. Parents are advised of the incident and of possible consequences should the incident continue.
2) Second level incidents warrant an in-school suspension. A meeting with the parents and a follow up with the psycho-educator and administration is prescribed. A specific plan of action may be developed.
3) Third level incidents warrant an out of school suspension up to three days. A meeting with the parents and a follow up is prescribed with possible professional evaluation and intervention plan. A plan of action with specific objectives and actions will be developed.
4) Fourth level incidents warrant a 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.

10. Follow up procedure

In cases where an incident report for bullying is completed, a follow-up with the students involved will be initiated within ten school days of the report being filed.   See <mark>Appendix </mark>4.

February 5th, 2018

Appendix 1

BULLYING INCIDENT REPORT FORM

Date of Incident: _____ **Time of Incident:** _____

Frequency and duration of bullying behaviour: (Once or twice, Persisting over two months, Several times a week, Persisting for more than a year)

Location of Incident: Describe where the event took place:
(Hallway, Restroom, Classroom, Gym, Lunch Room, Playground, Locker Room, Bus, Social Media, Internet...)
_____

Name of victim(s): Name of student(s) bullying: Name(s) of witnesses/bystanders:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Type of Bullying

Describe the incident and bullying behaviors: Write as much details as possible to describe the situation

_____
_____
_____
_____
_____

Reported to you by (write all that applies):

Child, Bystander, Victim/Target, Parent, Bus Driver...

_____ _____ _____ _____

Evidence, Notes, Email, Graffiti, Video/audio, Website...

_____

Any other information:

_____
_____

Date: _____

Reported by: _____

Please email form filled out to Sergine Gauvin, Vice-principal at St.Vincent School at:
sergine.gauvin@cnsb.qc.ca

Appendix 2

SWIS
School Wide Information System

Student's Name:_____ Class:_____ Staff Member: _____ □ IEP					Date:__/__/__ M D Y Time:___:___ **(PRECISE)**	

To: Help Rm: ☐ Office: ☐					
ENVIRONMENTAL FACTORS (OPTIONAL)	✔	**POSSIBLE MOTIVATION**	✔	**LOCATION**	✔
Adult request/directive		Gain peer attention		Classroom	
Oral instruction		Gain adult attention		Hall	
Individual seat work		Gain/obtain item		Washroom	
Managing materials		Avoid peer(s)		Playground	
Changes to routine		Avoid adult(s)		Gym	
Transitions		Avoid seat work		Cafeteria	
Group Work		Avoid group work		Library	
Teasing from peers		Avoid and event		Bus	
Specialist		Provocation		Daycare	
Guest Teacher		Revenge		Field Trip	

BEHAVIOR INCIDENT	✔
Physical aggressiveness/Fighting	
Disturbing even after being warned several times	
Abusive Language directed at individual	
Bullying (Physical, Psychological, Social, Verbal, Cyber-Bullying)	
Open Defiance/Disrespect/Insubordination after warning.	
Dangerous use of objects including the throwing of snowballs.	
Vandalism	
Theft	
Out of Bounds	

Other:		
Others Involved: ✓		
___ None ___ Peer ___Staff ___Teacher ___ Guest Teacher ___ Unknown ___Other		

Actions	**Recommendations** ✓	**Admin. Decision** ✓
Time in Office_____		
Detention		
Restitution/ In school Community Service		
Lose privileges		
Conference with student		
Parent Contact (agenda, telephone)		
Individualized Instruction out of class		
Other		
Further Administrator Decision	✓	
In School Suspension		
Out of School Suspension		
Suspension from free play		
Bus Suspension		
Parent Conference		

Appendix 3

School Rules and Consequences

We believe that rules should be few in number, clear, well understood and enforced. The following rules and guidelines found on the previous pages were developed in collaboration with students, parents and the school personnel.

Consequences are necessary when harmony is broken and when situations threaten favourable learning conditions. While correcting a situation is important, it is essential that the measures taken be part of a process that leads students to be aware of their responsibilities.

Positive Behaviour Support (PBS)

We use a Positive Behaviour System to teach, model, reinforce and recognize good behaviour. This system provides pedagogical activities designed to help students understand the rules and learn appropriate behaviours as well as school spirit activities to positively reinforce expected behaviours and a tracking system for all behaviour problems (SWIS). Students will be recognized for their good behaviour and for following the expectations.

Be Responsible, Be Respectful, Be Safe!

There are three guiding principles in the establishment of the rules. These principles reflect St. Vincent School's values and vocation, and are upheld at all time. See two previous pages for our complete policy.

1) To provide a favourable environment conducive to learning,
2) To ensure the safety and well-being of all students,
3) To ensure that all rights are respected.

School Rules

- I respect the 'hands off' policy.
- I respect others and I use polite language.
- I will solve my problem peacefully.
- I respect all school property i.e., books, furniture, basketball hoops, etc.
- I use the school's computer facilities for educational purposes as outlined in the CQSB Code of Ethics Governing the Use of Information and Communication Technology Resource (this policy is printed in the next section of this agenda).
- I leave money at home unless it is for cafeteria meals, snacks or for special school projects.
- I leave valuable objects at home, i.e. iPods, electronic games, cell phones, etc
- If I bring my electronic device to listen to or play with on the bus, I do so at my own risk and these objects must remain in my school bag while at school. If a student uses his/her electronic device at school, it will be confiscated.
- I leave the following objects at home: marbles, trading cards, playing cards and personal toys. If a student uses one of these items at school, it will be confiscated.
- I may bring balls, sports equipment (baseball glove, skipping rope). These articles are also provided by the school for free-play times.
- I leave the following objects at home: dangerous objects i.e., matches, pocket-knives, firecrackers, laser pointers, etc. If a student brings one of these items to school, it will be confiscated and parents will be notified.
- I use school materials (rulers, pencils, paperclips etc.) only for what they are supposed to be used for.
- I write all assignments in my own words and I cite my sources. This means that I cannot copy the work of others, for example, from the Internet.
- I leave gum at home.

Other School Policies

Dress Code

In the spirit of respect, both for themselves and for others, students are required to adhere to the following:

1) Inside footwear or non-marking running shoes are to be worn indoors at all times. Students are expected to have a set of inside and outside footwear throughout the year. Inside shoes may also be their gym shoes.
2) Coats and jackets are not to be worn in the classrooms; these items are to be placed on the student's coat hook.
3) Hats, caps and sweatbands must be removed upon entering the school and placed on the student's coat hook or in the child's backpack.
4) On rainy days, students will be going outside to enjoy the fresh air. Student must be prepared for this wet weather with rubber boots, a raincoat and hat.

Examples of inappropriate clothing and appearance include:
- Clothing, hats or jewellery with any graffiti, profanity, put-downs including the conveyance of a double meaning or vulgar messages in the form of writing, pictures, symbols or logos.
- Tops that show a bare midriff or unbuttoned shirts that create a revealing appearance.
- Revealing apparel such as "see-through" garments, low-cut blouses/shirts, and clothing that does not cover underwear (sleeveless tops and tank top straps must be 2 adult fingers wide, wide enough to adequately cover undergarments.)
- Conspicuous body piercing or tongue piercing.

- Short shorts (must reach the fingertips when arms are held to the thigh); pants that are too long; clothing with holes, pants or shorts that are not securely fastened at the waist; pants that are "low-riding" and worn below the waist.
- Writing on body parts including face painting, stickers and decals.
- Eccentric and extravagant hair colouring and hairpieces (only natural hair coloring is accepted).
- Flip-flop sandals (safety).
- Make-up.
- High platform shoes and heels.

Dress Code Discipline Plan

Students who do not follow the dress code are referred to the Principal or Vice Principal. If it is determined that the student does not meet the dress code regulations, the student will be warned and/or temporarily removed from class until dress code regulations are met. In cases where parents are unable to bring appropriate clothing, the school may provide appropriate attire so students will not miss instructional time.

Appendix 4

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 administration and the psycho-educator will meet with the victim after the implementation of the support measures. The administration and psycho-educator will be able to assess the efficiency of measures put in place. A sample form is provided below.

A chosen staff member, check-in staff, 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 staff member, check-in staff, 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 Check-in staff will take notes to keep the facts straight and have a written record of the conversation.

Incident Follow-up Form

Student's name: _____ Homeroom: _____

INCIDENT

Date	Reported by	Type of incident	
		❑ Physical	❑ Verbal
		❑ Emotional	❑ Bullying (if repetitive incidents)
Details:			

FOLLOW-UPS

Date	Conducted by	Details of follow-up meetings	Outcome • According to student, the situation is:
			❑ better ❑ no difference ❑ **Why ?**

ADDITIONAL ACTIONS / NOTES

_____

_____

_____

Incident Follow-up Form

Student's name: _____ **Homeroom:** _____

Date	Conducted by	Details of follow-up meetings	Outcome • According to student, the situation is:
			❑ better ❑ no difference ❑ worse **Why ?**

ADDITIONAL ACTIONS / NOTES

_____

_____

_____