## Description: central_cl

**2018-2019**

**ANTI-BULLYING AND ANTI-VIOLENCE ACTION PLAN**

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| Approved by the governing board on (YY-DD-MM): 2019-15-03 | | | |
| Name of the school:  **Riverside Regional High School** | ❑ elementary school  🗷 secondary school | Date:  Monday, March 11, 2019 | Principal: Jamie Kirlin  School Coordinator: Pier-Olivier Tremblay |
| **Team Members:**  Pier-Olivier Tremblay, Katie Boulianne and Jamie Kirlin | | | |

| **Anti-bullying and anti-violence plan components** | **Analysis of the situation** |
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| 1. An **analysis of the situation** prevailing at the school with respect to bullying and violence | 1. **Tools for Collecting Data :** 2. Tell Them From Me Student Survey 3. Disciplinary forms 4. Staff and student reports 5. Behavior Technician observations and reports 6. Survey Monkey 7. Communication with parents. 8. **What is the data telling you?** 9. Definition of bullying must be made clearer to students 10. Most students have never been bullied, but when it happened, it was mostly in elementary school. 11. Most students have witnessed a bullying situation in school (Elementary or other school). 12. To stop bullying if you are victim or a witness, most students answered to tell a teacher or parent. And to stand up to it. Yet, it doesn’t seem to be what they are doing. 13. Students think that when reported to a trusted adult, the situation is either ignored and nothing is done to help or that the situation doesn’t stop. 14. Students are scared that the situation will be worst when talked about 15. Most students answered no to the question, “Have you ever been bullied?” 16. Some other problems that have been highlighted in the school are the need for a quiet place to relax, the intense noise in class, and gossiping. 17. Students would like to know about what leads to bullying. 18. As for solutions, the students think that more consequences against the instigator would help stop it. Many students mentioned that the posters are useless. 19. **Objectives: 1: Establish a common understanding of bullying.**   **2: Be aware of the procedure and steps to follow when faced with a situation of bullying.** |
| **Priorities:** |
| 1. **Inform and educate students and stakeholders.**   **Objective:** Host discussion group sessions for students during ERC classes. |
| 1. **Provide appropriate tools for teachers and students.**   **Objective:** Build a procedure for students who witness bullying. |
| 1. **Implement practices and approaches that will be followed on a school-wide level.**   **Objectives:** -Reduce from 10% to 5% the rate of students who are victims of bullying at school.  - Increase from 89% to 95% the rate of students who feel safe at school as well as going to and from school.  - Better understanding of what bullying is and break the misconceptions of what happens when it’s reported. |

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| **Anti-bullying and anti-violence plan components** |  | **Description** | **To Consider :** |
| 1. **Prevention measures** to put an end to all forms of bullying and violence, those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic; | **Current practices** | * Everyone is encouraged to report incidents to a person they trust. * All reported cases are investigated to clarify the situation and identify the form of bullying or violence. * Parents are notified that there has been an incident. * Immediate action is taken; consequences are applied accordingly. * Zero tolerance * Session about cyberbullying with the Saguenay Police Service. * Behavior Technician keeps very detailed files on all incidents. * *What happens when my child is bullyied?* sheet sent home. * *How to stop a situation of bullying/violence in the school hallways* sheet distributed and discussed with staff. * VI-SA-VI program to secondary 1 students every year. * Participation in *Groupe Relais* (Anti-Bullying group with experts from all around Saguenay-Lac-Saint-Jean). | * ***Prevention Programs*** * ***School/Class Activities*** * ***Strategic Surveillance Plan*** * ***Student Training, public civility, bullying, cyberbullying, etc.*** * ***Staff Training, on differentiating terminology and on intervention*** * ***Speaking to students and parents*** * ***Support networks for students*** * ***Crisis Management Protocol*** * ***Intervention Plan for emergency situations*** * ***Conferences on bullying e.g. Phil Thibeault*** * ***Role playing scenarios during lunch break – hosted by Behaviour Techs.*** * ***Kiosks in main entrance e.g. Bullying Awareness Week*** * ***Other*** |
| **Practices to enhance** | * Ensure ALL students are proactive and report any situation they are witness to or are part of. * Differentiate between intimidation and conflict * Raise more awareness within class activities and/or workshops |
| **New practices to be established** | * Support network for students * Procedure for students who witness bullying * Report a situation (website) * Discussions groups in ERC |
| *Sections # 3 to 9 are part of the* ***intervention protocol on bullying and violence*** | | | |
| 1. Measures to **encourage parents to collaborate** in preventing and stopping bullying and violence and in creating a healthy and secure learning environment; | **Current practices** | * Communication to parents of the victims and the perpetrator through e-mail, telephone, and meetings | * ***Document targeted at parents explaining the anti-bullying plan and the school’s position. It would also specify the expectations regarding the role of parents*** * ***Information in English available on MELS microsite*** [***www.irightthewrong.com***](http://www.irightthewrong.com) * ***Seminars or conferences aimed at parents (related to bullying and violence)*** * ***Offer of support to parents (to those that have expressed a need)*** * ***Means of communicating with parents*** |
| **Practices to enhance** | • More fluid communication with parents via email or telephone from teachers when possible |
| **New practices to be established** | * Make documentation on bullying and violence available to parents. * Provide seminars or conferences aimed at parents. * Email (or newsletter) parents about upcoming activities for each class (Ex: mental health, guest speaker on bullying etc.) * Use of the school website |

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| **Anti-bullying and anti-violence plan components** |  | | **Description** | **To Consider :** |
| 1. A. Procedures for **reporting an incident concerning an act of bullying or violence** and, more particularly, procedures for **reporting** the use of social media or communication technologies for cyberbullying purposes;   B. Procedures for **registering a complaint** concerning an act of bullying or violence | **Current practices** | * An observation sheet (red sheet) is completed by the staff member who witnessed the incident. If the witness is a student, the behavior technician meets with the student and helps to complete the form. * Incidents may be reported directly to any staff member. The Principal, with the help of the Behavior Technician will immediately handle the situation. * How to handle a violence or bullying incident in the school hallways procedure for staff members. | | * ***Reference Tool for Reporting an Incident: Observation Sheet (red sheet)*** * ***School website*** |
| **Practices to enhance** | * Clarify everyone’s role when a situation occurs. Remind staff that it is everyone’s responsibility to report and complete a form. * Increase visibility of the red sheet that is used to record incidents | |
| **New practices to be established** | * Once the school website will be ready, a system to anonymously report a bullying situation. There will be open access to the form. | |
| 1. **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;** | **Current practices** | * Anyone who witnesses or observes an act of bullying or violence is asked to report to the principal immediately or complete the observation sheet (red sheet). The role of the witness is to report the incident and not to give an audience to the bully. They must help the victim get away from the situation and tell a trusted adult in the school. We must make sure that we provide support to the witness (follow-up meeting, confidentiality) to ensure their safety at school. | | * ***Responsibilities of teachers, staff, students, or any other member of school community when an incident of bullying is witnessed*** * ***Steps to be taken once the incident is reported.*** * **Steps to stop a bullying / violence situation in the school’s hallways.** |
| **Practices to enhance** | * Clarify everyone’s responsibility in reporting an incident. * Promote the importance of reporting each incident (students, staff, and parents) | |
| **New practices to be established** | * As for the staff member, a procedure to stop a violence or bullying situation in the school hallways will be distributed to the students to help them. | |

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| **Anti-bullying and anti-violence plan components** |  | | **Description** | **To Consider :** |
| 1. **Measures to protect the confidentiality** of any report or complaint concerning an act of bullying or violence; | **Current practices** | * Meetings are held in a closed room with a witness if necessary. * Only certain information is shared with the authorization of the student. * All student’s files are locked in a drawer. | | * ***Establish how the school will respect the security and dignity of the victims, bystanders, and bullies.*** * ***Ensure that the procedures outlined in Section No.4 above respect the confidentiality of any incident description and that the incident is referred to the School Principal*** |
| **Practices to enhance** | * Ensure there is more discretion when students are met. | |
| **New practices to be established** | • Use of the anonymous complaint form on the school website | |
| 1. **Supervisory or support measures** for any student who is a ***victim*** of bullying or violence, for ***witnesses*** and for the ***perpetrator***. | **Current practices** | * Parents of both the victim and perpetrator are contacted. * Student is offered the services of the behavior technician or psychologist. * Principal is involved in all reported incidents. * Behaviour Technician files are kept up-to-date | | * **Establish how the school will support victims, aggressors, and witnesses** * **Highlight any services that are used to help victims, aggressors, and witnesses such as professionals, technicians, Health and Social Services, and/or Police.** |
| **Practices to enhance** | * Improve access to services of the school (time between incident and meeting a professional). | |
| **New practices to be established** | * Involve police and social services as support services. We met the police officers at the beginning of the school year and they are ready to collaborate in case of any major incident. * Improve follow-up with students involved in a bullying situation. | |

| **Anti-bullying and anti-violence plan components** |  | | **Description** | **To Include:** |
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| 1. **Specific disciplinary sanctions** for acts of bullying or violence, **according to their severity or repetitive nature**; | **Current practices** | * Reference to the current discipline policy and school code of conduct. * Each case is examined, and possible consequences vary from apology letter to a maximum of a 5-day suspension depending on the severity and repetitive nature of the incident. * Behaviour Technician’s notes are filed | | * ***Definitions of bullying and violence as outlined in Bill 56.*** * ***Student responsibilities and disciplinary measures as outlined in school code of conduct*** * ***Reference can be made to School Board Harassment Policy*** * ***List of possible consequences of bullying incidents according to their severity and repetitive nature (Suspensions should not exceed 5 days)*** |
| **Practices to enhance** | * When students are sent to the office, we must make sure that they don’t go back to class immediately. A follow-up procedure is in place following the consequence. This provides support for the student and the teachers welcoming the student back to class. | |
| **New practices to be established** | . | |
| 1. **A.The required follow-up on any report concerning an act of bullying or violence.**   **B. The required follow-up for any complaint concerning an act of bullying or violence.** | **Current practices** | * All reports are filed. * Parents are contacted to give feedback and progress of the situation. * Ensure complaint procedures and monthly suspension charts are sent to the DG. | | * ***Ways information will be passed on following an incident or complaint at the school.*** * ***Incident Procedure for School Board: incident reports stay at the school until it becomes a complaint*** * ***Complaint Procedure for School Board: Send all complaints to the Director General*** * ***Monthly reporting of Suspensions chart sent to the Director General.*** |
| **Practices to enhance** | * Meet with the students few times after the event to make sure the situation is resolved properly. | |
| **New practices to be established** |  | |