

Anti-Bullying and Anti-Violence Plan 2023-24

Dollard-des-Ormeaux School



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Definitions

Bullying

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

Violence

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

Sexual Violence

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

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

Racism

"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)

Discrimination

"Every person has a right to full and equal recognition and exercise of their 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).

Analysis of the situation prevailing at the school concerning bullying and violence

School portrait

- School's socio-economic index: 2 (10 being the lowest IMSE, and 1 being the highest IMSE)
- Student Population: 626
- Other information: Offers K5 to secondary 5 instruction
French mother tongue population is 87%
- IEP population is 24%

Analysis

An analysis of the situation prevailing at the school concerning 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 violence;
- Five-Year results from *Our School Survey* (formerly *Tell Them From Me*) and COMPASS.

School Year	"Feeling safe in school."	Victims of moderate to severe bullying	"Feeling moderate to high levels of anxiety."	# of suspended registered days of suspensions for violence and bullying
2017-18	91% (HS), 52% (el.)	14% (HS), 22% (el.)	33% H9HS, 25% (el.)	NE
2018-19	86% (HS), 49% (el.)	14% (HS), 21% (el.)	39% (HS), 26% (el.)	23 (HS), 22 (el. + one indefinite: homeschooled)
2019-20	The question changed in COVID to "feeling they are part of the school" 80% (HS), NE (el.)	NE (HS), NE% (el.)	28% (HS), NE (el.)	1 (HS), 19 (el.) The tally ended in February due to confinement
2020-21	NE (HS), 60% (el.)	NE (HS), 30% (el.)	NE (HS), 34% (el.)	2 (HS, homeschooled for weeks), 23 (el. + one homeschooled for weeks)
2021-22	86% (HS), 49% (el.)	Phys. 5%, verbal 22%, Social 18%, but 74% not bullied in HS Phys. 25%, verbal 39%, social 40%, total bullied 33%, 57% happens at recess (el.)	Depression 24%, anxiety 40% (HS), 42% (el.)	6 (HS), 8 (el.)

% of elementary students whose parents were informed officially of having had a hands-off incident				
School Year	Kindergarten	Cycle 1: Grades 1 and 2	Cycle 2: Grades 3 and 4	Cycle 3: Grades 5 and 6
2022-2023	NA	31.6%	27.8%	26.4%

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, gender identity, a handicap or a physical characteristic include:

- The legal ratio of student-to-supervisor/educator in the school, playground, daycare, and regular school hours are respected. Decentralized measure money is used to increase ET hours and add supervision time during recess in the schoolyard.
- There is a Hands-Off policy in place with sequential interventions and consequences.
- The Anti-Hate Alliance is set up to support students and staff in becoming an inclusive learning and work environment.
- Increased awareness of diversity and acceptance of uniqueness with the organization of sex. Ed. Week in the secondary sector.
- GSA group meets over lunch to offer a safe place for secondary students to be heard and to organize workshops for our younger Cycle Three population in the elementary sector.
- Data-driven decision-making using in-school, COMPASS and Our School surveys. Using decentralized measures to hire various resources to help students deal with mental health, prevent psychoactive substance use, prevent violence regardless of the form and location, and guide our students into making appropriate choices.
- We are working in partnership with the CIUSSS Capitale-Nationale, the Military Police Department, the Sureté de Québec officers and the school board's complementary service consultants.
- DDO Staff and contracted personnel will be made aware of the policy. Training will be made available when necessary to increase school buy-in.

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 crucial 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 expected to be active advocates for their children, be aware of changes in their behaviours, and contact the school when behaviours at home become a concern.

The following measures aim to encourage parents/guardians to collaborate to prevent and stop

bullying and violence and create a healthy and secure environment:

- The School's Code of Conduct will be communicated with the parents/guardians (K Orientation, August package, Meet-the-Staff night, bulletins/memos, and the school website).
- The ABAV Plan is made available to parents.
- Ongoing communication between all parties: the principal or their designate, parents/guardians of targeted children and those who bully. This communication can continue until the resolution of the situation and the measures taken have been successful, and the bullying has ceased. The school will take the necessary steps to ensure confidentiality for all parties.
- Share resources: The Triple P (Positive Parenting Program via the Family Centre) <http://www.jhsb.ca/en/services-communautaires-de-langue-anglaise/services-aux-familles-aux-enfants-et-aux-jeunes/programme-triple-p> and Kids Help Phone 800.668.6868; Tel-Jeunes 800.263.2266; <http://www.jeunessejecoute.ca>

Procedures for reporting or lodging a complaint

The school will take the necessary measures to ensure confidentiality for all parties. Parents and guardians can contact the police immediately if the safety and integrity of their children are compromised outside of school grounds.

Report

Bullying and violence can be reported verbally (in person or by phone) or in writing (by email or by letter) to the school administration or staff. Students who wish to write a note to report an incident are encouraged to include their names for follow-up.

Staff members who receive a report must document the information and submit the information to the administration for follow-up.

When parents/guardians have been informed about a bullying situation or an act of violence of any nature, they must contact the person directly concerned or 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 to maintain confidentiality.

Complaint

- I. The person who wishes to complain of bullying, violence or sexual violence must contact the person directly concerned or to their immediate supervision. The complaint will be processed within ten working days.
- II. If dissatisfied at the end of the initial process or the complaint is not fully processed within the timeframe. In that case, it is also possible to file a complaint concerning an act of bullying, violence or sexual violence to the person in charge of processing complaints at the school board. The student, parent or adult must contact the Secretary-General. The complaint will be processed within 15 working days.
- III. If at the end of step 2, the student, parent, or adult is dissatisfied or the complaint is not fully processed within the timeframe. In that case, filing a complaint to the Regional

student ombudsman is also possible. The Regional Student Ombudsman has 20 working days to examine the complaint and reach a conclusion fully. They will transmit relevant recommendations to the school board if applicable.

The National student ombudsman has five working days to inform the Regional student ombudsman of whether or not they intend to examine the complaint. If they choose to examine a complaint, they have ten working days to examine it thoroughly and substitute their conclusions or recommendations.

The Regional student ombudsman then informs the school board of conclusions and their reasoning. The school board has ten working days to notify the complainant and the Regional student ombudsman of the actions they intend to take or, if applicable, the reasons for refusing to act.

Any report or complaint concerning an act of sexual violence that falls under the jurisdiction of the Director of Youth Protection (DYP) must be relayed immediately to the DYP, which will intervene according to the applicable legal and administrative framework. In this context, the Regional student ombudsman will withdraw from examining the report or complaint.

The Regional student ombudsman must immediately forward any report or complaint they receive to the school principal unless there are reasonable grounds to believe that doing so would impede the investigation or, in the case of a complaint, that the complainant refuses to have said information forwarded.

Reminder: Parents and guardians can contact the police immediately if the safety and integrity of their children are compromised.

Intervention protocol

Dollard-des-Ormeaux School is committed to providing a safe, caring and positive climate. Adult indifference is not tolerated. School personnel must report and investigate all bullying incidents and take appropriate action whether they observe 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 bullying and violent incidents.

- Physical acts, such as inappropriate, unwanted, uninvited, or harmful 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 messages, text messages and emails);
- Verbal threats made to another, including blackmail, extortion or demands for protection
- Direct or indirect, relationally aggressive behaviour such as social isolation, rumour spreading, or damaging someone's reputation;

- When circumstances permit, any of the above conduct occurs off school grounds when such creates or can reasonably be expected to create a substantial disruption in the social setting and at school-sponsored activities and events.

All parties acknowledge certain limitations to these conducts outside of school hours and out of school grounds. Parents are therefore expected to assume responsibility for their children.

In addition to the conduct described above and are not limited to, examples of behaviour that may constitute bullying or violence include the following:

- Blocking access to school property or facilities;
- Stealing or hiding or otherwise defacing personal possessions;
- Repeated or pervasive taunting, name-calling, belittling, mocking putdowns, or demeaning humour relating to a student's race, colour, gender, sexual orientation, gender identity, ancestry, religion, disability, or other personal characteristics, whether or not the student 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
- A conflict: verbal or physical

The Canadian Charter of Rights and Freedoms protects the expression of ideas or beliefs so long as such expression is not obscene, profane, or intended to intimidate or harass another.

Staff Protocol

Any staff member or contracted personnel who witnesses bullying or violence must intervene immediately or as quickly as possible to address the issue.

1. The immediate safety and security of all parties must be ensured.
2. A bullying/violence incident must be documented by the adult who is initially made aware of the situation.
3. All incidents of bullying/violence must be reported to the principal promptly.
4. The school principal or their designate must investigate all reports received promptly.
5. The staff person responsible for investigating the report about the behaviour should:
 - Interview student(s) exhibiting bullying behaviour, witnesses, and the target/victim (s) separately to avoid further victimization of the target.
 - Engage the target/victim first and focus on their safety.
 - Reassure them that the bullying behaviour will not be tolerated and that all possible steps will be taken to prevent a reoccurrence.
 - Offer support measures to the target/victim(s).
 - Inform parents of the incident and subsequent intervention. (Details of the intervention or disciplinary actions are not to be shared to protect confidentiality).
6. The school principal or their designate must register all suspensions rendered following this policy in the school board's tally sheet.

*At the principal's or their delegate's discretion, police intervention may be requested.

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 the homeroom teacher
- Mention it to a teacher or staff member they trust
- Inform the administration
- Tell parent/guardian

Parent/Guardian Response Protocol

- Report the incident to a classroom teacher or school administrator.
- Call the police if the situation merits an immediate response.

Measures to ensure and protect the 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:

- Staff is reminded that every incident and follow-up measure, including sanctions, must be kept confidential. This is done at least once each year.
- Reports of bullying and violence are recorded on a digital database with restricted access.
- Strategic interventions are taken to protect the anonymity of persons who report or provide information.

Supervisory and Support Measures

Every staff member is responsible for using challenging situations to help students improve their social and emotional skills, accept personal responsibility for their learning environment, and understand the consequences of poor choices and behaviours.

A clear distinction exists between *remediation* and *consequences*.

Remediation, intended to counter or “remedy”: a behavioural mistake, can be an effective prevention practice. Remediation measures are designed 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 to reflect on behaviours, learn pro-social skills and make amends to those affected. Working with recovery plans and restorative justice practices is categorized as remediation.

Consequences communicate to perpetrators that their behaviour is their choice and responsibility; however, the child needs to understand that there are consequences to actions, either positive or negative. A consequence respects the child’s right to decide, even if it’s not

good. Acts of violence or bullying cannot be tolerated; the school has an obligation to apply practical consequences with remediation measures and restorative practices to help the child remedy their behaviours. Measures should be used on a case-by-case basis and take into consideration several factors, including:

Student Considerations:

- Age and developmental maturity of the students involved;
- Nature, frequency and severity of the behaviours;
- Relationships of the parties involved;
- The context in which the alleged incidents occurred;
- Patterns of past or continuing behaviours;
- Other circumstances 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 neighbourhood 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 professionals / CFB Family Centre/mentor / special education technician / administrator / staff member to:

- Create a safe environment for the victim to explore feelings about the incident. Maintain open lines of communication.
- Develop a plan to ensure the student's emotional and physical safety at school.
- Ensure the student does not feel responsible for the behaviour.
- Ask the student to tally and report any future related incidents.
- Offer counselling to help develop skills for overcoming the negative impact on self-esteem.

Homeroom teachers, advisors or technicians will conduct follow-up meetings with the student to ensure the bullying or violence has stopped and support the student. The amount of support offered shall depend upon the feedback from the victim regarding the current circumstances. In all cases, it will be determined which school staff members must be made aware of the incident to ensure that the student is safe.

Parents will be informed immediately by the homeroom teacher or advisor following the incident and regularly updated until the situation is resolved.

Remediation Measures for Students Exhibiting Bullying

Behaviour technicians or professionals 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 outline the consequences if the behaviour continues clearly.

Meet with special education technicians, school professionals or social workers 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 an apology – written is recommended.
- Arrange for restitution – particularly if any personal items were damaged or stolen.
- Determine restorative practices (age appropriate).

Remediation Measures for Witnesses

Meet with professionals / CFB Family Centre / mentor / special education technician / administrator / staff member to:

- Create a safe environment to allow witnesses to explore feelings about the incident. Maintain open lines of communication.

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 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 reasonably expect prompt feedback from intervening adults to guarantee a sense of safety and security in the school.

Remediation Measures for Student Bystanders

Meet with professionals / CFB Family Centre / mentor / special education technician / administrator / staff member to:

- Create a safe environment to allow witnesses to explore feelings about the incident. Maintain open lines of communication.
- Explore reasons why they did not intervene or report the incident.
- Offer to coach on how to intervene or help the situation safely.

Specific Disciplinary Actions

Based on the severity, the frequency of incidents and at the administration's discretion in collaboration with the School Board when applicable, the following disciplinary and corrective actions may include, but are not limited to:

- Parent/Guardian notification
- Conference with the student (verbal warning)
- Reflection activity or action
- Recovery plan ~ Restorative measures or practices

- Written warning and deprivation of privilege(s) / service(s), including during extracurricular activities
- 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 an alternative to suspension programs
- Referral to school professionals, and external social/medical agencies, for support
- Legal action and report to law enforcement, if required
- Reporting to the Director of Youth Protection
- Convocation to a disciplinary hearing at the school board
- School transfer
- Expulsion

Follow-up Protocol on any report or complaint

The principal or their designate will ensure that each incident is adequately followed up on and documented. Follow-up measures will include the following:

- Verification that the incident has been appropriately recorded.
- Verify that all parties immediately involved have been met 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 that all remedial measures for all parties concerned were completed.
- Referral of parents to the complaints procedure should the parents/guardians express dissatisfaction with the course of action from the school administration.
- Send the director general of the school board a summary report on the nature of the incident and the follow-up measures taken.
- Send the summary report concerning an act of sexual violence shall also be sent to the regional student ombudsperson.

Presented to Teaching staff on March 15, 2023

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