Action plan to prevent and deal with violence in the schools: Let's work on it together!

REFERENCE TOOL FOR THE ELABORATION OF THE ANTI-BULLYING AND ANTI-VIOLENCE PLAN

Approved by the governing board on **June 17th, 2024**				
Name of the school: **Ayer's Cliff Elementary School**	**X ELEMENTARY SCHOOL** ❑ SECONDARY SCHOOL	Date: **June 2024**	Number of students: **121**	Principal: **Tracey Harding** The school staff member responsible for coordinating the team's work: **Stephanie Fournier**
Team members: All Staff				
This anti-violence and anti-bullying plan is inspired by the values of the ***educational*** **project** of the school • **To provide a safe, healthy, cheerful, orderly, and cooperative learning environment.**				

Document adapted by a F. Sirois from work done by: D. Boivin, F. Langlais, C. Nadeau, C. Pelletier, M-J. Talbot, regional support officer. Free translation by F. Sirois and N. Bergeron; adapted with assistance of J. Dansereau, SWLSB/Provincial support MEQ 2023

The plan follows the objectives described in the **Partnership Agreement** and in the **Management and Educational Success Agreements**. More specifically the actions taken toward the accomplishment of the 4th goal: *Improve healthy living and safety in schools*

Our annual objective is to ***increase*** **children's perception/awareness of their school as a safe environment.**

Our main actions are **School assemblies to raise awareness on measures taken to make our school safe (ex: practices of lockdown, a bus safety presentation, three+ supervisors on the playground, Accountability Room, Oasis, door buzzer/camera, firemen and police visits, etc…**

What is the committee's mandate?
Our mandate is to follow the strategies and protocols in place to maintain a safe and secure environment.

What are the conditions that support the development and implementation of the plan? *(Substitutions, school organization, training, etc.)?*

- **A tracking/Incident binder for staff is available to write any behaviour incident occurring throughout the day to increase communication and reporting between staff members, professionals, and/or parents**
- **School-wide assemblies on bullying, kindness, accepted behaviours**
- **Bulle & Baluchon**
- **Oasis room**
- **Teachers collect students after each bell (attachment approach)**
- **Accountability room**
- **Restorative approach**
- **Circle Talks**

What are the actions taken to mobilize every school staff member with respect to bullying and violence?

- **Communication among the small Ayer's Cliff Elementary School staff members is very open and constant.**
- **Incident Reports**
- **Behaviour Pyramid re-education**
- **Code of Conduct**
- **Local Emergency Response Team (LERT)**

Anti-bullying and anti-violence plan components	**Analysis of the situation**

Element 1: An **<u>analysis of the situation</u>** prevailing at the school concerning bullying and violence	**A) Available data** - **Incident Report Binder/Accountability Room** - **Classroom Behaviour Pyramid** - **Bus Incident Reports** - **Survey Results** - **Education Project** - **Bus Reports** **B) Next steps to update and improve our data:** - **Tally once a month of incidence reports (per cycle, gender, and time of day) on the drive**
	<u>Priorities:</u> 1. **Keep the children safe - Reduce the number of incidents** 2. **Create a safe environment - Increased sense of belonging** 3. **Offer emotional support to those in need - Reduced levels of anxiety** 4. **Social Emotional Learning/Growth** 5. **Zones of Regulation Instruction**

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Anti-bullying and anti-violence plan components		Description	Timeframe
Element 2: **<u>Prevention measures</u>** to put an end to all forms of bullying and violence, in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic;	**Current practices**	- **Bulles et Baluchon** - **Officer Steve** - **Open and ongoing communication among staff daily** - **Circle Talks** - **Accountability Room** - **Oasis** - **School Nurse** - **Sexual Education Program**	
	Practices to enhance	- **The staff will review the ACES code of conduct and revise safety measures regularly.** - **The ACES staff members will keep planning, organizing, and facilitating recess and lunch-hour activities (noon-hour sports, clubs).** - **The staff will help provide the children with materials and equipment for students to use for outside recess and noon hours.** - **Teachers will meet and greet their students during transitions in a timely fashion.** - **Analysis of SEL wellness survey (staff and students)**	
	New practices to be established	- **Presentations to explain the difference between tattling and reporting with our psychoeducator** - **Dramatize situations with students' involvement, focusing on conflict resolution** - **Create ELA-Ethics academic lessons based on books on a specific topic** - **Staff training and support with the Developmental-Attachment based approach and SEL** - **Shine presenters**	

		- **Consistency needs to be established for Restorative Practices**	
*Sections # 3 to 9 could be included in an **intervention protocol on bullying and violence***			
Element 3: Measures to **<u>encourage parents to collaborate</u>** in preventing and stopping bullying and violence and in creating a healthy and secure learning environment;	**Current practices**	- **All staff members communicate incidents to parents by various means (meetings, conferences, emails, calendars, interim reports, report cards, etc…)**	
	Practices to enhance	- **Invite parents to the school for different events.** - **Taking actions toward a common understanding of violence, intimidation, and their impact, with parents (the ACES staff will provide definitions and the ETSB action plan to Governing Board members (meetings) and parents through emails and the Open House meeting at the beginning of the new school year.**	
	New practices to be established	- **The ACES staff will write a clear and accessible document that explains the school board's action plan and ACES code of conduct to parents on the school's website.** - **Awareness campaign for parents on certain topics via Facebook page/webpage** - **Parent info/info session: Send a pamphlet home explaining the difference between conflict and bullying.** - **-Consider informing parents on how to interact with staff and faculty members (online/in-person) - policy?**	

*Sections Nos. 3 to 9 could be included in an **intervention protocol on bullying and violence***			
Anti-bullying and anti-violence plan components		**Description**	**Timeframe**
Element 4: Procedures for **reporting, or registering a complaint concerning, an act of bullying or violence** and, more particularly, procedures for **reporting** the use of social media or communication technologies for cyberbullying purposes;	**Current practices**	- **The parents communicate with the homeroom teachers by email or phone to report any act of violence or bullying.** - **The parents fill out the Bullying Report found on our website and send it to the principal.** - **There will be incident reports that will be filled out by staff.** - **Presentation from Officer Steeve on Cyberbullying** - **School Newsletter** - **Parent-Teacher meetings**	
	Practices to enhance	- **Procedure for confidential reporting of an event from the ETSB Action Plan for continuing to create Safe Schools.**	
	New practices to be established	- **Safe space training** - **Protocol when a student reports cyber bullying**	
Element 5: **The actions to be taken** when a student, teacher or other school staff member or any other person **observes an act of bullying or violence**;	**Current practices**	- **Recess and noon-hour supervisors and homeroom teachers are informed of any incident reported by parents on the playground** - **Intervening according to the school's code of conduct found on the website** - **The ACES staff members put forward the teaching of the appropriate behaviour by making student(s) reflect on the**	

		incident and show them strategies on how to resolve the actual incident) **- Following school procedures with respect to confidentiality**	
	Practices to enhance	**- Make sure to keep communication open with all staff (teachers, supervisors, SET, etc) and parents if an act of bullying and/or violence.**	
	New practices to be established	**- See current practices** **- Teach students the bystander effect** **- Have quickly responding staff and adapting staff trained for immediate interventions.** **- Crisis Intervention training**	

*Sections # 3 to 9 could be included in an **intervention protocol on bullying and violence***

Anti-bullying and anti-violence plan components		**Description**	**Timeframe**
Element 6: **<u>Measures to protect the confidentiality</u>** of any report or complaint concerning an act of bullying or violence;	**Current practices**	**- Parent complaints received by the secretary and transferred to the Principal** **- Incident reports filled out by staff on recess duty and/or noon-hour supervisors** **- Reports are kept in a binder which stays in the staff room**	Maintain all year
	Practices to enhance	**- Have a school meeting with parents of students involved in an incident** **- Continue communicating with parents through phone calls, and emails (printed copy to stay in file.**	*Maintain all year*

		- **Forms available on the website to be sent to the Principal after being filled out by staff who witnessed the event.)**	
	New practices to be established	- **Instead of sending paper copies home, parents will be called and the report can be sent by e-mail or through the website**	***September 2020?***
Element 7: **<u>Supervisory or support measures</u>** for any student who is a ***victim*** of bullying or violence, for ***witnesses*** and for the ***perpetrator***;	**Current practices**	- **Basic support for the victim: The ACES staff wants to create a climate of trust and confidence during the interventions.** - **The ACES staff communicates with the parents while taking into account the interests of the student.** - **The ACES staff guarantees support to the student when needed.** - **Educational measures for the perpetrator: The perpetrator writes a personal reflection on the events that occurred and presents this reflection to the principal.** - **The staff guides the student towards taking his or her share of responsibility** - **The staff reaches out to the psycheducator to teach student conflict resolution in a classroom** - **For students involved in recurring incidents: The homeroom teacher and principal establish an intervention plan**	
	Practices to enhance	- **Basic support for the victim: The staff supports the student's efforts to better integrate himself or herself into the school environment** - **Other basic perpetrator interventions: The staff assigns the student constructive tasks outside of class time** - **The staff or psychoeducator teaches the student(s)/classroom anger management/coping skills.** - **For students involved in recurring incidents: The principal refers individuals to the school's professional resources** - **The staff members collaborate with outside partners and community resources (CSSS, police services…)**	

	New practices to be established	- **Teach students the bystander effect** - **Contact TANDEM** - **Offer a support group for victims & witnesses with help from CSSS** - **Consultation of CES team professionals**	

*Sections Nos. 3 to 9 could be included in an **intervention protocol on bullying and violence***			
Anti-bullying and anti-violence plan components		**Description**	**Timeframe**
Element 8: **<u>Specific disciplinary sanctions</u>** for acts of bullying or violence, **<u>according to their severity or repetitive nature</u>**;	**Current practices**	- **Make up for lost time (Accountability Room)** - **Lose privileges** - **Be removed from the group (in-school suspension with Admin)** - **Will be sent to the Accountability Room** - **Will write a personal reflection** - **Will give back to the school with Restorative Justice/Practice** - **Will have out-of-school suspension (Major Incident), with meeting with Principal before return to school**	

	Practices to enhance	- **The principal will have a meeting with the parent(s) and student on the morning of his/her return to school**	
	New practices to be established	- **Sign a contract that will show his willingness to demonstrate his/her acceptable behaviour** - **Positive Reinforcement: Acts of kindness will be mentioned at every assembly**	
Element 9: **<u>The required follow-up on any report or complaint concerning an act of bullying or violence.</u>**	**Current practices**	- **The Principal and/or staff member regularly checks in with the individuals involved to make sure the acts of violence and bullying have ceased.** - **The Principal and/or homeroom teacher communicates with the parents and the students involved, according to confidentiality procedures.** - **The Principal and homeroom teacher maintain ongoing cooperation with parents.** - **The staff members follow school procedures with regard to the events and interventions.**	
	Practices to enhance	- **The Principal keeps an effective and confidential report keeping of all reports.**	
	New practices to be established	- **The Principal uses the administrative checklist (refer to the ETSB Action Plan)**	

SEXUAL VIOLENCE: *Elements 1 to 9 of the present ABAV plan apply to acts of sexual violence, as adapted considering the circumstances.		**Description**	**Timeframe**
Preventative/Safety Measures to stop acts of sexual violence, in addition to the prevention measures mentioned in Element 2	**Training activities for management and other personnel specific to acts of sexual violence**	- **Training provided by the MEQ when available** - **Bulle & Baluchon** - **Officer Steeve** - **Discussions done by the school nurse** - **Classroom teachers (MEQ Sexual Education Program)** - **Shine** - **Sexual Violence Hotline 1-883-933-9007** - **Stephanie Mitelman** - **Training by the Marie-Vincent Foundation** - **Oasis** - **Psychoeducator intervention (Noemie Caya)** - **CSSS Social Worker** - **SET**	
	Measures addressing the area(s) of concern aimed at putting an end to all forms of sexual violence	- **Bulles et Baluchon** - **Officer Steeve** - **Open and ongoing communication among staff daily** - **Shine presenters** - **Circle talks** - **Accountability room** - **Oasis** - **Classroom teachers (sexual education program)** - **Restorative Approach**	
	Current practices and	- **Training by the Foundation Marie-Vincent** **Reporting:**	

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	practices to enhance	- **https://docs.google.com/forms/d/e/1FAIpQLSerb6n3RtrIA-XQTaSeNS3Ic5rHpqwxpRrjkCFb5OvL2UdDkA/viewform** - **The principal makes a signalment to DPJ after speaking with the student** - **If the student is under 14 years of age, the principal also informs their parent/guardian of that option** - **If the student is 14 years of age or over, the principal may inform their parent/guardian of that option with the student's consent. (art. 96.12 QEA)** **After Reporting:** - **Provide counseling with internal/external partners**	
Intervention Protocol: **For acts of sexual violence involving a perpetrator of 12 years of age or older, the administration must contact the Director prior to applying the intervention protocol (Element 5) and the Supervisory and Support Measures (Element 7) mentioned herein. Specific measures might be required in certain cases and the board will be of assistance to the administration as to the steps to follow.*	**Current practices**	- **Notify admin** - **Call DPJ** - **Notify nurse and social worker** - **Remove students from harmful situations (if occurred at school)** - **Notify parents of both parties** - **Discussion with victim/perpetrator/witnesses**	
	Practices to enhance	- **Clear protocol (of incidents that occur at school AND reported to us from outside of school)** - **Follow-up interventions by social worker/nurse** - **Nurse to teach students how to identify sexual violence (call once a form of sexual violence has occurred)**	

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	New practices to be established	- **Victim/witness care** - **Perpetrator care** - **Oasis staff to replace classroom teacher during intervention process** - **Spiritual care and community life animator to conduct follow-ups and check-ins** - **Communication with Social worker**	

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Follow up Protocol: *****_In addition to the follow-up protocol mentioned herein (Element 9), and more specifically, to the possibility of filing a report or making a complaint, in the case of a complaint concerning an act of sexual violence, the principal shall also inform the student who is the victim that it is possible to refer the complaint to the Commission des_	**Current practices**		
	Practices to enhance	**SET: Meet with the victim to establish a plan and a schedule for intervention** **SET: regular check-ins with the victim to see if the situation has stopped or is ongoing.** **SET: Check in to see with the victim to see if there are ongoing emotional difficulties.**	

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services juridiques. If the student is under 14 years of age, the principal also informs their parents/guardians of that option, and if the student is 14 years of age or over, the principal may also inform their parents/guardians of that option, with the student's consent.		**SET: check-in with teachers to see if the victim is impacted in class (socially and/or academically)** **SET: Check in with parents to determine the psychological needs of the victim and suggest professional assistance if appropriate.** **SET: Meet with the Principal and School Psychoeducator on a bi-weekly/monthly basis to share pertinent information.** **INVOLVE PROFESSIONAL SERVICES**	

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	New practices to be established		

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Other elements related to the plan that should be foreseen		Description	Timeframe
The anti-bullying and anti-violence plan must specify **the form and nature of the undertakings to be given by the principal** to a student who is a victim of bullying or violence and to his or her parents. (article 75.2 QEA)	**Current practices**	- **Student meeting with the principal after the incident** - **Contact and inform the parents** - **Incident reports sent home** - **Contact the psychoeducator** - **Appropriate disciplinary measures** - **Intervention with a Psychoeducator over a two-week period** - **Increased number of supervisors**	
	Practices to enhance	- **Look at the big picture of what happened** - **Staff on recess duty to spread out and circulate regularly throughout the playground for the entirety of recess**	
	New practices to be established	- **Create an anonymous box where the students can share their emotions, issues, and concerns about violence, direct bullying, or witnessed bullying.** - **Circle talks** - **Principal to meet with various groups of students to have open conversations on how to improve school culture/how they know staff care about them, etc.**	
It must also prescribe what action **must be taken by the principal to deal with the perpetrator and his or her parents and specify the form and nature of the undertakings they must give** to prevent any further act of bullying or violence. *(article 75.2 QEA)*	**Current practices**	- **Meeting with all parties involved** - **Recurring issues with the same parties will result in direct and more disciplinary intervention (in-school suspension)**	
	Practices to enhance	- **Repeat offenders will go on a modified schedule** - **Enhance parental involvement (in school meetings, parent/teacher phone calls and interviews)**	

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	New practices to be established	- **Community work during recess and lunch breaks (help custodian)** - **Carbon Scolaire**	

Extracurricular Services or Implementation of the Special School Project		**Description**	**Timeframe**
In addition to the measures mentioned above, the following measures will be included in all agreements between the school and a body or person providing extracurricular services or carrying out a special school project for the provision of services other than educational services: PREVENTION MEASURES TO PREVENT AND STOP ANY FORM OF BULLYING OR VIOLENCE DURING THE	**Current Practices**	- **Sports Teams** - **Community events: Harvest lunch, Christmas lunch, Halloween Dance,** - **Overnight Field Trip (Cycle 3), etc.**	
	Practices to enhance	- **If the behaviour model is not followed by the student regularly, certain activities and sports may be withheld.** - **When we are at an activity or sporting event and the students' behaviour is inappropriate the parents may be called to pick up their child or leave with the admin.** - **Homework Program: SET - to document a monthly report on who has attended the program, what they accomplished, and what they are focusing on.**	

Extracurricular Services or Implementation of the Special School Project		Description	Timeframe
PROVISION OF AND, WHERE APPLICABLE (Art.215 Bill 9)		- **Lunchtime Clubs: SET/HSA - to create a document of attendance, reminders of who is attending, and to go and get the students if they forget.** - **Lunchtime time sports & Sports Teams: PE teacher to create a document of attendance, reminders of who is attending, and to go and get the students if they forget.**	
	New practices to be established	- **Homework Program** - **Lunchtime clubs**	

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