

ANTI-BULLYING ANTI-VIOLENCE ACTION PLAN

Mansonville Elementary School

The ABAV plan aligns with the objectives outlined in the ETSB Commitment to Success Plan, specifically focusing on actions that promote wellbeing.

Key Actions:

- Positive Intervention Approach: Implement strategies that foster a positive school environment.
- Safety Awareness: Raise awareness of measures that ensure a safe school environment, including bus safety, playground safety, the HIVE initiative, door buzzer systems, and school visits from fire and police services.

Supportive Conditions:

- Staff Training: Provide ongoing professional development to support the Positive Intervention Approach.
- Developmental Approach: Encourage strategies that prioritize students' developmental needs.
- Collaboration: Continue working closely with assigned professionals, Health & Social Services, and families to create a cohesive support network.
- Open Communication: Foster open dialogue among staff members to maintain a unified approach.

Implementation Tools:

- OIM System: Use the Observation and Intervention Monitoring (OIM) tool, integrated into Mozaïk-Portal, to effectively track and address student behaviour.
- School Rules Visibility: Ensure the School Rules and Code of Conduct are prominently displayed, including on the school website.

Emergency Preparedness:

- LERT Plan: Maintain a Local Emergency Response Team (LERT) and ensure the plan is current and effective.

Approved by the Governing Board on October 28th, 2024



ABAV COMMITTEE MEMBERS

The principal shall set up an anti-bullying and anti-violence team and designate a school staff member to coordinate its work (S. 96.12 EA), who will herein after be called the "ABAV Coordinator".

COORDINATOR NAME	JOB TITLE
Dan Aucoin	Head Teacher
COMMITTEE MEMBER NAME	**JOB TITLE**
Kymberley Morin	Teaching Principal
CONSULTING MEMBER	**JOB TITLE**
Sarah Jersey	Special Education Technician
Stéphanie Fortier	Teacher
Martha Page	Governing Board Chair
Krysten Vanier	Governing Board Co-Chair
Emily Brouillette	Parent Representative
Lianne Brouillette	Community Representative

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DEFINITIONS

The following definitions are adapted from the *Protocol for Continuing to Create Safe Schools - Intervention Protocols* and the *Education Act*. As our understanding of bullying and violence evolves, these definitions may be refined to more accurately reflect their meanings and nuances.

Bullying

"Any behaviour, spoken word, act or gesture, whether deliberate or not and of a repetitive character, expressed directly or indirectly, including in cyberspace, in a context characterized by a disparity in the balance of power between the concerned persons, having the effect of engendering feelings of distress, injury, hurt, oppression or of being ostracized."

Art. 13, LIP 2012

Bullying must not be tolerated and requires intervention should it occur
Bullying occurs across all the social, cultural and socioeconomic contexts. It is a complex phenomenon with multiple origins. Like other forms of violence, bullying must not be tolerated and requires intervention if, and when, it occurs.

Bullying is not fighting

Bullying is aggression (imbalance of power) and not necessarily a physical fight. The term conflict means a shock, a clash. It suggests differences that are opposite, i.e. a difference between two individuals, two groups, an individual and a group who are interacting because their interests, their objectives, their values, their way of doing things, their roles or their ideas are in sharp contrast. A jostle, a fight, an insult or another threat restricted to two individuals on an equal power footing is not inevitably considered bullying.Criteria used to determine whether it's bullying or not:

- An act of violence or intimidation, with the intention of doing harm or not
- Imbalance of power between perpetrator and victim
- Feelings of distress and powerlessness experienced by the student being bullied
- The repetition and persistence of aggressive acts or verbal abuse.

Bullying can manifest itself in other ways. Bullying can show itself in diverse forms such as homophobia, racial discrimination, violence in relationships. For example, it can be seen in the following behaviours:

- Name-calling, derisive laughter, defiance, to humble or threaten another person, to make racist or sexist comments.
- Hitting, kicking, shoving, spitting, punching, stealing or damaging property.
- Excluded from the group or isolated socially, gossip or rumour-mongering, mockery, ending friendships.
- Use of email, texting, cellphone or social media to threaten, harass, embarrass, spread rumours, exclude from the group, or damage a reputation or friendship.

Indirect bullying

Organizing (from within a group) the belittling of the social status or the exclusion of a targeted person from the group (e.g. making someone less popular, isolating an individual). This type of behaviour and attitude is often difficult to perceive.

Some examples of indirect bullying:

- Gossip
- Spreading rumours
- Malicious gossip and slander
- Divulging secrets
- Talking about someone ‘behind their back’ or writing slurs (graffiti, email, etc.).
- Make a fool of someone, denigrating that person or suggesting that he or she be excluded from a group
- Use of non-verbal language (e.g. turning one’s back, mumbling, or rolling one’s eyes) is barely perceptible but can indicate a situation of indirect bullying.

Cyberbullying

Bullying that occurs in the virtual world

- It can occur whenever and from wherever: the virtual world is accessible at any time and from just about any place.
- It can bring together other witnesses, thereby allowing the immediate distribution of the words and images posted, in a way that is both unlimited and irreversible.
- It can occur in a secretive manner and forego the supervision of parents, teachers and other responsible adults.
- Cyberbullying is particularly insidious because it can:
- Have an effect of complete irresponsibility, because the perpetrator can deny the facts and not acknowledge his or her actions. Without being able to easily prove the actions, any fear of reprisal diminishes.
- Promote depersonalization and lack of empathy: in front of a computer screen, the perpetrator shows less restraint than if he or she was face-to-face with the victim and cannot see the effects of his or her actions.

Cyberbullying can be manifested via the following behaviours:

- Threats
- Insults
- Rumours
- Identity stealing
- Harassment
- Discrimination
- Denigration
- Defamation

Violence

"Any use of force—verbal, written, physical, psychological or sexual—against any person, by an individual or a group, with intent to directly or indirectly wrong, injure or oppress that person by attacking his or her integrity, whether psychological or physical well-being, rights or property."

Art. 13, LIP 2012

Definition Interpretation

Definition	Interpretation
"Any use of force—verbal, written, physical, psychological or sexual.	There is a demonstration of power interms of strength and action.
intentionally enacted against a person,	The acts of violence are purposeful and with deliberate will – they may be self-directed or be targeted at others.
having the effect of wronging, injuring or oppressing that person,	There can be devastating effects on victims, witnesses and classmates. The effects of violence can be felt as an aggression, a domination, an oppression or a destruction.
by attacking his or her integrity, psychological or physical well-being, rights or property."	There are degrees of violence which can strike a blow at the individual on the physical, social, material and psychological level or do harm to an individual's rights and liberties.

Sexual Violence

The concept of sexual violence refers to any form of violence committed through sexual practices or by targeting sexuality, including sexual assault. It also refers to any other misconduct, including that relating to sexual and gender diversity, in such forms as unwanted direct or indirect gestures, comment, behaviours or attitudes with sexual connotations, including by a technological means.

C.32 (a.1) P-22.1

ELEMENT I

Analysis of the situation prevailing at MES with respect to bullying and violence.

Analysis of the Situation

Available Data

- None at the moment apart from individual observations made by staff and team discussions.
- Communications with and from parents.

Next Steps to Update and to Improve our Data

- Implement and encourage the use of the OIM (Observation and Intervention Monitoring) a centralized tool integrated into Mozaïk-Portal that effectively monitors student behaviour.
- Review and tally incidents per student and observe if there are patterns - triggers - pre-cursors
- Name a staff member to be responsible for an overview of the data input in Mosaïk
- Consult with the school psycho-educator
- Consult with Catherine Korah - Centre of Excellence for Behaviour Management on a needed basis

Priorities:

- Create and maintain a school environment where students are safe.
- Increase a sense of belonging in the school community.
- Provide a nurturing environment and resources that support social and emotional needs and growth.
- Periodically review incidents to see if they are bullying incidents or not
- Follow up with staff and student(s).
- Follow up with parents.

ELEMENT 2

Prevention measures 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

- Modelling appropriate behaviour
- Structuring free time to reduce altercations
- Encourage adult presence during recess and breaks
- HIVE
- Scheduled SET time for one-on-one interventions (pre-empt)
- Teachers meet and greet students in the morning
- Teachers accompany students at the end of the day to their bus or pick-up.

Practices to Enhance

Review MES code of conduct and safety measures
Discuss how to plan, organize and facilitate recess and lunch hour activities

New practices to be Established

- Presentations explaining the difference between “snitch” tattling and reporting an incident
- Redo’s - practice scenarios to promote a positive and solution-based resolution to a conflict
- Encourage a developmental attachment-based approach
- Open discussion around race, sexuality, handicaps and physical differences

ELEMENT 3

Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment.

Current Practices

- Behaviour/Social-emotional recognition incentives (ie. Gotcha tickets) - no longer in practice school year 2024-2025
- Newsletter - no longer in practice school year 2024-2025
- Direct communication with parents - school year 2024-2025
- PPO - Parent involvement in school community activities
- Invite parents to different school events

Practices to Enhance

- General assemblies
- Social Media Protocol/Plan
- Take action on having a common understanding of violence, intimidation, and their impact on children and their social-emotional development

New Practices to be Established

- Provide a clear and accessible document of the school board's action plan and MES Code of Conduct/School Rules on MES Website
- Provide information to parents that explains the difference between conflict and bullying

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

- Encourage students to talk to a trusting adult
- Discuss different kinds of bullying during class and group meetings with all students

Practices to Enhance

- Encourage the importance of developing and maintaining a strong bond between adult and child/student
- Develop a procedure for confidential reporting of an event from the ETSB Action Plan for continuing to create Safe Schools

New Practices to be Established

- Develop a procedure
- Protocol/plan for cyberbullying

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 supervisor, homeroom teachers are informed of any incidents
- Give time and space for necessary emotions to present themselves. We do not "force" the conversation until we have come alongside the student
- Teachers intervene and take the time to listen and talk to students
- Encourage positive and peaceful resolution

Practices to Enhance

- Parents to be informed (Consider HOW we can do this and maintain the attachment theory, ex: the "it has been a hard day" tickets)
- Teach positive inter-personal skills and positive resolution skills
- Ensure to maintain open communication with all staff and parents if an act of bullying and/or violence occurs

New Practices to be Established

- Teach what it means to be a bystander
- Have a crisis training

ELEMENT 6

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

Current Practices

- No broadcasting
- Involve needed staff in decision-making
- Private space to talk or discuss one-on-one (HIVE, Office, classroom)

Practices to Enhance

- Improve on ensuring that confidential discussion are done in a private location
- Incident reports are to be kept in a binder in the office

New Practices to be Established

- TBD

ELEMENT 7

Supervisory or support measures for any student who is a victim of bullying or violence, for witnesses and for the perpetrator.

Current Practices

- Create a safe, supportive climate and space of trust and confidence for both victim and aggressor
- Allow needed time to reflect for the victim and offender before the discussion
- Give more space to students than adults - act as guides

Practices to Enhance

- Provide support for the victim and aggressor
- More follow-up
- Teach students to be assertive, role play when not in the incident

New Practices to be Established

- Revisit the incident separately and together
- Ensure that we don't enforce any actions that a student isn't developmentally ready to understand

ELEMENT 8

Specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature.

Current Practices

- Protect, de-escalate, understand, document, be-compassionate, and base interventions on a case-by-case

(Timeframe - starting now - consult with CEBM to have abetter understanding of interventions that respond to needs)

Practices to Enhance

- Have meetings with parent(s)/guardian(s)
- Positive reinforcement: highlight acts of kindness in class, during recess or any opportune time

New Practices to be Established

- Continue to take part in the CEBM (Centre of Excellence for Behaviour Management Training)

ELEMENT 9

Required follow-up on any report or complaint concerning an act of bullying or violence.

Current Practices

- Keep a paper trail - document
- Staff member has check-ins with the victim and aggressor to encourage improvement in their inter-personal relations and support positive behaviour - growth

Practices to Enhance

- Teaching-Principal, head teachers, homeroom teacher or support staff communicates and follows up with parents and students involved to ensure that bullying has stopped
- Teaching-Principal, head teachers, homeroom teacher or support staff maintain ongoing and collaborative communication with parents

New Practices to be Established

- Teaching-Principal or homeroom teacher communicates with parents and students involved, according to the confidentiality procedures
- Teaching-Principal keeps a confidential report of all bullying incidents

SEXUAL VIOLENCE

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 MEES and School Board
- Training that sheds light on what is sexual violence
- Teach Sexuality Education Program

Measures addressing the Area(s) of Concern Aimed at Putting an End to all Forms of Sexual Violence

- Ensure that we integrate the Sexuality Education Program in all of our teachings - teachable moments

Current Practices and Practices to Enhance

- Implementation process

OTHER ELEMENTS

Anti-bullying and anti-violence plan must specify the form and nature of the undertakings to be given by the teaching-principal to a student who is victim of bullying or violence and to their parents.
(Article 75.2 QEA)

Current Practices

- Safe space
- Compassionate nurturing interventions

Practices to Enhance

- Promote uniformity

New Practices to be Established

- Review punctually incidents to discuss

Prescribe what action must be taken by the teaching-principal to deal with the perpetrator and their parents, and specify the form and nature of the undertakings they must give in order to prevent any further act of bullying or violence.
(Article 75.2 QEA)

Current Practices

- Inform both parents

Practices to Enhance

- Offer support to both victim and aggressor to increase compassion

New Practices to be Established

- Invite parents to socials to increase community and school positive relationships