

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 4, 2024**

Name of the school: North Hatley Elementary School	☒ ELEMENTARY SCHOOL ☐ SECONDARY SCHOOL	Date: June 2024	Number of students: 95	Principal: Tracey Harding School staff member responsible for coordinating the team's work: Catherine Barnard
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Team members : Emily Broadbent, Catherine Séguin, Richard Williams, Crystal Rattai, Catherine Barnard, Marianne Leblond, Rachel Gauvreau, Marie-Andree Racine, Fannie Hodgson and Tracey Harding

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.**

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 livings and safety in schools*

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

Our main actions are: **School assemblies to raise awareness of the measures taken to make our school safe (ex : practices of lockdown, surveys, bus safety presentation, Three+ supervisors on playground, door buzzer, firemen and police visits etc...**

What is the committee's mandate?

To ensure the safety and well-being of all students at North Hatley Elementary School. 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 the 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 (including psychoeducator) and/or parents**

<ul style="list-style-type: none"> • School-wide assembly on bullying • Teachers meet their students near lockers after bells • Accountability room • Restorative approach • Circle Talks • Bulle & Baluchon 	
<p>What are the actions taken in order to mobilize every school staff member with respect to bullying and violence?</p> <ul style="list-style-type: none"> • Communication among the small North Hatley 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
<p>Element 1: <u>Analysis of the situation</u> prevailing at the school with respect to bullying and violence</p>	<p>A) Available data</p> <ul style="list-style-type: none"> - Incident Report Binder/Pyramid (collects data by grade and time of day) - Accountability Room info - Bus Incident Reports - Survey Results - Education Project - Bus Reports - <p>B) Next steps to update and improve our data:</p> <ul style="list-style-type: none"> - Monthly tally of incidence reports (per cycle, by gender)
	<p><u>Priorities:</u></p> <ol style="list-style-type: none"> 1. Offer emotional support to those in need - Reduced levels of anxiety 2. Social Emotional Learning/Growth

	<ul style="list-style-type: none">3. Zones of Regulation Instruction4. Keep the children safe - Reduced number of incidents5. Create a safe environment - Increased sense of belonging
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Anti-bullying and anti-violence plan components	Description		Timeframe
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	<ul style="list-style-type: none"> - Plays by Gordie Production - Guest speaker Alain Pelletier or similar - Whole-school discussion on mindfulness through the “Inside Out” activities / guiding questions on lanyard for whole staff to use when intervening with a student - Open and ongoing communication among staff on a daily basis - Open and ongoing communication with parents - CCQ (Citizenship and Culture of Quebec), Sexual Education and homeroom teachers discuss appropriate consideration of diversity (such as: racism, sexual orientation, sexual identity, homophobia, a disability or a physical characteristic) - Bulle & Baluchon - Kindness coins given to students who display a positive attitude and helpful spirit in school - Officer Steeve online safety presentation - Circle Talks 	<i>Throughout the year 2023-2024</i>
	Practices to enhance	<ul style="list-style-type: none"> - The staff will review the NHES code of conduct and revise safety measures on a regular basis. - The NHES staff members will keep planning, organizing and facilitating recess and lunch hour activities (noon hour sports, clubs). - The staff, in collaboration with the Home & School Association, various grants and donations, will help provide the children with material and equipment for students to use for outside recess and noon hour. - Teachers will meet and greet their students during transitions in a timely fashion - Teachers and staff will continue to improve upon the monitoring of higher risk areas such as: transitions, recess, bathrooms and hallways. 	<i>Throughout the year 2023-2024</i>

	New practices to be established	<ul style="list-style-type: none"> - Assemblies to explain the difference between tattling and reporting - Dramatize situations with students involvement, focusing on conflict resolution - Wellness Day - Megan Webster workshops on SEL - Oasis to come 2024-2025 	2023
Sections # 3 to 9 could be included in an intervention protocol on bullying and violence			
<p>Element 3:</p> <p>Measures to <u>encourage parents to collaborate</u> in preventing and stopping bullying and violence and in creating a healthy and secure learning environment;</p>	Current practices	<ul style="list-style-type: none"> - All staff members communicate incidents to parents by various means (meetings, conference, emails, class messages, phone calls, monthly newsletter and calendar, interim report, report cards, etc...) - ETSB Action Plan for Continuing to Create Safe Schools - http://northhatley.etsb.qc.ca/files/2015/03/ETSB-Action-Plan-for-Continuingto-Create-Safe-Schools-Feb-2014-2.pdf (available on the school website under “Parent Information” and “Safe school”) - Bullying Pamphlet https://drive.google.com/file/d/1P0m_drVOQ8SQMcY9I3U35GmgXZ3rw60V/view?usp=sharing (available on the school website under “Parent Information” and “Bullying Pamphlet”). 	
	Practices to enhance	<ul style="list-style-type: none"> - Invite parents to the school for different events - Taking actions towards a common understanding of violence, intimidation and their impact with parents (the NHES staff will provide definitions and the ETSB action plan to Governing Board members (meetings) and parents through newsletters and the Open House meeting at the beginning of the new school year. 	
	New practices to be established	<ul style="list-style-type: none"> - The NHES staff will write a clear and accessible document that explains the school board’s action plan and NHES code of conduct to parents on the school’s website and which will be distributed to parents and the Governing Board. 	

		<ul style="list-style-type: none">- ClassDojo is a new form of parent-teacher communication available in some classes.- Principals monthly newsletter "Bullying Prevention" section	
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Sections Nos. 3 to 9 could be included in an <i>intervention protocol on bullying and violence</i>			
Anti-bullying and anti-violence plan components	Description		Timeframe
Element 4: Procedures for <u>reporting, or registering a complaint concerning, an act of bullying or violence</u> and, more particularly, procedures for <u>reporting</u> the use of social media or communication technologies for cyberbullying purposes;	Current practices	<ul style="list-style-type: none"> - The parents communicate with the homeroom teacher/secretary/principal by Class Dojo or email or phone to report any act of violence or bullying. - Parents can report to the ETSB School board Ombudsman - Incident reports/ Pyramid - Visit from SHINE - Officer Steeve talk about Cyber Safety - Bulles et Baluchon - Psychoeducator is consulted when necessary 	
	Practices to enhance	<ul style="list-style-type: none"> - Procedure for confidential reporting of an event from the ETSB Action Plan for continuing to create Safe Schools. 	
	New practices to be established		
Element 5: <u>The actions to be taken</u> when a student, teacher or other school staff member or any other person <u>observes an act of bullying or violence</u> ;	Current practices	<ul style="list-style-type: none"> - The staff is informed of any incident reported by parents on the playground. - Intervening according to the school's code of conduct. - The NHES staff members put forward the teaching of the appropriate behaviour (make student(s) reflect on the incident and show them strategies on how to resolve the actual incident). - Following school procedures with respect to confidentiality. - This year we've started implementing the accountability room during recesses. It is run by an SET and we keep track of every incident and intervention in a binder. 	

	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 is reported.	
	New practices to be established		
Sections # 3 to 9 could be included in an <i>intervention protocol on bullying and violence</i>			
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	<ul style="list-style-type: none"> - Parent complaints received by the secretary are transferred to the Principal. - Incident reports are filled out by staff on recess duty and/or noon hour supervisors. - Parents have a google form to fill out for complaints. That google form is sent to the board. - Incident reports are filled out by staff on duty if an incident occurs. - Reports are kept in a binder which stays in the staffroom. - Accountability room (Our SET keeps a record in a binder of students sent there and the restorative actions/reflection that were made). 	
	Practices to enhance	<ul style="list-style-type: none"> - Have an after school meeting with parents of students involved in an incident. - Continue communicating with parents through phone calls, emails (printed copy to stay in file. - Forms available at school to be sent to the Principal after being filled out by staff who witnessed the event. 	
	New practices to be established	<ul style="list-style-type: none"> - Instead of sending a paper copy home, parents will be called and the report can be sent by email. 	
Element 7:	Current practices	<ul style="list-style-type: none"> - Basic support for the victim: The NHES staff wants to create a climate of trust and confidence during the interventions. 	

<p><u>Supervisory or support measures</u> for any student who is a <i>victim</i> of bullying or violence, for <i>witnesses</i> and for the <i>perpetrator</i>;</p>		<ul style="list-style-type: none"> - The NHES staff communicates with the parents while taking into account the interest of the student. - The NHES staff guarantees support to the student when needed. - Educational measures for the perpetrator: The perpetrator offers a written or verbal apology (privately or publicly) (not for bullying). - The perpetrator writes a personal reflection on the events that occurred and presents this reflection to those involved. - Other basic perpetrator interventions: The staff encourages the perpetrator to establish and maintain a more positive relationship with the student offended. - The staff guides the student towards taking his or her own share of responsibility. - The staff teaches the student conflict resolution. - For students involved in recurring incidents: The homeroom teacher and principal establish an intervention plan along with recommended specialists (Psycho-educator and psychologist). - Circle talks 	
	Practices to enhance	<ul style="list-style-type: none"> - 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 specialists will teach the student 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	<ul style="list-style-type: none"> - We are putting forward restorative practices. 	

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Sections Nos. 3 to 9 could be included in an <i>intervention protocol on bullying and violence</i>			
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</u> <u>repetitive nature</u> ;	Current practices	Disciplinary measures: The perpetrator will have to: <ul style="list-style-type: none"> - Present a verbal apology to the victim of bullying - First tier of pyramid: Four visits to the accountability room (Maximum of four before this tier is completed) - Second tier of pyramid: accountability room and consequence. (Maximum of three before this tier is completed) - Third tier of pyramid: accountability room, consequence and letter sent home. (Maximum of two before this tier is completed) - Fourth tier of pyramid: accountability room and half day in school suspension. - Make up for lost time. (Inside recess) - Lose privileges. (Consequence is applied) - Be removed from the group. (In-school suspension) - Will write a personal reflection. 	
	Practices to enhance	<ul style="list-style-type: none"> - The principal will have a meeting with the student during the in-school suspension. 	

	New practices to be established	<ul style="list-style-type: none">- Sign a contract that will show his willingness to demonstrate his/her acceptable behavior.- Demonstrate acts of kindness every week to the entire school, which 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	<ul style="list-style-type: none">- The Principal and/or staff member 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 an ongoing cooperation with parents.- The staff members follow school procedures (accountability room) with regards to the events and interventions.	
	Practices to enhance	<ul style="list-style-type: none">- The Principal keeps an effective and confidential report keeping of all reports.	
	New practices to be established	<ul style="list-style-type: none">- The Principal uses the administrative checklist (refer to the ETSB Action Plan).- All reports are centralized.	

SEXUAL VIOLENCE: *Elements 1 to 9 of the present ABAV plan apply to acts of sexual violence, as adapted considering the circumstances.	Description		Timeframe
<u>Preventative/Safety Measures to stop acts of sexual violence</u> , in addition to the prevention measures mentioned in Element 2	Training activities for management and other personnel specific to acts of sexual violence	<ul style="list-style-type: none"> • Training provided by the MEQ • Bulle & Baluchon • Officer Steeve • SHINE • Stephanie Mitelman (Sexologist) • Formation Marie-Vincent • CCQ (Citizenship and Culture in Quebec) 	
	Measures addressing the area(s) of concern aimed at putting an end to all forms of sexual violence	<ul style="list-style-type: none"> - Bulles et Baluchon - Officer Steeve - Open and ongoing communication among staff on a daily basis - SHINE presenters - Circle talks - Accountability room - Classroom teachers (MEQ sexual education program) - Restorative Approach - Psychoeducator intervention (Noemie Caya) - CSSS Social Worker - Discussions done by the school nurse - SET 	
	Current practices and	<ul style="list-style-type: none"> - Training by the Foundation Marie-Vincent Reporting:	

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	practices to enhance	<ul style="list-style-type: none"> - https://docs.google.com/forms/d/e/1FAIpQLSerb6n3RtrIA-XQTaSeNS3lc5rHpqwxpRrjkCFb5OvL2UdDkA/viewform - Principal makes a signalment to DPJ after speaking with student - If the student is under 14 years of age, the principal also informs their parent/guardian of that option - If 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) <p>After Reporting:</p> <ul style="list-style-type: none"> - Provide counselling with internal/external partners 	
<p>Intervention Protocol: <i>*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.</i></p>	Current practices	<ul style="list-style-type: none"> - Notify admin - Call DPJ - Notify nurse and social worker - Remove students from harmful situation (if occurred at school) - Notify parents of both parties - Discussion with victim/perpetrator/witnesses 	
	Practices to enhance	<ul style="list-style-type: none"> - 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 violenc 	
	New practices to be established	<ul style="list-style-type: none"> - Victim/witness care - Perpetrator care - Oasis staff to replace classroom teacher during intervention process 	

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		<ul style="list-style-type: none"> - Spiritual care and community life animator to conduct follow-ups and check-ins - Communication with Social worker 	

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Follow up Protocol: <i>*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 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</i>	Current practices	The Principal and/or staff member checks in with the individuals involved to make sure the acts of sexual violence 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 an ongoing cooperation with parents. The staff members follow school procedures (accountability room) with regards to the events and interventions.	
	Practices to enhance	SET: Meet with 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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<i>14 years of age or over, the principal may also inform their parents/guardians of that option, with the student's consent.</i>		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
<p>The anti-bullying and anti-violence plan must specify <u>the form and nature of the undertakings to be given by the principal</u> to a student who is a victim of bullying or violence and to his or her parents. (article 75.2 QEA)</p>	Current practices	<ul style="list-style-type: none"> - Student meeting with principal after incident - Contact and inform the parents - Incident reports sent home - Contact the psychoeducator - Appropriate disciplinary measures - Intervention with Psychoeducator over a two week period - Increased number of supervisors 	
	Practices to enhance	<ul style="list-style-type: none"> - Look at the big picture of what happened - Staff on recess duty to spread out and circulate regularly throughout the playground for the entirety recess 	
	New practices to be established	<ul style="list-style-type: none"> - 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 do they know staff care about them, etc. 	
<p>It must also prescribe what action <u>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</u> in order to prevent any further act of bullying or violence. (article 75.2 QEA)</p>	Current practices	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Repeat offenders will go on a modified schedule - Enhance parental involvement (in school meetings, parent/teacher phone calls and interviews) 	
	New practices to be established	<ul style="list-style-type: none"> - Community work during recess and lunch breaks (help custodian) - Carbon Scolaire 	

Extracurricular Services or Implementation of the Special School Project	Description		Timeframe
<p>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:</p> <p>PREVENTION MEASURES TO PREVENT AND STOP ANY FORM OF BULLYING OR VIOLENCE DURING THE PROVISION OF AND, WHERE APPLICABLE (Art.215 Bill 9)</p>	Current practices	<ul style="list-style-type: none"> - Sports Teams - Community events: Harvest lunch, Christmas lunch, Halloween Dance, - Overnight Field Trip (Cycle 3), etc. - Entrepreneurship club - Sports Club (lunch time) - After school sports 	
	Practices to enhance	<ul style="list-style-type: none"> - If the behaviour model is not followed by the student on a regular basis, 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 admin. - Homework Program: SET - to document a monthly report on who has attended the program, what they accomplish and what they are focusing on. - 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. 	

Extracurricular Services or Implementation of the Special School Project	Description		Timeframe
	New practices to be established	<ul style="list-style-type: none">- Homework Program- Lunch time clubs	