

Chelsea Elementary School
Anti-Bullying and Violence Prevention Plan
School Year: 2016-2017 / Principal: Marie-Eve Groulx

Date: March 8, 2017

Section 1: In-School Committee

Anti-Bullying and Anti-Violence Committee struck (Date): January 2016		
Member	School Role	Signature
Marie-Eve Groulx	Principal - Coordinator ABVP	
Jessica Simon	Teacher	
Michelle Sousa	Teacher	
Stephanie Austin	Aide to Handicapped students	
Heather Beresford	Daycare technician	
Jordi Pardo Pardo	Parent	
Jennifer Jurkowski (absent)	Parent	

Section 2: Must-Do Actions

	ACTION	Date	Completed	Person Responsible
1.	Emergency Preparedness Plan for the Year	August 2016	✓	MEG
2.	Supervision schedule for the Year	August 2016	✓	MEG
3.	School wide assembly to review rules and expectations	Sept 2016	✓	MEG
4.	Provide training to peer mediators	Sept 2016	✓	MS
5.	Staff training – IGPI memos	Oct 2016	✓	MEG
6.	Implementation alternative recess options	Oct 2016	✓	MEG and SA
7.	ABVP-Plan Presented to Governing Board	Oct 2016	✓	MEG
8.	Implement the <i>Tell me about box</i>	Oct 2016	✓	School staff
9.	ABVP-Plan Approved by GB	Oct 2016	✓	MEG
10.	ABVP – Plan presented to all staff	Nov 2016	✓	MEG
11.	ABVP – Updated plan added to website	Nov 2016	✓	MEG
12.	Term 1 communication to parents in the parents newsletter	Nov 2016	✓	AG
13.	Chelsea Stars Assembly	Starting in Nov. 2016 – recurrent every 4-6 weeks	Ongoing	MEG + school staff
14.	Survey parents	January 2017	✓	ABVP Committee
15.	Survey staff	January 2017	✓	ABVP Committee
16.	Term 2 communication to parents in the parents newsletter	February 2017		TBD
17.	Anonymous Student Survey (TTFM)	March 2017		MEG
18.	ABVP Committee evaluation of the AVBP-Plan	March-April 2016		ABVP Committe
19.	Term 3 communication to parents in the parents newsletter	May 2017		TBD
20.	ABVP – Yearly report presented to GB	May 2017		ABVP Committee
21.	ABVP – 2017-2018 plan presented to GB	June 2017		ABVP Committee
1.	Survey parents	June 2017		ABVP Committee
2.				

Section 3: Committee Mission and Vision

Committee Vision: That all students and staff are safe at school.

Committee Mission: Our mission is to report and respond to all acts of violence and bullying in our school. Our mission is to empower all staff and students to be advocates for an inclusive and respectful school culture. Each year, the committee will:

- Develop and implement a formalized ‘whole school’ bullying prevention and intervention program – one that is sustainable and results based.
- In tandem with Key Goal 1, establish a group of staff, students, and parents charged with developing innovative ideas/ways of enhancing school culture/climate.
- Develop and implement an innovative curriculum that enhances student engagement/participation in non-violence and anti-bullying educational experiences.
- Develop and implement methods of enhancing communication, transparency and mutual respect amongst staff, students and parents. These methods strongly encourage the reporting of any and all incidents of violence and/or bullying.
- Develop and implement whole-school strategies/activities designed to raise awareness, celebrate accomplishments and exploit the positive social elements of school life.

Section 4: Anti-Bullying and Violence Prevention Policy

Chelsea Elementary School Staff are committed to providing a safe, caring and harmonious environment that fosters respect for all members of the school community. Our schools aspire to fulfill a commitment to safer schools by fostering an atmosphere of respect, understanding, and encouragement between all who teach, work and learn in the school, so that the development and contribution of every individual can be acknowledged, and all can work together to benefit personal growth and the common good.

Part A. What is Bullying?

Dan Olweus, creator of the Olweus Bullying Prevention Program, provides this commonly accepted definition for bullying in his book, *Bullying at School: What We Know and What We Can Do*. The definition of “bullying behaviours” at Chelsea Elementary School is: "A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself."

This definition includes three important components:

1. Bullying is aggressive behavior that involves unwanted, negative actions.
2. Bullying involves a pattern of behavior repeated over time.
3. Bullying involves an imbalance of power or strength.

Part B. Types of Bullying

Bullying can take on many forms:

1. Verbal bullying including derogatory comments and name calling;
2. Bullying through social exclusion or isolation;
3. Physical bullying such as hitting, kicking, shoving, and spitting;
4. Bullying through lies and false rumors;
5. Having money or other things personal property/belongings/possessions taken or damaged by students who bully;
6. Being threatened or being forced to do things by students who bully;
7. Racial bullying;
8. Sexual bullying, harassment, unwanted advances, inappropriate touching; and
9. Cyber-bullying (bullying behavior via cell-phone, Internet, etc...).

Part C. What is Violence?

Chelsea Elementary School defines violence as “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 *Section C. School Community Responsibilities*

Part D. School Community Responsibilities

At Chelsea Elementary School there is a culture where effective programs and policies communicate to all students and staff the message that bullying-type behaviour and violence will not be accepted or tolerated.

Responsibilities of staff:

- To act as appropriate role models for all staff and students;
- To take every precaution to ensure that students are supervised at all times;
- To reinforce the message that bullying and violence are not accepted or tolerated;
- To be observant of the signs of distress or suspected incidents of bullying or violence;
- To treat all reports or observed incidences of bullying or violence seriously by reporting them immediately to the appropriate administrator or to any staff member;
- To providing and fostering an environment where students feel they can speak to staff about their concerns.

Responsibilities of students:

- To behave appropriately, respecting individual differences and diversity – to take a stand against bullying and violence;
- To participate in anti-bullying and anti-violence peer and counseling groups;
- To attend anti-bullying and anti-violence information/training and support workshop/assemblies;
- To report and inform (parents/guardians, school staff, friends) if they are being bullied or if they see someone else being bullied, or incidents of violence –whether it occurs at school away from school;
- To help someone who is being bullied or subjected to violence by taking a stand – reporting and supporting;
- To stand up and help someone who is being bullied or subjected to violence.

Responsibilities of parents:

- To watch for signs that their child may be the victim of bullying or violence;
- To watch for signs that their child is exhibiting bullying or violent behavior;
- To speak to the Teacher, or the Administrator if their child is being bullied or subjected to violence, or if they suspect that this is happening;
- To seek advice from the Administrator if they suspect that their child is bullying others or being violent;
- To encourage open conversations with their child if they are bullied or suspect others are bullying, or being subjected to violence.
- To encourage their children to tell a responsible adult if they are bullied or subjected to violence.

Students can expect that their concerns will be responded to by the school staff and that they will be provided with appropriate support (for both the victims of and those responsible for the behaviour).

Part E. Procedure for Reporting All Violence or Bullying-Type Behaviours

If someone witnesses what they believe to be violence or bullying-type behaviours towards a member of our school community they can use the following steps as a guideline for action:

1. It is important to report any incidence of bullying. All students, staff and parents MUST report any incidents of bullying or violence.
2. Document (in writing or via email) all incidents of bullying behaviours/violent behaviours (describe: a) what happened, b) between who, c) where it happened, d) when it happened, e) why it happened.
3. Bring the incident report to the attention of a teacher or principal.
4. Reported incidents are investigated first by the Administration. The alleged student(s) committing the violence or bullying-type behaviour and the victim(s) are interviewed separately.

5. All potential witnesses are interviewed by the Administration.
6. ALL COMMUNICATIONS WITH Administration and staff are CONFIDENTIAL. NAMES of any victims/witnesses are never released.
7. Victims and/or parents are asked their perspective and their opinion on potential interventions by school staff before interventions take place.
8. If any degree of bullying or violence has occurred the following action will be taken: support/consequences will be given as is appropriate to both the victim and the student(s).
9. Students, in particular senior students, involved in our mentoring program and teachers, can be asked to assist in countering bullying and violence.
10. All staff/students have a responsibility to maintain the safety and welfare of fellow students. This means we must all take this policy document seriously.

Part F: Follow-Up (All incidents of bullying and violence are viewed as serious.)

1. We will support the victim in the following ways:
 - a) Offering immediate support and the opportunity to talk about the experience with the Administration.
 - b) Informing the victim's parents/guardians (while also respecting the victims' privacy).
 - c) Offering continuing support as needed.
 - d) Incidents or reports of bullying or violence will be documented.
 - e) Taking one or more of the steps described below to prevent the reoccurrence of bullying or violence.
2. We will try to prevent a reoccurrence of bullying or violence in the following ways:
 - a. Our school provides a range of effective programs to ensure a safe and secure environment promoting personal growth and excellence in all students. Our goal is to develop confidence and self-esteem to empower students to take responsibility for themselves and their actions. As part of this, an anti-bullying and anti-violence message is consistently communicated to students.
 - b. Conducting an initial investigation as outlined in Part E.
 - c. Ensuring just and strict school consequences for student(s) committing the violent or bullying-type behaviour. The following are the disciplinary steps the school's Administration will follow:
 - i. Official warning to stop offending (verbal and written) to the students and parents.
 - ii. A student may be automatically suspended from school if the act of bullying or violence is considered severe regardless if there have been previous issues.
 - iii. In the case of a serious incident of bullying or violence, parents of both the victim and the student(s) committing the violence or bullying-type behaviour are notified. The parents of both the victim and the student(s) committing the violence or bullying-type behaviour are informed of the allegations and are also informed about the student's responses to these allegations (verbal and written).
 - iv. If a student does not stop engaging in violent or bullying behaviours after warning from school staff, the student may be suspended from school.
 - v. Students who are violent or bully others may face one or more of the following consequences:
 - Involvement in mediation;
 - Parents will be contacted by the school;
 - Recommendation for an out-of-school assessment;
 - Referral to Gatineau Police;
 - Privileges will be withdrawn (e.g. exclusion from school, school activities, school services); and
 - Sanctions outlined in the School's Discipline Policy such as detention and suspension.

Note: The school will also refer to the Western Quebec School Board's "Safe Schools Policy".

Section 5: Plan Framework and Plan Assessment and Evaluation

We have designed this school violence and anti-bullying assessment tool to assist our school with measuring our progress.

Overall Assessment:

1. Good to Outstanding (Green) – The school is able to demonstrate effective anti-bullying and violence prevention plan, policy, strategies and consistent practice. The school is able to demonstrate data-driven progress in developing and reviewing its anti-bullying and violence prevention plan, policy, strategies and consistent practice and is actively working to address the priorities it has identified within a defined timeline.
2. In Need of Some Improvement (Yellow) - The school has recognised key issues that need to be addressed. It has an improvement strategy and action plan but, to date, progress is limited. Strategies are expected to be put in place.
3. In Need of Significant Improvement (Red) – The anti-bullying and violence prevention plan, policy, strategies and consistent practice need to be reviewed as a matter of urgency and there are significant issues relating to bullying that are not been addressed.

Annual goals		
2016-2017 Goals	Strategies and Actions	Indicators
<p>Decrease the number of students who report being victims of bullying</p>	<ul style="list-style-type: none"> • Offer alternate activities at recesses: <ul style="list-style-type: none"> ➢ Alternative recess for younger students to support social skills development and encourage positive interactions ➢ Offer clubs or sport activities at lunch • Development of student leadership: <ul style="list-style-type: none"> ➢ Peer mediator program • Optimize supervision system: <ul style="list-style-type: none"> ➢ Use TTFM from previous year to review supervision zones ➢ Define supervision expectations ➢ Supervisors will wear orange vests for visibility ➢ Communicate clear expectations to students in regards to hallway behavior 	<p style="text-align: center;">The number of students who report being victims of bullying in the TTFM yearly survey (2015-2016- 23%)</p>
<p>Consistent use of school wide reporting system (ISM/IGPI)</p>	<ul style="list-style-type: none"> • Offer training session for staff • Send frequent reminder to staff about the importance of recording incidents 	<p style="text-align: center;">The number of incidents recorded</p> <p style="text-align: center;">The number of staff members recording incidents in ISM/IGPI</p>

Annual goals

<p>Students will report bullying incidents to a staff member.</p>	<ul style="list-style-type: none"> • Tell Me About It Box: located in each class and at office (communication tool for both positive and negative experiences) • Ensure student access to administration • Consistent messaging during classroom conversations/ assemblies: Staff will help • Communication of follow through when incidents are reported 	<p>The percentage of students that report incidents of bullying to a staff member will increase from the 2015-2016 results of 48%</p>
<p>Increase parent communication with regards to ABVP initiatives throughout the year</p>	<ul style="list-style-type: none"> • School Survey • Parent participation on ABVP • Governing Board updates on plan • Parent newsletters to include ABVP update /report once a term • Ensure an up to date version of the plan is available on school website • Lisa Diner digital citizenship resource available for parents on school website 	<p>The numbers of communications sent to parents</p> <p>The results from the parent survey (January and June)</p>
<p>Creating a school culture that encourages acts of kindness by recognizing positive achievements.</p>	<ul style="list-style-type: none"> • Chelsea Stars: Students that exemplify specific values (community building, leadership, etc.) are nominated monthly by staff and presented an award as part of a school wide assembly. <p>Stars interactive bulletin board in the Grand Hall where students can recognize their classmates' positive achievements and acts of kindness by placing stars on the bulletin board. (Similar to "Have you filled a bucket?" initiative started last year)</p>	<ul style="list-style-type: none"> • Student feedback • Noticeable difference in school culture; increased acts of kindness, leadership, etc..