

**Chelsea Elementary School
Anti-Bullying and Violence Prevention Plan
School Year: 2019-2020
Principal: Andrea Gage**

Date: November 26, 2019

Section 1: Committee

Anti-Bullying and Anti-Violence Committee membership (as of Oct. 1, 2019)*		
Member	School Role	Signature
Andrea Gage	Principal	
Stephanie Austin	Coordinator / Special	
Alison Goulais	Teacher	
Francesco Di Salvio	Teacher	
Anne Geldart	Support staff	
Gesa Harmston	Parent	
Marisa Consolata	Parent	

Section 2: Must-Do Actions

	ACTION	Date	Completed	Person Responsible
1.	Emergency Preparedness Plan for the Year	Sept 2019	Yes	AG
2.	Supervision schedule for the Year	Sept 2019	Yes	AG and DG
3.	Supervision duties and map boundaries shared with staff	Sept 2019	Yes	AG
4.	School wide assembly to review rules, expectations and AVBP initiatives	Sept 2019	Yes	AG
5.	Staff training – IGPI memos			
6.	Implementation alternative recess options	Sept 2019	Yes	AG and SA
7.	Chelsea Stars Assembly	Sept 2019- June 2020	In progress	AG and SA
8.	ABVP-Plan Presented to Governing Board	December 12, 2019		AG
9.	ABVP-Plan Approved by GB			
10.	ABVP – Goals presented to all staff			
11.	ABVP – Updated plan added to website			
12.	Term 1 communication to parents in the parents newsletter	Sept 2019	Yes	AG and SA
13.	Provide training to peer mediators	Sept 2019	Yes	SA
14.	Term 2 communication to parents in the parents newsletter			
15.	Anonymous Student Survey (TTFM)			
16.	ABVP Committee evaluation of the AVBP-Plan			
17.	Term 3 communication to parents in the parents newsletter			
18.	ABVP –Yearly Goals report presented to GB			
19.	ABVP – 2018-2019 plan presented to GB			

Section 3: Vision and Mission

Chelsea Elementary School staff and parents are committed to providing a safe, caring and harmonious environment that fosters respect for all members of the school community. The values that underpin this include understanding, encouragement, acknowledgment, inclusiveness. Our ultimate goal is to work together to foster personal growth and the common good.

Vision:

- That Chelsea school be a place of mutual respect and inclusiveness
- That all students and staff are, and feel, safe and secure at school

Mission:

To pre-empt and respond to acts of bullying and violence, and promote a respectful, inclusive and nurturing school culture, the committee will each year develop strategies and actions to:

- Promote a 'whole-school' bullying prevention / intervention program – one that is sustainable, geared to all students, and results-based
- Enhance communication, awareness and transparency-with respect to the reporting of all incidents of violence and/or bullying and, conversely, constructive and compassionate behavior that supports mutual respect and inclusiveness (bearing in mind that exclusion can often be non-aggressive and unintentional)
- Celebrate accomplishments and exploit the positive social elements of school life

Section 4: Anti-Bullying and Violence Prevention Policy

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 are communicated to all students and staff and the message that bullying-type behaviours 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 and 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:
 - a. Support/consequences will be given as is appropriate to both the victim and the student(s).
 - b. Students, in particular senior students, involved in our mentoring program and teachers, can be asked to assist in countering bullying and violence.
9. 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

1. We will support the victim by:
 - a. Offering immediate support and the opportunity to talk about the experience with Administration.
 - b. Informing the victim's parents/guardians (while also respecting the privacy of the student committing the violence).
 - 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 recurrence 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. prohibiting attendance at 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".

<u>2019-20 Goals</u>	<u>Strategies and Actions</u>	<u>Indicators</u>
<p>1. Support and empower victims of bullying and/or violent acts</p>	<ul style="list-style-type: none"> • Discussions during meetings at ABVP • Discussions with students re empowering them – ie use of common language • Input from all staff • Identify students with social and e/or emotional needs • Frequent sharing of information 	<ul style="list-style-type: none"> • Students reaching out as victims • Anecdotal observations are done re the needs of those who are victims of bullying and/or violent acts • Students can identify bullying behavior • Students can identify and apply appropriate responses to aggressor • Students develop self-advocacy skills
<p>2. Continue building a school culture that encourages acts of kindness, mutual support, inclusiveness, community, respects diversity, compassion and appreciates understanding of others.</p>	<p><u>Chelsea Stars:</u></p> <ul style="list-style-type: none"> • Students who exemplify specific values are nominated monthly by staff, presented an award and recognized at a school-wide assembly <p><u>Alternate Recess:</u></p> <ul style="list-style-type: none"> • Offer alternate activities at recesses (morning and lunch) with a small staff-to-student ratio <ul style="list-style-type: none"> • Alternate recess to support the development of social skills and encourage positive interactions • Offer clubs or sports activities at lunch when possible 	<ul style="list-style-type: none"> • Students will demonstrate a sense of belonging by taking care of other students and the school environment • Students will support other students when a conflict or bullying situation arises • Students will regularly talk with staff regarding issues with peers, both positive interactions and challenges • Parents will communicate that students feel engaged and listened to within the school community

Kindness:

- Bulletin Boards that support acts of kindness (i.e. Kindness Tree/ Confetti Board)
- Blue-Shirt Days to promote school spirit
- Communicate the purpose of Buddy Benches
- Buddy children with other children to promote inclusion and kindness
- Teachers make a point to model appreciations and give students an opportunity to do so
- Bingo Board – Squares contain acts of kindness
- Allow for opportunities for students to prepare and act out skits of positive and negative behaviours
- Clear expectations for hallway behaviours
- All staff PD to address self-regulation and anxiety
- Enhance 'Community Days' to build bridges
- Continue Multicultural Fair to celebrate diversity

Supervision:

- Continued development of student leadership (i.e. Peer Mediator Program)
- Optimize supervision system (specific attention payed to "hot spots")
- Define supervision expectations
- Supervisors will wear orange vests for visibility

	<ul style="list-style-type: none"> • supervisors at the beginning of the school year and updated throughout the school year (i.e. conflict resolution, promoting inclusive play, creating activities and games for younger students) 	
<p>3. Social Emotional Learning in the classroom to address self-regulation and anxiety.</p>	<ul style="list-style-type: none"> • Develop appropriate training in conjunction with staff, including possible recourse to professional resources • Peaceful place in the classroom that students can go to feel calm • Alternate recess programs • 60 second fix • Zentangle/zendoodle colouring activities • Teacher/student mentorship program • Tribes • Wellness activities for staff • Communication to all staff of those students who require breaks or alternate locations when feeling anxious • Explore participation options for school survey • Liaison with parents regarding messages and teaching methods/tools being used • Ensure that students with disabilities and vulnerable students receive appropriate direct instruction and support with respect to bullying • Read-a-louds, community circles for teaching • Teach children how to problem solve • Use of Common language between all staff 	<ul style="list-style-type: none"> • Staff and student feedback • School survey results • Student uses their words to communicate feelings and needs • Students display problem solving abilities • Students who once did not like recess, have started to participate in recess • Students feel a sense of inclusion and safety

	<ul style="list-style-type: none">• Series of yoga/mindfulness training for all groups• Investigation of new ideas in mindfulness (example VR pilot program)	
4. Increase organized activities outside.	<ul style="list-style-type: none">• Purchasing loose part materials to support creative/constructive play• Store outdoor provocative equipment in OLC for backyard• Upkeep of materials for front yard at nook door•	<ul style="list-style-type: none">• Reduced recess incidents

<p>5. Increase participation of students with special needs in recess clubs/school activities, sports clubs</p>	<ul style="list-style-type: none">• Personal invites to students with exceptionalities to join activities and clubs• Activities and clubs are accessible to all• Activities across all cycles	<ul style="list-style-type: none">• Ratio of students who are typically developing and students with exceptionalities that are engaged in play activities and clubs is equivalent to the ratio represented in the school's community
<p>6. Lay the framework for family grouping, "house," type program for whole school involvement</p>	<ul style="list-style-type: none">• Investigate programs in place in other schools• Staff consultation• Set yearly plan of, "house," activities.	<ul style="list-style-type: none">• Staff buy in• Increased interaction between grades• Increase in role modeling/leadership in older students.