

Chelsea Elementary School
PROPOSED Anti-Bullying and Violence Prevention Plan
School Year: 2020-2021
Principal: Andrea Gage

Date: November 16, 2020

Section 1: Committee

Anti-Bullying and Anti-Violence Committee membership (as of November 1, 2020)*		
Member	School Role	Signature
Andrea Gage	Principal	
Stephanie Austin	Coordinator / Special	
Kelly Butler	Teacher	
Sharon Wallace	Support staff	
Andrew Wing	Support staff	
Abeeha Hassan	Parent	

Section 2: Must-Do Actions

	ACTION	Date	Completed	Person Responsible
1.	Emergency Preparedness Plan for the Year	August 2020	Yes	AG
2.	Supervision schedule for the Year	August 2020	Yes	AG
3.	Supervision duties and map boundaries shared with staff	August 2020	Yes	AG
4.	School wide assembly to review rules, expectations and AVBP initiatives	September 2020	Yes- virtual	AG
5.	Staff training – IGPI memos	September 2020	yes	AG
6.	Implementation alternative recess options	August	Yes	AG and SA
7.	Chelsea Stars Assembly	Sept 2020- June 2021	In progress	AG and SA
8.	ABVP-Plan Presented to Governing Board	November 19, 2020		AG and SA
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			
13.	Provide training to peer mediators			
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 2012Section 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>2020-2021 Goals</u>	<u>Strategies and Actions</u>	<u>Ongoing strategies</u>	<u>Indicators</u>
Maintain a sense of collective community	<ul style="list-style-type: none"> • Bring assemblies online/virtual • Have families have equal access to virtual assemblies (* pending confidentiality) • Despite the need to physically distance this year, monthly team building activities geared towards furthering the sense of community within groups. (Example creating a community flag, class special day, community circle, talking stick projects). • A focus on creating links to the greater community with projects such as Terry Fox Fundraiser, essentials drive, Jump Rope for Heart, Masion Librelle, community based field trips, etc. • https://www.cebm.ca/school-climate-blueprint Use this document as an assessment tool for our school climate and areas of improvement/areas of excellence • Morning announcements that highlight and create collective activities and a feeling of community such as joke of the day, know your story, and other challenges. • All staff PD to address self-regulation and anxiety. <u>Done with the COE for behavior management</u> https://www.cebm.ca/coronavirus-for-schools 	<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, afternoon and lunch) with a low staff-to-student ratio <ul style="list-style-type: none"> • Alternate recess to support the development of social skills and encourage positive interactions • <u>Kindness:</u> <ul style="list-style-type: none"> • Bulletin Boards that support acts of kindness (i.e. Kindness Tree/ Confetti Board) • Blue-Shirt Days to promote school spirit • Buddy children with other children to promote inclusion and kindness within classes • Teachers make a point to model appreciations and 	<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 • Percentage of students with a positive sense of belonging will remain consistent or increase (TTFM) from 88% (18-19 data)): 77% girls/ 87% boys. • Percentage of students who feel safe attending

		<p>give students an opportunity to do so</p> <ul style="list-style-type: none"> • Bingo Board – Squares contain acts of kindness • Allow for opportunities for students to prepare and act out skits of positive and negative behaviours <ul style="list-style-type: none"> • Clear expectations for hallway and recess behaviours • Enhance ‘Community Days’ to build bridges <ul style="list-style-type: none"> • Continue Multicultural Fair to celebrate diversity <p><u>Supervision:</u></p> <ul style="list-style-type: none"> • Continued development of student leadership (i.e. Peer Mediator Program) • Optimize supervision system (specific attention paid to “hot spots”) • Define supervision expectations including All eyes, All the Time • Supervisors will wear orange vests for visibility <p>supervisors at the beginning of the school year and updated throughout the school year</p>	<p>this school will remain consistent or increase from the 18/19 TTFM data: 54% of students feel safe (48% girls/59% boys)</p>
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		(i.e. conflict resolution, promoting inclusive play, creating activities and games for younger students)	
<ul style="list-style-type: none"> • Increase awareness around online safety. Students will be aware of their power to turn off or delete unwanted messages. It is equally important to understand the power of exclusion even on line. 	<ul style="list-style-type: none"> • Power of the off button (in school campaign to delete, turn off, tell when witness or victim to online bullying) • Have staff become more aware of school board online safety resources http://digitalcitizenship.wqsb.qc.ca/monthly-themes/ • Parent communication and resources shared • Information made available that is pedagogically appropriate and designed to for the Quebec curriculum. • Comparative surveys (winter/spring) to access student understanding of online safety practices 	<ul style="list-style-type: none"> • Adherence to the multimedia/ technology agreement as outlined in Code of conduct. • Teacher targeted instruction and teacher modeling of safe use of technology • Teacher PD on integration of technological pedagogy 	<ul style="list-style-type: none"> • Survey results indicate an increased awareness of online safety practices over time. • Students will be able to communicate how to handle unwanted online comments /communications. • Staff usage of monthly online digital citizenship online themes.
<ul style="list-style-type: none"> • Back to Basics: Anti-Bullying Violence Prevention 	<ul style="list-style-type: none"> • Distribute Olweus resources • Survey staff members who need Tribes trainings –arrange PD • Use ABVP read aloud library to teach in class anti-bullying strategies e.g. what is bullying and what to do, what is the role of the bystander, the bully and the victim • Activities and targeted instruction to promote inclusion of all students –in particularly relating to diversity in gender and gender expression, race, religion, body type, and ability. 	<ul style="list-style-type: none"> • Promotion of Anti-bullying motto: We Help, We Tell, We Include • All children are encouraged to tell an adult at school and at home of any behaviours that concern them. • Targeted and adapted ABVP instruction for students with special needs • Grow library of resources – virtual and hardcopy • Lead Teacher for 	<ul style="list-style-type: none"> • Students will aware of how to differentiate between acts of aggression /violence and acts of bullying as well has how to handle these (TTFM/anecdotal). • Students will understand different forms that bullying can take (TTFM/anecdotal) • Students will understand the role of bystander in responding to acts of

		<p>organization and support of implementation of sexuality education curriculum.</p> <ul style="list-style-type: none"> • Lead Teacher for organization of anti-racist texts/resources 	<p>violence and bullying.</p> <ul style="list-style-type: none"> • Percentage of students who experience physical, social, or verbal bullying in the school yard will reduce the 18/19 TTFM data of 26% (girls 22%/boys 31%)
<ul style="list-style-type: none"> • Lay the framework for family grouping, "house," type program for whole school involvement 	<ul style="list-style-type: none"> • Investigate programs in place in other schools • Staff consultation • Set yearly plan of, "house," activities for 2021-2022. 	<ul style="list-style-type: none"> • Understand and promote importance of multi-age groupings 	<ul style="list-style-type: none"> • Staff buy in • Increased interaction between grades • Increase in role modeling/leadership in older students.