



ANTI-BULLYING AND VIOLENCE PREVENTION PLAN

Let's work on it together!
2022-2023



Approved by the governing board on: June 15, 2022						
School's name: Greater Gatineau Elementary School	ELEMENTARY SCHOOL	Date: 05/30/2022	Number of students: 487	Principal: Valerie Link Vice Principal: Erick Tremblay School staff member responsible for coordinating the team's work: Renai Moleman		
Committee members: Valerie Link, Erick Tremblay, Renai Moleman, Michael Birch, Michael Dooling, Lisa Bowers, Stacey Allen and Ashley Dorrington-Vladars						
Accomplishments and celebrations of 2021-2022 <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> Monthly assemblies incorporating AB/VP topics School Wide assembly: Anti-bullying Rules/Peace Agreements Photo wall of all staff Administration of "Our School Survey" School-wide PEACE rewards School wide participation in Gatineau Police VIP program </td> <td style="width: 50%; border: none; vertical-align: top;"> Increased supervision on playground Alternative recess Mentorship Program Extra-Curricular Activities at lunch Social Activities Program School-wide participation in le Grand Defi </td> </tr> </table>					Monthly assemblies incorporating AB/VP topics School Wide assembly: Anti-bullying Rules/Peace Agreements Photo wall of all staff Administration of "Our School Survey" School-wide PEACE rewards School wide participation in Gatineau Police VIP program	Increased supervision on playground Alternative recess Mentorship Program Extra-Curricular Activities at lunch Social Activities Program School-wide participation in le Grand Defi
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Definitions						
Violence <i>"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</i>						
Bullying <i>"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</i>						

Analysis of the situation

School-wide level:

Critical findings from the data obtained from the School Surveys

- Our students have a lower positive sense of belonging to the school than Canadian norms
- The majority of students value school outcomes, have positive relationships with staff and feel the school has high expectations and rigor
- Our students have higher feelings of being subjected to Bullying and/or Exclusion than Canadian norms

Most common forms of bullying and trends identified *(comment if actions taken):*

1. Most reported form of bullying is Social
2. Majority of reported bullying outside of school and on the bus
3. Now seeing few incidents of bullying of any form in the true sense of the term
4. Decrease in theft since students stopped bringing personal items to school

Regarding school-wide level components

- Which components are at a desired level of effectiveness??

1. An established AB/VP committee
2. Committee and Teacher Training conducted
3. Our School Survey Administered
4. School rules against bullying have been introduced (staff/students/parents)
5. School's supervisory system has been reviewed and revised
6. Kick-off event held

Which need to be enhanced?

- Need for students to be aware of intention behind the actions of others.
- Make staff aware of students who benefit from an individualized approach

Regarding classroom level components

Which components are at a desired level of effectiveness?

1. Post and enforce school-wide rules against bullying
2. Hold regular class meetings

Which need to be enhanced?

3. Encourage opportunities to share classroom strategies about how staff have approached various AB/VP issues or social emotional challenges (e.g., at staff meeting or cycle meeting)

<p>Regarding the Individual Intervention level components</p> <p>Which components are at a desired level of effectiveness?</p> <ol style="list-style-type: none"> 1. Teachers/Supervisors put a stop to any bullying/violence as soon as they are made aware 2. Victims of bullying/violence are supported by school staff 3. Students who bully or commit an act of violence are addressed immediately and appropriate consequences are imposed 4. Parents are made aware of situations of bullying/violence that involve their child <p>Which need to be enhanced?</p> <ol style="list-style-type: none"> 1. During the upcoming year we would like to increase student sense of safety within the school and classroom communities. 	
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Annual goals

Component	2022-2023 Goals	Strategies and tasks	Indicators	Evaluation method
Individual Intervention	Increase the number of students who feel safe at school	<ul style="list-style-type: none"> • Train and promote staff in using positive approaches to discipline and conflict resolution, with a focus on “I” statements • Focus on empathy • Implementation of “Talk Time” in class where issues can be anonymously submitted in the “Talk Time” box; during ethics class • Use common language throughout the school (bullying as opposed to a mean moment or rudeness) • Identify clubs that would interest students • Focus on teaching empathy in ethics class 	<ul style="list-style-type: none"> • Increase in number of students who have a feel safe at school • Increase in number of students with positive relationships 	<ul style="list-style-type: none"> • Our School Survey

School-Wide	Reinstate our school community	<ul style="list-style-type: none"> • Inclusive focus • Mentorship Program • Extra curricular activities at lunch hour • Clubs at lunch hour • Increased mingling between groups • Increased Home & School school events 	<ul style="list-style-type: none"> • Increase in number of students participating in ECAs or clubs 	<ul style="list-style-type: none"> • Our School Survey
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<u>Prevention measures</u> to put an end to all forms of bullying and violence	Measures to <u>encourage parents to collaborate</u> in preventing and stopping bullying and violence and in creating a healthy and secure learning environment	Procedures for <u>reporting, or registering a complaint concerning, an act of bullying or violence</u>	<u>Measures to protect the confidentiality</u> of any report or complaint
<p>Reporting procedures have been implemented to ensure early identification of potential victims so that these students can receive the support, protection, education and when appropriate requests for therapy made.</p> <p>Reporting procedures have been implemented to ensure early identification of students prone to bullying or violent behaviours so that these students can receive appropriate interventions required to support change in their behaviour.</p> <p>Regular class meetings are held where students may explore the phenomena of bullying, the forms it may take, the roles that various people play in bullying, the critical role of the bystander and the strategies/actions to intervene in the situation are discussed and practiced.</p> <p>All staff members have been trained to intervene immediately in a situation of bullying or violence and of the Do's and Don'ts when intervening.</p> <p>All staff members have been trained on proper procedures for dealing with a reported or a suspected incidence.</p> <p>All teachers will be visible and will be vigilant in supervising transition times. Hot spots will be identified, and staff will be appointed to supervise these locations.</p> <p>Organized activities will be available to all students during the lunch hour recess</p>	<p>Parent representatives are/ will be members of the ABVP committee</p> <p>The Anti-Bullying/Violence Prevention Plan will be presented at the Governing Board and will be available online at the school website. At all other parent functions materials will be visibly available. When classroom teachers meet with parents the Classroom components will be discussed with parents.</p> <p>Parents of a child who is victimized will be contacted as soon as a potential pattern of victimization is identified and will be asked for any observations of behaviour change at home. In addition, parents will be informed of the school's intervention and support that will be given to their child. The parents will be contacted periodically to ensure that interventions put in place have been successful. Parents will be encouraged to contact the principal, or their delegate should they have any concerns, information, or questions. The message that the school wishes to partner with them to ensure that their child is safe and happy at school will be clearly stated.</p> <p>Parents of the child who is bullying or violent towards others will be contacted by the school principal or their designate to inform the parents of their child's behaviour. Consequences imposed will be discussed with the parent and when appropriate parents will be requested to come into the school for a meeting. Parents will be encouraged to contact the principal or their designate should they wish to discuss the situation further, have questions, have information, or would like further advice and/or support. In such a situation the school will inform the parent of services available and may make contact on the parent's behalf if requested. A Parent Tip Sheet for Talking with their child will be given to the Parent(s).</p> <p>Parents of a bystander who is actively involved in supporting the perpetrator will be contacted to inform them of their child's involvement</p>	<p>When a student witnesses an act of bullying or violence, the student may intervene if comfortable and where there is no threat of harm. Possible intervention strategies for students are discussed in class meetings. Regardless of whether students intervene or not they must report the incident to an adult at school and an adult at home. Intervention strategies will be discussed with bystanders when the principal or their delegate meets with the bystanders (when deemed appropriate)</p> <p>Verbal report made by student, staff, parent/guardian, or bus driver.</p> <p>Short report forms for staff for ease of reporting.</p> <p>Written communication made by student, staff, or bus driver.</p> <p>Written communication or phone call from parent/guardian.</p> <p>Complaint For each complaint received the principal shall send the director general of the school board a summary report</p>	<p>Any reports or complaints concerning acts of Violence or Bullying are strictly confidential. Reporting sheets, once received by the Principal (or other designated person) are kept in a secure file, under lock and key, along with any other document(s) relating this incident. Only the Principal (or their designate) may access the secure file. Any report or complaint made by a third party, including a parent or a student, that is documented or entered into an electronic filing system by a school staff member, shall not include the name of the person making the report or complaint.</p> <p>Any report or complaint entered into an electronic filing system (GPI) may only be accessed and viewed by the person entering the report or complaint and by the school Principal (or their designate).</p> <p>Parents/ guardians will only receive information pertaining to their own child. Information relating to other parties involved in the incident will not be.</p>

<p>Potential victims and perpetrators will be identified and will be more closely supervised.</p> <p>All teachers and lunch hour supervisors must wear bright coloured vest when supervising so that they may be easily recognized by students. Attention must be on students at all times.</p> <p>When a staff member is not sure of how to intervene in a situation, it is expected that they seek guidance from their supervisor and will be received in an accepting, friendly, and professional manner.</p> <p>Parents are informed of the AV/AB plan and how to report incidents when they learn of them. Parents will also be informed about the language around bullying versus a mean moment or rudeness.</p> <p>A Pledge regarding anti-bullying rules is sent home for students and parents to sign which signifies that parents are aware of the initiatives being undertaken and will reinforce them at home.</p> <p>Lending library for parents/guardians on child-rearing and behaviours.</p> <p>Ongoing prevention measures are:</p> <ul style="list-style-type: none"> Peace Initiative Student Assemblies Regular staff meetings Attachment Theory (Neufeld) Wear school shirts to assemblies UDL classroom strategies Social skills and Social stories Extra-curricular activities Co-operative games at lunchtime Student posters, displays and video clips on relevant topics Supervision in hallway during recess transition Listening Ear Room School-wide Peace reward system promoting positive behaviours Alternate Recess Option Think Sheets completed in detention Participation in Gatineau Police VIP program (K-6) 	<p>and to inform of the consequences that have been given. A Tip Sheet for Parents of Bystanders is sent home. Parents are requested to inform the school of any information their child may share with them regarding the incident that would be helpful.</p> <p>Parents of a student who has witnessed a disturbing incident but was not actively supporting the perpetrator will be contacted to inform them of the situation and the actions the school has taken to support their child.</p>	<p>on the nature of the incident and the follow-up measures taken.</p>	<p>Any staff member that is involved in any way in an investigation following a report or complaint will take all measures necessary to protect its confidentiality.</p> <p>Staff members will be informed and periodically reminded of their obligation to protect the confidentiality of any report or complaint concerning an act of bullying or violence.</p>
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<u>The actions to be taken</u> when a student, teacher or other school staff member or any other person <u>witnesses an act of bullying or violence</u>	Supervisory or support measures			<u>Specific disciplinary sanctions according to their severity or repetitive nature</u>
	for the <i>victim</i>	for the <i>witnesses</i>	for the <i>perpetrator</i>	
<p>When a student witnesses an act of bullying or violence, the student may intervene if comfortable and where there is no threat of harm. Possible intervention strategies for students are discussed in class meetings. Regardless of whether students intervene or not they must report the incident to an adult at school and an adult at home.</p> <p>Intervention strategies will be discussed with bystanders when the principal or their delegate meets with the bystanders (when deemed appropriate)</p> <p>When a teacher or other staff member witnesses an act of bullying or violence they must intervene immediately if there is no threat to their personal well-being.</p> <p>If appropriate, 911 will be called.</p>	<p>The student will meet with the appropriate individual (teacher they are closest to, principal or their delegate) to discuss the situation and to learn further information about bullying incidents. The student will be guaranteed confidentiality to ensure they feel safe about discussing the incidents and are not anxious about possible retaliation from the student who is bullying them. The student is informed the follow-up that will occur with the student(s) involved. The student is informed that their parent(s) will be informed of the situation. The student's input is sought as to measures that could be implemented immediately to support the student. The student is met with several times to ensure that the bullying has stopped. The student is encouraged to report any future incidents and is reminded that Rule#4 also applies to them. Appropriate staff is informed to ensure that supervision of the individual is increased to ensure their safety. If additional resources to support the student are deemed appropriate the principal or their designate will ask the parent(s) to follow-up (counselling etc.)</p>	<p>The principal or their designate may meet with the bystanders individually or in a group depending on the circumstances. When students actively support the child who bullies, the principal or their designate meets with the individual student to discuss their behaviour, the School Rules and the consequences that will be imposed for their active role. Future expectations for the student will be discussed and the student is informed that their parent(s) will be informed of the situation. Future consequences will be discussed should another similar incident occur.</p>	<p>The perpetrator will be met with after a discussion has been held with the victim and the bystanders to ensure that the intervening adult has an accurate understanding of the situation. The perpetrator is given the opportunity to explain from their perspective. The perpetrator is informed of their knowledge of the incident, that the rules have been broken and what the consequences will be. The perpetrator is informed that his/her parent(s) will be contacted. The perpetrator is asked how they will ensure that this does not happen again. The principal or their delegate will inform the perpetrator and parent(s) that should any future incidents occur that the consequences will be more severe. Regular follow-up with the perpetrator occurs to ensure the bullying has stopped. Appropriate staff members are informed to ensure the perpetrator is closely supervised and their behaviour redirected when appropriate.</p>	<p>Please refer to Appendix A attached.</p>