



**ANTI-BULLYING AND  
ANTI-VIOLENCE PLAN**  
*Let's work on it together!*



Approved by the Governing Board on:

School's name : Wakefield Elementary	★ ELEMENTARY SCHOOL	Date : October 4, 2016	Number of students : 332	Principal : Julie Fram Greig School staff member responsible for coordinating the team's work: Sylvie Pouliotte, Lise Gagne
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Committee members :  
Julie Fram Greig, Sylvie Pouliotte, Lise Gagne

Accomplishments and celebrations of 2015-2016:  
TTFM survey, Spirit days, Wakefield shirts with new logo, messaging with new motto, guest speaker Peter Joynt

**Analysis of the situation**

**Critical findings from the data obtained from the Olweus and TTFM surveys**

Identified Hot spots:

- 76% during recess (increase from 48%)

Most common forms of bullying and trends identified:

- 15% Physical, 32% Social, 19% Verbal, 3% Cyber- social bullying has increased

**School-wide level:**

Components that are at a desired level of effectiveness:

- Established Bullying Prevention Committee
- TTFM Questionnaire was administered to Grade 4, 5 and 6 students
- Ensure that all staff are on the same page when it comes to school rules and expectations
- Assembly with students to introduce code of conduct
- Documents regarding code of conduct and discipline policy sent to parents, posted on website
- Rules were reinforced throughout the year

**Components that need to be enhanced:**

- Assemblies to reinforce the rules and messages about tolerance, define bullying and conflict further
- Celebrate success as a school community
- Review ISM and IGPI Memos with teachers for tracking incidents
- Look at ways to improve quality/consistency of TTFM responses- preparing students for survey
- Examine a form for students to use to report bullying

**Classroom level:**

**Components that are at a desired level of effectiveness:**

- Rules are posted in all classrooms and other areas – Behaviour Matrix
- Continue class meetings (Olweus)

**Components that need to be enhanced:**

- Assemblies to focus on being a positive member of the school community- celebrate individuals and classes, focus on Tribes agreements
- Reinforce the elements of the Behaviour Matrix
- Involve parents through newsletters and information sessions
- Demonstrate conflict resolution strategies in community circle time
- Invite our community officer in to do class presentations on bullying

**Individual Intervention level:**

**Components that are at a desired level of effectiveness:**

- Hold meetings with students involved in bullying
- Parents and teachers are informed when a bullying incident occurs
- Individual intervention plans are developed for students with repeated bullying behavior

**Components that need to be enhanced:**

- 66% of students reported there was adequate supervision –no change from last year
- Track incidents using ISM/ IGPI Memos- teachers and supervisors. If they do not have access, then it will be entered by Julie Fram Greig
- Develop a more concrete way to discuss recurring issues with certain students
- Regular and focused Olweus meetings- to target goals
- Teachers and supervisors need to be proactive in situations where bullying could occur- active supervision of students.

**Annual goals**

Component	2016-2017 Goals	Strategies and tasks	Indicators	Evaluation method
School-Wide	To introduce and reinforce to students the concepts of meanness, teasing, conflict and bullying and the difference between these concepts	<ul style="list-style-type: none"> <li>• Develop a series of mini-presentations for monthly assemblies</li> <li>• Develop companion classroom activities to reinforce the concepts- community circle</li> <li>• Regular Olweus meetings to discuss and plan</li> <li>• Form new clubs to focus on positive relationships: Girls Club, Me2We</li> <li>• Purchase books for the school library with these themes</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease in bullying</li> <li>• More consistent TTFM results because of better understanding of concepts involved</li> <li>• Student participation rates</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Reviewing ISM/IGPI memos</li> <li>• TTFM results</li> <li>• Regular Olweus meetings</li> </ul>
Classroom	To celebrate student success focusing on Tribes agreements and living our school motto: Be Yourself, Better Yourself, Believe in Yourself	<ul style="list-style-type: none"> <li>• Develop new awards based on our motto and values- Be Yourself, Better Yourself, Believe in Yourself, Leader of the Pack- aligning with our year-end awards and celebrate each month</li> <li>• Reinforce Tribes agreements through regular assemblies</li> <li>• Develop monthly student bulletin boards to reinforce Tribes agreements</li> <li>• Empathy projects</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in positive behavior</li> <li>• Increase in school spirit</li> <li>• Student participation rates</li> </ul>	<ul style="list-style-type: none"> <li>• Regular classroom meetings</li> <li>• Observation</li> <li>• Reviewing ISM/IGPI memos</li> <li>• TTFM results</li> </ul>

<p><b>Prevention measures</b> to put an end to all forms of bullying and violence</p>	<p>Measures to <b>encourage parents to collaborate</b> in preventing and stopping bullying and violence and in creating a healthy and secure learning environment</p>	<p>Procedures for <b>reporting, or registering a complaint concerning, an act of bullying or violence</b></p>	<p><b>Measures to protect the confidentiality</b> of any report or complaint</p>
<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>Parent representatives will be members of the BPCC.</p> <p>The OBPP and the Anti-Violence/Anti-Bullying Plan will be presented at a Governing Board meeting and posted on the school website. At other parent functions materials will be visibly available. At some meetings with classroom teachers and parents the 3 key OBPP Classroom components will be discussed with parents.</p> <p><b>Parents of a child who is victimized</b> 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. (OBPP Teacher's Guide Chapter 8) 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. A Parent Tip Sheet for Talking with their child will be given to the parent(s).</p> <p><b>Parents of the child who is bullying or violent towards others</b> 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><b>Parents of a bystander who is actively involved</b> in supporting the perpetrator will be contacted to inform them of their child's involvement 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><b>Parents of a student who has witnessed a disturbing incident but was not actively supporting the perpetrator</b> will be contacted to inform them of the situation and the actions the school has taken to support their child.</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 <b>they must report the incident to an adult at school and an adult at home.</b> 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 using the 6 step Intervention Approach if there is no threat to their personal well-being.</p> <p>911 will be called if warranted.</p> <p><b>Complaint</b> For each complaint received the principal shall send the director general of the school board a summary report on the nature of the incident and the follow-up measures taken.</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>Only the information pertaining to their own child may be shared by school staff with parents or guardians. Information relating to other parties involved in the incident will not be.</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. 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>

<u>The actions to be taken</u> when a student, teacher or other school staff member or any other person <b>witnesses an act of bullying or violence</b>	Supervisory or support measures			<u>Specific disciplinary sanctions according to their severity or repetitive nature</u>
	<i>For the victim</i>	for <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 <b>they must report the incident to an adult at school and an adult at home (OBPP Rule #4)</b>. 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 <b>they must intervene immediately if there is no threat to their personal well-being</b>. 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>