



Action plan to prevent and deal with
violence in the schools:
let's work on it together!



REFERENCE TOOL FOR THE ELABORATION OF THE ANTI-BULLYING AND ANTI-VIOLENCE PLAN

Approved by the governing board on (YY-DD-MM): 19/16/12

Name of the school: Knowlton Academy	<input checked="" type="checkbox"/> ELEMENTARY SCHOOL <input checked="" type="checkbox"/> SECONDARY SCHOOL	Date: Nov.22,2019	Number of students: 230	Principal: Renalee Gore Name of the person who will follow through when an act of intimidation or violence has been reported: Renalee Gore Function: Principal
Team Coordinator: <u>Charlotte Coles</u> Function: Teacher				
Team members : <u>Audrey Paquette</u>				
<p>This anti-violence and anti-bullying plan is inspired by the values of the educational project of the school.</p> <ul style="list-style-type: none"> • strong attachment, self-regulation, meaningful participation, high expectations are our protective factors • students feeling safe at school • KA being a positive learning climate • Students thrive when a healthy mind and body balance is taken into consideration 				
<p>What is the committee's mandate?</p> <p>To update the Action Plan according to our Educational Project, Rules to Live By and to monitor it and the actions throughout the year.</p>				
<p>What are the conditions that support the development and the implementation of the plan? (<i>Substitutions, school organization, training, etc.</i>)?</p> <p>We have a solid set of Rules To Live By, Clear Consequences- protocol for reporting bullying/Violence , Many protective factors in place in the school ; Neufeld Training yearly. We are working with the Nurturing Support Centre at Riverside , have many activities to occupy the students , Have a re-adaptation Officer that works with children with behavioral issues and those that need more protective measures.,</p>				

What are the actions taken in order to mobilize every school staff member with respect to bullying and violence?
 Our mantra is Dream, Believe, Work, Achieve and we live by "Always Be A Little Kinder Than is Necessary". We work closely as a team/staff to put many things in place to support our students and a safe environment for our students and staff to live and work in at Knowlton Academy.. We work closely with our Psycho-educator, have a staff trained in self-regulation, by Caroline Hui- Occupational Therapist, have an engine room for self Regulation We have yearly Neufeld training as a staff.

Anti-bullying and anti-violence plan components	Analysis of the situation
<p>Art.75.1 No. 1 QEA</p> <p>1. An analysis of the situation prevailing at the school with respect to bullying and violence</p> <div data-bbox="784 100 1076 510"> <p>Some examples:</p> <ul style="list-style-type: none"> • Summary of incidents of violence and bullying • Summary of actions implemented by the school • Specific inquiry into violence and bullying carried out among students, staff and parents • Other inquiries (TTFM, SEVEQ, Action Plan to Prevent and Deal with Violence, QES, OAS...) • General information (school principal, school governing board, school staff, records...) • Findings that have emerged from analyzing the data </div>	<p>A) Available data Tell Them From Me Survey Educational Project Survey Major Incident Reports/Violence Reports Student Issue/complaint reports Bus slips Readaptation Officer/Oasis Tracking</p> <p>B) Next steps to update and to improve our data:</p> <p>Continuous reminders to students and parents of how to report incidents and to whom Making sure records are kept of reporting of incidents/issues</p> <p>Priorities: To have all students and staff feel safe while at school. To have students and staff believe in themselves and strive to be their very best . To teach students various strategies to self regulate. To promote friendship, respect and kindness." Always try to be a little kinder than is necessary"</p> <p>Objectives : Starting with priorities, set objectives that contain a verb, a goal, a targeted population and a deadline to reach the objective</p> <p>Obj. #1: To help our high needs students self - regulate</p> <p>Means: Nurturing Support Centre, Re-Adaptation Officer, Centre of Excellence -Behaviour Management- Riverside</p>

	<p>Modalities (facts, data, observations, surveys throughout the year): Specific targeted reporting, monthly NSC meetings,</p> <p>Obj. #2: To create link with school, family and outside resources</p> <p>Means: Main dans la main, Lions, Optimists, Pedo- Psychiatry , Cavaletti, CLSC, Caroline Hui- OT, Parent sessions, Our school garden ,</p> <p>Modalities (facts, data, observations, surveys throughout the year): Referrals to outside services , Promote garden participation, Number of guest speakers ,</p> <p>Obj. #3:</p> <p>Means:</p> <p>Modalities (facts, data, observations, surveys throughout the year):</p>	
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Anti-bullying and anti-violence plan components	Current practices	Description	Timeframe
Art.75.1 No. 2 QEA		<p>Description</p> <ul style="list-style-type: none"> Self-regulation programs throughout the school Sports and many recess/ noon hour activities Guest speakers. ERC program - targeting key subjects Assemblies, Merit Cards Confidential ways to report bullying incidents (in school and on-line) Weekly Reading by Principal of important social issues and behaviors. Teacher modeling and TALK: common language Building relationships: cross cycle buddy groups- activities. Term celebrations Garden activities We School Activities 	on going

<p>2. <u>Prevention measures</u> to put an end to all forms of bullying and violence, in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic;</p> <p>Some examples:</p> <ul style="list-style-type: none"> • Actions towards a common understanding of violence, intimidation and their impacts among staff and students • Civility training activities • Teaching appropriate school behaviour in school with respect to the environment and relationships with others • Code of Conduct and revised safety measures • Staff training on dealing with perpetrators, victims and witnesses of situations of violence or bullying • Student training on possible actions against situations of violence or bullying as victims, witnesses or perpetrators • Letting parents and students know when adults at the school have intervened in an event • Teaching acceptable behaviour in school • Managing the classroom (at the organizational and relational level) • Developing persona and social skills (empathy, conflict resolution...) • Inviting students to help establish a safe and healthy learning environment • Planning, facilitating and organizing recess and lunch activities • Transmitting the educational program's collective values (helping each other, cooperative attitude, etc.) • Speaking to students and adults • Organizing a student support group • Co-sistently enforcing the strategic monitoring plan • Updating the emergency response plan (for any exceptional situation) • Acting early (before the age of 8) • Putting screening measures into place • Particular attention to school transition (cycle to cycle, elementary to high school) 	<p>Practices to enhance</p>	<p>Continued Neufeld Training for staff</p> <p>More School Wide Celebrations</p> <p>Fine tuning Morning check-ins, Sheltered Recess, Sheltered Lunch as well as check-in at the oasis during class time when need be</p> <p>More frequent buddy group activities</p>	<p>June 2020</p>
<p><i>Sections # 3 to 9 could be included in an intervention protocol on bullying and violence</i></p>			
		<p>Description</p>	<p>Timeframe</p>

Sections Nos. 3 to 9 could be included in an <i>intervention protocol on bullying and violence</i>			
Anti-bullying and anti-violence plan components		Description	Timeframe
<p>Art.75.1 No. 4 QEA</p> <p>4. Procedures for <u>reporting, or registering a complaint concerning an act of bullying or violence</u> and, more particularly, procedures for <u>reporting</u> the use of social media or communication technologies for cyberbullying purposes;</p> <div style="border: 1px solid orange; padding: 5px; margin-top: 10px;"> <p>Some examples:</p> <ul style="list-style-type: none"> • Locked mailbox • Email address of the person at the school who has been designated to receive reports • Procedures for confidential reporting of an event: <ul style="list-style-type: none"> ○ for students ○ for staff members ○ for parents ○ for a person outside of the school • Method(s) used to make reporting procedures known to students, parents and staff </div>	<p>Current practices</p>	<p>Confidential means of reporting incidents (locked boxes, reporting forms that go to Re-Adaptation Officer , email, phone calls, in person</p> <p>Principal has an open door for reporting and mediation forms available on school web-site and at office</p> <p>working together for the mutual benefits of the student</p> <p>Digital Citizenship workshops to all classes cycle 3- Sec.1</p> <p>Missing children's network safety session every 2 years - all students and a Parent session as well.</p>	<p>on- going -</p>
	<p>Practices to enhance</p>	<p>Outside agencies - better communication/links</p> <p>Student willingless to report for self and for others</p> <p>Digital Citizenship to Cycle 1 and 2 classes</p> <p>focus on how we talk to each other</p>	<p>June,2020</p>

	New practices to be established	inviting police in to speak to students	June, 2020
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Sections # 3 to 9 could be included in an intervention protocol on bullying and violence

Anti-bullying and anti-violence plan components			
Art.75.1 No. 5 QEA 5. <u>The actions to be taken</u> when a student, teacher or other school staff member or any other person <u>observes</u> an act of <u>bullying</u> or <u>violence</u> .			
<p>Some examples:</p> <ul style="list-style-type: none"> Intervening according to the school's conflict resolution system and code of conduct Stopping violence Naming the behaviour Shifting towards appropriate behaviour Briefly verifying the nature of the act (violence, bullying or other) Providing a referral for a more in-depth evaluation if there are signs of violence or bullying Following school procedures with respect to confidentiality Actions for students (victims, witnesses and perpetrators)(refer to ETSB Action Plan) Actions for parents (parents of victims, witnesses and perpetrators) (refer to ETSB Action Plan) Organizing a support group for the students involved 	Current practices	1 Follow our Guidelines to Live By inform Principal / person in charge	on-going
	Practices to enhance	Follow established reporting system/ procedures	
		Follow-up	June 2020
	New practices to be established	Communication between supervisors, teachers, and administrator More frequent meetings between supervisors , principal, re-adaptation office as well as support staff in school	June 2020

Sections # 3 to 9 could be included in an intervention protocol on bullying and violence

Anti-bullying and anti-violence plan components		
Art.75.1 No. 6 QEA		
6. Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence;		
<p>Some examples:</p> <ul style="list-style-type: none"> • Locked mailbox • Email address of the person at the school who has been designated to receive reports • Procedures for confidential reporting of an event: <ul style="list-style-type: none"> ○ for students ○ for staff members ○ for parents ○ for a person outside of the school 	Current practices	Locked bully report boxes confidential safe place for incident reports principal keeps all written records in a confidential area.
	Practices to enhance	Readaptation officer- keeping reporting forms in a confidential report and keeping statistics for reporting. copies of code 12 and 14 students incident reports in separate file Regular checking of bullying report boxes Consistency of written record of phone calls, emails and oral communication regarding bullying incidents.
	New practices to be established	Encouraging parents to use respectful practices and communications to all staff members when reporting, making a complaint etc.
		on- going
		June 2020
		June 2020

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Anti-bullying and anti-violence plan components		Description	Timeframe
Art.75.1 No. 7 QEA	Current practices	<p>Making sure that there are safe places for students to go - oasis, nest/ protective measures - sheltered recess, lunch early check-in etc.</p> <p>Communicating with parents of both victim and perpetrator while taking into account the interest of the student(s)</p> <p>Creating a climate of trust and confidence during the interventions</p> <p>Guaranteed support when needed</p> <p>Supporting the student's efforts to better integrate themselves into the school environment</p> <p>Guiding the student towards taking responsibility - perpetrator referring individuals to school's Professional resources</p> <p>Staff Professional Development</p> <p>Re-adaptation Officer support</p>	On- going

7. <u>Supervisory or support measures</u> for any student who is a <i>victim</i> of bullying or violence, for <i>witnesses</i> and for the <i>perpetrator</i> .		
<p>Practices to enhance</p>	<p>Student ownership of behaviors (perpetrator)</p> <p>Assistance to perpetrator to identify underlining issues for actions and be able to modify future behaviors, attitudes and actions</p> <p>Making sure witnesses feel comfortable and protected coming forward and afterwards</p> <p>Parent involvement in modifying student behavior</p>	<p>June 2020</p>
	<p>New practices to be established</p> <p>positive acknowledgement of actions of witnesses</p>	<p>June, 2020</p>
<p>Some examples:</p> <ul style="list-style-type: none"> • Basic support for the victim, such as: <ul style="list-style-type: none"> ◦ Creating a climate of trust and confidence during the interventions ◦ Supporting the student's efforts to better integrate himself or herself into the school environment ◦ Implementing protection measures, if necessary ◦ Communicating with the parents while taking into account the interest of the student ◦ Guaranteeing support when needed • Educational measures for the perpetrator with respect to remediation and making amends: <ul style="list-style-type: none"> ◦ Publically restoring the individual's reputation ◦ Offering a written or verbal apology (privately or publicly) ◦ Taking on some of the victim's responsibilities ◦ Writing a personal reflection on the events that occurred and present this reflection to those involved • Other examples of basic perpetrator interventions: <ul style="list-style-type: none"> ◦ Establishing and maintaining a relationship with the student ◦ Guiding the student towards taking his or her own share of the responsibility ◦ Assigning the student constructive tasks outside of class time ◦ Teaching the student conflict resolution and anger management skills • For students who are frequently involved in incidents of violence or bullying, or other disagreeable events, <ul style="list-style-type: none"> ◦ Evaluating and analyzing needs ◦ Establishing an intervention plan ◦ Actions towards increasing skill acquisition ◦ Referring individuals to the school's professional resources ◦ Collaborating with outside partners and community resources (CSSS, police services...) ◦ Establishing an individualized service plan • Organizing a support group for the students involved 		

Sections Nos. 3 to 9 could be included in an <i>intervention protocol on bullying and violence</i>		
Description		Timeframe

Anti-bullying and anti-violence plan components		
Art.75.1 No. 8 QEA 8. Specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature:		
<div> <p>Some examples:</p> <ul style="list-style-type: none"> • Making up for lost time • Withholding privileges • Removing the student from group • Writing a personal reflection • Writing a personal research project and presenting this project • Retention during or after school hours • Acceptable behaviour contract • In-school or out of school suspension, with return to school • Police complaint </div>		
Current practices	<p>In school detention ; loss of recess and or lunch hour privileges for a set time at office, in oasis room,- time away from class routine in noon hour detention room (Cycle 3, sec.1)</p> <p>Home suspension - re-entry with a parent</p> <p>students sent home as a preventative measure- "take a break for the rest of the day"</p> <p>Reparations</p> <p>Reflections</p> <p>loss of activities</p> <p>Mediation meeting with one or more of Psycho-educator/ Principal/ HR teacher/ Readaptation officer</p> <p>Safe School Assessment</p> <p>Special plans for individual teachers</p> <p>Referral to internal or external services</p> <p>Home services for period of time if needed</p>	on-going
Practices to enhance	<p>Follow up from incidents</p> <p>Continuing implementation Of Nurturing Support Centre strategies for our Nest/ Oasis</p> <p>Home communication to encourage partnership</p> <p>better/easier /smoother links/ partnerships with outside agencies</p> <p>Consistency among staff in implementing " Guidelines To Live By"</p> <p>Parent workshop on Aggression</p> <p>Future Parent workshops</p>	<p>June 2020</p>
New practices to be established		<p>Feb. 2020</p> <p>20-21</p>

Sections Nos. 3 to 9 could be included in an intervention protocol on bullying and violence			
Anti-bullying and anti-violence plan components		Description	Timeframe
Art.75.1 No. 9 QEA 9. The required follow-up on any report or complaint concerning an act of bullying or violence.	Current practices	Principal or delegate communicates with individuals involved	on-going
<div> Some examples: <ul style="list-style-type: none"> • Checking in with the individuals involved to make sure that acts of violence and bullying have ceased • Communicating with the parents and students involved, according to confidentiality procedures • Maintaining ongoing cooperation with parents • Following school procedures with regards to the events and interventions • Effective and confidential record keeping of all reports • Use of administrative checklist (refer to ETSB Action Plan) </div>	Practices to enhance	More consistent Follow-up	June 2019
		More consistent record keeping of non-written reports	
	New practices to be established	Regular meetings of core NSC team to discuss key students and the supports/ needs - enhanced communication amongst all staff members	June 20120

Other elements related to the plan that should be foreseen		Description	Timeframe
<p>Art. 75.2 QEA</p> <p>The anti-bullying and anti-violence plan must specify <u>the form and nature of the undertakings to be given by the principal</u> to a student who is a victim of bullying or violence and to his or her parents.</p> <p>Art. 75.2 QEA</p> <p>It must also prescribe what action <u>must be taken by the principal to deal with the perpetrator and his or her parents, and specify the form and nature of the undertakings they must give</u> in order to prevent any further act of bullying or violence.</p>	Current practices	<p>Principal meets with student who is the victim in a safe, trusting atmosphere to discuss what happened and what they need</p> <p>Principal informs parent of incident and measures that are to be taken</p> <p>Principal ensures that student is safe at school (any protective factors that are needed are put in place), sheltered recess/lunch etc.</p> <p>Involvement of professionals if needed (internal or external)</p>	on-going
	Practices to enhance	<p>communication with parents of bullying/victims</p> <p>follow ups- check-ins with students</p>	June,2020
	New practices to be established	Using the NSC - protective factors for vulnerable students	June,2020
	Current practices	<p>Principal meets with perpetrator to discuss what happened</p> <p>consequences will be discussed, decided on and implemented including any restorative justice to victim</p> <p>bullying/violence/major infraction sheet is filled out and signed by all parties and sent home to be signed and returned</p> <p>parents are contacted , infraction discussed and consequences,</p> <p>If meeting is needed, arranged with parent .Parents role discussed and how they can support the school with their child.</p> <p>Plan put in place to prevent further incidents by student</p>	on-going

Other elements related to the plan that should be foreseen		Description	Timeframe
	Practices to enhance	involvement of re-adaptation Officer/ Psycho- Educator, Teacher in plan	June ,2020
	New practices to be established	Positive , non combative Communication with parents More restorative justice practices better follow-up	June,2020