



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 Dec.13,2021

Name of the school: Knowlton Academy	<input checked="" type="checkbox"/> ELEMENTARY SCHOOL <input checked="" type="checkbox"/> SECONDARY SCHOOL	Date: Nov.25,2021	Number of students: <u>265</u>	Principal: Name of the person who will follow through when an act of intimidation or violence has been reported: <u>Renalee Gore</u> Function: Principal
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Team Coordinator: Charlotte Coles Function: Head Teacher

This anti-violence and anti-bullying plan is inspired by the values of the **Educational Project** of the school:

- 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? 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? (Substitutions, school organization, training, etc.)? 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 continue to work with the Nurturing Support Centre at Riverside School Board. We have a strong nurturing support center in place to support our students. Knowlton Academy has an excellent Re-adaptation Officer who works with children with both behavioral issues and those that need more protective measures. We have many activities to occupy the students. 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 actions in place to both support our students and have 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. We also have an up to date engine room for self-regulation. We have yearly Neufeld attachment training as a staff.</p>
<p><b>Anti-bullying and anti-violence plan components</b></p>	<p><b>Analysis of the situation</b></p>
<p><b>Art.75.1 No. 1 QEA</b> 1. An analysis of the situation prevailing at the school with respect to bullying and violence</p> <div data-bbox="714 1575 1006 1995" style="border: 1px solid black; padding: 5px;"> <p><b>Some examples:</b> 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, SEVED, 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</p> </div>	<p><b>A) Available data</b></p> <p>Educational Project Survey - KA School Survey on Safety, done in spring 2019</p> <p>Major Incident Reports/Violence Reports</p> <p>Student complaint reports</p> <p>Bus slips</p> <p>Re-adaptation Officer/Oasis Tracking</p> <p>Our School Survey Spring 2021- (Results not valid based upon high levels of covid restriction anxiety.</p> <p><b>B) Next steps to update and to improve our data:</b></p> <p>Continuous reminders to students and parents of how to report incidents and to whom</p> <p>Making sure timely records are kept of reporting of incidents/issues. Principal is to be made aware of all major issues.</p>

	<p><b>Priorities:</b> 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><b>Objectives:</b> Starting with priorities, set objectives that contain a verb, a goal, a targeted population and a deadline to reach the objective</p> <p><b>Obj. #1:</b> To help our high needs students self-regulate</p> <p><b>Means:</b> Nurturing Support Centre, Re-Adaptation Officer, Centre of Excellence - Behaviour Management - Riverside</p> <p><b>Modalities (facts, data, observations, surveys throughout the year):</b> Specific targeted reporting, monthly Nurturing Support - Center meetings. Site based special needs committee meetings run by resource teacher.</p> <p><b>Obj. #2:</b> To create link with school, family and outside resources</p> <p><b>Means:</b> Main Dans La Main, Lions, Optimists, Peds - Psychiatry, Cavalletti, CLSC, Caroline Hui - OT, Naida Houle ETSB OT, CRDI, Shine Program, parent sessions, KA school garden, ETSB professional team</p> <p><b>Modalities (facts, data, observations, surveys throughout the year):</b> Referrals to outside services, Promote garden and other activities participation, Number of guest speakers</p>
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Anti-bullying and anti-violence plan components	Current practices	Description	Timeframe
<p><b>Art.75.1 No. 2 QEA</b></p> <p>2. <b>Prevention measures</b> to put an end to all forms of bullying and violence, in particular those motivated by racism or homophobia or targeting sexual orientation, sexual</p>		<p>Description</p> <p>Self-regulation programs throughout the school Sports and many recess/ noon hour activities Guest speakers ERC program - targeting key subjects as per QEP. Number of teaching hours as per QEP directives. (Examples: anti-bullying, racism, discrimination, sexuality, human rights, gender equality, boundaries, personal space, consent)</p>	ongoing

<p><b>identity, a handicap or a physical characteristic;</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Some examples:</b>          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 personal 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          Consistently 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> </div>	<p>*Our school nurse is involved with Cycle 3 but with COVID she is not available this year.</p> <ul style="list-style-type: none"> <li>Assemblies, Merit Cards (Non-COVID times)</li> <li>Confidential ways to report bullying incidents (in school and on-line)</li> <li>Weekly Reading by Principal of important social issues and behaviours.</li> <li>Teacher modeling and TALK: common language</li> <li>Building relationships: cross cycle buddy groups- activities, Celebrations</li> <li>Morning check-ins, Sheltered Recess, Sheltered Lunch, Oasis check-ins during class time when need be</li> <li>Connections Activities - Yoga, mindfulness, self-awareness, connections with nature.</li> <li>Garden activities</li> <li>NSC Centre - Working with Riverside Centre of Excellence for Behavior – on-going</li> </ul>	<p>Postponed from spring 2020 to winter/spring 2022</p>
<p><b>Practices to enhance</b></p>	<p>Continued Neufeld Training for staff - Making Sense of Emotions</p> <p>More School Wide Celebrations (Class celebrations while in COVID)</p> <p>More frequent buddy group activities (COVID restrictions)</p> <p>Shine Workshops - Empowering youth to adopt safe behaviours and make safe choices. (in person and online) - Missing Children's Network - K - Sec. 1 - Virtually this year depending on COVID zones restrictions. (Was done in 2021) Parent workshop as well. (As was done in 2021)</p> <p>Role Models visiting the school, speaking to the students, telling their stories</p>	<p>2022-23</p> <p>ongoing</p> <p>Winter/Spring 2022</p>

			Police Officer will be invited back this year to talk to Cycle 3/Sec. 1 classes on pertinent issues and consequences of their actions(QPP)	
	<b>New practices to be established</b>		Parent Workshops - on dealing with both children and adult stress, anxiety ...	Winter/Spring 2022
<i>Sections # 3 to 9 could be included in an intervention protocol on bullying and violence</i>				
<b>Anti-bullying and anti-violence plan components</b>	<b>Current practices</b>	<b>Description</b>	<b>Timeframe</b>	
<b>Art.75.1 No. 3 OEA</b> 3. Measures to encourage <u>parents to collaborate</u> in preventing and stopping bullying and violence and in		KA Code of Conduct/ RulesTo Live By - goes home to be gone over and signed Involve students in finding solutions and owning up to their actions and finding solutions/making better choices Ongoing communication with parents - working together	Yearly at start of school year ongoing ongoing	

<p><b>creating a healthy and secure learning environment;</b></p> <p>Some examples:          Taking actions towards a common understanding of violence, intimidation and their impact with parents (providing definitions)          Writing a clear and accessible document that explains the action plan to parents          Communicating through various means (info-parents, meeting, conference...)          Involving parents in finding solutions (parents of the victims and the perpetrators)          Inviting parents to collaborate</p>	<p><b>Practices to enhance</b></p>	<p>Open, honest communication with parents- solution based</p> <p>Survey concerning personal safety at school and on the bus</p> <p>Annual review of all incident reports (bus and in school) with staff as part of our end of year school IEP. The data collected will drive our measures for the following school year.</p> <p>Continued availability of parent workshops on key issues eg. Anxiety, Aggression - Winter/ Spring 2022</p>	<p>June, 2022</p> <p>Spring, 2022</p> <p>June, 2022</p> <p>June, 2022</p>
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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
<p><b>Art.75.1 No. 4 QEA</b></p> <p>4. Procedures for reporting, or registering a complaint concerning an act of bullying or violence and, more particularly, procedures for reporting the use of social media or communication technologies for cyberbullying purposes,</p> <div style="border: 1px solid black; padding: 5px;"> <p>Some examples:</p> <ul style="list-style-type: none"> <li>Locked mailbox</li> <li>Email address of the person at the school who has been designated to receive reports</li> <li>Procedures for confidential reporting of an event:                             <ul style="list-style-type: none"> <li>for students</li> <li>for staff members</li> <li>for a person outside of the school</li> </ul> </li> <li>Method(s) used to make reporting procedures known to students, parents and staff</li> </ul> </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</p> <p>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</p> <p>Missing Children's Network safety session every 2 years - all students and a parent session as well.</p> <p>Strong focus on how we talk to each other (respect and kindness)</p> <p>Inviting Police to speak to students</p> <p>Outside agencies - better communication/links</p> <p>Student willingness to report for self and for others</p>	<p>ongoing</p> <p>Continuous</p>
	<p>Practices to enhance</p>		

	<p><b>New practices to be established</b></p>	<p>Encouraging and expecting proper use of public social media for the well-being of the students/staff/school/community</p>	<p><b>ongoing</b></p>
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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		Description	Timeframe
<p><b>Art.75.1 No. 5 QEA</b></p> <p><b>5. The actions to be taken when a student, teacher or other school staff member or any other person observes an act of bullying or violence:</b></p> <p><u>Some examples:</u></p> <ul style="list-style-type: none"> <li>Intervening according to the school's conflict resolution system and code of conduct</li> <li>Stopping violence</li> <li>Naming the behaviour</li> <li>Shifting towards appropriate behaviour</li> <li>Briefly verifying the nature of the act (violence, bullying or other)</li> <li>Providing a referral for a more in-depth evaluation if there are signs of violence or bullying</li> <li>Following school procedures with respect to confidentiality</li> <li>Actions for students (victims, witnesses and perpetrators) (refer to ETSB Action Plan)</li> <li>Actions for parents (parents of victims, witnesses and perpetrators) (refer to ETSB Action Plan)</li> <li>Organising a support group for the students involved</li> </ul>	<p><b>Current practices</b></p>	<p>1</p> <p>Follow our Guidelines to Live By</p> <p>inform Principal / person in charge</p> <p>Follow established reporting system/ procedures</p>	<p>ongoing</p>
	<p><b>Practices to enhance</b></p>	<p>Follow-up</p> <p>Communication between supervisors, teachers, and administrator</p>	<p>June, 2022</p>
	<p><b>New practices to be established</b></p>	<p>More frequent meetings between supervisors and NSC partners</p>	<p>June, 2022</p>

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

Anti-bullying and anti-violence plan components	Current practices	Description	Timeframe
<p><b>Art.75.1 No. 6 QEA</b>  <b>6. Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence;</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Some examples:                      Locked mailbox                      Email address of the person at the school who has been designated to receive reports                      Procedures for confidential reporting of an event:                      for students                      for staff members                      for parents                      for a person outside of the school</p> </div>	<p><b>Practices to enhance</b></p>	<p>Locked bully report boxes</p> <p>Confidential safe place for incident reports</p> <p>Principal keeps all written records in a confidential area.</p> <p>Re-adaptation officer- keeping reporting forms in a confidential report and keeping statistics for reporting.</p> <p>copies of code 12 and 14 student's incident reports in separate file</p> <p>Regular checking of bullying report boxes</p> <p>Consistency of written record of phone calls, emails and oral communication regarding bullying incidents.</p> <p>Encouraging parents to use respectful practices and communications to all staff members when reporting, making a complaint etc.</p>	<p>ongoing</p> <p>June, 2022</p> <p>June, 2022</p>
<p><b>New practices to be established</b></p>			

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

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

<p><b>violence, for witnesses and for the perpetrator,</b></p> <p>Some examples:</p> <ul style="list-style-type: none"> <li>Basic support for the victim, such as: <ul style="list-style-type: none"> <li>Creating a climate of trust and confidence during the interventions</li> <li>Supporting the student's efforts to better integrate himself or herself into the school environment</li> <li>Implementing protection measures, if necessary</li> <li>Communicating with the parents while taking into account the interest of the student.</li> <li>Guaranteeing support when needed</li> </ul> </li> <li>Educational measures for the perpetrator with respect to remediation and making amends: <ul style="list-style-type: none"> <li>Publicly restoring the individual's reputation</li> <li>Offering a written or verbal apology (privately or publicly)</li> <li>Taking on some of the victim's responsibilities</li> <li>Writing a personal reflection on the events that occurred and present the reflection to those involved</li> </ul> </li> <li>Other examples of basic perpetrator interventions: <ul style="list-style-type: none"> <li>Establishing and maintaining a relationship with the student</li> <li>Guiding the student towards taking his or her own share of the responsibility</li> <li>Assigning the student constructive tasks outside of class time</li> <li>Teaching the student conflict resolution and anger management skills</li> </ul> </li> </ul> <p>For students who are frequently involved in incidents of violence or bullying, or other disagreeable events, either as victims or as perpetrators:</p> <ul style="list-style-type: none"> <li>Evaluating and analyzing needs</li> <li>Establishing an intervention plan</li> <li>Actions towards increasing skill acquisition</li> <li>Referring individuals to the school's professional resources <ul style="list-style-type: none"> <li>Collaborating with outside partners and community resources (CSSS, police services,...)</li> <li>Establishing an individualized service plan</li> </ul> </li> <li>Organizing a support group for the students involved</li> </ul>	<p><b>Practices to enhance</b></p>	<p>Student ownership of behaviors (perpetrator)</p> <p>Assistance to perpetrator to identify underlying issues for actions and being 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>Ensuring that students report incidents to staff in a timely manner and to homeroom teacher and principal for serious incidents.</p>	<p>June, 2022</p> <p>ongoing</p>
<p><b>Anti-bullying and anti-violence plan components</b></p>	<p><b>Sections Nos. 3 to 9 could be included in an intervention protocol on bullying and violence</b></p>	<p><b>Description</b></p>	<p><b>Timeframe</b></p>

<p><b>Art.75.1 No. 8 OEA</b></p> <p><b>8. Specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature:</b></p> <p><b>Some examples:</b></p> <ul style="list-style-type: none"> <li>Making up for lost time</li> <li>Withholding privileges</li> <li>Removing the student from group</li> <li>Writing a personal reflection</li> <li>Writing a personal research project and presenting this project</li> <li>Retention during or after school hours</li> <li>Acceptable behaviour contract</li> <li>In-school or out of school suspension, with return to school</li> <li>Police complaint</li> </ul>	<p><b>Current practices</b></p>	<p>In school detention ; loss of recess and or lunch hour privileges for a set time at office  Oasis room interventions,  Time away from class routine or special activities</p> <p>Home suspension with parental involvement</p> <p>Students sent home as a preventative measure- "take a break for the rest of the day" (Tomorrow is a new 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/ Re-adaptation officer</p> <p>Safe School Assessment (in extreme cases)</p> <p>Special plans for individual students</p> <p>Referral to internal or external services</p> <p>Home services for period of time if needed</p>	<p>ongoing</p>
<p><b>Practices to enhance</b></p>	<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>Staff consistency in implementing " Guidelines to Live By"</p>	<p>June, 2022</p>	
<p><b>New practices to be established</b></p>	<p>Future parent workshops</p>	<p>2021-22</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><b>Art.75.1 No. 9 QEA</b></p> <p><b>9. <u>The required follow-up on any report or complaint concerning an act of bullying or violence.</u></b></p>	<b>Current practices</b>	Principal or delegate communicates with individuals involved Regular meetings of core NSC team to discuss key students and the supports/ needs and follow-up plans.	ongoing
	<b>Practices to enhance</b>	More consistent Follow-up More consistent record keeping of non-written reports Enhanced communication amongst all staff members	June, 2022
	<b>New practices to be established</b>	Helping students to see that behaviors can change. Behind every bad behavior is a not a bad person. Kids are carrying around a lot of baggage that can result in negative behaviors.	ongoing

Some examples:

- 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 checklists (refer to ETSB Action Plan)

Other elements related to the plan that should be foreseen		Description	Timeframe
<p><b>Art. 75.2 QEA</b></p> <p>The anti-bullying and anti-violence plan must specify the <b>form and nature of the undertakings to be given by the principal</b> to a student who is a victim of bullying or violence and to his or her parents.</p>	<p><b>Current practices</b></p>	<p>Principal (and key others people) meet 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 the 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>	<p>ongoing</p>
<p><b>Art. 75.2 QEA</b></p> <p>It must also prescribe what action <b>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 in order to prevent any further act of bullying or violence.</b></p>	<p><b>Current practices</b></p>	<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 a meeting is needed, it is arranged with the parent. Parents' roles discussed and how they can support the school with their child.</p>	<p>ongoing</p>
	<p><b>Practices to enhance</b></p>	<p>communication with parents of bullying/victims</p> <p>follow ups- check-ins with students</p>	<p>June, 2022</p>
	<p><b>New practices to be established</b></p>	<p>Offer of external services when needed</p>	

		<p>Plan put in place to prevent further incidents by student including supports by professionals (internal and external)</p>	
<p><b>Practices to enhance</b></p>	<p>Continued Involvement of Re-adaptation Officer/ Psycho-Educator, Teacher in plan</p> <p>Positive, respectful non-combative (all parties involved)</p> <p>Honest/respectful private communication between parents and school</p> <p>More restorative justice practices</p> <p>Better follow-up</p>		<p>June, 2022</p>
<p><b>New practices to be established</b></p>			<p>June, 2022</p>