

**ANTI-BULLYING AND
ANTI-VIOLENCE PLAN
(ABAV PLAN)
JOLIETTE HIGH SCHOOL
2013-2014**

ANTI-BULLYING AND ANTI-VIOLENCE PLAN
2013-2014

School: Joliette High School

GOAL: To prevent and stop all forms of bullying and violence targeting a student, a teacher or any other school staff member.

DEFINITIONS

BULLYING: Refers to any repeated direct or indirect behaviour, comment, act, or gesture, whether deliberate or not, including in cyberspace, which occurs in a context where there is a power imbalance between the persons concerned and which causes distress and injures, hurts, oppresses, intimidates or ostracizes.

VIOLENCE: Refers to any intentional demonstration of verbal, written, physical, psychological or sexual force which causes distress and injures, hurts, or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property.

Coordinator of the Anti-Bullying and Anti-Violence Team:

- **Nadia Anwar**
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Members of the Anti-Bullying and Anti-Violence Team:

- Cassandra Leveillé
- Joan McLaren
- Brent Blakely
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Approved by Governing Board:

Date

Extract of Resolution:

Bullying and violence are extremely serious offences that are addressed accordingly by our school. In response to Law 19 – An Act to prevent and stop bullying and violence in schools, this document will outline the procedures necessary to respond to the elements prescribed by the law.

The elements of this Plan are:

1. an analysis of the situation prevailing at the school with respect to bullying and violence;
2. prevention measures 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;
3. measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment;
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 cyber bullying purposes;
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;
6. measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence;
7. supervisory or support measures for any student who is a victim of bullying or violence, for witnesses and for the perpetrator;
8. specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature; and
9. The required follow-up on any report or complaint concerning an act of bullying or violence.
10. Form and nature of undertakings to be given by the Principal to a student who is a victim of bullying or violence and to his or her parents
11. Form and nature of undertakings to be given by the Principal, to the perpetrator and his or her parents in order to prevent any further act of bullying or violence.

1 - ANALYSIS OF THE SITUATION PREVAILING AT THE SCHOOL WITH RESPECT TO BULLYING AND VIOLENCE

1. School Portrait

Joliette High School services students from impoverished areas and consequently was classified as an 8 on a scale of 10 according to the Indices de milieu défavorisé scale (IMSE). In such a milieu the value and support for education is generally diminished. This as well as other important factors significantly impact student success at school. As indicated in the *2011 Tell Them From Me Survey* only 76% of students attending JHS had aspirations for finishing high school as compared to the Canadian norm of 82%. In addition, 59% of JHS students speak French at home. Delayed language skills have an impact upon learning and academic achievement in an English language institution. As of February 2011 Adult Education was established at Joliette High School and for the first time provided an opportunity for former students, who did not graduate, to receive certification. As the program has been continued into the 2011 – 2012 school year revised MELS graduation data will eventually reflect student success in this program. An additional factor that must be taken into consideration is that annual success rates and averages tend to fluctuate largely in small high schools such as JHS when compared to high schools with larger student populations. To establish a more accurate school portrait these important indicators are best compared over a period of several years.

2. School Success Plan and Management and Educational Success Agreement

Bullying and violence in school has always been taken very seriously. Hence, our management and educational success agreement and school professional development plan has dedicated one objective to a healthier and safer school environment in the year 2011-2012. The objective is to maintain an overall reduced number of disciplinary reports for misbehavior and suspensions. Furthermore, by including a peer advisors program in the school we wish to reduce bullying. By taking the role of leaders, older students will be in charge of a small group of secondary ones. This is a long-term plan that will result in having every student at J.H.S. to have been involved as either a peer advisor or a peer advisee.

3. Tell Them from Me survey

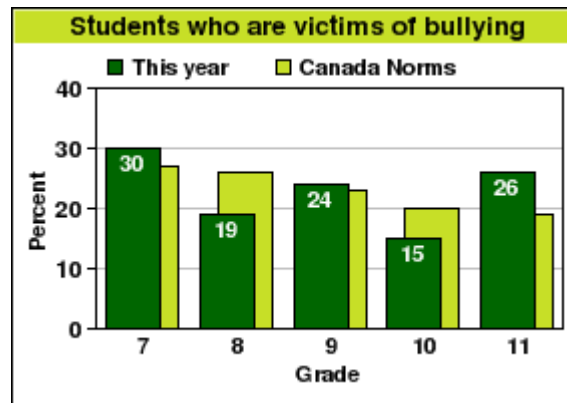
Our students have participated in the Tell Them From me Survey since 2009. In the Tell Them From Me survey of this year we have found that 66% of students in this school had a high sense of belonging; the Canada norm for these grades is 72%. Also 68% of the girls and 64% of the boys in this school had a high sense of belonging. The Canada norm for girls is 71% and for boys is 72%. We are under the Canadian Norm so with the help of the peer advisor project, we want to increase the sense of belonging and promote a bully free environment. That should help raise the sense of community and belonging in the school.

We also found the following stats on bullying and violence:

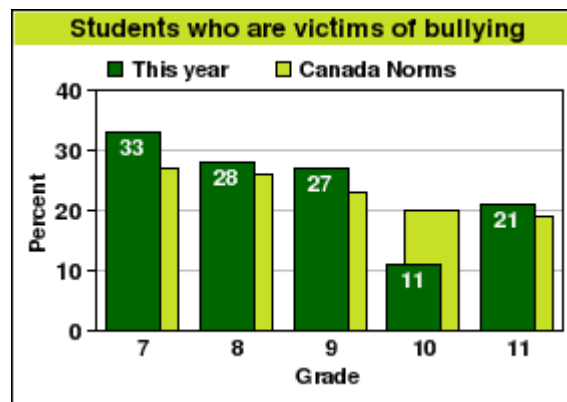
Students who are victims of bullying

Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet.

- 23% of students in this school were victims of moderate to severe Bullying in the previous month; the Canada norm for these grades is 23%.
- 20% of the girls and 27% of the boys in this school were victims of moderate to severe Bullying in the previous month. The Canada norm for girls is 21% and for boys is 25%.



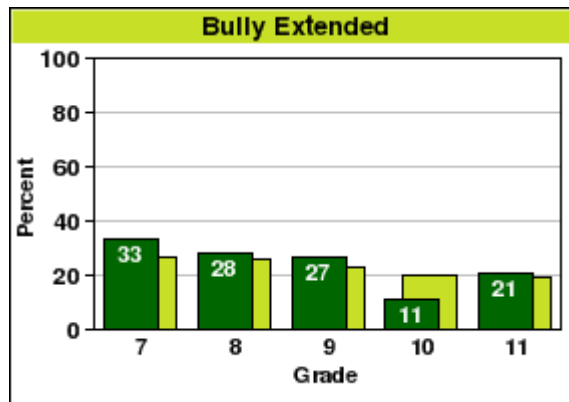
The results from year 2011-2012 are below



Bully Extended

Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet.

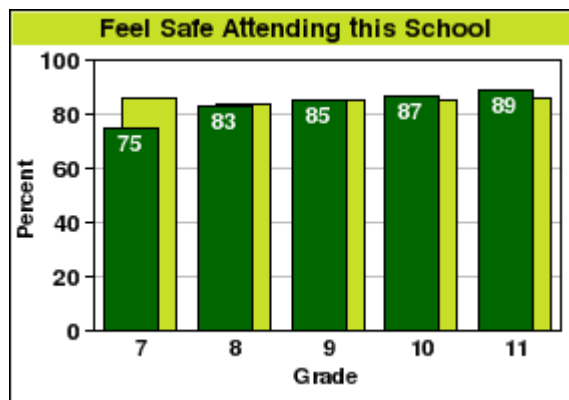
- 23% of students in this school were victims of moderate to severe Bullying in the previous month; the Canada norm for these grades is 23%.
- 20% of the girls and 27% of the boys in this school were victims of moderate to severe Bullying in the previous month. The Canada norm for girls is 21% and for boys is 25%.



Feel Safe Attending this School

Students feel safe at school as well as going to and from school.

- 84% of students felt safe attending the school; the Canada norm for these grades is 85%.
- 87% of the girls and 81% of the boys felt safe attending the school. The Canada norm for girls is 87% and for boys is 83%.



4. Bullying and Violence indicators

We have a system at school where any bullying or violence incident which is reported to an adult in the building (teachers, guidance counselor, behavior technician, supervisor or principal) is recorded automatically on a form. This form will be given to one of the members of the Anti-Bullying and Anti-Violence Team. The statistics compiled from these forms will be shared with the staff and are kept in the office.

5. Areas of Concern

Our portrait at this point in time leads us to concentrate on the following areas for improvement of the situation in the school:

- Gossiping
- Cyberspace (Facebook)
- Lunch hour
- Bus (bus pick up area and transfer point)
- Bus (Discipline in the bus)

6. Zones of Vulnerability

These are the areas that should not be forgotten. So far they have been considered safe places but they still require some attention. It is important to remind students that they remain students of JHS even at lunchtime outside school property. Therefore, any incident that occurs at these locations during school hours will be dealt with.

- School yard
- Lockers
- Stairwells
- Bathrooms
- Outside school premises (both parks around the school)
- Restaurants around the school
- At home
- In the community

2: PREVENTION MEASURES 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;

In order to attain our goal, this school has put in place the following measures:

- Its Governing Board approved Rules of Conduct and review them yearly
- We have a peer advisor program that is run by the behavior technician and some secondary 3-4-5 students. This is a five year plan. For now, all secondary ones are peer advisees and they are peer-mentored by the older students. The idea behind this program is to help reduce the bullying in the school and create a sense of community. We want students to be able to create some links between one another and get to know each other better.
- We offer parental workshops and special presentations through our CLC. Parents are informed by e-mail and they can register by calling the school.
- Joliette High School participates in the TTFM survey. This year, the goal is to have the survey twice.
- Targeted students with anger management issues or any past bullying incidents (as a victim or a perpetrator) will be seen by one of our professionals for a number of sessions determined by the professional with the help of the parent and the student. Reference to outside resources will be given if necessary.
- We have the Check and Connect program. Students experiencing difficulties who are targeted by staff members will be given the opportunity to be followed by a teacher and benefit from a regular follow-up on academics and social development. The goal of the program is to encourage the student academically, engage the student in the school environment and help him/her to feel as a part of the school community. In addition, to providing a safe place for them to be able to express any situations with which they are not comfortable. Parents are usually involved in the process.
- Encourage students to participate in extra-curricular activity after school and at lunch time.

These prevention measures listed above are in-school initiatives to support parents, students and staff.

You are invited to contact the school to receive any additional information on the above measures.

3 - MEASURES TO ENCOURAGE PARENTS TO COLLABORATE IN PREVENTING AND STOPPING BULLYING AND VIOLENCE AND IN CREATING A HEALTHY AND SECURE LEARNING ENVIRONMENT:

The success of this plan depends on the understanding and support of all of our stakeholders. Certainly school administrators and staff play a key role in developing programs and strategies to improve daily school life. Students also have a responsibility to promote and support positive behaviours. Parents are also important and necessary partners in this initiative. Parents need to be active advocates for their children, to be aware of changes in their behaviors, and to contact the school when behaviours at home become a concern.

In supporting this, the school shall:

- Have an updated copy of the ABAV Plan on our school website each year available for parents
- Have an updated copy of the Code of Conduct on our school website each year available for parents
- Use the website and e-mail communication to provide useful resources and information to parents concerning bullying and violence
- Review the code of conduct with the students each year in September. Remind them that the code of conduct is printed in the agenda.

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:

As a student, should you be the witness or the victim of an act of bullying or violence, know that you should always seek help and support from a staff member or an adult whom you trust.

If you do not want to make yourself known, do not let that stop you from reporting and doing the right thing. You may report an incident and keep your anonymity.

Incidents of bullying and violence can be reported verbally or in writing and must have sufficient information to deal with it.

Bullying or violence can be reported by anyone through:

- Contacting the school to report a bullying or a violent incident (Phone or e-mail)
- Any staff member can be informed. It is the responsibility of any staff member to report the situation to a member of the Anti-Bullying and Anti-Violence Team
- Filling out a report to the school office (Blue Form)
- Contacting the Principal or any member of the Anti-Bullying and Anti-Violence Team

5 - ACTIONS TO BE TAKEN WHEN A STUDENT, TEACHER OR OTHER SCHOOL STAFF MEMBER OR ANY OTHER PERSON OBSERVES AN ACT OF BULLYING OR VIOLENCE;

- If I am a student:

Intervene to stop the situation if you feel safe or go look for an adult immediately;

Report incidents to an adult that you trust

Use proper language to address the inappropriate situation

Refrain from filming incident

If you hear about an imminent attack/bullying – advise an adult

- If I am a staff member:

Put an end to the incident if it is safe or seek appropriate additional help;

Define the behaviour;

Declare the expected behaviour;

Gather relevant information about the situation and those involved;

Document the incident or file a report

Report to administration

- For others:

Intervene to stop the situation if you feel safe;

Report incidents to the Principal or the ABAV School team

Encourage their child to stand up/speak up/seek help at school

6 - MEASURES TO PROTECT THE CONFIDENTIALITY OF ANY REPORT OR COMPLAINT CONCERNING AN ACT OF BULLYING OR VIOLENCE;

We realize that, for a parent, having a child involved in a bullying situation, either as the victim, the perpetrator or the by-stander can be difficult. It is our commitment to all stakeholders that we understand the need for confidentiality and that we will do our utmost to respect the rules of confidentiality throughout any investigative process.

In order to ensure the confidentiality of reports or complaints, the school shall:

- Create a filing system and provide limited access
- Remind the staff of their legal obligation to maintain confidentiality pertaining to personal information regarding any student
- Inform all parties involved of this obligation when handling a report or a complaint
- Implement measures that allow for the anonymous reporting of bullying and violent incidents.

7 - SUPERVISORY OR SUPPORT MEASURES FOR ANY STUDENT WHO IS A VICTIM OF BULLYING OR VIOLENCE, FOR WITNESSES AND FOR THE PERPETRATOR:

- If I am a victim: discussion, follow-up meetings with school team, action plan for victim, re-integration plan, consultation with CSD consultants when necessary, empower the victim
- If I am the perpetrator: discussion, follow-up meetings with school team, action plan for perpetrator, re-integration plan, consultation with CSD consultants when necessary
- If I am a witness: discussion, follow-up meeting if necessary, positive reinforcement for “coming forward”

In all circumstances when bullying and violence are confirmed, the principal and/or staff assistant and any key member must be informed of each incident.

8 - SPECIFIC DISCIPLINARY SANCTIONS FOR ACTS OF BULLYING OR VIOLENCE, ACCORDING TO THEIR SEVERITY OR REPETITIVE NATURE:

Every time a bullying and/or violent incident is reported to the office, we will inform the parents of both the victim and the perpetrator. Collaboration of parents is crucial in finding a solution to the incident. All situations will be analyzed closely and one of the members of the Anti-Bullying Anti-Violence Team will apply the appropriate consequences. All situations will be recorded in our system along with the consequence that was applied. That way the tracking will be accurate and the consequence will always be appropriate to the degree of the incident

For an incident considered minor:

- Discussion with the adult who witnessed or has been told of the incident.
- Reflection time— discussion with supervising staff about the incident and how better to deal with similar situations should they occur
- Contact parent of victim and perpetrator as much as possible
- Record the incident in the system
- Office detention if deemed necessary

For an incident considered moderate:

- Student immediately sent to the office or designated place.
- Automatic office detention
- Possible loss of privileges – ECA's – social school activities (movies, dances, activities)
- Reference to one of our school's professionals (behavior technician, guidance counselor, staff assistant and/or principal)
- Contact parent of victim and perpetrator
- Record the incident
- Possibility of an in-school suspension

For an incident considered severe:

- Student immediately sent to the office or designated place.
- Possibility of parents being asked to pick-up student immediately
- Possibility of police involvement
- In-school suspension
- Out-of-school suspension –up to 5 days. If more than five days, the School Board needs to be involved in the decision.
- Prior to re-integration in the school, a meeting must be organized with the parent, the student, the principal and possibly a representative from the school board. The goal of the meeting is to develop a plan for student and agreed to by all.
- Appropriate teachers and staff are to be informed of the plan.
- ***Only if approved by the School Board***, a student can be expelled from the school or asked to change school.

The particular context of each situation with regard to the intent, age of the student or students with special needs will determine the appropriate cause of action

9 - REQUIRED FOLLOW-UP ON ANY REPORT OR COMPLAINT CONCERNING AN ACT OF BULLYING OR VIOLENCE.

Upon receiving a report or complaint concerning an act of bullying and/or violence the school shall:

- Investigate
- Document the situation (using specific template)
- Assess the proper intervention to take place
- Ensure follow-up with the involved individuals

If I am a victim:

- Individual meeting to determine validity and severity of incident reported—notes taken.
- Offer to meet with adult (behavior tech, social worker, consultant, etc.) for support
- Specific assistance offered based on needs
- Choose appropriate intervention measure
- Follow-up meeting to ensure that the situation is resolved

If I am a witness:

- Meeting to gain further information
- Offer to meet with adult for support
- Empower witness – and form a group (generally strong-headed friends) of these witnesses to watch and report and protect victim
- Offer to meet at a later time for follow-up

If I am a perpetrator:

- Meeting to inform of incident reported, to hear the perpetrators side and to impose appropriate consequences. All consequences are to be recorded in our system.
- Abide by the measures imposed
- Enroll perpetrator in an activity (i.e. – organize, lead...) to increase self-esteem

If I am the parent:

- Principal needs to advise me of our right to request assistance from the person designated by the School Board for that purpose:
Assistant-Director General or the Secretary General
- Speak with my child and coach him/her on appropriate behaviors or actions to take (seek help). Support and follow up with interventions done at school. Support, if applicable, the behavior plan or other plans set by the school.
- Expect a meeting with the Principal, depending on the severity of the incident for mild or moderate, a meeting is not always necessary

10 - FORM AND NATURE OF UNDERTAKINGS TO BE GIVEN BY THE PRINCIPAL TO A STUDENT WHO IS VICTIM OF BULLYING OR VIOLENCE AND TO HIS OR HER PARENTS.

Investigation of the complaint, appropriate measures taken, follow-up with the parent and student (details of intervention are not given)

- Offer resources to parents. Use the resources in the community (CSSS referral, guidance, behavior technician, support group CAVAC, CALAC, Centre Le Tremplin)
- Provide strategies to student to prevent/handle future incidents
- Share step-by-step process that was followed (while respecting anonymity)
- Record the step-by-step actions in our system
- Determine assistance/services that may be needed
- Respect confidentiality at all times
- Set very clear conditions of return or expected behavior
- Follow-up on a regular basis with the victim
- Academic support can be provided if necessary
- Provide a safe place for that student to express their worries, concerns or fears following an incident. Referral to guidance or behavior technician is essential
- Making specific staff members aware, so they can monitor/and support that student
- Examination of student dossiers
- Communicate with parents as much as possible through phone or e-mail.
- Get support from higher and appropriate authorities if needed.
- Communication with School Board/Directorate if situation is considered severe or if the situation (minor, moderate or severe) does not improve.
- Peer mediation. See if there is a possibility of involving the victim, in a group of people where he/she will feel safe and be positively encouraged.

11 - FORM AND NATURE OF UNDERTAKINGS TO BE GIVEN BY THE PRINCIPAL, THE PERPETRATOR AND HIS OR HER PARENTS IN ORDER TO PREVENT ANY FURTHER ACTS OF BULLYING OR VIOLENCE.

- Collaboration from parents is essential to solve the problem
- Cooperation from the perpetrator is key to improving the situation
- Full disclosure of information they may have
- Respect confidentiality at all times
- Regular follow-up with the perpetrator.
- Offer resources to parents and perpetrator. Use the resources in the community (CSSS referral, guidance, behavior technician, support group CAVAC, CALAC, Centre Le Tremplin.
- Drug intervention strongly encouraged and monitored.
- Set very clear conditions of return or expected behavior. Follow-up on these on a regular basis at the beginning. After a while it could be more periodically
- Letter given to parents with the detailed plan, condition of return or expected behavior. Clearly indicate the actions that will be taken if the perpetrator retaliates.
- Possible signal to (DYP)
- Meet with parents if the situation is severe.
- Follow-up phone call to inform/alert them of incident and gain parental support
- Depending on the severity of the situation, principal meets with parents to follow-up (on policies) and gain support needed

Task to accomplish with staff:	Date of accomplishment:
Implementation of the Plan	February 2013
Set-up of the Anti-Bullying and Anti-Violence Team	November 2014
Discussion and up-date re: Rules of Conduct	April 2014
Finalization and presentation of the Rules of Conduct	May 2014

Task to accomplish with Governing Board:	Date of accomplishment:
Presentation and discussion Law 19	November 2012
Discussion re: Anti-Bullying and Anti-Violence Plan	November 2012
Approval of the Plan	February or March 2013
Evaluation of results achieved by the school with respect to preventing and dealing with bullying and violence (annually)	June July 2013
Presentation of the Rules of Conduct	April 2014
Approval of the Rules of Conduct	May 2014

Task to accomplish with Parents:	Date of accomplishment:
Distribution of the Explanatory document of the Plan	January 24 th 2013
Distribution of the annual evaluation of the Plan	September 2013
Distribution of the Rules of Conduct (Annually)	September 2013

Task to accomplish with Students:	Date of accomplishment:
Training session on Civism (annually)	
Presentation of Rules of Conduct (annually)	September 2013