

# MOTHER TERESA JUNIOR HIGH SCHOOL ANTI-BULLYING AND ANTI-VIOLENCE PLAN (ABAV PLAN)



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER  
SIR WILFRID LAURIER SCHOOL BOARD



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## ANTI-BULLYING AND ANTI-VIOLENCE PLAN 2014-2015

**SCHOOL:** MOTHER TERESA JUNIOR 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:**

**Ms. Dena Chronopoulos, Principal**

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

- Mr. Brian Senecal, Vice-Principal
- Ms. Lurna Shamlan, Behaviour Technician
- Mr. Dominic Di Stefano, Spiritual Animator
- Mr. Giovanni D'Antono, Psychologist
- Ms. Carol Tannenbaum, Guidance Counsellor
- Ms. Angela Kallianiotis, Teacher

**Approved by Governing Board Chairperson:** \_\_\_\_\_

### **Extract of Resolution:**

**The whole premise of this plan is to empower our students, school community and staff in taking a stand against any form of bullying and violence. 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 Objectives of this Plan are:**

1. Produce an analysis of the situation prevailing at the school with respect to bullying and violence
2. Develop 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:
  - 2.1 Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment;
3. Develop 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;
4. Determine 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;
5. Assure measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence;
6. Assure supervisory or support measures for any student who is a victim of bullying or violence, for witnesses and for the perpetrator;
7. Determine specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature; and
8. Assure the required follow-up on any report or complaint concerning an act of bullying or violence.
9. 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, as well as 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

Our school is a Junior High School in an urban area.

We are considered a high income school (socio-economic index-scale 3).

Approximately 95% of our school population uses our bus service.

## 2. School Success Plan and Management and Educational Success Agreement

Bullying and violence in school has always been taken very seriously. Hence, our School Success Plan and MESA provide for initiatives for a safe learning environment for all our students (initiatives may vary from year to year).

## 3. 'Tell Them from Me' survey

Our students have participated since 2009 in the *Tell Them From Me* survey. The recent analysis of the results show that we are within the average range of the Canadian norms for incidents of verbal, social and physical acts of violence, including incidents of bullying over the internet.

## 4. Bullying and Violence indicators

Our school benefits from statistics and indicators regarding bullying and violence incidents. In the 2013-2014 school year, results show....

- Student Survey Data: Bullying incidents at MTJHS are within the Canadian average. 86% of our students felt safe coming to school-the Canadian average is 87%. We are also above average for advocacy at school, positive teacher-student relations at school and providing for a positive learning climate.

## 5. Areas of Concern

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

- Social media
- Gossiping

## 6. Zones of Vulnerability

- Social media interactions after school hours
- Lunch hour period
- Bussing home

## **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.
- The active involvement of ***Student Council***.
- The establishment of ***Social Skills activities*** focusing on anti-bullying and anti-violence.
- The offer of parental workshops and special presentations through e-mail or through our school website.
- The participation of our students in the ***Tell Them From Me*** survey on a yearly basis.
- Professional development offer for staff.
- In class activities such as discussion of *TTFM* survey, ABAV projects (pamphlets, projects, guest speakers etc.)
- Internet safety guides for parents (CSD through SWLSB)
- Anger Management sessions for targeted students (Behaviour Technician)
- Social Skills programs (Behaviour Technician)
- For administrators: Discussions, prevention, reminders, sensitization during staff meetings
- Guest Speakers addressing ABAV issue (ex: Teen Truth presentation, Alouettes, CSD presentation on cyber-bullying, Dynamix, etc)
- Anti-bullying week
- Citizenship-fundraising for community causes
- Green Club-good world citizens
- ERC-community work
- Brigades Culinaires-health and wellness
- Girls Talk-Positive self-esteem sessions
- Chillin' Lounge-Games Room with Behaviour Technician
- Free The Children Group-WE DAY (Carl Killberger)
- Leadership Group-Transition for younger students
- Student Ambassadors-Sec I and II students assisting in school-wide initiatives
- Dance Troupe-physical activity for students who are shy/negative body image
- Police Liaison-information presentations to the whole school

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 advocate for their children and to be aware of changes in their behaviours and to contact the school when behaviours at home become a concern.

In supporting this, the school shall:

- Distribute a document explaining the difference between bullying and normal conflict.
- Distribute a comprehensive synopsis document of the Anti-Bullying and Anti-Violence Plan.
- Distribute the Rules of Conduct to students, parents and staff.
- Organize parent information sessions, whenever possible.
- Provide relevant information links to resources on the school's website.
- Edmodo-e-mail between parents-students-teachers
- Use of VCN unit-get parents involved in celebrating success with our students
- Workshops for parents in the Fall
- Parent presentations about what to expect in school
- Orientation Day for new and students with special needs
- School values-also presented on Curriculum night

#### **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.

You don't want to make yourself known, don't 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:

- Email at ...@...STOP A BULLY, - SCHOOL WEBSITE
- Contacting the coordinator or members of the ABAV School Team
- Informing any staff member
- Leaving a note in the office mailbox
- Filling out a report to the school office
- Contacting the Principal
- In any case, should documentary evidence be available, ensure that a copy is remitted as soon as possible to the Principal.

**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 such as..., which 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 Vice Principal must be informed of each incident.

## **8 - SPECIFIC DISCIPLINARY SANCTIONS FOR ACTS OF BULLYING OR VIOLENCE, ACCORDING TO THEIR SEVERITY OR REPETITIVE NATURE; AND**

### **Minor Incidents such as ...:**

- Discussion with the adult who witnesses or is told of the incident.
- Reflection time— discussion with supervising staff about the incident and how better to deal with similar situations should they occur
- For any kind of incidents, Principal and staff should always be able to count on the parent's involvement (at the discretion of both the Principal/staff and parents)
- Reflection sheets
- Social skills program (proactive)

### **Moderate Incidents such as ...:**

- Student immediately sent to the office or designated place.
- Loss of privileges, community work (lunch hour and recesses)
- Loss of privileges – ECA's – social school activities (movies, dances, activities)
- Social skills groups (targeting specific skills)
- Professional mediation sessions with victim

### **Severe Incidents...:**

- In-school suspension.
- Out of school suspension - more than 5 days, need board approval- with re-entry meeting with parents and students. Plan developed for student and agreed to by all. Appropriate teachers and staff are informed of the plan.
- Student moved to another school.
- Expulsion
- Police involvement
- Community service (working with younger children, etc.)

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 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—notes taken.
- 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—notes taken- should be in GPI Memos
- Abide by the measures imposed
- Enroll perpetrator in an activity (i.e. – organize, lead...) to increase self-esteem

If I am the parent:

- Follow-up phone call by Principal to alert them of the incident.
- Advised of their right to request assistance from the person designated by the school board for that purpose.
- Speak with my child and coach him/her on appropriate behaviours or actions to take (seek help). Support and follow up with interventions done at school. Support if applicable the behavior plan or other schools plan.
- Expect a meeting or follow-up phone call with the Principal, depending on the severity of the incident for mild or moderate.

**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:

- Investigate community resources
- Information meetings for parents
- Offer resources to parents
- Provide strategies to student to prevent/handle future incidents
- Share step-by-step process that was followed (while respecting anonymity)
- Determine assistance/services that may be needed
- Confidentiality
- Conditions of return (both perpetrator and victim) expectations
- Academic support to be provided if necessary
- Switching schedules if necessary
- Provide a place for that student to express their worries, concerns, fears
- Provide victim with support (staff, guidance counselor, school board specialist)
- Monitor situation after it has been dealt with – long-term response
- Making specific staff members aware, so they can monitor/and support that student
- Follow up with victim later to make sure everything is still going well
- Meeting with witnesses
- Examination of student dossiers
- Consult with student services
- Communicate with parents and appropriate authorities
- Communication with school board/directorate
- Arrange meetings for victims with behavior tech, guidance counselors, psychologists, CSSS when possible, nurses
- Peer mediation (training needed or students)
- Development of teacher-student mentoring program

Victim:

1. Behaviour tech and or principal will meet with victim to determine validity of the incident (principal fills out screening tool)
2. Support from:
  - Principal
  - Behavior tech
  - Social services
  - Animator
  - Police

Parents to be informed and offered help – advised of right to request assistance from person designated by board.

**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 ACT OF BULLYING OR VIOLENCE.**

- Collaboration from parents

- Cooperation
- Full disclosure of information they may have
- Confidentiality
- Assurances to seek out support services
- CLSC
- Anger management
- Counseling
- Drug intervention
- Conditions of return clearly established and compiled with
- Possible signal to (DYP)
- Strategies to prevent future incidents through a team approach (i.e. behavior tech, school psychologist, etc.)
- Set expectations for the parents (i.e., for them to seek outside services, CLSC, etc.)
- Letter
- Meet with parents
- Follow up with perpetrator to make sure they are still on track
- Recommend professional services when needed

Principal:

Tracking system with clear expectations for further behaviours

Reflection and Improvement Plan to be completed by student and parent(s)

Follow up:

- Intervention for victim and parents
- Interventions for witness and parents
- Interventions for perpetrator
- Imposed disciplinary sanctions
- Meet with behavior tech/principal/perpetrator to get information
- Minor incident – discussion about incidents, apology and reflectin and tools on how to better handle situation

Moderate:

- Student sent to office
- Loss of privileges
- Restitution (positive action toward victim)
- Can be in-school detention

Severe:

- In-school suspension or out of school -up to 5 days- (board policy)
- Plan developed and agreed by all for student (staff, parents, student)
- Police intervention for perpetrators parents
- 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 ups (on policies) and gain support needed