



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

Anti-Bullying and Anti-Violence Plan

2021-2022

School: Hillcrest Academy



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Anti-Bullying and Anti-Violence Plan

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Definition of Bullying and Violence

Bullying

The word “bullying” means any repeated direct or indirect behavior, 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

The word “violence” means 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.

Elements of the ABAV Plan

- Element 1** An analysis of the situation prevailing at the school with respect to bullying and violence;
- Element 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;
- Element 3** Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment;
- Element 4** Procedures of 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;
- Element 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;
- Element 6** Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence;
- Element 7** Supervisory or support measures for any student who is a victim of bullying or violence, for witnesses and for perpetrator, (and bystander);
- Element 8** Specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature, and;
- Element 9** The required follow-up on any report or complaint concerning an act of bullying or violence;
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School Portrait

| | |
|---------------------------------------|---|
| School's socio-economic index: | 5 |
| Student population: | 469 |
| Other pertinent information: | Our school is an elementary school situated in an urban area. |

Hillcrest Academy Elementary school is a community Elementary School located in the Chomedey district of Laval, with a multicultural and multiethnic population.

Although considered an English language school, students are taught in both English and French, which in many cases renders our students fluently bilingual. Many students are trilingual as a language other than French or English is spoken at home. Students from cycle one to cycle three have two main homeroom teachers as our students work on a one-week English and one-week French program. That being said, all Hillcrest students have one hour of English instruction per day in accordance with the SWLSB policy. Our Kindergarten students are with one homeroom teacher and all instruction is conducted in French, with the exceptions of Mathematics and Physical Education. Hillcrest has two pre-K classes whose instruction is one-week English and one-week French, they follow the same pattern as the rest of the school in which they switch teachers from week to week. We have four hundred and sixty-nine students attending Hillcrest Academy. Hillcrest Academy mainly services the Ste. Dorothée district.

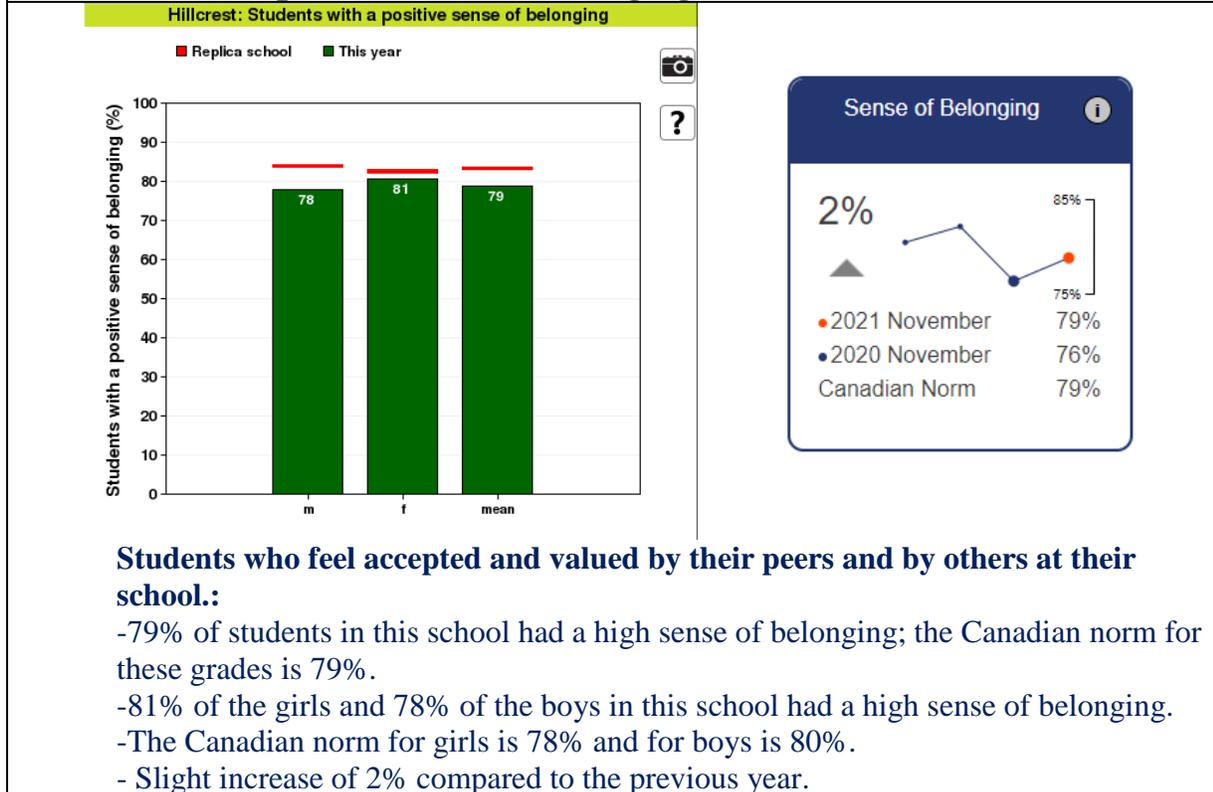
Respect for oneself and for others is of paramount importance to everyone at Hillcrest. A sense of belonging is developed in our students by fostering in them a respect for their environment and a connection to their community. Whether in academic, co-curricular or cultural activities, students are taught about different languages and cultures that make up our Canadian mosaic. Through classroom instruction and restorative circles students are taught the importance of specific habits that contribute to their happiness, their successes and their importance in the community.

Analysis

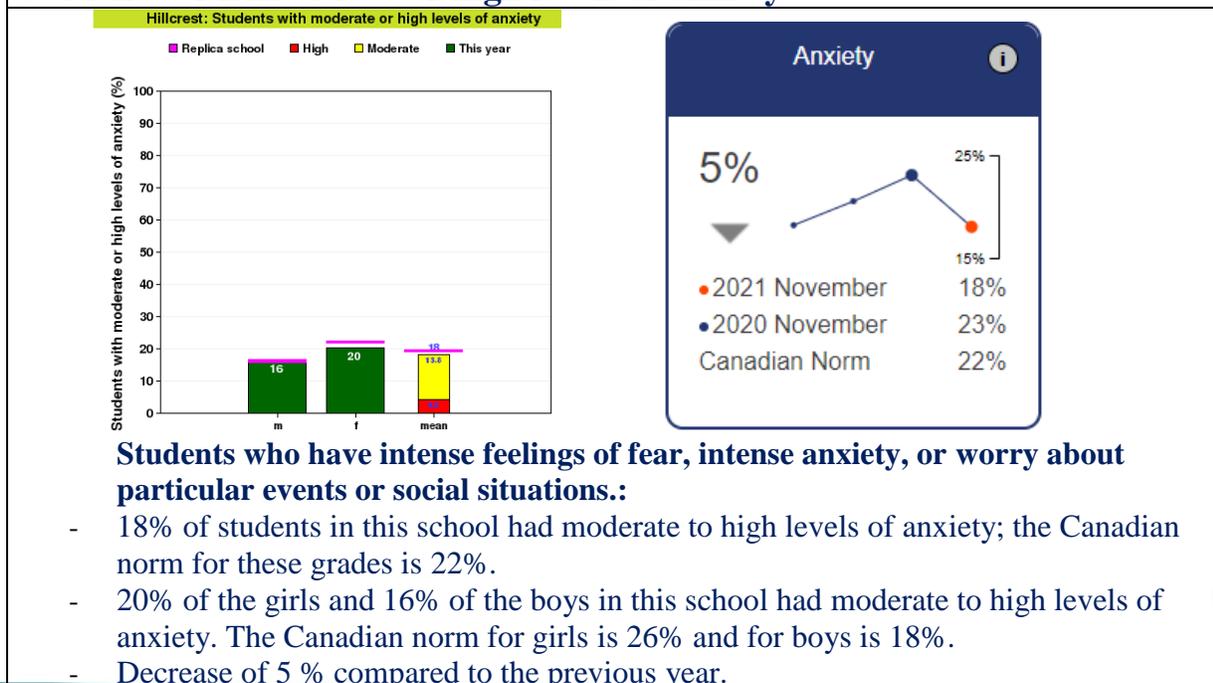
An analysis of the situation prevailing at the school with respect to bullying and violence is conducted each year by using the following indicators:

- Review and analysis of GPI/MOSAIC / ISM (digital reporting platform) entries related to bullying and / or violence;
- Results from the latest *Our School Survey* (formerly *Tell Them From Me*).

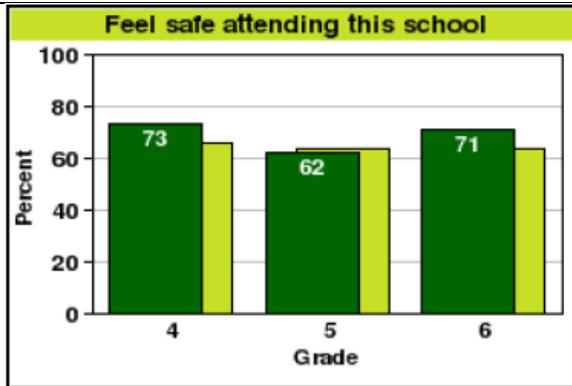
Students with a positive sense of belonging



Students with moderate or high levels of anxiety



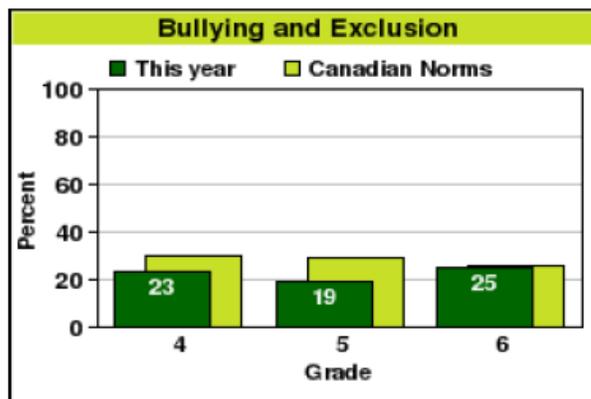
Students feeling safe at school



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

- 68% of students felt safe attending the school; the Canadian norm for these grades is 65%.
- 66% of the girls and 72% of the boys felt safe attending the school. The Canadian norm for girls is 66% and for boys is 64%.
- Increase of 24% compared to the previous year.

Bullying and Exclusion



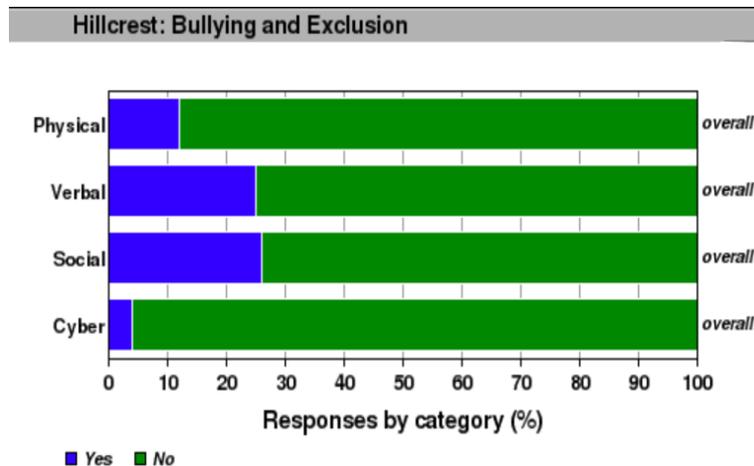
Students who are subjected to physical, social, or verbal bullying, or are bullied over the internet.

- 22% of students in this school were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 28%.
- 21% of the girls and 25% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 26% and for boys is 31%.
- Decrease of 9% compared to the previous year.

Prevalence of Bullying at Hillcrest Academy

The percentage of students who report being victims of bullying is a useful school-level measure of the extent of bullying and its potential effects on youth. Students' reports of taking part in bullying and students' accounts of witnessing bullying are less useful as a school measure, because even a single incident of bullying may be seen or talked about by a wide range of students.

Whereas last year 52% of the students who took the survey indicated that they were the victims of bullying (either severe or moderate for at least one of the four types of bullying) the percentage dropped significantly this year to 39%. In addition, the OUR SCHOOL results classifies students as being moderate or severe victims. The results are based on students' reports of being victims of physical, social, verbal and cyber bullying in the previous 30 days.



Priorities

In an effort to create a safe environment and based on the current portrait of our school, we have decided to focus on the following areas:

- Classroom Families – student sense of belonging and safety within their classroom
- Recess
- Bus
- Cyber-safety

Currently we have identified the following zones of vulnerability. As such, we intend to focus particular attention and efforts in these zones:

- School yard
- Bus
- Online (internet, social media, gaming)

Element 2**PREVENTION MEASURES**

To address the area(s) of concern, the following preventative measures aimed at putting an end to all forms of bullying and violence; in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a disability or a physical characteristic include:

| | |
|-------------|--|
| 1 - | The school's rules of conduct are well identified and communicated and in addition are approved and reviewed yearly by the Governing Board. |
| 2 - | Participation in the Our School Survey on an annual basis. Feedback sessions and discussion for all students in grades 4, 5 & 6. Provide information to students and parents regarding online resources. |
| 3 - | Classroom families: activities to promote sense of belonging |
| 4 - | Workshops and programs are offered to administration, teachers, staff, parents and students. Examples are, Red Cross, internet safety, kindergarten readiness, Epique: Academic training and coordinators program, restorative practice/justice training, CPI (Crisis Intervention Prevention) programs. |
| 5- | The establishment of anti-bullying and anti-violence activities such as Citizen Workshops by the Spiritual Animator including Dealing with Stress & Anxiety, Cyber-bullying and teacher directed programs that address bullying and violence. |
| 6 - | Workshops on positive self-image, homophobia, diversity, communication, and respect. |
| 7 - | Caught you Bee-ing Amazing – monthly award system for positive student behavior |
| 8 - | Ongoing professional development addressing bullying and violence, as well as restorative practices is offered to administration, teachers, and staff. |
| 9 - | Pink Shirt Day (SPIRIT WEEK) and Anti-Bullying Presentations |
| 10 - | Playground Leadership Program (Park Pals) |

The success of this plan depends on the understanding and support of all of our stakeholders. 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 equally important and necessary partners in this initiative. Parents are encouraged to be active advocates for their children and to be aware of changes in their behaviors and to contact the school when behaviours at home become a concern.

The following measures are aimed at encouraging parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure environment.

1. The School's Code of Conduct will be communicated with the parents (curriculum night, bulletins/memos, and/or on school website).
2. The ABAV Plan will be explained and made available to parents/guardians; it will be posted on the school website, under the tab ABAV.
3. Ongoing communication between principal and / or their designate and parents of children who are being bullied and those who are engaging in bullying behaviors until the resolution of the situation. Periodic communication with students who are bullied and their parent(s) to ensure that measures taken have been successful and the bullying has ceased.
4. In supporting this, the school shall:
 - Inform parents to read the School's Code of Conduct on the website.
 - Organise parent information sessions (via Zoom).
 - Communicate the process by which incidents are communicated between the principal and parents of victims, witnesses and perpetrators.

Element 4 PROCEDURES FOR REPORTING

The school will take the necessary measures to ensure confidentiality for all parties.

An incident of bullying and/or violence can be reported verbally (in person or by phone) or in writing (by email or by letter addressed to school administration). Students who wish to write a note to report an incident are encouraged to include their name for follow up.

Staff members who receive a report must document the information and submit the information to administration for follow up.

When parents have been told about a bullying situation or an act of violence, they are expected to communicate with the school principal, an alternate administrator, or the classroom teacher. The report will be documented. Following the investigation, the parent should be contacted and advised that the situation has been investigated and appropriate action has been taken. Details are not divulged so as to maintain confidentiality.

As a student, should you be the witness or the victim of an act of bullying or violence, you are encouraged to always seek help and support from a staff member or an adult whom you trust. Hillcrest Academy has zero tolerance towards bullying and violence, so all are encouraged to bring any incident forward.

If you don't want to make yourself known, don't let that stop you from 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. Bullying or violence can be reported by anyone through:

- Email at: mlazaris@swlauriersb.qc.ca or jbutler@swlauriersb.qc.ca
- Informing any staff member
- Reporting to the school office
- Contacting the principal or vice-principal
- In any case, should documentary evidence be available, ensure that a copy is submitted as soon as possible to the principal or vice-principal
- Every report on bullying and on interventions or any other related to the topic will be kept confidential.

Element 5

INTERVENTION PROTOCOL

Our school is committed to providing a safe, caring, and positive climate. Adult indifference is not tolerated. School personnel must report and/or investigate all incidents of bullying and take appropriate action whether they personally observe incidents or learn of them by some other means. Reporting, investigation, and action must occur even if the victim does not file a formal complaint or does not express overt disapproval of the incident.

This *Intervention Protocol* establishes practices and procedures for observed and reported incidents of bullying and/or violence.

For purposes of this Protocol, “*Conduct*” may include:

- Physical acts, such as inappropriate, unwanted, uninvited, or injurious physical contact with another; stalking; sexual assault; and destruction or damage to property of another.
- Written and electronic communication of any type that incorporates language or depictions that would constitute bullying, using any medium (including, but not limited to, cell phones, computers, websites, electronic networks, instant message, text messages and emails).
- Verbal threats made to another, including blackmail, extortion or demands for protection money.
- Direct or indirect, relationally aggressive behavior such as social isolation, rumor spreading, or damaging someone’s reputation.
- Any of the above conduct which occurs off school grounds when such creates, or can reasonably be expected to create, a substantial disruption in the social setting and/or at school-sponsored activities and events.

In addition to the conduct described above, examples of conduct that may constitute bullying or violence include the following:

- Blocking access to school property of facilities.
- Stealing, hiding or otherwise defacing books, backpacks or other personal possessions.
- Repeated or pervasive taunting, name-calling, belittling, mocking, putdowns, or demeaning humor relating to a student’s race, color, gender, sexual orientation, ancestry, religion, disability, or other personal characteristics, whether or not the student actually possesses them, that could reasonably be expected to result in the disruption of school activities or that results in a hostile educational environment for the student.

Conduct that would **not** ordinarily be considered bullying or violence includes:

- Teasing
- “Trash Talk”
- Trading of insults
- The expression of ideas or beliefs that are protected by the *Canadian Charter of Rights and Freedoms*, so long as such expression is not lewd, profane, or intended to intimidate or harass another.

STAFF RESPONSE PROTOCOL

Any staff members who witness an act of bullying or violence must intervene immediately or as quickly as reasonably possible to address the issue.

1. The immediate safety and security of all parties must be ensured.
2. All incidents of bullying / violence must be reported to the principal, in a timely fashion.
3. A bullying/violence incident must be documented.
4. The school principal or their designate must investigate all reports in a timely fashion, preferably within 24 hours (when possible) of receiving the initial report.
5. The staff person responsible for investigating the report about the behavior should:
 - a) Interview student(s) exhibiting bullying behaviour and the target / victim(s) separately to avoid further victimization of the target.
 - b) Engage the target / victim first and focus on his/her safety.
 - c) Reassure him / her that the bullying behaviour will not be tolerated and that all possible steps will be taken to prevent a recurrence.
 - d) Offer the victim counselling (if needed).
 - e) Inform parents of the incident and subsequent intervention (details of the intervention or disciplinary actions are not to be shared in order to protect confidentiality).

STUDENT RESPONSE PROTOCOL

Any student who witnesses an act of bullying or violence has an obligation, as a responsible member of the school community, to intervene if the situation does not threaten their well-being, or to report the incident to school authorities.

The following are the means through which a student may do so:

- Inform a staff member on duty.
- Inform administration.
- Mention it to a teacher or staff member they trust.
- Tell an adult family member/guardian.

PARENT / GUARDIAN RESPONSE PROTOCOL

- Report the incident to a school administrator or classroom teacher.

***At the discretion of the principal or his/her delegate, police intervention may be requested.**

**Element 6****MEASURES TO ENSURE AND PROTECT CONFIDENTIALITY**

Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence shall include:

1. Staff is reminded that every incident and the ensuing follow-up must be kept confidential. This is done at least once each year.
2. Reports of bullying and / or violence are recorded on a digital database that has restricted access.
3. Use of intervention strategies that protect the anonymity of persons who report or provide information.



Element 7

SUPERVISORY AND SUPPORT MEASURES (for the victim, bully, witness & bystander)

It is the responsibility of every adult staff member to use difficult / challenging situations as opportunities to help students improve their social and emotional skills, accept personal responsibility for their learning environment, and understand consequences for poor choices and behaviours.

A clear distinction exists between *remediation* and *consequences*.

- a) **Remediation**, intended to counter or “remedy” a behavioural mistake, can be an effective prevention practice. Remediation measures are intended to correct the problem behaviour, prevent a recurrence, protect and provide support for the victim and take corrective action for documented systemic problems related to bullying and violence. Remediation measures allow the student an opportunity to reflect on behaviours, learn pro-social skills and make amends to those affected. Working with restorative justice practices are categorized as remediation.
- b) **Consequences** communicate to a perpetrator that their behaviour is their choice and their responsibility. A consequence respects the child’s right to make a decision, even if it’s not a good one. It’s a matter-of-fact learning experience in which you maintain a better relationship with the child as you hold them accountable. Consequences are almost always enacted in conjunction with remediation measures and restorative practices. Measures should be applied on a case-by-case basis and take into consideration a number of factors including:

Student Considerations:

- Age and developmental maturity of the students involved;
- Nature, frequency and severity of the behaviors;
- Relationships of the parties involved;
- Context in which the alleged incidents occurred;
- Patterns of past or continuing behaviors;
- Other circumstances that may play a role.

School Considerations:

- School culture, climate and general staff management of the learning environment;
- Social, emotional and behavioural supports;
- Student-staff relationships and staff behaviour toward the student;
- Family, community and neighborhood situation;
- Alignment with policies and procedures.

Examples of remedial measures and consequences may include, but are not limited to, the examples listed below:

Remediation Measures for Victims

- Meet with counsellor / behaviours technician / administrator / staff member to:
 - Create a safe environment to allow the victim to explore feelings about the incident. Maintain open lines of communication.
 - Develop a plan to ensure student's emotional and physical safety at school.
 - Ensure student does not feel responsible for the behaviour.
 - Ask students to log and report any and all future related incidents.
 - Offer counseling to help develop skills for overcoming the negative impact on self-esteem.

- A staff member will conduct scheduled follow-up meetings with the student to ensure the bullying or violence has stopped and to provide support to the student. The degree of support offered at these meetings and their frequency shall depend upon the feedback from the victim regarding the current circumstances.

- In all cases, it will be determined which members of the school staff must be made aware of the incident to ensure that the student is safe.

- Parents will be informed immediately following the incident and regularly updated until the situation is resolved.

- A victim of bullying should have brief check-in sessions with a trusted adult in the school one day, one week and one month after the event/events to assess issues of security, self-esteem and sense of well-being.

Procedure for dealing with a student caught for acts of bullying and violence according to their severity or repetitive nature.

For any kind of incident, the administration and staff should always be able to count on the parents' involvement.

Procedure

- Discussion with the adult who witnesses or is told of the incident.
- Student is brought to the office to discuss the incident and reflect on their actions.
- Students will be asked to have a discussion at home with their parent. A letter or pink slip explaining the incident will be sent home. Administration will follow up with a phone call.
- Meetings will be scheduled with parents when a student receives three or more incidents reports so a plan of action can be created.

Disciplinary Sanctions for Student Exhibiting Bullying Behaviour

- Loss of privileges
- Daycare suspension
- Bus suspension
- A plan for restorative measures established with the behavior technician/administration.

In the event of repetitive acts or acts of high severity:

- In-school suspension
- Out of school suspension. (if duration exceeds 5 days, approval from the school board is required). Administration will determine if an intake meeting is required prior to re-entry. A re-entry plan is developed for the student and agreed upon by all stakeholders. The appropriate teachers and staff are informed of the plan to help its implementation
- Student is transferred to another school
- Expulsion
- Police involvement
- Efforts should be made by all teachers, support staff and administration that children and adults refrain from labeling the student as a “bully” thus propagating certain behaviours and attitudes.

Remediation Measures for Witnesses

- Following the incident, an intervention may be held with any witnesses to determine their role in the incident. If the incident witnessed is severe, witnesses are met, in a group or individually, to debrief the event, discuss their role and to determine more appropriate actions in the future.
- The school reserves the right to contact the parents of bystanders.
- As with victims, witnesses to acts of bullying or violence should have a reasonable expectation of feedback from intervening adult figures in a timely manner so as to guarantee a sense of safety and security in the school.
- Communication is key to building an atmosphere where students feel safe to intervene and report. Teachers and lunch monitors are encouraged to have open communication with their students thus enabling the students to feel more open to talking to them about bullying. Having classroom meetings is one way to build that communication.

Remediation Measures for Student Bystanders

- Explore reasons why the student bystander did not intervene or report the incident.
- Offer of coaching on how to safely intervene or help the situation.
- Remind students of the strategies they have learned through past events, in-class presentations and role-playing.

Element 8

SPECIFIC DISCIPLINARY ACTIONS

Based on the severity and / or frequency of incidents and at the discretion of the administration, the following disciplinary and / or corrective actions may include, but are not limited to:

- Parent notification
- Admonishment / conference with student (verbal warning)
- Reflection activity or action
- Recovery plan ~ Restorative measures or practices
- Written warning and deprivation of privilege(s) / service(s)
- Restitution
- Mediation or conflict resolution
- Probation and letter of expectations
- Detention
- In-school suspension
- Out-of-school suspension
- Referral to alternative to suspension program for schools offering such a program
- Referral to counsellor, external social / medical agencies, for support
- Legal action / report to law enforcement, if required
- Signaling of youth protection
- Convocation to a disciplinary hearing at the school board
- School transfer
- Expulsion (by the school board)

Element 9 FOLLOW-UP PROTOCOL

The principal or their designate will ensure that each incident was properly followed up on and documented. Follow-up measures will include the following:

- Verification that the incident has been properly documented.
- Verification that all parties immediately involved have been met with and that intervention protocols have been followed.
- Verification that parents of the victims and perpetrators have been contacted.
- Meeting with the victim and perpetrator to assess their well-being, and that the bullying / violence has ceased.
- Verification of the completion of all remedial measures for all parties concerned.
- Referral of parents to complaints procedure, should the parents express dissatisfaction with the course of action from the school administration.

End of Year Evaluation

To ensure the integrity of its Plan, the administration of our school will conduct a yearly evaluation that reviews:

- The *Our School Survey* results.
 - Revision and analysis of GPI / ISM (digital reporting platform) entries related to bullying and / or violence to assess decrease or increase in incidents of bullying and/or violence.
 - The initiatives put in place for the year and assessment of effectiveness of the actions.
-