

**Action Plan to Prevent Bullying and School Violence:  
Let's work on the solution together!**



School Governing Board Approval Date: April 16, 2014

School Name	<input checked="" type="checkbox"/> PRIMARY SCHOOL	Date:	Number of Students:	Principal: Peggy McCourt
<b>Sherbrooke Elementary School</b>	<input type="checkbox"/> SECONDARY SCHOOL	April 16, 2014	470	Safe School Committee Chair: Anastasia Christodoulopoulos

Safe School Committee Members & Their Function: Sonia Beaudoin, Kindergarten Teacher; Chantal Frechette, Cycle One Teacher; Misti Bowen, Cycle Two Teacher; Annie Lemay, Cycle Two Teacher; Anastasia Christodoulopoulos, Vice-Principal; Peggy McCourt, Principal

Brief Description of Characteristics of School (geography, socio-economic status, student profile, etc.):  
Sherbrooke Elementary School is located in the heart of the city of Sherbrooke and draws its students from Bromptonville, Deauville, Fleurimont, Rock Forest, St-Denis-de-Brompton, St-Élie-d'Orford and Sherbrooke. Due to the unique bilingualism of the Townships, the majority of our students are French mother tongue, while we also have a diverse multi-cultural community. Our families come from diverse socio-economic backgrounds and our students have diverse strengths and needs. Sherbrooke Elementary is a vibrant school with a growing population and a strong sense of community.

This Action Plan also follows the objectives of the Partnership Agreement and the **Management Agreement on Educational Success (MESA)**, more particularly, *Objective 4: The Improvement of Health and Safety in Schools.*

- *Our annual MESA objective* : To increase student safety within our school environment.
  - All students surveyed in TTFM will indicate a high sense of belonging and security within the school environment (an increase from 79% in June 2012).
  - 15% or less of students surveyed in TTFM will report having experienced being subjected to bullying (a decrease from 22% in June 2012).
  - 90% or more of students surveyed in TTFM will report feeling safe coming to school (an increase from 83% in June 2012).
- *Our main MESA actions:*
  - Professional development for supervisors & daycare staff (attachment theory; peaceful conflict resolution; sensory integration) and regular meetings with principals.
  - Provide ongoing Self-Regulation training to students, and ALERT training ([www.alertprogram.com](http://www.alertprogram.com)) to staff.
  - Peer Mediator/Leadership program (building leadership capacity and ownership of students in shared ownership of the challenge and the solution – engaging students through students...)
  - Engage in focused initiatives to build sense of belonging: "Spirit Bracelets" (Pandora style) celebrating school perseverance, involvement in school life, & positive citizenship (details found on <http://ses.etsb.qc.ca> )
  - Maintain the "Pay it Forward" practice initiated by students in 2010 – 2011.
  - Positive citizenship integrated into the curriculum.
  - Vice-Principal's "Team X" student group.
  - The "Granny" program (inter-generational mentoring).
  - Extra-curricular activities & clubs reaching diverse interests (athletics, visual art, music, chess, lego, robotics...)

The conditions that support the development and the implementation of the Action Plan (releases/substitutions, school organization, etc.):

Staff engage in activities pertaining to the development and the implementation of the Action Plan during regular whole group staff meetings, Cycle Meetings, and Committee meetings (after school, PP days, or occasional release). Tasks involve working as staff teams or working with groups of students. Interventions and proactive measures are prioritized and involve measures that occur both inside and outside of the classroom. We strive to maintain an inclusive culture of acceptance and belonging.

Actions that have been implemented to mobilize staff against violence and bullying include:

Staff have been informed and provided information and training pertaining to Law 56 and have engaged in developing and applying the school Action Plan to Prevent Bullying and School Violence. Staff have engaged in measures to integrate proactive positive citizenship education within the curriculum as well as providing a range of activities outside of the classroom that contribute to a nurturing culture of acceptance and inclusion. Law 56 is a standing item for staff meetings and dialogue and training are ongoing.

**The commitment by the School Principal** to a student who is a victim of an act of bullying and/or violence and to the student's parents (article 75.2 QEA).

**The School Principal and Staff of SES are committed to:**

- Maintaining a nurturing environment of inclusion and acceptance of differences.
- Reinforcing positive citizenship.
- Vigilance in the observation of potential bullying or violence and prompt intervention.
- Ensuring confidentiality when reporting a situation.
- Supporting victims, witnesses and perpetrators of the act.

**Furthermore, the Principal will ensure that:**

- The perpetrator of the act of aggression risks facing disciplinary measures, as provided by the school's code of conduct.
- We follow up on each complaint or situation we become aware of.
- We report to the police or other authorities where merited.
- We communicate to the parent of the victim regarding the status of the complaint and the intervention, while respecting the parameters of confidentiality.

**Action that will be taken by the Principal to deal with the perpetrator and his or her parents** in order to prevent any further act of bullying or violence (article 75.2 QEA).

- The perpetrator of the act of aggression risks facing disciplinary measures, as provided by the school's Code of Conduct. The perpetrator must make a commitment to stop this act of aggression and promise to not repeat it.
- Stopping bullying & violence is a shared commitment. Parents of the perpetrator of the act of aggression will be asked to, & be expected to actively engage in, helping to find a solution. Parents must also make a commitment themselves to stopping this act of aggression and ensure that it will never be repeated again.
- Where merited, the police or other authorities will be contacted.
- Where merited, the perpetrator will be removed from the school setting and provided with alternative educational services.
- Confidentiality will be respected.

<sup>1</sup> The original template document was prepared in a collaborative effort between the Estrie, Montréal, Mauricie-Centre du Québec, Montérégie et Laval-Laurentides-Lanaudière Regional Offices (MELS 2012); adapted by the SES Safe School Committee (February 2014).

Action Plan Initiatives to prevent Bullying and School Violence	Analysis of the Situation
<p>1. An <b>analysis of the school situation</b> with regards to acts violence and bullying:</p> <p>During the 2012 – 2013 school year,</p> <p><b>Law 56 office case records show:</b></p> <p>8 cases of bullying or violence were officially reported by students or parents.</p> <p>5 cases were considered and processed as bullying, 2 cases were considered and processed as violence, and 1 case was considered and processed as both bullying &amp; violence.</p> <p><b>Tell Them From Me summary data shows:</b></p> <p>80% of students surveyed reported having a high sense of belonging (an increase from 79% the previous year).  34% of students surveyed reported having experienced being subjected to bullying (an increase from 22% the previous year).  78% of students surveyed reported feeling safe coming to school (a decrease from 83% the previous year).</p>	<p><b>A) Available data:</b></p> <ul style="list-style-type: none"> <li>a. Tell Them From Me Survey results</li> <li>b. SES Student Survey results</li> <li>c. Incident Report Summary</li> <li>d. Law 56 office case records</li> <li>e. Action Plan to Prevent Bullying and School Violence Report Summary</li> <li>f. MESA report</li> <li>g. Participation lists in school activities (evidence of active involvement &amp; belonging)</li> <li>h. Staff anecdotal notes &amp; ad hoc notes</li> </ul> <p><b>B) Next steps to update and improve the analysis of the situation:</b></p> <ul style="list-style-type: none"> <li>a. Refinement of Summary templates to facilitate compilation of summary reports.</li> <li>b. Stressing the importance of answering honestly and openly in the TTFM Surveys &amp; ensuring students clearly understand how we use the data.</li> <li>c. Refinement of the presentation of school selected questions in TTFM to better support revealing information that aids in reducing bullying &amp; violence in school.</li> <li>d. Ongoing training with staff to align perception and completion of incident reports as well as reports associated with the Action Plan.</li> <li>e. Exploration of other relevant indicators that could reveal additional information that is required to more effectively act in a timely manner.</li> </ul>

**Our strengths:**

- Providing a sense of ownership to our students within their school environment.
- Providing our students with positive leadership opportunities (Peer Mediators, “Jobs”, “Buddy Program”....
- Providing our students with diverse opportunities reaching their varied interests and strengths.
- Providing our students with new experiences.
- Providing our students with a “rounded” school experience (strong academics; bilingual (trilingual for those taking Spanish) environment; “options” classes; athletics; visual arts; music; peer mediation & leadership experiences...)
- Inclusive education & differentiated instruction (moving forward with UDL framework); culture of developmental approach.
- Caring, devoted, and empathetic staff (lots of eyes ready to monitor behaviours, lots of ears ready to listen, and lots of hands ready to act.

**Priorities:**

1. To increase students’ sense of belonging and security within the school environment (MESA objective: By June 2014, all students surveyed in “Tell Them From Me” will indicate a high sense of belonging and security within the school environment).
2. To reduce or eradicate incidents of bullying (MESA objective: By June 2014, 15% or less of students surveyed in “Tell Them From Me” will report having experienced being subjected to bullying).
3. To have all students feel safe at school (MESA objective: By June 2014, 90% or more of students surveyed in “Tell Them From Me” will report feeling safe coming to school ).

Action Plan Initiatives to prevent Bullying and School Violence	<i>Current practices</i>	
<p>2. <b>Prevention measures</b> to counter any forms of violence or intimidation, in particular with regards to racism, sexual orientation, sexual identity, homophobia, a handicap or physical characteristic:</p>	<ul style="list-style-type: none"> <li>• Emphasizing positive citizenship, acceptance of differences, inclusionary practices and a sense of community and belonging.</li> <li>• Application of a Developmental Approach.</li> <li>• ETSB &amp; SES Intervention protocol to prevent and eradicate violence and bullying at school (see Action Plan appendices).</li> <li>• Actions towards a common understanding of violence, intimidation and their impacts among staff and students</li> <li>• Bullying-cyberbullying-homophobia education initiatives &amp; Civility training activities</li> <li>• Staff training with emphasis on pro-active intervention and response skills &amp; strategies</li> <li>• Teaching appropriate school behaviour in school with respect to the environment and relationships with others (“Respect Yourself, Others, and your Environment”)</li> <li>• Emphasis on Positive Social Skills &amp; Character Development</li> <li>• Develop conflict management/Development of personal and social skills, notably empathy</li> <li>• Pacific Path &amp; Peer Mediators</li> <li>• Awareness and consistent application of the Code of Conduct and regular review of safety measures</li> <li>• Staff training on dealing with perpetrators, victims and witnesses of situations of violence or bullying</li> <li>• Student training on possible actions against situations of violence or bullying as victims, witnesses or perpetrators</li> <li>• Letting parents and students know when adults at the school have intervened in an event</li> <li>• Managing the classroom (at the organizational and relational level)</li> <li>• Inviting students to help establish a safe and healthy learning environment</li> <li>• Planning, facilitating and organizing recess, lunch &amp; after school activities</li> <li>• Speaking to students and adults</li> <li>• Regular review (and practice) of the emergency response plan (for any exceptional situation)</li> <li>• School transition planning &amp; procedures (cycle to cycle, elementary to high school)</li> <li>• “Granny Program” (inter-generational mentoring)</li> <li>• “Pay it Forward” Initiatives</li> <li>• Self-Regulation Training (<a href="http://www.alertprogram.com">www.alertprogram.com</a>)</li> <li>• OASIS alternative lunch room</li> <li>• “Fill Your Bucket” community spirit program</li> </ul>	
	<p><b><i>Practices to enhance or to establish</i></b></p>	<p><b><i>Alignment of grade-appropriate interventions specific to the Civics Curriculum as well as school-wide “special project” initiatives.</i></b></p>

Action Plan Initiatives to Prevent Bullying and School Violence	<i>Current practices</i>	
<p>3. Measures to <b>involve parents</b> to help prevent bullying and violence and in the establishment of a safe and secure learning environment:</p>	<ul style="list-style-type: none"> <li>• Taking actions towards a common understanding of violence, intimidation and their impact with parents (providing definitions)</li> <li>• “Bullying: What Parents Can Do” brochure (Sunburst Visual Media, <a href="http://www.sunburstvm.com">www.sunburstvm.com</a>)</li> <li>• Make parents aware of the information available on MELS microsite <a href="http://www.irightthewrong.com">www.irightthewrong.com</a></li> <li>• Providing a clear and accessible document that explains the action plan to parents and the school’s position on this issue.</li> <li>• Providing links where parents can access more information through the school web-site</li> <li>• Communicating through various means (newsletters, meetings, web-site…) &amp; encouraging parents to openly communicate with teachers, administration, daycare, or any other relevant staff member.</li> <li>• Involving parents in finding solutions (parents of the victims and the perpetrators)</li> <li>• Parent involvement in school life</li> <li>• Specification of the expectations regarding the role of parents of victims, witnesses or bullying students (see Appendix B)</li> <li>• Reminder note to differentiate between bullying cases and conflict situations (see Appendix C)</li> </ul>	
	<p><b>Practices to enhance or to establish</b></p>	<p><b>Follow up with the distribution of the centrally prepared ETSB booklet for parents once it is received.</b> <b>Offer workshops to parents.</b></p>
<p>4. Applicable ways to <b>describe</b> or to <b>make a complaint</b> concerning an act of bullying or violence and, in particular, to <b>denounce</b> the use of social media or communication technologies for cyberbullying:</p>	<ul style="list-style-type: none"> <li>• By email to <a href="mailto:christodoulopoulosa@etsb.qc.ca">christodoulopoulosa@etsb.qc.ca</a> or <a href="mailto:mccourtp@etsb.qc.ca">mccourtp@etsb.qc.ca</a></li> <li>• By phone to Vice-Principal (A. Christodoulopoulos) or Principal (P. McCourt) at 819-562-3515.</li> <li>• Complete and submit a Report Form, include name or submit anonymously</li> <li>• Locked “Stop Bullying” mailboxes to receive complaints</li> <li>• Procedures for confidential reporting of an event as outlined in the Appendices for students, parents &amp; staff (see Appendices)</li> <li>• Reporting procedures are shared with all staff, are posted on the school web-site (in form of Action Plan and Appendices) and the school newsletter is used to direct people to this information on the web-site, or by contacting the administration.</li> </ul>	
	<p><b>Practices to enhance or to establish</b></p>	<p><b>Ensure the “Stop Bullying” Boxes are verified regularly.</b> <b>Continue to encourage the reporting of bullying or violence.</b></p>

Action Plan Initiatives to prevent Bullying and School Violence	<i>Current practices</i>	
<p>5. <b><u>Actions which must be taken when an act of bullying or violence is noticed</u></b> by a student, a teacher, another member of the school staff or by some other person:</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>• 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 SES Action Plan &amp; appendices &amp; ETSB policy)</li> <li>• Actions for parents (parents of victims, witnesses and perpetrators) (refer to SES Action Plan &amp; appendices &amp; ETSB policy)</li> <li>• Organizing a support group for the students involved or specific follow-up by ETSB professionals where needed</li> <li>• Refer to external organizations that may offer additional support where needed and available</li> </ul>	
	<b><i>Practices to enhance or to establish</i></b>	<b><i>Continued measures to promote awareness and the consistent application of all steps of the Action Plan.</i></b>
<p>6. Measures to <b><u>ensure the confidentiality</u></b> of any description and/or complaint concerning an act of bullying or violence:</p>	<ul style="list-style-type: none"> <li>• Locked “Stop Bullying” mailboxes</li> <li>• Confidential email to the Vice-Principal or Principal</li> <li>• Professional confidentiality required by all ETSB employees</li> <li>• Confidentiality of Law 56 Office Case Records maintained under lock in the Office.</li> <li>• Procedures for confidential reporting of an event (as outlined in the Appendices): <ul style="list-style-type: none"> <li>○ for students</li> <li>○ for staff members</li> <li>○ for parents</li> <li>○ for a person outside of the school</li> </ul> </li> </ul>	
	<b><i>Practices to enhance or to establish</i></b>	<b><i>Verify the durability of the locked “Stop Bullying” boxes and modify if needed.</i></b>

Action Plan Initiatives to prevent Bullying and School Violence	<i>Current practices</i>	
<p>7. <b>Measures of support and follow-up offered</b> to a student <b>victim</b> of an act of bullying or violence as well as to a <b>witness</b> or <b>perpetrator</b> of such an act:</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> <li>○ Engaging the victim in identifying actions the perpetrator might take in showing their genuine regret and/or commitment to stop the bullying or violent behaviour</li> </ul> </li> <li>• Educational measures for the perpetrator with respect to remediation and making amends, such as: <ul style="list-style-type: none"> <li>○ Encouraging/requiring the individual to take measures to publically restore the individual's reputation</li> <li>○ Offering a written or verbal apology (privately or publically)</li> <li>○ Engage the perpetrator in activities to see from the victim's perspective</li> <li>○ Writing a personal reflection on the events that occurred and present this reflection to those involved</li> <li>○ Engage the perpetrator in identifying actions he/she might take in showing the individual their genuine regret and/or commitment to stop the bullying or violent behaviour</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> <li>○ Taking measures to be aware of underlying needs of the perpetrator that may have contributed to this behaviour and seeking support for these needs</li> </ul> </li> <li>• For students who are frequently involved in incidents of violence or bullying, or other disagreeable events, either as victims or as perpetrators: <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</li> <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 where needed and feasible</li> </ul>	
	<p><i>Practices to enhance or to establish</i></p>	<p><i>Identify how to more readily access services for our students – both internally and externally – continue to seek required resources.</i></p>

Action Plan Initiatives to prevent Bullying and School Violence	Current practices	
<p>8. <b>Applicable disciplinary measures</b> specifically with regard to the acts of bullying or violence <b>according to the seriousness or the repetitive nature</b> of these acts:</p>	<p>Disciplinary measures, conciliatory and remedial acts are aligned with the school Code of Conduct and favour a developmental approach. Disciplinary measures could include, but are not restricted to:</p> <ul style="list-style-type: none"> <li>• Consequences relevant to the act</li> <li>• Restricting freedoms in line with demonstrated ability to act responsibly and in a trustworthy manner</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>• Extended out of school suspension pending safe school assessment, necessary interventions, collaboration of the family, and recommendation by a team involving administration and at least one professional that reintegration should be safe for all</li> <li>• Police complaint</li> </ul>	
	<p><b>Practices to enhance or to establish</b></p>	<p><b>Continue to seek additional services (both internal and external) to support application of this Action Plan.</b></p>
<p>9. <b>Follow-up which must be given</b> to any description and to any complaint concerning an act of bullying or violence:</p>	<ul style="list-style-type: none"> <li>• Actions to maintain ongoing cooperation with parents</li> <li>• Checking in with the individuals involved to make sure that acts of violence and bullying have ceased</li> <li>• Communicating with the parents and students involved, according to confidentiality procedures</li> <li>• Following school procedures with regards to the events and interventions</li> <li>• Effective and confidential record keeping of all reports</li> <li>• Use of administrative checklist (refer to SES &amp; ETSB Action Plan)</li> </ul>	
	<p><b>Practices to enhance or to establish</b></p>	<p><b>Continue to perfect record keeping practice and the documentation of interventions.</b></p>