



# ANTI-BULLYING AND ANTI-VIOLENCE PLAN

Let's work on it together!



Approved by the governing board on : October 2, 2019

School's name : Poltimore Elementary School	<input checked="" type="checkbox"/> ELEMENTARY SCHOOL <input type="checkbox"/> SECONDARY SCHOOL	Date : October 2019	Number of students : 39	Principal : Amy Curry School staff member responsible for coordinating the team's work:
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Committee Members : Amy Curry, Melanie Hogan, Anita Snelgrove Amanda Last, Tasha Lebel, Lisa Cheslock, Emily Cheslock

**Accomplishments and celebrations of 2018-2019:**  
Students completed the OurSCHOOL, Focus on conflict resolution, flexible seating implemented to improve classroom climate

## Analysis of the situation

**Accomplishments and celebrations of 2018-2019 :**  
Reinforcement and recognition of the Tribes agreements, completion of OurSCHOOL survey

**Critical findings from the data obtained from the OurSCHOOL survey**

**2019:**

- The washrooms and outside continue to be hot-spots for bullying and conflict
- Recess is the most likely time for incidents of bullying to occur
- Students would like more opportunities for organized activities during recess
- Students enjoy flexible seating in their classrooms

### **What is Bullying?**

Dan Olweus, creator of the Olweus Bullying Prevention Program, provides this commonly accepted definition for bullying in his book, *Bullying at School: What We Know and What We Can Do*. Therefore, the definition of “bullying behaviours” at Poltimore Elementary School is:

"A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself."

### **This definition includes three important components:**

1. Bullying is aggressive behaviour that involves unwanted, negative actions.
2. Bullying involves a pattern of behaviour repeated over time.
3. Bullying involves an imbalance of power or strength.

### **Types of Bullying:**

Bullying can take on many forms:

1. Verbal bullying including derogatory comments and name calling;
2. Bullying through social exclusion or isolation;
3. Physical bullying such as hitting, kicking, shoving, and spitting;
4. Bullying through lies and false rumours;
5. Having money or other things personal property/belongings/possessions taken or damaged by students who bully;
6. Being threatened or being forced to do things by students who bully;
7. Racial bullying;
8. Sexual bullying, harassment, unwanted advances, inappropriate touching; and
9. Cyber-bullying (bullying behavior via cell-phone, Internet, etc...).

**Analysis of the situation/Responsibilities**

### **School Community Responsibilities**

At Poltimore Elementary School there is a culture where effective programs and policies communicate to all students and staff the message that bullying-type behaviour will not be accepted or tolerated.

#### **Responsibilities of staff:**

- To act as appropriate role models for all staff and students;
- To take every precaution to ensure that students are supervised at all times;
- To reinforce the message that bullying is not accepted or tolerated;
- To be observant of signs of distress or suspected incidents of bullying;
- To treat all reports or observed incidences of bullying seriously by reporting them immediately to the appropriate administrator
- To provide and foster an environment where students feel they can speak to staff about their concerns.

#### **Responsibilities of students:**

- To behave appropriately, respecting individual differences and diversity – to take a stand against bullying;
- To participate in anti-bullying peer and counselling groups;
- To attend anti-bullying information/training and support workshop/assemblies;
- To report and inform (parents/guardians, school staff, friends) if they are being bullied or if they see someone else being bullied –whether it occurs at school or away from school;
- To help someone who is being bullied by taking a stand – reporting and supporting;
- To stand up and help someone being bullied.

Students can expect that their concerns will be responded to by the school staff and that they will be provided with appropriate support (for both the victims of and those responsible for the behaviour).

### **Responsibilities of parents:**

- To watch for signs that their child may be the victim of bullying;
- To watch for signs that their child is exhibiting bullying behaviour;
- To speak to a Support Staff, Supervisor, Teacher, or the Administrator if their child is being bullied, or if they suspect that this is happening;
- To seek advice from a Staff member or Principal if they suspect that their child is bullying others;
- To encourage open conversations with adults if they are bullied or suspect others are bullying;
- To encourage their children to tell a responsible adult if they are bullied.

**Annual goals**

Component	2019-2020 Goals	Strategies and tasks	Indicators	Evaluation method
School-Wide	<p>The school will provide more opportunities for organized activities and clubs at recess.</p>	<ul style="list-style-type: none"> <li>• Survey students for ideas for clubs and activities</li> <li>• Use of Vitality grant to offer specialized programming to meet student needs and interests throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Decreased incidents of bullying and conflict during recess time</li> <li>• Increased enjoyment and engagement of students during recess times</li> <li>• Development/discovery of new skills and talents for students</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Survey of students mid and end of year to determine impact of clubs</li> </ul>
Classroom/ School-Wide	<p>The school will have continue to have monthly themes directly tied to the Tribes Philosophy (Appreciations/No Put Downs, Participation/Right to Pass, Mutual Respect, Attentive Listening). Monday morning’s teachers will facilitate a short community circle, asking essential questions that relate to the month's topic. Teachers will be coached on the community circle model so that all staff understands the procedure. Each month we will continue to award monthly certificates that relate to the monthly theme. Monthly themes:                      October – Attentive Listening                      November – Mutual Respect                      December – Participation/Right to Pass                      January – Appreciation/No Put Downs                      February – Attentive Listening                      March - Mutual Respect                      April - Participation/Right to Pass                      May - Attentive Listening                      June - Appreciation/No Put Downs</p>	<ul style="list-style-type: none"> <li>• List of monthly themes – Looks Like/Feels Like/Sounds Like Chart in all classrooms</li> <li>• Admin communication once a week in weekly agenda</li> <li>• Communicate themes with parents in the newsletter</li> <li>• Teachers hold weekly community circles</li> <li>• Teacher awards at whole school monthly assembly</li> <li>• Administrator recognition, picture and post in the lobby</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease in bullying incidents outside on the playground</li> <li>• Students have a voice and a place to have questions answered</li> <li>• School wide monthly common themes are implemented in class meetings</li> <li>• Assemblies where everyone values celebrations</li> <li>• Focus on positive behaviors and how to act</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Review/ discussion at every meetings</li> <li>• Memos</li> <li>• Regular classroom meetings throughout the school on common themes</li> </ul>

<p><b><u>Prevention measures</u></b> to put an end to all forms of bullying and violence</p>	<p>Measures to <b><u>encourage parents to collaborate</u></b> in preventing and stopping bullying and violence and in creating a healthy and secure learning environment</p>	<p>Procedures for <b><u>reporting, or registering a complaint concerning, an act of bullying or violence</u></b></p>	<p><b><u>Measures to protect the confidentiality</u></b> of any report or complaint</p>
<ul style="list-style-type: none"> <li>Reporting procedures have been implemented to ensure early identification of potential victims so that these students can receive the support, protection, education and when appropriate requests for therapy made.</li> <li>Reporting procedures have been implemented to ensure early identification of students prone to bullying or violent behaviours so that these students can receive appropriate interventions required to support change in their behaviour.</li> <li>Regular class meetings are held where students may explore the phenomena of bullying, the forms it may take, the roles that various people play in bullying, the critical role of the bystander and the strategies/actions to intervene in the situation are discussed and practiced.</li> <li>All staff members have been trained to intervene immediately in a situation of bullying or violence and of the Do's and Don'ts when intervening.</li> <li>All staff members have been trained on proper procedures for dealing with a reported or a suspected incident of bullying.</li> </ul>	<ul style="list-style-type: none"> <li>The OBPP and the Anti-Violence/Anti-Bullying Plan will be presented at a Governing Board meeting and posted on the school website. At other parent functions materials will be visibly available. At some meetings with classroom teachers and parents the 3 key OBPP Classroom components will be discussed with parents.</li> <li><b>Parents of a child who is victimized</b> will be contacted as soon as a potential pattern of victimization is identified and will be asked for any observations of behaviour change at home. In addition parents will be informed of the school's intervention and support that will be given to their child. The parents will be contacted periodically to ensure that interventions put in place have been successful. (OBPP Teacher's Guide Chapter 8) Parents will be encouraged to contact the principal or their delegate should they have any concerns, information or questions. The message that the school wishes to partner with them to ensure that their child is safe and happy at school will be clearly stated. A Parent Tip Sheet for Talking with their child will be given to the parent(s).</li> <li><b>Parents of the child who is bullying or violent towards others</b> will be contacted by the school principal or their designate to inform the parents of their child's behaviour. Consequences imposed will be discussed with the parent and when appropriate parents will be requested to come into the school for a meeting. Parents will be encouraged to contact the principal or their designate should they wish to discuss the situation further, have questions, have information or would like further advice and/or support. In such a situation the school will inform the parent of services available and may make contact on the parent's behalf if requested. A Parent Tip Sheet for Talking with their child will be given to the Parent(s).</li> <li><b>Parents of a bystander who is actively involved</b> in supporting the perpetrator will be contacted to inform them of their child's involvement and to inform of the consequences that have been given. A Tip Sheet for Parents of Bystanders is sent home. Parents are requested to inform the school of any information their child may share with them regarding the incident that would be helpful.</li> <li><b>Parents of a student who has witnessed a disturbing incident but was not actively supporting the perpetrator</b> will be</li> </ul>	<ul style="list-style-type: none"> <li>When a student witnesses an act of bullying or violence, the student may intervene if comfortable and where there is no threat of harm. Possible intervention strategies for students are discussed in class meetings. Regardless of whether students intervene or not <b>they must report the incident to an adult at school and an adult at home.</b> Intervention strategies will be discussed with bystanders when the principal or their delegate meets with the bystanders (when deemed appropriate)</li> <li>When a teacher or other staff member witnesses an act of bullying or violence they must intervene immediately using the 6 step Intervention Approach if there is no threat to their personal well-being.</li> <li>911 will be called if warranted.</li> <li><b>Complaint</b> For each complaint received, the principal shall send the director general of the school board a summary report on the nature of the incident and the follow-up measures taken.</li> </ul>	<ul style="list-style-type: none"> <li>Any reports or complaints concerning acts of Violence or Bullying are strictly confidential. Reporting sheets, once received by the Principal (or other designated person) are kept in a secure file, under lock and key, along with any other document(s) relating this incident. Only the Principal (or their designate) may access the secure file.</li> <li>Any report or complaint made by a third party, including a parent or a student, that is documented or entered into an electronic filing system by a school staff member, shall not include the name of the person making the report or complaint.</li> <li>Any report or complaint entered into an electronic filing system (GPI) may only be accessed and viewed by the person entering the report or complaint and by the school Principal (or their designate).</li> <li>Only the information pertaining to their own child may be shared by school staff with parents or guardians. Information relating to other parties involved in the incident will not be.</li> <li>Any staff member that is involved in any way in an</li> </ul>

	<p>contacted to inform them of the situation and the actions the school has taken to support their child.</p>		<p>investigation following a report or complaint will take all measures necessary to protect its confidentiality.</p> <ul style="list-style-type: none"> <li>• Staff members will be informed and periodically reminded of their obligation to protect the confidentiality of any report or complaint concerning an act of bullying or violence.</li> </ul>
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<p><b><u>The actions to be taken</u></b> when a student, teacher or other school staff member or any other person <b>witnesses an act of bullying or violence</b></p>	<p><b>Supervisory or support measures</b></p>			<p><b><u>Specific disciplinary &amp; reporting sanctions/procedures according to their severity or repetitive nature</u></b></p>
	<p><i>For the victim</i></p>	<p>for <i>witnesses</i></p>	<p>for the <i>perpetrator</i></p>	
<ul style="list-style-type: none"> <li>• When a student witnesses an act of bullying or violence, the student is may intervene if comfortable and where there is no threat of harm.</li> <li>• Possible intervention strategies for students are discussed in class meetings.</li> <li>• Regardless of whether students intervene or not <b>they must report the incident to an adult at school and an adult at home (OBPP Rule #4)</b>. Intervention strategies will be discussed with bystanders when the principal or their delegate</li> </ul>	<ul style="list-style-type: none"> <li>• The student will meet with the appropriate individual (teacher they are closest to, principal or their delegate) to discuss the situation and to learn further information about bullying incidents.</li> <li>• The student will be guaranteed confidentiality to ensure they feel safe about discussing the incidents and are not anxious about possible retaliation from the student who is bullying them.</li> <li>• The student is informed the follow-up that will occur with the student(s) involved. The student is informed that their parent(s) will be informed of the situation. The student's input is sought as to measures</li> </ul>	<ul style="list-style-type: none"> <li>• The principal or their designate may meet with the bystanders individually or in a group depending on the circumstances.</li> <li>• When students actively support the child who bullies, the principal or their designate meets with the individual student to discuss their behaviour, the School Rules and the consequences that will be imposed for their active role.</li> <li>• Future expectations for the student will be discussed and the student is informed that their parent(s) will be informed of the situation.</li> </ul>	<ul style="list-style-type: none"> <li>• The perpetrator will be met with after a discussion has been held with the victim and the bystanders to ensure that the intervening adult has an accurate understanding of the situation.</li> <li>• The perpetrator is given the opportunity to explain from their perspective.</li> <li>• The perpetrator is informed of their knowledge of the incident, that the rules have been broken and what the consequences will be.</li> <li>• The perpetrator is informed that his/her parent(s) will be contacted</li> <li>• The perpetrator is asked how they will ensure that this does not happen again.</li> </ul>	

<p>meets with the bystanders (when deemed appropriate)</p> <ul style="list-style-type: none"> <li>• When a teacher or other staff member witnesses an act of bullying or violence, <b>they must intervene immediately if there is no threat to their personal well-being.</b></li> <li>• If appropriate 911 will be called.</li> </ul>	<p>that could be implemented immediately to support the student.</p> <ul style="list-style-type: none"> <li>• The student is met with several times to ensure that the bullying has stopped.</li> <li>• The student is encouraged to report any future incidents and is reminded that Rule#4 also applies to them.</li> <li>• Appropriate staff is informed to ensure that supervision of the individual is increased to ensure their safety.</li> <li>• If additional resources to support the student are deemed appropriate the principal or their designate will ask the parent(s) to follow-up (counselling etc.)</li> </ul>	<p>Future consequences will be discussed should another similar incident occur.</p>	<ul style="list-style-type: none"> <li>• The principal or their delegate will inform the perpetrator and parent(s) that should any future incidents occur that the consequences will be more severe.</li> <li>• Regular follow-up with the perpetrator occurs to ensure the bullying has stopped.</li> <li>• Appropriate staff members are informed to ensure the perpetrator is closely supervised and their behaviour redirected when appropriate.</li> </ul>	
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