



COMMISSION SCOLAIRE  
**Eastern Townships**  
SCHOOL BOARD

## Anti-Bullying and Anti-Violence Plan (2019-2020)

### Alexander Galt Regional High School



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

This anti-violence and anti-bullying plan is inspired by the values of the educational project of the school.

### At Alexander Galt, We Value:

- A sense of safety, security and mutual respect.
- A sense of belonging for all.
- A positive attitude.
- Being part of a positive peer group.
- Challenging all to be their best and providing the support needed.**
- Growth in many ways as a well-rounded person.
- The demonstration of, and the value of, growth and effort.
- Good grades defined by progress, not a number.
- Choice and the variety of options.
- Extra-curricular opportunities and involvement.
- Equal opportunities to participate and to live success.
- World awareness and a global outlook.
- Ownership of behaviour and accountability.**

### Committee's Mandate:

- To elaborate, apply and evaluate the anti-bullying and anti-violence plan.

### Conditions that support the development and implementation of the plan:

- Develop a base of knowledge for all school community stakeholders of the ABAV plan. This may include the roles and responsibilities of each member in recognizing, reporting and how to follow up on incidents of intimidation.

### Actions to be taken in order to mobilize every school staff member with respect to bullying and violence:

- Information session, for every staff member, on the definition, reporting, and follow-up on the anti-bullying and anti-violence plan.
  
- Stressing the importance of a collective view and application of the code of conduct from all community members

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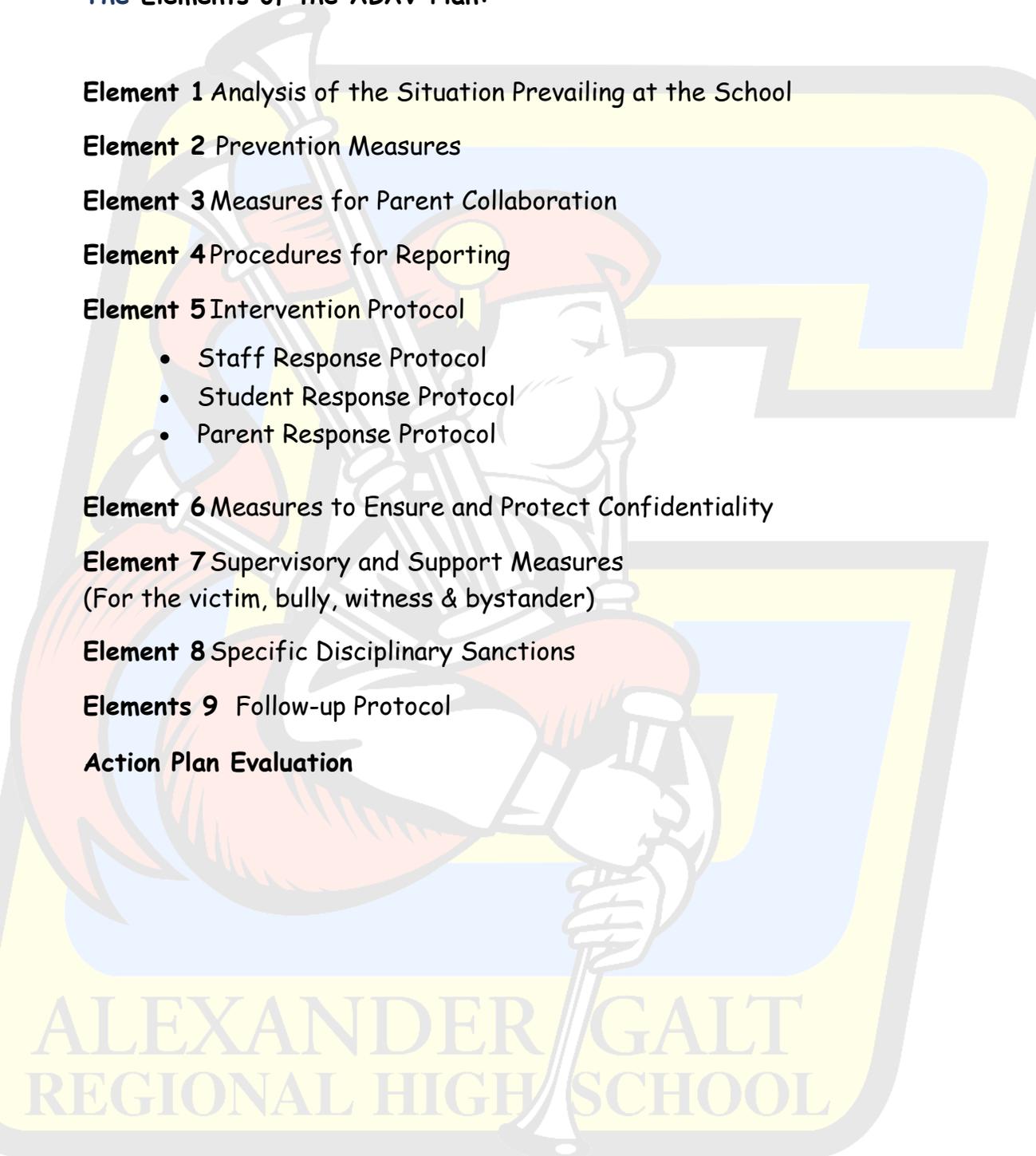
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# Definition of Bullying and Violence

## Bullying:

The word "bullying" means 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:

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

- 
- |                  |   |
|------------------|---|
| <b>Element 1</b> | An analysis of the situation prevailing at the school with respect to bullying and violence;  |
| <b>Element 2</b> | 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;        |
| <b>Element 3</b> | Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment;  |
| <b>Element 4</b> | 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 the 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.

**Element 1: ANALYSIS OF THE SITUATION PREVAILING AT THE SCHOOL WITH RESPECT TO BULLYING AND VIOLENCE**

**School Portrait**

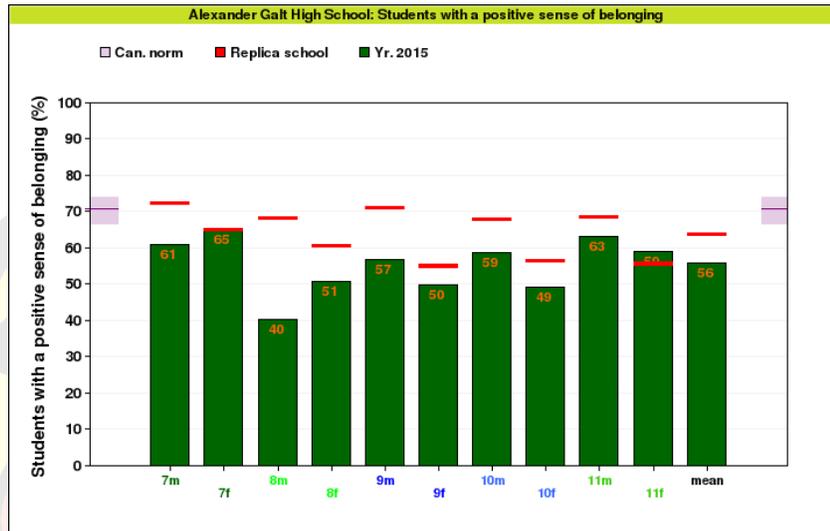
- ❑ Student population: 942 Students (including 32 international students)
- ❑ Staff Members: 100
- ❑ Four administrators assigned to the school (3 Vice-Principals)
- ❑ Students arrive from 9 different Elementary schools

**Analysis**

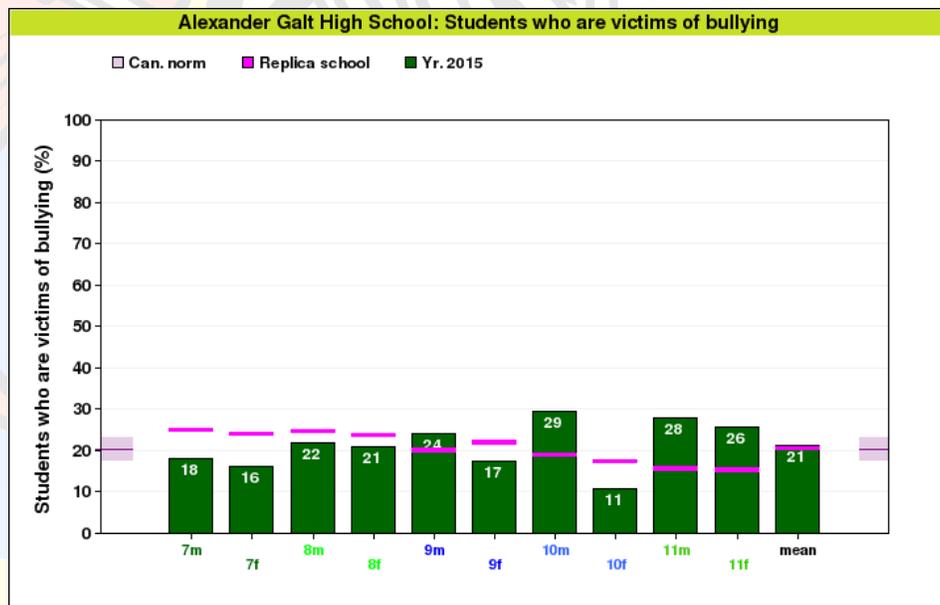
An analysis of the situation prevailing at the school with respect to bullying and violence is conducted each year by using the following indicators:

- ❑ Review and analysis of Bill 56 Annual Report (Frequency of reported bullying and /or violence related incidences)
  - 111 incidents of intimidation have been reported during the 2017-2018 school year (34 physical, 61 verbal, 5 written and 11 cyber)
  - 51 incidents of violence (36 physical, 9 verbal, and 6 cyber)
- ❑ Results from the latest *Our School Survey* (formerly-"Tell Them From Me").

## Students with a positive sense of belonging - 2015

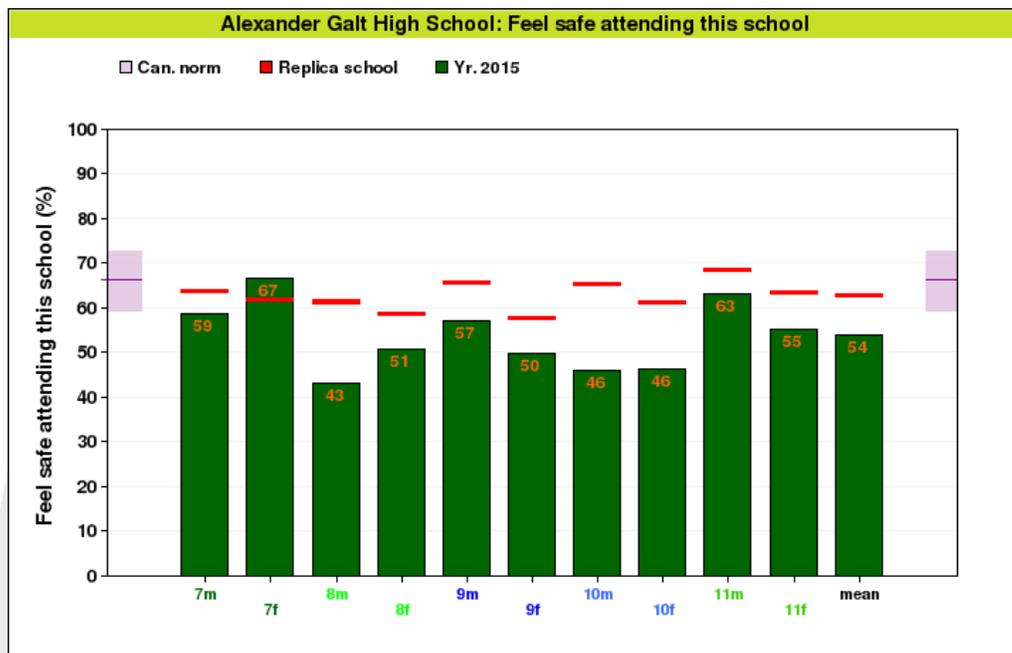


## Students who are Victims of Bullying - 2015



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## Feel Safe Attending Alexander Galt - 2015



### Priorities: Ownership of behaviour and accountability

**Objective 1: To reduce recidivism with respect to acts of bullying and violence from 21% to 15% by June 2020.**

#### Means:

- Work session involving the school staff focusing on shared ownership in addressing these types of incidences
- Mandatory lunch time information sessions for small groups of students who have adopted bullying or violent behaviours (Academic blocks could also be used)
- Classroom information sessions on cyber-bullying offered by the Sherbrooke Police (Priorities set by level: done towards the beginning of the year)
- Meetings with the community liaison police officer to address major incidences of violence for which there have not been any charges laid.
- Filing police reports when students infringe the law, by committing acts of violence (after school session with the police officer to clarify our rights and acts of violence)
- Individual support and guidance to victims and aggressor offered by Student Services
- Ensure follow up procedures related to bullying

- ❑ Student services connecting vulnerable students to external services to address the root of their behaviours, frustration and anger.

**Objective 2: To increase the number of students feeling safe at school from 54% to above the Canadian norm (64%).**

**Means:**

- ❑ Making reporting incidences of violence and intimidation more accessible to staff and students.
- ❑ Provide increased support to targeted victims (Students services, mentor support, community Police officer...etc)
- ❑ Training supervisors on school polices and how to optimally address situations of violence and intimidation.
- ❑ Ensuring a more complete follow-up regarding bullying with victims and parents.
- ❑ Encouraging acts of restitution of aggressors towards victims (indirect or indirect- Verbal Apology, acts of kindness...etc).
- ❑ Informing parents about the role they play in helping their child feel safe at school (short presentation on meet the teacher night, orientation night as well as information being shared via email)
- ❑ Increase number of student activities during unstructured time (intramurals, clubs...etc)
- ❑ Offering classroom sessions focusing on violence prevention and anger management

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## 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 handicap or a physical characteristic include:

### Current Practices: (in addition to means mentioned above)

- Targeted interventions (mediation, education) for specific groups of students with our community liaison police officer and other organizations (Le Pont, etc.)
- Bullying sensitization sessions provided by student services
- Assemblies (Term 1) to inform and remind the school community of the school's ABAV plan and the rights of responsibilities of all stakeholders
- Letters sent home to parents of aggressors with an excerpt from the Education Act to inform of the legalities of bullying situations in the school setting

### Practices to Enhance:

- Making more accessible and user friendly reporting forms for students and staff.
- As a staff, identify our collective commitments regarding adult behaviours in the application of the anti-bullying and anti-violence plan.
- Strive for clarity in roles and expectations, targeting 2 specific targets related to school violence and bullying with a defined plan of action per year.

## Element 3 MEASURES FOR PARENT COLLABORATION

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 behaviours 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.

### **Current Practices:**

- The Application of the Bill 56 Protocol & Forms document.
- Distribution of the ETSB Parent Brochure and the Protocol and Forms document.
- Meetings with parents (ad hoc and re-entry) & seeking their input and collaboration.
- Re-entry contracts.
- Assistance to parents in accessing external support/agencies.
- Meetings between police and parents for specific cases.

### **Practices to Enhance:**

- The ABAV Plan will be explained and made available to parents/guardians; it will be posted on the school website, under the tab ABAV.
- The School's Code of Conduct will be communicated with the parents.
- Communications to parents and the greater community relevant to the healthy and secure learning environment.

## **Element 4 PROCEDURES FOR REPORTING**

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

### **Current Practices:**

- Application of the procedures outlined in the ETSB-Alexander Galt Bill 56 Protocol & Forms document.

### **Practices to enhance:**

- Ensure all stakeholders are aware of the reporting protocol.
- Review the forms from the Bill 56 Protocol & Forms document and update as deemed necessary to facilitate their ease of use and application.

### **New practices to be established:**

- Digitization of all reporting forms.

## 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.

**Current Practices:** (Refer to the witness reminder lists in the ETSB-Galt Bill 56 Protocol & Forms document for the detailed lists)

- Demand the behaviour to stop, denouncing the behaviour and not the individual.
- Steer toward the desired behaviour.
- Separate aggressor(s) and victim(s).
- Verify the well-being of those involved (as well as witnesses depending on the situation) and inform the victim(s) and the aggressor(s) of next steps and what can be expected.
- Document the event (time/date, place, actions of those involved, potential witnesses, attempted interventions of staff), completing the relevant report form and submitting it to the House Office.

**Practices to enhance:**

- Work to support greater alignment and consistency of application.

**New practices to be established:**

- Review and digitization of report forms.

## Element 6

### MEASURES TO ENSURE AND PROTECT CONFIDENTIALITY

#### Current Practices:

- Direct emailing of reports to the Vice-Principal.
- Confidential disclosure to a staff member or parent who can assist in the completion and confidential submission of the report to the Vice-Principal.
- Submission of hard copy to the Vice-Principal directly or via another staff member.
- All report forms kept in confidential file at the house office

#### Practices to enhance:

- Digitization of the forms.
- Establish a specific Law 56 email (this would need to flag to VP inbox...)

## 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.

#### Current Practices:

##### For the victim:

- Measures to protect (separation from the aggressor; establishment of safe locations/zones; buddies/staff shadows...).
- A climate of trust and confidence.
- Support in integration where relevant.
- Mediation where desired/relevant.
- Support in advocacy/accompaniment through process.
- Referral and accompaniment in filing police charges where merited.
- Support from Student Services and/or external agencies where relevant and desired.

**For the perpetrator:**

- Denouncing the behaviour not the individual.
- Educational approach to remediation and making amends.
- Growth mindset.
- A climate of trust and confidence.
- Guiding toward ownership of behaviour and accountability.
- Support/interventions to develop conflict resolution and/or anger management skills; self-regulation training and tools.
- Relevant consequences.
- Support in reintegration and moving forward.
- Support from Student Services and/or external agencies where relevant and accepted.
- Establishment of an intervention plan.

**For witnesses:**

- Support from student services where relevant.
- A climate of trust and confidence.
- Steps to protect the confidentiality of the reporting individual(s).
- Provision of a support group for students involved where relevant.

**Practices to enhance:**

- Greater utilization of Le Pont services.

**New practices to be established:**

- More in-depth, consistent and reliable service from the Police (Contract to have Police presence one day a week)

## Element 8      **SPECIFIC DISCIPLINARY ACTIONS**

### **Current Practices:**

- Parents of victim and aggressor contacted with interventions that will be put into place
- Aggressors will receive an official letter of warning, highlighting the specific legalities of Bill 56
- Aggressors may be assigned an internal or external suspension
- Aggressors may be subject to specific terms of re-entry contract which may include: limited access to free periods, limited spaces to remain for those free periods, partial re-integration, mandatory sensitization sessions with student services, mandatory mediation sessions with community liaison police officer, alternative service plans (student may receive home services for a time period)

### **Practices to enhance:**

- Continued development of preventative sessions with outside organizations such as Le Pont supported by community liaison police officer

## Element 9      **FOLLOW-UP PROTOCOL**

The principal or their designate will ensure that each incident was properly followed up on and documented.

### **Current practices:**

- The school administrator or delegate will inform you that the report has been received and that follow-up will ensue.
- The school administrator or delegate will verify if the understanding of the situation corresponds to what you have observed.
- The school administrator or delegate will contact the parents of the victim and the perpetrator (highlighting the interventions in place and the expectations).

The school administrator or delegate will contact the victim's parents within a reasonable time period after the interventions have been put into place, to inquire whether the interventions have been effective.

- The school staff member will contact the administrator or delegate who responded to the report, to inquire about actions undertaken or planned regarding the perpetrator(s) and witness(es) (measures), as well as planned support for the

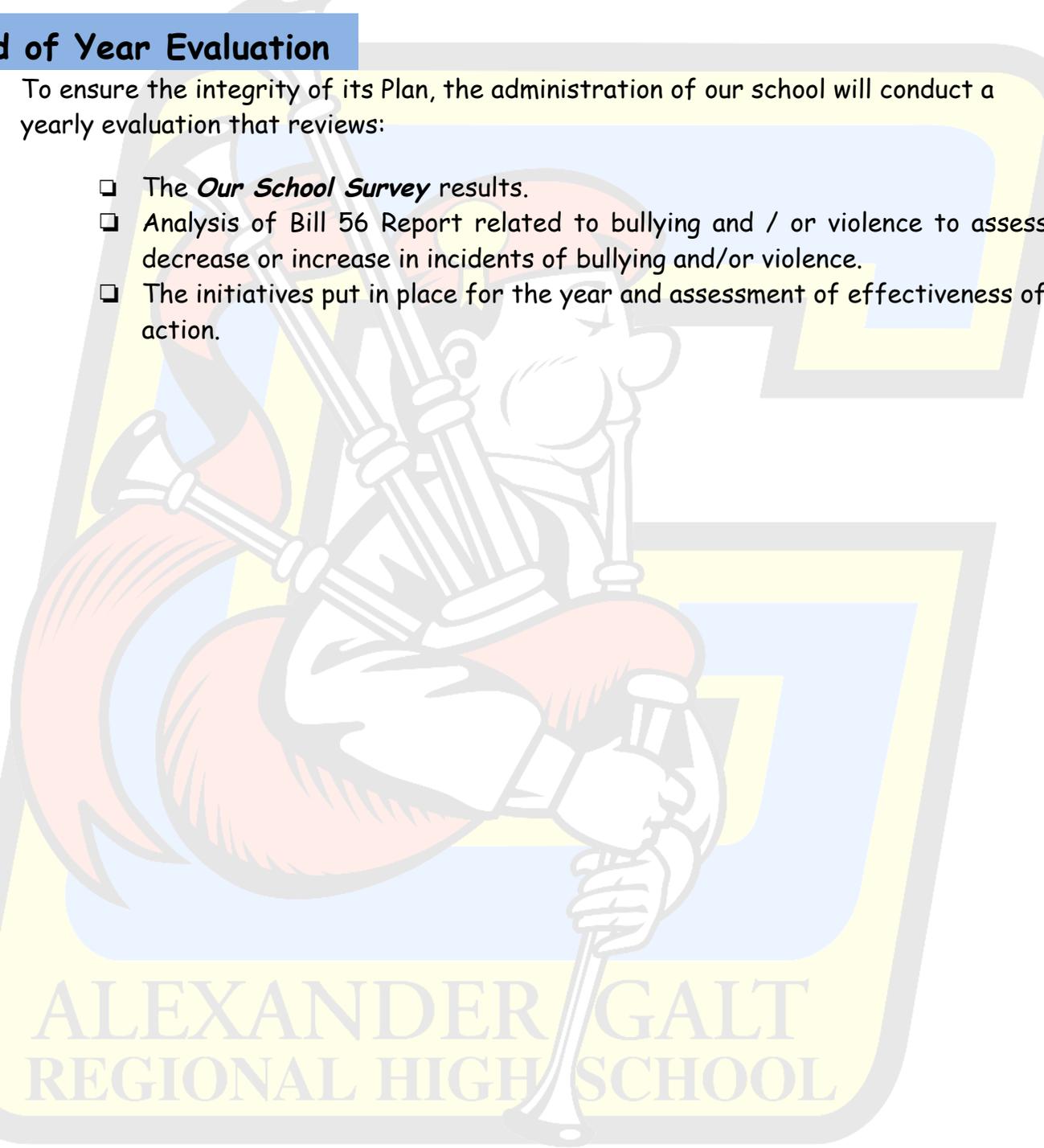
victim (safe haven, counselor support, etc.)

- ❑ The school staff member who initiated the report will check in with the victim within a reasonable period of time to ensure that bullying has stopped and if not, ensure that the victim completes and submits a report to the appropriate office.

## 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.
- ❑ Analysis of Bill 56 Report 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 action.



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# INCIDENT REPORT FORM (Intimidation / Violence)



Name of school: Alexander Galt Regional

Date of incident: \_\_\_\_\_ Date of report: \_\_\_\_\_

Name of person reporting incident: \_\_\_\_\_  
 Victim  Witness  
 Parent  Staff

## VICTIM

Full name: \_\_\_\_\_ Level: \_\_\_\_\_

Physical injury?  None  Minor  Severe

## PERPETRATOR(S)

Full name (s): \_\_\_\_\_ Level (s): \_\_\_\_\_

Accomplice(s) full name(s) (if applicable): \_\_\_\_\_

Witness(es) full name(s): \_\_\_\_\_

## TYPE OF VIOLENCE (Please check one or more.)

- Physical nature (physical assault with fists, bare hands, firearm, knife, stick, chain, theft, extortion, threats)
- Verbal, moral or psychological nature (humiliating, ridiculing, putting down, harassing, hounding, denigrating, mocking, insulting, scolding, blackmailing)
- Threat to Security (overall threat to anyone at school, carrying a firearm, knife or other, raising false alarms)
- Social (excluded, isolated, ignored, ruining or damaging a reputation, spreading rumors, gossip)
- Cyber (filming or photographing someone without their knowledge and distributing it or posting it online; posting, sending or distributing a prejudicial message, photo or video)
- Discrimination (ethno cultural, sexual orientation, gender, handicap, weight, size, personal hygiene, illness)
- Property damage (deliberately damaging personal or public property – graffiti, tags)
- Other

## SITE OF INCIDENT

- Classroom, gym, auditorium
- Washroom, lounge, cafeteria
- Hallways, stairs, elevator
- Parking lot, sport fields, school bus waiting area
- School bus
- Other (specify) \_\_\_\_\_

## OTHER INFORMATION

Frequency of incident: Isolated act  Repeat incident  One time

Imbalance of power: Yes  No  Did the victim feel threatened?  Yes  No

## COMMENTS/DETAILS

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## ACTIONS TAKEN BY STUDENTS/WITNESS/PARENTS/STAFF

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Form completed by \_\_\_\_\_ Date: \_\_\_\_\_

Form submitted to \_\_\_\_\_

