



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

Anti-Bullying and Anti-Violence Plan

2018-2019

Phoenix Alternative High School

School:



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Coordinator:

Campbell Riddle

ABAV Committee Members:

Darlene Miller, Principal

Campbell Riddle, Behaviour Technician

Sarmen Jakalian

Approved by Governing Board:

NA

Resolution:

NA



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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 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

- 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 or 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:	NA
Student population:	45-60 students.
Other pertinent information:	Phoenix draws its student population from areas of Laval, Rosemere, Two Mountains, Sainte Marthe, Point Claire and Blainville. It therefore does not have a set socio-economic index. The number of students and the population changes throughout the year As our student population changes dramatically from one year to the other, we set goals based on the data provided by each cohort. We collect data at the end of October and again at the end of May.

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:

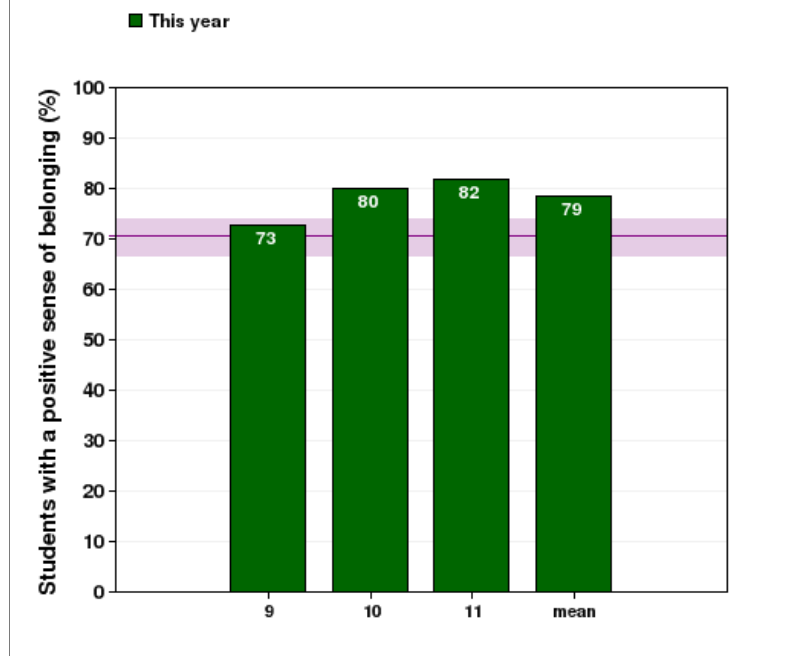
- Review and analysis of GPI / ISM (digital reporting platform) entries related to bullying and / or violence;
- Results from the latest *Our School Survey* (formerly *Tell Them From Me*).

Students with a positive sense of belonging

The OurSCHOOL measure of Sense of Belonging is based on the following set of questions:
Please indicate how much you agree or disagree with each of the following statements:

1. I make friends easily at school.
2. I feel accepted for who I am.
3. School is a place where I feel like I belong.
4. I feel accepted by other kids my age.

Phoenix Alternative: Students with a positive sense of belonging



Students who feel accepted and valued by their peers and by others at their school.

- 79% of students in this school had a high sense of belonging; the Canadian norm for these grades is 70%.

- 86% of the girls and 71% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 70% and for boys is 71%.

Observations:

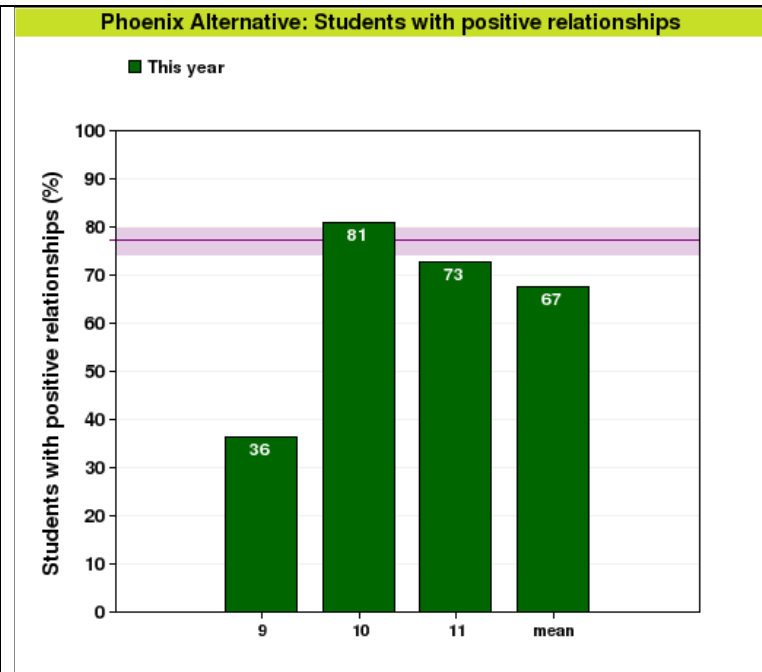
Overall our students report a positive sense of belonging. It is not surprising that the Secondary 3 students (who have been in the school for 2 months) have a lower sense of belonging. The goal is for all grades to increase their sense of belonging through the year to a minimum level of 90%

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Students with a positive relationships

Students respond to 4 Likert questions about their friendships at school. The results are reported as "the percentage of students with positive relationships".

- Do you have close friends at school that you can trust?
- I talk to a friend at school about my feelings
- I get along with others at school.
- I listen to my friends when making decisions.



Students who have friends at school they can trust and who encourage them to make positive choices.

- In this school, 67% of students had positive relationships; the Canadian norm for these grades is 77%.
- 76% of the girls and 59% of the boys in this school had positive relationships. The Canadian norm for girls is 82% and for boys is 72%.

Observations:

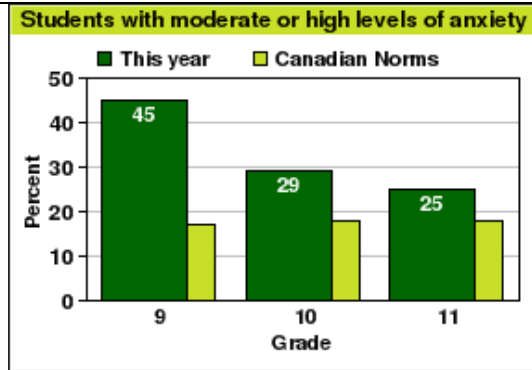
It is not surprising that our secondary 3 students report fewer positive relationships with peers. These students are new to Phoenix and are with a new cohort of students. A number of our secondary 3 students have severe social issues and have difficulties interacting in a positive manner with peers. Throughout the year the school will provide opportunities for students to mix and form friendships. Our behavior technicians will model and mediate conflict and friendship strategies. Our goal is for at least 90% of our students to report positive peer relationships by the end of the year.

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Students with moderate or high levels of anxiety

Our SCHOOL measure is comprised of the following set of statements that ask students: We would like to know how you think and feel about certain things. For each statement below, please tell us how on you feel this way.

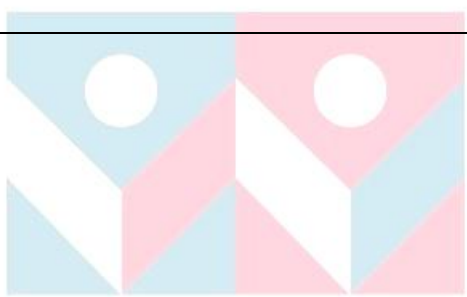
- I worry about what other students think about me.
- I am too fearful or nervous.
- I worry about people laughing at me.
- I worry about a teacher asking me a question.
- I worry more than most kids.
- I am afraid that other students will think I am stupid.



Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

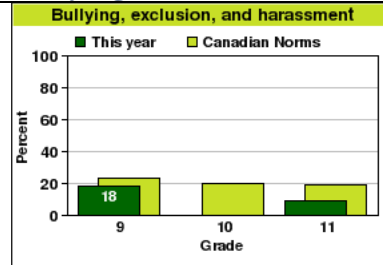
- 32% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 18%.
- 43% of the girls and 22% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 21% and for boys is 14%.

Observations: We are seeing a growing number of student referred to Phoenix for reasons of anxiety. This is one of our areas of concern for this current school year. We will be implementing a number of strategies specifically targeted to reduce student anxiety and help students learn sustainable ways of dealing with their anxiety. We plan to reduce the levels of anxiety of our cohort to that of the Canadian Norms by the end of the year.



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Bullying and Exclusion



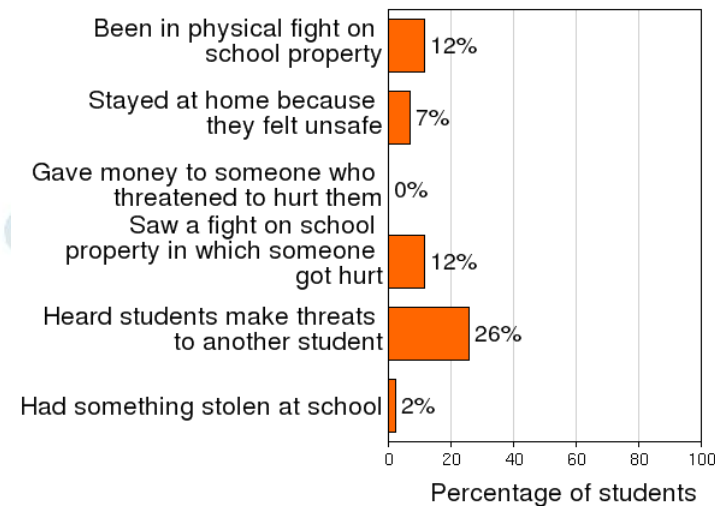
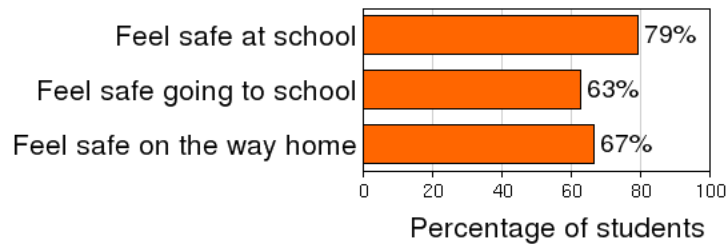
Students who are subjected to physical, social, or verbal bullying, or are bullied over the internet.

- 7% of students in this school were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 21%.
- 5% of the girls and 9% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 18% and for boys is 23%.

Students were asked whether they felt safe at school, and safe going to and from school.

Overall, 0% of girls and 4.5% of boys in Phoenix Alternative indicated that they did not feel safe at

school. A further 19% of girls and 18.2% of boys indicated a neutral position, neither agreeing nor disagreeing that they felt safe at school.



ISM DATA From September and October 2018:

During the first two months of school we reported 5 incidents of Violence / Bullying at Phoenix. These 5 incidents involved 5 perpetrators and 2 victims. Specifically there were 2 physical altercations, 1 minor physical incident, and 2 verbal incidents.

Observations:

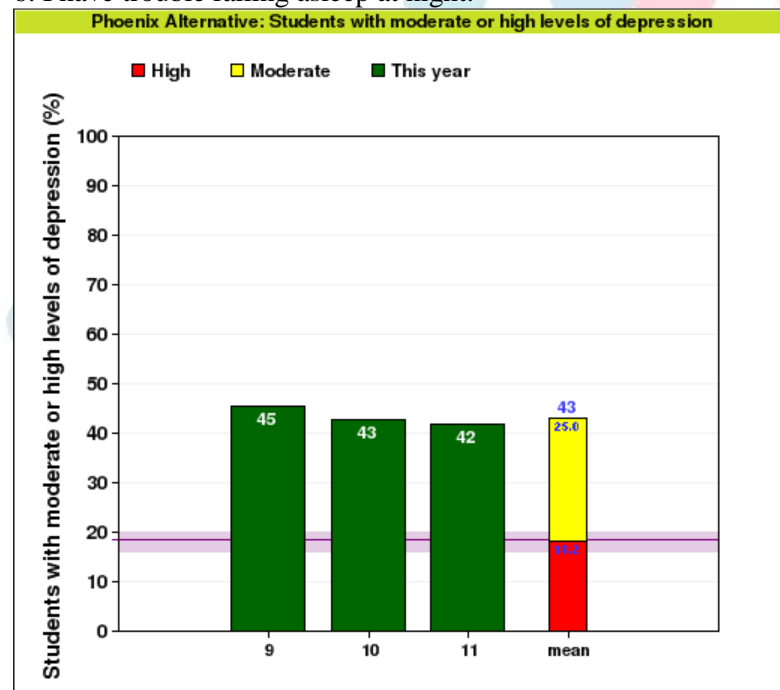
The beginning of the year is typically more tumultuous as the new cohort becomes accustomed to our routine, expectations, and each other. In particular, one new student was prone to violent outbursts, both physical and verbal, which were not directed at any student in particular, but which definitely made some students feel unsafe. This situation has improved as the student has settled in.

Given the nature of our clientele, we expect verbal and physical incidents to periodically arise. However, we do expect that, as a result of the daily interventions of staff with students in conflict, the physical and verbal escalations of behavior decrease. Moreover we expect by the end of the year no students report that they do not feel safe at school.

Depression

Depression The OurSCHOOL measure of Depression was developed with the assistance of Dr. Alexa Bagnell, Child and Adolescent Psychiatrist at the IWK Health Centre in Halifax, NS. Depression is a mental state characterized by feelings of sadness, discouragement and inadequacy that persist for long periods, from two or three weeks to several years. The OurSCHOOL measure is comprised of the following set of statements that asks students: We would like to know how you think and feel about certain things. For each statement below, please tell us how often you feel this way.

1. I feel sad or depressed.
2. A lot of things seem to bother me.
3. I feel lonely.
4. I cry without a good reason.
5. Other students seem to have more fun than me.
6. I have trouble falling asleep at night.



Students who have prolonged periods when they feel sad, discouraged, and inadequate.

- 43% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 18%.
- 48% of the girls and 39% of the boys in this school had moderate to high levels of depression. The Canadian norm for girls is 21% and for boys is 15%.

Observation: Phoenix student are reporting high rates of depression across the grade levels. We will bear this information in mind as we progress through the year. We will continue to work with families and social services with the aim of facilitating services for our students

Priorities

- Reduce levels of student anxiety
- Increase student sense of belonging

Decrease the % of students that report they do not feel safe at Phoenix



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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:

1 -	Two Behaviour Technicians will continue to intervene on a daily basis with students in crisis as well as support students in their personal growth and development.
2 -	Weekly staff meetings (SST) to problem solve issues regarding individual student behavior and address staff concerns regarding students
3 -	Regular student interventions with implicated staff addressing student conflicts, frustrations, school, and personal issues
4 -	Whole school meditation introduction during FSL. Following this students interested in continuing can attend a meditation group prior to first period for anxious students
5-	An open and trusting relationship with all staff which allows students to voice their concerns and work through key issues
6 -	Pet therapy twice a month
7 -	Increase Art Therapy by a licensed art therapist from one day to two days per week
8 -	Creation of an Anxiety group at lunch
9 -	Phoenix Family Feasts on Friday where students and staff sample ethnic cuisine thus creating and strengthening relationships
10 -	Monthly school outings to foster staff-student and student-student positive relationships

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.

1. The School's Code of Conduct will be communicated with the parents (agenda, 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 behaviours 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.

The offer of parental support workshops: Parent's Cafe

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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 divulged so as to maintain confidentiality.

Students and parents may also contact the school through the school Facebook page



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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 behaviour 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 or 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
- “Talking trash”
- 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 initial report.
5. The staff person responsible for investigating the report about the behaviour 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 reoccurrence.
 - 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 parent/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.



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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 reoccurrence, 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 recovery plans and restorative justice practices are categorized as remediation.
- b) **Consequences** communicate to a perpetrator that their behavior 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 behaviours;
- Relationships of the parties involved;
- Context in which the alleged incidents occurred;
- Patterns of past or continuing behaviours;
- 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 / mentor / special education technician / administrator / staff member to:
 - Create a safe environment to allow victim to explore feelings about 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 student 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.
- Other: Any bullying incidents or concerns will be discussed at weekly staff meetings.

Remediation Measures for Student Exhibiting Bullying Behaviour

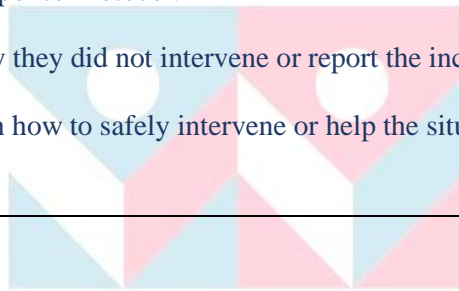
- Develop an intervention plan with the student. Ensure the student has a voice in the outcome and can identify ways he / she can solve the problem and change behaviours.
- Meet with parent(s)/guardian(s) to develop a recovery plan agreement to ensure all understand school rules and expectations, as well as the long term negative consequences of bullying or violence, on all involved, and to clearly outline the consequences if the behaviour continues.
- Meet with special education technician, school counsellor, social worker or psychologist to:
 - Explore mental health issues or emotional disturbances – what is happening and why?
 - Offer additional social skills training such as impulse control, anger management, developing empathy and problem solving.
 - Arrange for apology – written is recommended.
 - Arrange for restitution – particularly if any personal items were damaged or stolen.
 - Determine restorative practices (age appropriate).
- Other: Any bullying incidents or concerns will be discussed at weekly staff meetings.

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.
- Other: _____

Remediation Measures for Student Bystanders

- Review Student Response Protocol.
- Explore reasons why they did not intervene or report the incident.
- Offer of coaching on how to safely intervene or help the situation.
- Other: _____



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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 (when deemed appropriate)
- 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
- Other: _____

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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.



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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.
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