



SAFE SCHOOL ACTION PLAN 2017-2018

Gardenview School

Name of school Principal: Ms. Demetra Droutsas

- Elementary
- High School
- Outreach
- Social affairs

Principal's Signature: _____

Governing Board Approval Date: _____

Governing Board Chairperson's Signature: _____

Quebec Education Act (QEA)

BULLYING: Any repeated direct or indirect behavior, comment, act, or gesture, including in cyberspace, whether deliberate or not, 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: 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.

EMSB Safe Physical and Cyber Environment Policy (2013)

The English Montreal School Board (EMSB) believes that every member of its community has the right to learn and work in a safe physical and cyber environment. The EMSB advocates a strong safety and prevention focus which includes student education and support, as well as professional development as per the Quebec Education Program (Q.E.P.) and the EMSB's Strategic Plan.

Our Safe School Action Plan

This plan outlines the measures for preventing and responding to acts of bullying and violence in our school in accordance with the EMSB Safe Physical and Cyber Environment Policy and the Quebec Education Act (QEA).

Gardenvue School operates on a simple, yet critical principle of RESPECT. Respect for the rules and procedures that have been adopted by the school community, and respect for all members of that community. As such, all students are responsible for being aware of, and adhering to, these rules and procedures at all times; as well as being respectful to those around them and behaving in an appropriate manner. Gardenvue students are expected to treat each other as equals. As such, actions such as bullying will not be tolerated.

As a rule, we try to prevent bullying before it starts. To that end, Gardenvue School is committed to working towards eliminating all forms of bullying and violence in its community and to taking a regular measure of its school climate as it relates to these particular issues. This is a process in which **all stakeholders** hold responsibility.

Parents are encouraged to speak to their children about respect for others, take appropriate action at home when there are problems of this nature and cooperate with the school should an incident arise.

Teachers must be vigilant in their instruction and supervision of students and address any issues brought to their attention.

School administration and professional staff will educate students and raise awareness about the issue through classroom visits, activities, and awareness campaigns, such as Anti-Bullying Assemblies. The Special Education Technician and Spiritual Community Animator will mediate conflicts between students in a safe and respectful environment. Students are encouraged to seek help in situations of conflict before it escalates into a larger problem.

STEP 1

Identify members of your Safe School Action Team and designated Team Leader. Team members can consist of (but are not limited to) school administration, teaching staff, school personnel, CSSS social workers, day care coordinator, community partners, families, and students, etc.

An existing team can take on this function.

“The principal shall set up an anti-bullying and anti-violence team and designate a school staff member to coordinate its work as part of his or her regular duties.”

(Bill 56, Art.96.12)

Safe School Action Team Members		
Nb	Name	Title
1	Ms. Demetra Droutsas	Principal
2	Mr. Gaetano Sifoni	Vice-Principal
3	Ms. Laure Bensoussan	Teacher
4	Ms. Karima Tabbi	Teacher
5	Ms. Annik Bernier	Teacher
6	Mr. Paul Hammett	Teacher
7	Ms. Panagiota Skentzos	Teacher
8	Mr. Nick Von Roretz	Teacher
9	Ms. Michelle Anderson	Teacher
10	Ms. Sonia Desmarais	Special Education Technician
11	Ms. Paquita Nanton	BASE Coordinator

STEP 2

Identify instruments /tools used to generate data for the assessment of school climate and for the establishment of a baseline on the frequency and nature of bullying and violence.

Art. 75.1 paragraph 1

An analysis of the situation prevailing at the school with respect to bullying and violence.

Assessment Tools

- Tell Them From Me survey
- Internal school surveys
- Bullying Reporting forms
- School Bus Incident Reports
- Anonymous *Anti-Bully Box*, located in the main office

STEP 3

Illustrate key points of data analysis.

Art. 75.1 paragraph 1

An analysis of the situation prevailing at the school with respect to bullying and violence.

Data Analysis

Areas of strength:

- Strong sense of belonging amongst the general student population.
- Overall positive rapport between students and teachers.

Areas of concern:

- General sense of belonging among Grade 5 students
- Promotion of Digital Citizenship among cycle 3 students
- Building of self-confidence, self-esteem & self-respect, especially among our Cycle 2 and 3 students.
- Building of social skills among our Cycle 1 students

STEP 4

Identify a few priorities for improvement of current situation.

Art. 75.1 paragraph 1

An analysis of the situation prevailing at the school with respect to bullying and violence.

Priorities

- Continue to reduce rates of victimization among the student population.
- Encourage students, parents, and staff (including BASE and lunch monitors) to report bullying incidents.
- Continue to educate students and the school community about the difference between different types of conflict with their peers and targeted, repeated bullying.
- Re-establishing of the *core* values at Gardenview through various classroom activities and cycle assemblies.
- Social skills workshops and team-building activities

STEP 5

Indicate existing and planned prevention measures (universal /targeted) to counter bullying and/or violence related to racism, homophobia, sexual orientation, sexual identity, a handicap or a physical characteristic.

These measures can include, for example: the delivery of specific classroom material, staff training on bullying and conflict management, social skills programs for students, effective communication of school's code of conduct, greater supervision at specific times & in specific zones of school property, etc.

Art. 75.1 paragraph 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.

Prevention Measures

Existing measures:

- Code of Conduct clearly communicated with school community and with student population in the Agenda and through Cycle assemblies.
- Focus on digital citizenship and digital literacy to prevent cyber-bullying and to raise awareness, particularly for Cycle 2 and 3 students.
- Annual Pink t-shirt Day to raise awareness as well as other presentation/assemblies for our students that focus on empathy, bullying and resources available at school.
- Anti-bullying lessons and projects take place in all classes. Teachers teach and model empathy.
- Various lunchtime activities to encourage our students to develop and sustain healthy friendships.
- A Citizenship Program that reinforces values such as respect, accepting others, kindness and fairness – Gardenview's core values
- A Cycle 3 Leadership Program that fosters teamwork and leadership skills and which contributes to the general sense of community within the school.
- Bus safety rules are clearly outlined to all students and a bus seating plan is put in place. Student bus monitors are also assigned on each bus as role models and liaisons with the office in case of student conflict.

Planned measures:

- Focus on the role of bystanders who witness bullying and/or violence in school by stressing the importance of reporting to authority. Reinforcing the message that speaking up is not "snitching" if they report bullying. Waiting only makes it worse so students must act straight away and report to a parent or staff member.
- Continue to educate students and the school community about the difference between bullying incidents and conflict with their peers through visual aids. Recurring conflicts can become bullying so knowing the difference is crucial
- Zippy & Friends/Les amis de Zippy program implemented in Cycle 1 classrooms, which aims at developing coping skills when confronted with conflict and stressful situations.
- Information sessions for parents on various topics, including anxiety and social skills
- More structured lunchtime activities in association with BASE

STEP 6

Indicate existing and any planned measures to promote and support family engagement. These can include the establishment of a safe school family committee, educational newsletters, workshops, organized forums for discussion, etc.

Art. 75.1 paragraph 3

Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment.

Family Engagement

Existing measures:

- Maintain parent participation in school activities, such as parent volunteers for school field trips and school activities.
- Meet the teacher evening at the beginning of each school year establishes and encourages open communication between all stakeholders.
- E-mails to parents about upcoming public workshops and conferences about bullying and violence prevention in schools.
- Bullying Reporting Form posted on school website to allow parents to report incidents by completing and submitting the form to the school administration.

Planned measures:

- Information on Quebec's Bill 56 and bullying prevention also provided for parents during parent-teacher nights.
- More information and links to resources posted on the school website that will help parents listen between the lines and recognize the signs of bullying.
- Invite speakers or recommend public workshops for parents about the issue of bullying, cyber-bullying, anxiety, and conflict mediation.

STEP 7

Refer to the Safe School Policy for existing procedures. If applicable, add any procedures that the school is planning to adopt.

Art. 75.1 paragraph 4

Procedures for 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 cyber-bullying purposes.

Reporting Procedures

Existing procedures:

- Safe schools Policy procedures & reporting forms.
- School code of conduct is aligned with the Safe Schools Policy.
- Contract signed by students and parents (found in student agenda).
- Students, staff, and parents are encouraged to communicate with their child's teacher or school administrator of any incidents that involve bullying issues through email, phone call, or written notes.

Planned procedures:

- Continue to encourage use of the anonymous *Anti-Bully Box* located in the main office which allows older students, who may not feel comfortable speaking up, the opportunity to report issues to the Vice-Principal that they feel should be addressed.
- Continue to encourage use of written incident reports which allow administration to investigate and intervene in a timely fashion
- Continue to provide students with confidential, age-appropriate ways to report conflicts to teachers, BASE educators, lunchtime supervisors, Special Education Technician, administration

STEP 8

Refer to the Safe School Policy for existing procedures. If applicable, add any procedures that the school is planning to adopt.

Art. 75.1 paragraph 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.

Observer Procedures

Existing procedures:

- Safe Schools Policy procedures
- A school code of conduct that clearly states the definition of bullying and the role of parents, teachers, professional staff, and the administration pertaining to bullying incidents.
- Observers should report bullying by completing the Reporting Form that is always available at the main office and on the school website.
- Copies of the “Preventing and Stopping Bullying” section of our Code of Conduct is available on the school website and handed out to parents, teachers, and staff to ensure ongoing dialog

Planned procedures:

- Continue to encourage use of the anonymous *Anti-Bully Box* located in the main office which allows older students, who may not feel comfortable speaking up, the opportunity to report issues to the Vice-Principal that they feel should be addressed.
- Maintain the existing procedures currently in place.

STEP 9

Refer to the Safe School Policy for existing measures. If applicable, add any measures that the school is planning to adopt.

Art. 75.1 paragraph 6

Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence.

Measures for Confidentiality

Existing Measures:

- Safe Schools Policy Procedures
- Student confidential files are kept in a locked area in the main office.
- Staff and families are reminded that they are only to share information about an incident strictly on a need to know basis with consideration to the feelings and privacy of those involved.

Planned Measures:

- Maintain the existing measures currently in place.

STEP 10

Refer to the Safe School Policy for existing measures. If applicable, add any measures that the school is planning to adopt.

Art. 75.1 paragraph 7

Supervisory or support measures for any student who is a victim of bullying or violence, for witnesses and for the perpetrator.

Supervisory or Support Measures**Existing measures:**

- A resolution between the child who bullied and the child who was bullied is sought through various means, such as meetings with our Special Education technician, administration, outside counselling services for one or both students involved or a mediated agreement between both parties.
- A Leadership Program has been established to encourage our students to be positive leaders in our school and in the community.
- Meetings with parents/guardians are organized to help support families to seek for solutions. When necessary, families are referred to the CLSC for additional support.
- Special Education Technician periodically “checks in” with students involved and provides ongoing support following an incident. Weekly social skills group at lunch also available.

Planned measures:

- Encourage a consistent dialogue between teachers, administration, and parents.
- Continue to provide relevant educational activities for students.
- Teachers are encouraged to use resources in their classroom activities that help raise awareness about bullying and/or address conflict mediation strategies

STEP 11

List existing & planned measures that are in the **best interests of the student(s)**.

Art. 75.1 paragraph 8

Specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature.

Disciplinary Measures

Existing measures:

- Discipline with dignity, restorative justice practices where applicable.
- Depending on the severity and frequency of the incident, examples of disciplinary measures can be warnings, reflection sheets, detentions, loss of privileges and suspension up to five (5) days, in-school or out of school.
- If incident takes place on the bus, reports are filed and suspensions from using transportation services can be given by administration.
- An in-person meeting with the parents of all students involved is mandatory.
- Students that are involved in incidents of bullying are supervised by the school's Special Education Technician to ensure well-being.
- Families are referred to the CLSC for additional professional services if necessary.
- Relevant educational activities and classroom resources for the students involved in such incidents are provided.

Planned measures:

- Reinforce emphasis of interventions on empathy building and reflection on restorative practices
- Maintain the existing measures.

STEP 12

Refer to the Safe School Policy for existing procedures. If applicable, add any procedures that the school is planning to adopt.

Art. 75.1 paragraph 9

The required follow-up on any report or complaint concerning an act of bullying or violence.

Follow-up Procedures

Existing procedures:

- Safe Schools Policy procedures
- Parents are contacted and informed about the steps that the administration will take or has taken to resolve the issue.
- A meeting with the parents of all students involved is mandatory.
- Special Education Technician will also be involved in the process.
- The administration and the Special Education Technician will check in with both parties to make sure that the incidents have come to an end. Communication with both families will also be maintained.
- The administration will verify that the required support services are available to both parties.

Planned Procedures:

- Continued reinforcement of the Safe Schools Policy procedures.
- Continued and additional follow-up meetings with students involved will occur during the school year.
- Provide educational services in the form of workshops and assemblies to the wider school population if the incident reflects a larger issue.

Resources

We encourage members of our school community to be informed on bullying and violence prevention by consulting the following:

- <http://www.bullyingcanada.ca/>
- <http://www.prevnet.ca/>
- <http://www.tolerance.org/>
- <http://needhelpnow.ca/>
- <http://zippy.uqam.ca/>
- <http://Nobully.org/>
- <http://protectkidsonline.ca/>
- <http://kidshelpphone.ca>