

Chelsea Elementary School
Anti-Bullying and Violence Prevention Plan
School Year: 2023-24
Principal: Bill Rosseel

Section 1: Committee

Anti-Bullying and Anti-Violence Committee Membership		
Member	School Role	Sign
Bill Rosseel	Principal	
Stephanie Austin	Coordinator & Special Education Technician	
Erin Vogan	Recreational Activities Technician	
Letitia Taylor	Parent	

Section 2: Essential Actions

	ACTION	Date	Completed	Person Responsible
1.	Emergency Preparedness Plan for the Year	August 2023		BR
2.	Supervision Schedule for the Year	August 2023		BR
3.	Supervision duties and map boundaries shared with staff	August 2023		BR
4.	School wide assembly to review rules & expectations	September 2023		BR
6.	Implementation alternative recess options	September 2023,		BR/SETs
7.	Chelsea Spirit Assemblies	September 2023, ongoing		BR/DD
8.	ABVP Committee Meeting/Review Plan	November 2023		ABVP Committee
9.	ABVP-Plan Presented to Governing Board	December 2023		BR
10.	ABVP-Plan Approved by GB	December 2023		GB
11.	ABVP – Goals presented to all staff	December 2023		BR
12.	ABVP – Updated plan added to website	December 2023		Devon Gable
13.	Term 1 Student Voice Survey (Power BI, anonymous)	November 2023		BR, Teachers, Rick Young
14.	Provide training to peer mediators	January 2024		
15.	Term 2 communication to parents in the parents e-mail newsletter	March 2024		
16.	Term 2 Student Voice Survey (Power BI, anonymous)	March 2024		
17.	ABVP Committee evaluation of the Plan	May 2024		
18.	Term 3 communication to parents in the Parents email newsletter	May 2024		
19.	ABVP –Yearly Goals report presented to GB	May 2024		
20.	ABVP – 2024-2025 plan presented to GB			

Section 3: Vision and Mission

Chelsea Elementary School staff and parents are committed to providing a safe, caring and harmonious environment that fosters respect for all members of the school community by all. The values that support this include understanding, encouragement, acknowledgment, inclusiveness and accountability. Our ultimate goal is to work together to foster personal growth for our students and contribute to the common good for the whole community.

Vision:

- That Chelsea school be a place of mutual respect and inclusiveness
- That all students and staff be and feel safe & secure at school

Mission:

To effectively pre-empt and respond to acts of bullying and violence, and promote a respectful, inclusive and nurturing school culture, the committee will each year develop strategies and actions to:

- Review our school's definition of bullying, and ensuring we are being clear and consistent in sharing this with our students, staff and stakeholders (using the most up to date information and research available)
- ☐ Promote a 'whole-school' bullying prevention/intervention program – one that is sustainable, geared to all students, data-driven and results-based
- ☐ Enhance communication, awareness and transparency with respect to the reporting of all incidents of violence and/or bullying, as well as with regard to constructive and compassionate behavior that supports mutual respect and inclusiveness (bearing in mind that exclusion can often be non-aggressive and unintentional)
- ☐ Celebrate accomplishments and leverage the positive social elements of school life

Section 4: Anti-Bullying and Violence Prevention Policy

Part A: What is Bullying?

The definition of "bullying behaviours" at Chelsea 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 may or may not have difficulty defending themselves."

This definition includes three important components:

1. Bullying is behavior that involves unwanted, negative, and potentially aggressive actions.
2. Bullying involves a pattern of and/or repeated behavior over time.
3. Bullying involves a perceived imbalance of power or strength.

Part B: Types of Bullying

Bullying can take on many forms in these categories:

1. Physical
2. Verbal
3. Social/Emotional
4. Cyber

Part C: What is Violence?

Chelsea Elementary School defines violence as “Any use of force – verbal, written, physical, psychological, or sexual

– against any person, by an individual or a group, with intent to directly or indirectly wrong, injure or oppress that person by attacking his or her integrity, whether psychological or physical well-being, rights or property.”

Art.13, LIP 2012 *Section C. School Community Responsibilities*

Part D: Types of Violence

Violence can take on many forms in these categories:

1. Physical
2. Verbal
3. Social/Emotional
4. Cyber
5. Sexual harassment

PART Z: Sexual Harassment

Sexual Violence - The concept of sexual violence as used in the Integrated Violence Strategy includes reference to issues of sexual assault, sexual exploitation, and sexual harassment, including their various manifestations. Anchored in a dynamic of power imbalance, exposing victims to multiple consequences and violating fundamental rights.

The National Student Ombudsman will receive a copy of the anti-bullying and anti-violence plan and any updated version

** Source - Contrer la violence sexuelle, la violence conjugale et Rebâtir la confiance - Stratégie gouvernementale intégrée 2022-2027 (quebec.ca).

Schools are dedicated to listening, watching for signs, and taking action against sexual harassment. If appropriate (i.e., not involved in the abuse/harassment), parents of a student who has been sexually harassed or abused will be notified. Should a student engage in sexual harassment parents will be notified and school consequences as described for violent actions in the code of conduct will be applied.

Part E: School Community Responsibilities

At Chelsea Elementary School, there is a culture where effective programs and policies are communicated to all students and staff and the message that bullying-type behaviours and violence will not be accepted or tolerated is reinforced.

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 attend anti-bullying and anti-violence information/training and support workshops;
- To reinforce the message that bullying, and violence are not accepted or tolerated;
- To be observant of the signs of distress or suspected incidents of bullying or violence;
- To treat all reports or observed incidences of bullying or violence seriously by reporting them immediately to the appropriate administrator or to any staff member;
- 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 discourage bullying and violence when they see it;
- To participate in anti-bullying and anti-violence peer and counseling groups;
- To attend anti-bullying and anti-violence 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, or incidents of violence –whether it occurs at school away from school;
- To help someone who is being bullied or subjected to violence by speaking up and supporting victims;

Responsibilities of parents:

- To watch for signs that their child may be the victim of bullying harassment or violence;
- To watch for signs that their child is exhibiting bullying, harassment or violent behavior;
- To speak to the teacher or the administrator if their child is being bullied harassed or subjected to violence, or if they suspect that this is happening;
- To seek advice from the Administrator if they suspect that their child is bullying others or being violent;
- To encourage open conversations with their child if they are bullied or suspect others are bullying or being subjected to violence.
- To encourage their children to tell a responsible adult at school if they are bullied or subjected to violence.

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). Parents of children who experience, witness, or engage in violent or bullying behavior can expect to be communicated with directly.

Part F. Procedure for Reporting Violence, Harassment or Bullying-Type Behaviours

If someone witnesses what they believe to be violence or bullying-type behaviours towards a member of our school community, they can use the following steps as a guideline for action:

1. It is important to report any incidence of bullying. All students, staff and parents MUST report any incidents of bullying or violence.
2. Document (in writing or via email) all incidents of bullying behaviours/violent behaviours and where possible describe:
 - a) what happened, b) between who, c) where it happened, d) when it happened, e) why it happened.
3. Bring the incident to the attention of a teacher or principal.
4. Reported incidents are investigated first by the Administration. The alleged student(s) committing the violence or bullying-type behaviour and the victim(s) are interviewed separately.
5. All potential witnesses are interviewed by the Administration.
6. All communications with Administration and staff are confidential. Names of any victims/witnesses are never released.
7. Victims and/or parents are asked their perspective and their opinion on potential interventions by school staff before interventions take place.
8. If any degree of bullying or violence has occurred, the following action will be taken:
 - a. Support/consequences will be given as is appropriate to both the victim and the student(s).
 - b. Reintegration strategies for both the victim and the perpetrator will be given as appropriate to each situation.
 - c. Students, in particular senior students, involved in our mentoring program and teachers, can be asked to assist in countering bullying and violence.
9. All staff and students have a responsibility to maintain the safety and welfare of Chelsea students. This means we must all take this policy document seriously.

Part G: Follow-Up

1. We will support the victim by:
 - a. Offering immediate support and the opportunity to talk about the experience with Administration.
 - b. Informing the victim's parents/guardians (while also respecting the privacy of the student committing the violence).
 - c. Offering continuing support as needed.
Documenting Incidents or reports of bullying or violence.
 - d. Taking one or more of the steps described below to prevent the reoccurrence of bullying or violence.

2. We will try to prevent a recurrence of bullying or violence in the following ways:
 - a. Our school provides a range of effective programs to ensure a safe and secure environment and to promote personal growth and excellence in all students. Our goal is to develop confidence and self-esteem to empower students to take responsibility for themselves and their actions. As part of this, an anti-bullying and anti-violence message is consistently communicated to students.
 - b. Conducting an initial investigation as outlined in Part E.
 - c. Ensuring appropriate school consequences for student(s) committing the violent or bullying-type behaviour. The following are the disciplinary steps the school's Administration will follow:
 - i. Official warning to stop offending (verbal and written) to the students and parents.
 - ii. A student may be automatically suspended from school if the act of bullying or violence is considered severe, regardless of if there have been previous issues.
 - iii. In the case of a serious incident of bullying or violence, parents of both the victim and the student(s) committing the violence or bullying type behaviour are notified. The parents of both the victim and the student(s) committing the violence or bullying type behaviour are informed of the allegations and are also informed about the student's responses to these allegations (verbal and written).
 - iv. If a student does not stop engaging in violent or bullying behaviours after warning from school staff, the student may be suspended from school.
 - v. Students who are violent or bully others may face one or more of the following consequences:
 - Involvement in mediation.
 - Parents will be contacted by the school.
 - Recommendation for an out-of-school assessment.
 - Referral to MRC des Collines Police Officer.
 - Privileges will be withdrawn (e.g. prohibiting attendance at school activities, school services); and sanctions outlined in the School's Discipline Policy such as detention and suspension will be imposed.

Note: The school will also refer to the Western Quebec School Board's "Safe Schools Policy".

<u>2023-2024 Goals</u>	<u>Strategies and Actions</u>	<u>Ongoing strategies</u>	<u>Indicators</u>
<p>Maintain a sense of collective community</p>	<ul style="list-style-type: none"> • The school team building activities geared towards furthering the sense of community within groups (examples: creating a community flag, class special day, community circle, talking stick projects). • A focus on creating links to the greater community with projects such as Terry Fox Fundraiser, Essentials & Food Drive, Jump Rope for Heart, partnership with the Meredith Center, community-based field trips, etc. • https://www.cebm.ca/school-climate-blueprint Use this document as an assessment tool for our school climate and areas of improvement/areas of excellence • Morning announcements that highlight and create collective activities and a feeling of community such as our school birthdays, clubs, jump starts, student speakers, etc.) • All staff PD to address self-regulation and anxiety. <u>CEBM</u> has webinars and tools related to <i>Reclaiming Our Students</i> and Nurturing Support Centers. • Posting emotions boards throughout the school (French & English) • Mental Health & Wellness messages throughout the building • Educating students and parents about the 	<p><u>Chelsea Spirit Assemblies:</u></p> <ul style="list-style-type: none"> • A bi-weekly chance to bring our entire school community together to celebrate successes and highlight positive attributes and behaviours • Students who have been “Caught Being Kind” can be nominated by staff or peers and are presented with an award and recognized at a school-wide assembly, and a communication sent to parents • Use the value tree for students to recognize each other’s accomplishments in the value. • Announcements used to highlight those students and staff who show the values 	<ul style="list-style-type: none"> • Students will demonstrate a sense of belonging by taking care of other students and the school environment • Students will support other students when a conflict situation or bullying arises • Students will regularly talk with staff regarding issues with peers, both positive interactions and challenges • Parents will communicate and affirm that students feel engaged and listened to within the school community • Percentage of students with a positive sense of belonging will remain consistent or increase (TTFM) from 88% (18-19 data): 77% girls/ 87% boys. <ul style="list-style-type: none"> ○ Power BI 22-23 indicated 91%

importance of online safety/cyber bullying

- <https://edtech.westernquebec.ca/ethical-citizenship/parent-resources/>

and qualities we strive for at Chelsea

- Use a hybrid virtual presentation of the assembly to accommodate staff or students who require a quiet location to participate.

Kindness:

- Bulletin Boards that support acts of kindness (i.e. Kindness Tree/ Confetti Board)
- Chelsea Gear Days to promote school spirit
- Buddy children with other students to promote inclusion and kindness within classes/on the yard
- Teachers make a point to model appreciations and give students an opportunity to do so
- Allow for opportunities for students to prepare and act out skits of positive and negative behaviours
- Enhance 'Community Days' to build bridges

reported a sense of belonging, with 76% feeling close to the people at the school

		<ul style="list-style-type: none"> • Continue Multicultural Fair to celebrate diversity 	
<p>Improve school yard experiences</p>	<ul style="list-style-type: none"> • Active supervision strategies shared with all staff • Creation of a <i>charter of sportsmanship</i> in line with the school's code of conduct. This conduct will be upheld during all activities that occur in the yard <ul style="list-style-type: none"> ○ Make this visible and public within the school • Provide areas that clearly indicate an area of interest and appropriate usage. • Provide equipment and storage spaces that promotes positive interactions with the area. • Create a super supervisor! Lead supervisor • Empowering the bystander, providing training to students <ul style="list-style-type: none"> ○ <i>Peer mediators, W.I.T.S./C.A.T.S.? (looking into the language and focus of student training)</i> 	<p><u>Supervision:</u></p> <ul style="list-style-type: none"> • Increased Admin presence in the schoolyard to support students & staff • Clear expectations for hallway and recess behaviours • Continued development of student leadership (i.e., Peer Mediators) • Optimize supervision system (specific attention paid to “hot spots”) • Define supervision expectations including All eyes, All the Time • Supervisors will wear orange vests for visibility <p><u>Alternate Recess:</u></p> <ul style="list-style-type: none"> • Offer alternate activities at recesses (morning, afternoon and lunch) with a low 	<ul style="list-style-type: none"> • Positive results from the Power BI Student Voice Surveys • Percentage of students who feel safe attending this school will remain consistent or increase from the 18/19 TTFM data: 54% of students feel safe (48% girls/59% boys) <ul style="list-style-type: none"> ○ Power BI 22-23 indicated 20% of respondents had experienced a recent bullying incident (previous 2 weeks), 16% of male respondents and 23% of females ○ This is the

		<p>staff-to-student ratio</p> <ul style="list-style-type: none"> • Alternate recess to support the development of social skills and encourage positive interactions • Rec. Tech. will create adult-facilitated activities outdoors to support • Educational videos shared with staff • W.I.T.S. - walk or wheel away, ignore, talk it out, seek support from an adult • Provide training and encourage usage of the document prepared by parent committee concerning active yard supervision 	<p>lowest bullying rate in the WQSB's urban core of elementary schools</p> <ul style="list-style-type: none"> • Decreased incidents of violence in the school yard. • Positive student engagement in the yard • Staff all supporting the same agreed upon rules and attitude expectations whilst supervising any activities occurring in the school yard.
<p>Improving relational and communication skills (e.g., healthy boundaries, situationally appropriate behavior, and conflict resolution)</p>	<ul style="list-style-type: none"> • Notice boards that clearly show differing abilities and lifestyles • Focus on purchase of books and materials that support differences • Value of celebrating differences incorporated into announcements and spirit assembly • Volunteer families sharing a short visual that shows their differences/traditions/values • Creation of non typical clubs and activities (e.g. literacy club, chess club, 	<ul style="list-style-type: none"> • Recreational Activities Technician position 	<ul style="list-style-type: none"> • Increased sense of belonging • Percentage of students with a positive sense of belonging will remain consistent or increase (TTFM) from 88% (18-19 data)): 77% girls/ 87% boys. <ul style="list-style-type: none"> ○ Power BI 22-23 indicated 91% reported

	<p>Art for Reconciliation club, Conversations with Friends, etc.)</p> <ul style="list-style-type: none"> • Use of the concept what makes me different integrated into a whole school presentation/learning/curriculum. • Parent workshops around brain development, nutrition, behavior guidance and attachment (Neufeld) • Creating access to resources and workshops for support staff to service social emotional care • Sharing the connections created in the NSC (SETs going into classrooms) 		<p>a sense of belonging, with 76% feeling close to the people at the school</p> <ul style="list-style-type: none"> • Student engagement: Increased number of students engaged in school activities related to building positive social skills (ex: Conversations with Friends, D.I., Social Express, Art for Reconciliation Club, etc.) • Questions formulated to contribute to the Power BI survey (staff, students, parents, school Admin)
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