



The QHS Anti-Bullying and Anti-Violence Action Plan

School: Quebec High School

School year: 2018-2019

Principal: Warren Thomson

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This action plan presents all nine components as required by Bill 56.

1. An **analysis of the situation** prevailing at the school with respect to bullying and violence.
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.
3. **Measures to encourage parents** to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment.
4. A. **Procedures for reporting an incident** concerning an act of bullying or violence and, more particularly, procedures for reporting the use of social media or communication technologies for cyberbullying purposes.
B. **Procedures for registering a complaint** concerning an act of bullying or violence.
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.
6. **Measures to protect the confidentiality** of any report or complaint concerning an act of bullying or violence.
7. **Supervisory or support measures** for any student who is a victim of bullying or violence, for witnesses and for the perpetrator.
8. Specific **disciplinary sanctions** for acts of bullying or violence, according to their severity or repetitive nature.
9. The **required follow-up** on any report concerning an act of bullying or violence.

This plan was presented and adopted by the Governing Board on February 19, 2019

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

Description

The tools used for collecting data and the most significant results:

A) Swiss data (2017-2018):

- One incident report sent to the board.

B) Tell Them From Me Survey (2015-2016):

- In 2015, 37.2% of our students reported being a victim of bullying about once a week or more. In 2016, it is 29.9% of our students, a decrease of 7.3% compared to the previous year. The prevalence of bullying at QHS in 2016 is lower than the Canadian average (39%).
- The types of bullying that occur the most are verbal and then social (similar results in the SEVEQ data).
- Bullying tends to occur most frequently in the hallways, during break periods (similar results in the SEVEQ data).

C) La violence à l'école: portrait de situation dans votre établissement. Rapport du groupe de recherche sur la sécurité et la violence dans les écoles québécoises SEVEQ (2017):

- The most common manifestation of violence is insult/name calling.
- Inadequate behaviors as observed by other students and school staff decreased significantly from 2013 to 2015 to 2017 (vandalism, students using drugs or alcohol, students selling drugs).
- School staff expressed their needs for training in:
 - Knowledge/interventions on different types of violence (11/14).
 - Intervention in crisis situation (10/14).
 - Conflict solving between students (10/14).

D) COMPASS (April 10th, 2018):

14% of the students reported that they have been verbally abused.

4% of the students reported that they have been physically abused.

1% of the students reported that they have been victims of cyber-bullying.

10% of the students admitted that they participated in bullying other students.

91% of the students reported that they feel safe at school.

92% of the students reported that they would know who they can talk to, if they need help.

Based on this data and the number of incidents reported in 2017-2018, the plan was revised by the Anti-Bullying committee and measures were put into place to enhance our practices.

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.

Description of the current practice

The school believes in developing a sense of belonging for all students through a variety of measures.

- Conferences and workshops:
 - Police conferences:
 - Cyber-intimidation;
 - Drugs and Alcohol Awareness.
 - VIRAJ (violence in love relationships).
 - Partners for life for all Secondary 4 students (talks about depression).
 - Workshop on anxiety for groups of 10 students (TOTEM).
 - ENSEMBLE...For the respect of diversity (Anti-bullying workshop for cycle 1 students)
- School/class activities and clubs to promote sense of belonging, etc:
 - Student council, Freshman night, Poetry slam, Fashion show, New comers “Meet and greet”, Leadership camps, CQSB Performing Art Festival;
 - Trips (SEVEQ Exchange, YMCA Exchange, International coop trip to Ecuador, Mexico Exchange, etc);
 - Clubs (Outdoor education program, Improv, Running club, Awalt’s Arcade, Défi Pierre Lavoie);
 - Sports teams (Basketball, Soccer, Ultimate Frisbee);
 - Concentration programs.
- SNACS (Community program that provides activities and support for children, teens and young adults with special needs).
- Staff trainings:
 - Training on radicalization for professionals (2017);
 - Staff trained for Sentinel (refresh training is possible this year);
 - Allies;
 - Staff trained to evaluate the risk of suicide.
- Supervision/presence of adults:
 - Presence of professionals (social worker, psychoeducator, psychologist, guidance counsellor, nurse);
 - Presence of Specialized Educator Technicians in class and in the hallways at lunch time.
- Golden room (safe place for students open before, during and after school).
- Engaged teachers / positive student–teacher relationships (e.g.: Advisory classes).
- Participation in a provincial study « Portrait de la violence à l’école dans les établissements d’enseignement québécois » (monitorage national).

Description		Timeframe
Practice to enhance	<ul style="list-style-type: none"> • Increase active supervision in the hallways during breaks and at the end of the day while paying specific attention to verbal violence. <ul style="list-style-type: none"> ○ Teachers are present in the hallways during passing time at the end of the school day as determined by the School Council. • Increase awareness for students, parents and staff by producing a document to differentiate a conflict from bullying and violence. <ul style="list-style-type: none"> ○ Pamphlet to be produced including student art work by the end of the school year. This pamphlet would be presented at the beginning of the next school year. 	<p>October 2018</p> <p>June 2019</p>
New practices to consider for the future	<ul style="list-style-type: none"> • Access to a variety of resources regarding different topics/problematic on the QHS website and Facebook (i.e.: an article on how to support a teenager who is a victim of bullying, etc.). • Workshops on assertiveness during Advisory. • At the beginning of the year during Advisory, fill up a sheet in the agenda to reflect on who you can go to if you need help. 	To be prioritized by June 2019

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

Description of the current practice		
<ul style="list-style-type: none"> • Communication between school staff and parents via phone, emails and meetings. • Information on bullying available through the school agenda. • Social Worker and other professionals are available. • QHS Website and Facebook Page. 		
Description		Timeframe
Practice to enhance	<ul style="list-style-type: none"> • Anti-Bullying Action Plan available on the school website (long and short version). • Offer support to parents (to those who have expressed a need). 	<p>March 2019</p> <p>Ongoing</p>
New practices to consider for the future	<ul style="list-style-type: none"> • Document targeted at parents explaining the anti-bullying plan and the school's position. It would also specify the expectations regarding the role of parents. We would have to determine who would work on this document. 	August 2019

4. A. **Procedures for reporting an incident** concerning an act of bullying or violence and, more particularly, procedures for reporting the use of social media or communication technologies for cyberbullying purposes.
- B. **Procedures for registering a complaint** concerning an act of bullying or violence.

Description of the current practice		
<p>A) How to report an incident (bullying or violence) that happened at school, on the bus or via a social media:</p> <ul style="list-style-type: none"> • A student, parent or staff member informs the administration (vice-principal or principal) of any incident suspected of being bullying or violence. This can be done in person, by email or by phone. <ul style="list-style-type: none"> ○ If the incident is a case of bullying or violence, the principal (or the designated person by the principal) will complete the School Board Incident Form. ○ If the bullying/violent behavior takes place on a school bus, administration or designated person informs the Director of the CQSB Transport Department. ○ In situations of cyberbullying the victim will be asked to provide a printed copy of comments made on social media or on communication technologies. <p>B) How to register a complaint (school or in the bus)</p> <ul style="list-style-type: none"> • A person can lodge a complaint through the School Board website, under «parent information», «complaint process». 		
Description	Timeframe	
Practice to enhance	<ul style="list-style-type: none"> • Facilitate the process to register a complaint by adding a link on the QHS Website to the CQSB Website. • Make information available in the school agenda on how to register a complaint (School or in the bus). 	March 2019 April 2019
New practices to consider for the future	<ul style="list-style-type: none"> • Inform the students, staff and parents of the procedures by making it easily accessible. 	August 2019

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**.

Description of the current practice

Responsibilities of teachers, staff, students, or any other member of the school community when an incident of bullying is witnessed:

- Any student, teacher or other school staff member who witnesses an act of bullying or violence is responsible to report it.
- **When an act of bullying or violence is observed:**
 - **Student:** informs a school staff member (teacher, special educator, psychoeducator, principal, etc.).
 - **School staff:** Evaluate the situation to determine if it is a case of bullying, violence or conflict. If it is a case of bullying or violence, inform the School Administration. If it is a case of conflict, the staff member can do the intervention himself, if he feels comfortable. If not, refer to the behavior technician or administration for support.

Actions to be taken by the administration when an incident of bullying or violence is reported (refer to the document called «Role of school administrator», Annex A):

- Indicate to the person reporting the incident that a follow-up will ensue.
- Read the report and quickly evaluate the incident:
 - Communicate confidentially with the person making the report (adult or student witness, parent, student victim, etc.) to gather more information.
 - If the safety of the student is threatened contact the police if he or she is a victim of a criminal act (harassment, sexual assault, threats, extortion, etc.). Otherwise, speak individually with those involved - students, victims, witnesses and aggressors.
 - Ask open-ended questions, particularly about the nature of the incident - the time, place, those involved, context and impact (physical injury, psychological injury, property damage).
 - Evaluate the severity, duration, frequency, setting, safety concerns and legality of the behaviour.
 - Ensure the safety of the victim and implement protective measures if necessary.
 - Obtain as much pertinent information as possible about all involved.
- During the meeting with the victim, offer him or her the necessary help and support according to the context of the incident:
 - Evaluate his or her capacity to deal with the reported incident
 - Ask about the frequency of the alleged aggressor's acts
 - Ask the alleged victim how she or he feels about the situation
 - Ensure the victim (s) safety
 - Reassure victim (s) that there will be regular follow-up to verify if the situation has stopped or if it continues.
- Intervene with the alleged aggressor(s):
 - Demand that they stop the bullying.
 - Remind them of the school's values, code of conduct and safety measures.
 - Verify if they understand that their behaviour is unacceptable.
 - Remind them of their expected behaviour while at school.

- Help them to take responsibility for their behavior.
 - Apply school code of conduct.
 - Set up support and follow-up measures if need be.
- Meet with witnesses (students and adults) and offer help and support, according to the situation. Define the intervention strategies for those involved, if necessary.
 - If doubt persists regarding the nature of the incident, ask for a deeper evaluation by one or more qualified professionals associated with the school.
 - Inform parents regarding the situation and ask for their involvement and commitment to finding solutions. (Parents of students who are victims and aggressors, and parents of students who are witnesses, if necessary).
 - Keep the adults (members of staff, parents) and the students involved apprised of the situation.
 - Inform them of initiatives taken to evaluate the situation (e.g. persons contacted, whether bullying is involved or not).
 - Verify that their understanding of the situation corresponds to your evaluation.
 - Inform them about any actions that have been already taken or planned with respect to the aggressor(s) and witness(es) as well as the support measures planned for all students involved.
 - Identify a time for the next communication, if need be.
 - Set up an intervention plan, as needed, for students, victims and aggressors that deals with recurring or more serious manifestations of bullying.
 - If need be, turn to the professional resources available at the school (psychologist, psychoeducator, social worker, guidance counselor for students (victims, aggressors and witnesses) and those involved with recurring or more serious manifestations of bullying or violence (CSSS, police, youth centers).
 - Document any act of violence or bullying by following the procedures below while keeping in mind confidentiality of personal information.
 - Fill out ALL sections of CQSB Incident Form
 - Send the Register of Suspensions Form to the Director General monthly even if there are no recorded suspensions.
 - Send Incident Report Form to the Director General, if there is reason to believe the situation will become a complaint.

Description		Timeframe
Practice to enhance	<ul style="list-style-type: none"> ● None determined this year. 	NA
New practices to consider for the future	<ul style="list-style-type: none"> ● None determined this year. 	NA

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

Description of the current practice		
<ul style="list-style-type: none"> • Communicate confidentially with the person making the report and during the whole process, keep confidentiality in mind while talking to parents, students and other persons involved. • Ensure the students understand the confidentiality component when they come forward. • Ensure that the procedure outlined in section 4 above respects the confidentiality of any incident and that the incident is referred to the administration. 		
Description		Timeframe
Practice to enhance	<ul style="list-style-type: none"> • Facilitate the process to communicate an incident confidentially by adding an anonymous electronic “drop-box” on the school Website. 	March 2019
New practices to consider for the future	<ul style="list-style-type: none"> • None this year. 	NA

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

Description of the current practice	
<ul style="list-style-type: none"> • For the victims: <ul style="list-style-type: none"> ○ Establish a climate of trust during the interventions ○ Reassure them: Let them know that they are not responsible for being bullied and that it is not acceptable. Remind them that it is not tolerated in school. ○ Help them to identify at-risk situations for bullying and to put strategies in place to avoid those situations. ○ Obtain their consent before intervening with the bully and inform them of what might happen during the intervention. ○ Do an appropriate follow-up (e.g.: every 2 weeks for a certain amount of time) and let them know that they can have support as long as they need it. ○ Establish an action plan if needed. ○ If needed, offer them to see a professional (psychologist, psychoeducator, social worker, guidance counselor) for more support (self-esteem, self-assertiveness, improving their relationships, etc.). ○ Others. • For the witnesses: <ul style="list-style-type: none"> ○ Encourage the students to denounce, to seek help and to talk about what they are going through. ○ Reinforce their courage to talk and thank them for their action. ○ Evaluate their level of distress and direct them to appropriate services if need be (psychoeducator, psychologist, etc.). 	

- Others.
- **For the perpetrator(s):**
 - Consequences depending on the gravity and frequency of their actions of bullying (see section #8).
 - Establish a relationship with the student.
 - Individual support (social skills, emotional control, etc.).
 - Behavioral contract.
 - Action plan/Intervention Plan.
 - Meeting with a police officer.
 - Others.
- Involve parents to support their child (victim, witnesses and perpetrator).
- Staff training from many sources (les Sentinelles, les Alliés, workshop «intervention auprès de la personne suicidaire»).

Description		Timeframe
Practice to enhance	<ul style="list-style-type: none"> ● Offer support to witnesses and their parents if need be. 	Ongoing
New practices to consider for the future	<ul style="list-style-type: none"> ● None this year. 	NA

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

Description of the current practice
<p>All acts of bullying or violence will be dealt with the school code of conduct. Possible consequences for infractions: depending on the nature, frequency and severity of the situation, one or more of the following may happen:</p> <ul style="list-style-type: none"> ● Don't communicate with the victim; ● Contact parents or guardians of the victim and the perpetrator; ● Detention during lunch break; ● Conference with the student and the administration; ● Conference with the student, the administration and the parents; ● Suspension (internal or external); ● Change of group to reduce contact between the individuals involved; ● Police complaint; ● Assigned duties before, after school or at lunch; ● Behavioral contract; ● Repair of damaged property;

<ul style="list-style-type: none"> • Suspension from sports and/or extracurricular activities; • Expulsion from school or school board; • Others. <p>Review and update the school code of conduct if necessary.</p>		
Description		Timeframe
Practice to enhance	<ul style="list-style-type: none"> • Ensure the Code of Conduct presents all possible disciplinary actions outlined in this plan. 	April 2019
New practices to consider for the future	<ul style="list-style-type: none"> • None this year. 	NA

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

Description		
Current practices	<ul style="list-style-type: none"> • The Ad-Hoc committee follows up on situations (collaboration/communication in the multidisciplinary team). • Ongoing communication with the parents of students involved. • Check-in with the individuals involved to make sure that acts of violence/bullying have ceased and to inform them of the measures taken. • Document any act of violence or bullying by following the procedures below while keeping in mind confidentiality of personal information. <ul style="list-style-type: none"> ○ Fill out ALL sections of the CQSB Incident Form. ○ Send the Register of Suspensions Form to the Director General monthly even if there are no recorded suspensions. ○ Send Incident Report Form to the Director General, if there is reason to believe the situation will become a complaint. 	
Description		Timeframe
Practice to enhance	<ul style="list-style-type: none"> • Ensure there is at least one follow-up meeting, usually led by a professional associated with the school, with the individuals involved a few weeks after the interventions and the measures have been applied. 	Ongoing
New practices to consider for the future	<ul style="list-style-type: none"> • None this year. 	