

SAFE SCHOOL ACTION PLAN 2019-2020
279 - FACE School
PLAN TO PREVENT AND COMBAT BULLYING AND VIOLENCE IN SCHOOLS
Complies with MELS directives in effect from 2014-2015

Date of approval of the Safe School Action Plan by the Governing Board:

- 2019-06-18

School Identification:

Number of students:

- 1256 [x] Primary [x] Secondary

Name of the principal:

- Annie Lamarre

Name of the person designated to coordinate the work with the committee to combat intimidation and violence (s. 96.12):

- Stéphanie-Pascale Gauthier

Names of persons who are part of a team to fight intimidation and violence (s.96.12):

- Émilie Julien, drama teacher
- Antoine Richard, history teacher
- Vivianne Halperin, behavior technician
- Angélica Valdescu, psychoeducator
- Stéphanie Richard, behavior technician
- Stéphanie Guindon, dance teacher

SITUATION ANALYSIS (ACTS OF INTIMIDATION AND VIOLENCE)

Tool used to perform the school situation analysis	Date of signing
Our SCHOOL (and public health questionnaire)	2019-01-30

Strengths of the environment
<p>Overall for our elementary and secondary school students and this applies for both school boards have a strong sense of belonging and the family spirit. They are open to differences, enjoy coming to FACE, recognize the dynamism of the community and the investment of staff members.</p> <p>Elementary School More specifically at the elementary level, students show a strong sense of belonging and a good relationship with their teachers.</p> <p>Secondary School At the secondary level, students demonstrate a strong sense of belonging, hardly experience acts of intimidation and feel safe.</p>

Vulnerability or problems	Target
<p>ELEMENTARY Sense of security Bullying rates Feeling supported</p> <p>SECONDARY Anxiety and depression rates Feeling supported Motivation rate</p>	Increase the sense of well-being of our preschool, elementary and secondary students

Means of evaluating the target	When?
Re-administer the Our SCHOOL survey	Spring 2020

Expected behaviours	Means used: Universal prevention	Means used: Targeted interventions
<p>1-Behaviours related to the development students' social skills</p> <p>Students: *Preschool and primary: VLP *Secondary: EKIP repository</p> <p>Elementary Staff Members: *VLP program training *Promotion during a thematic week to launch the process. *VLP animation *Accompaniment of students in the resolution of conflicts in the different contexts (e. g. in unstructured moments, in the basement, etc.).</p> <p>Secondary staff members: *Prioritisation of competencies *Discussions and reflections with a committee on the networking between EKIP content and disciplinary content. *Presentation to staff members of possible mesh sizes.</p>	<p>Implement actions from level 1 of the RAI model - school climate, violence and intimidation.</p> <p>1. Develop students' skills and social abilities</p> <p>2. Carry out specific actions to prevent violence and intimidation</p>	<p>Pre-School, Primary, Secondary *Define the terms: conflict, violence, intimidation, teasing and caring. *Know the reporting mechanism in the school. *Produce reminder posters for bathrooms. *Know what I can do if I am a witness.</p>

<p>*Explicit teaching content that has been prioritized.</p> <p>2. Expected behaviours related to specific actions to prevent violence and intimidation</p> <p>Elementary and secondary school students:</p> <p>* See targeted interventions</p> <p>Elementary and secondary staff members:</p> <p>*Awareness of the different concepts and how to intervene appropriately</p> <p>*Accompaniment of Grade 6 students for a presentation to fellow elementary school students.</p> <p>*Animate an outreach tool for witnesses.</p>		
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<p>Measures of collaboration with parents (In accordance with ministerial directives and in support of the CSDM's pro-parent strategy)</p>
<p>Send the action planning and the Safe School Action Plan (including the procedure for reporting violence and intimidation).</p> <p>Put resources on the website that link to:</p> <ul style="list-style-type: none"> • Definition of terms (e.g. SPVM videos); • Conflict resolution and positive communication; • How to support your child if he or she witnesses acts of violence and intimidation (e. g. ministerial site). <p>Media education (e. g. Habilomedias).</p>

REPORTING A SITUATION

The following are the procedures for reporting an act of intimidation or violence

For students	For parents	For staff members and partners
<p>Victim or witness</p> <p>Talk to an adult at school (teacher, Special Ed Technician student supervisor, resource teacher, guidance counsellor,</p>	<p>Inform a staff member (teacher, Special Ed Technician , student supervisor, resource</p>	<p>Forward information to a member of the support team, (TES, psychoeducator, vice-principal)</p>

members of the daycare service, vice-principal) AND/OR Fill out the denunciation form available at the student café, office 105, office 351 and on the school's website (face@csdm.qc.ca).	teacher , guidance counsellor daycare staff, vice-principal AND/OR Fill out the denunciation form available at the student café, office 105, office 351 and on the school's website (face@csdm.qc.ca).	AND/OR Fill out the denunciation form available at the student café, office 105, office 351 and on the school's website (face@csdm.qc.ca).
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The school ensures the confidentiality of all reports received regarding an act of intimidation or violence. Here are the measures implemented in the school:

Student victims or witnesses, as well as their families are sometimes reluctant to report in fear of consequences. For this reason, the school ensures the confidentiality of all reports received. Here are the measures in place at our school:

* The names of those who came to denounce the acts will not be disclosed to the students involved or to their families.

* The exchange of information remains necessary to act effectively and ensure the safety of students in the various locations of the school. Two guidelines make it possible to identify the absolute need to exchange information about a student:

- 1- When this information is for the student's development or safety
- 2- When ignorance of this information by any of the interveners may cause harm to the student.

* All actions taken will be done with discretion and situations will never be discussed in front of people who are not concerned by the reported situation.

The principal who receives a report of an act of intimidation or violence must after considering the interests of the students directly involved, promptly contact their parents to inform them of the measures provided for in this plan to combat intimidation and violence.

All manifestations of violence and intimidation will be taken seriously.

THE INTERVENTION PROTOCOL FOR ACTS OF INTIMIDATION AND VIOLENCE

The actions that must be taken when an act of intimidation or violence is reported
<ul style="list-style-type: none"> • Meeting of all actors (victim, witness and aggressor) • Individualized follow-up according to the role in the situation.

Support measures for the victim	Follow-up to ensure that the situation is resolved
Individual meeting with the student Implementation of measures to reintegrate the class if applicable Intervention to promote the acquisition of new appropriate behaviours; (social skills) Adapt the intervention and develop an action plan to protect the victim Follow-up by the Special Education Technician Follow-up with parents by the vice-principal Collaboration with the SPVM if necessary. Report to the DYP if necessary. Reference to the Multi Disciplinary Team if necessary. Teaching conflict resolution strategies.	Follow-up by the administrative team to verify the student's well-being, ensure that the situation returns to normal and that the support and assistance measures have been applied. Regularly validate with the student concerned that the acts of intimidation have ended Follow-up with parents and teachers.

Student Witness Support Measures	Follow-up to ensure that witnesses remain vigilant and take responsibility in a situation
Individual meeting with the student Make the witness aware of the importance of his or her role Adapt the intervention and develop an action plan to protect the witness	Regularly validate with the student concerned that the bullying has ended A meeting to verify the student's well-being following the situation.

Student Author Support Measures to Promote Behavioural Change
Individual meeting with the student Implementation of measures to reintegrate the class if applicable Intervention to promote the acquisition of new appropriate behaviours; (social skills) Follow-up by the Special Education Technician Follow-up with parents by the vice-principal Collaboration with the SPVM if necessary; Report to the DYP if necessary. Reference to the Multi Disciplinary Team if necessary. Teaching conflict resolution strategies.

Disciplinary sanctions	Follow-up to ensure that the situation is resolved
<p>External suspension and meeting with parents</p> <p>Stop acting in an external organization (YMCA alternative suspension)</p> <p>Report to the YPB (YCJA) or SPVM if necessary</p> <p>Relocation of the student to another school if necessary.</p>	<p>Follow-up by the administrative team to ensure the well-being of the students concerned, check that the situation returns to normal and that the support and assistance measures have been applied.</p> <p>Regularly validate with the students concerned that the acts of intimidation have ended</p> <p>Follow-up with parents and teachers.</p>