



Symmes Junior High School
 D'Arcy McGee High School
 Action Plan to Prevent and Deal with Bullying and
 Violence in our Schools
 2021-2022



Approved by Symmes Junior High School Governing Board and D'Arcy McGee High School Governing Board on October 13, 2021

School's Name: Symmes Junior High School/D'Arcy McGee High School	SECONDARY SCHOOL	Number of students: 1150 (as of September 30 th , 2021)	Principal: Tara Laine School staff members responsible for coordinating the committee's work: Constance George
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Committee members: Franny Maloney, Holly Richardson, Katherine Hale, Cynthia Carswell, Susan Taylor, Craig Reid, Carolynne Ball, Constance George, Tara Laine.

The mandate of the committee is to ensure that Symmes Junior High School and D'Arcy McGee High School follow the directives as established by Bill 56. In doing so, the committee will review the school's anti-bullying /anti-violence policy annually and will submit it for approval by the two respective governing boards. The approved plan will be made available to students, parents and staff.

This action plan is inspired by the values of the educational project of the school:

- ❖ *Our mission statement is to foster a safe, caring, and respectful environment in which everyone learns and achieves individual success.*
- ❖ *Our goal is to prevent and stop all forms of bullying and violence directed towards students and staff.*
- ❖ *Our objective is to approach bullying and violence in a proactive manner; therefore, our focus is on educating, preventing and intervening in incidents of bullying and violence using a Restorative Practice framework.*

Violence
 According to the Education Act, 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.

Bullying
 According to the Education Act, 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.

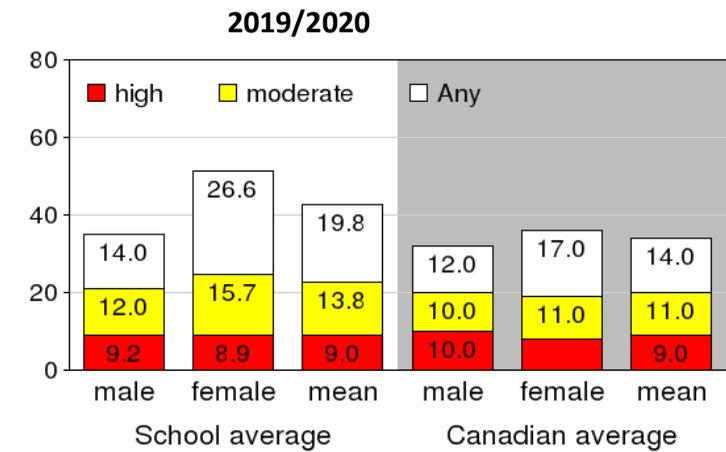
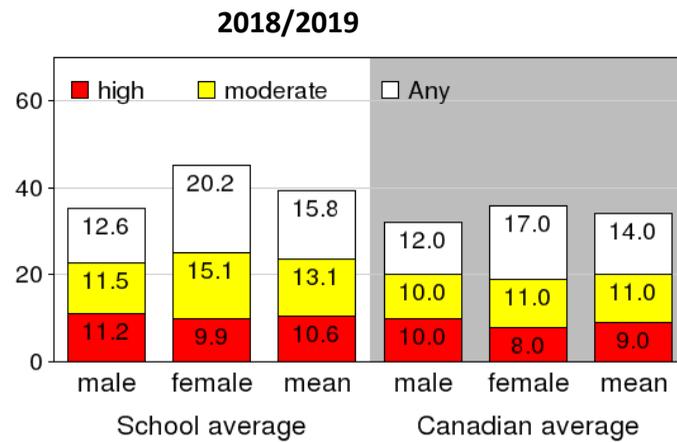
	Analysis of the situation
<p>1. Analysis of the situation prevailing at the school with respect to bullying and violence.</p>	<p>Symmes/D’Arcy McGee High School has a population of 1150 students and over 100 staff members. We are committed to working toward eliminating all forms of bullying and violence, including cyberbullying in our school community and to continuing to collect data as it relates to these issues.</p> <p>The Western Quebec School Board’s Crisis Intervention Resource Team (CIRT) is available to support schools in times of crisis.</p> <p>Symmes Junior High and D’Arcy McGee High School have a joint In-School CIRT that receives ongoing training to allow them to cope and assist in critical incidents.</p> <p>Symmes Junior High School and D’Arcy McGee High School both have Emergency Response Plans.</p> <p>Symmes Junior High School and D’Arcy McGee High School guidance counsellors and other staff members are trained in SRA (Suicide Risk Assessment).</p> <p>The current situation in 2021/2022: The ongoing COVID 19 pandemic situation has greatly altered the way that we deliver curriculum, connect with students, provide support, enforce and discipline with respect to school rules and policies.</p>

1. Analysis of the situation

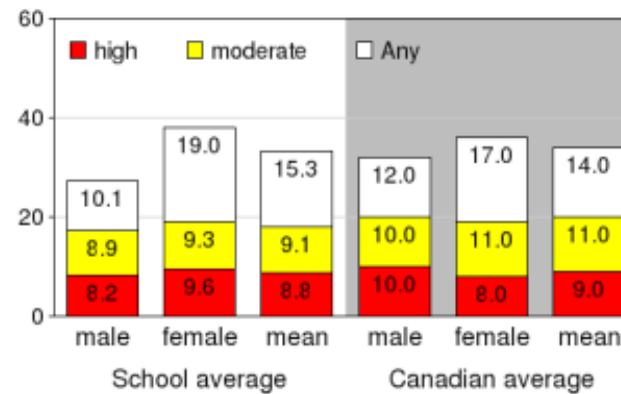
prevailing at the school with respect to bullying and violence.

The following overall data was taken from “Our SCHOOL Student Survey *Bullying and School Safety – Secondary*” (2018/2019, 2019/2020 and 2020/2021):

Prevalence of bullying at Symmes Junior High School/D’Arcy McGee High School



2020/2021



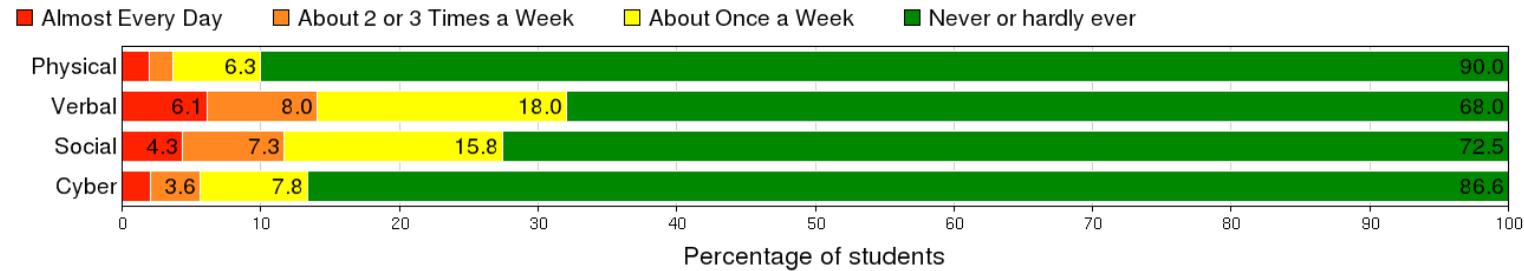
1. Analysis of the situation

prevailing at the school with respect to bullying and violence.

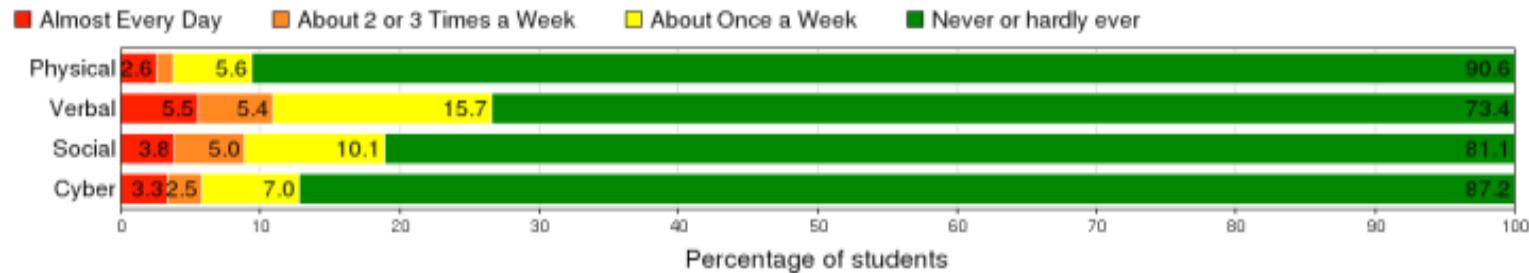
The following data was taken from “Our SCHOOL Student Survey *Bullying and School Safety – Secondary*” (2019/2020 and 2020/2021):

Bullying by type at Symmes Junior High School/D’Arcy McGee High School

2019/2020



2020/2021

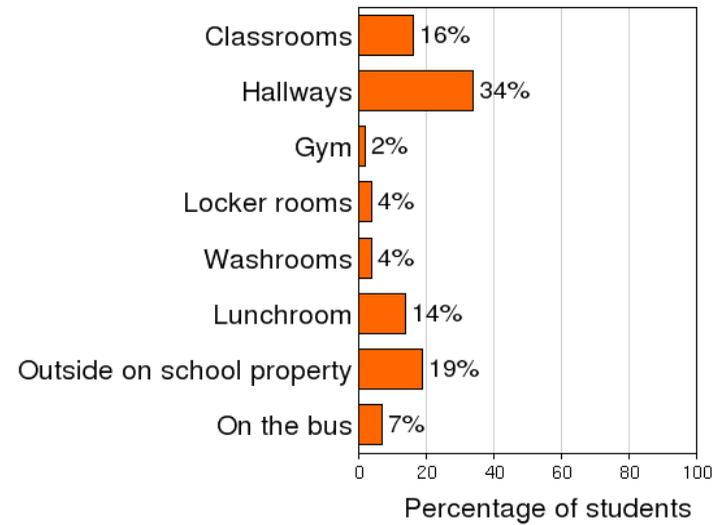


1. Analysis of the situation

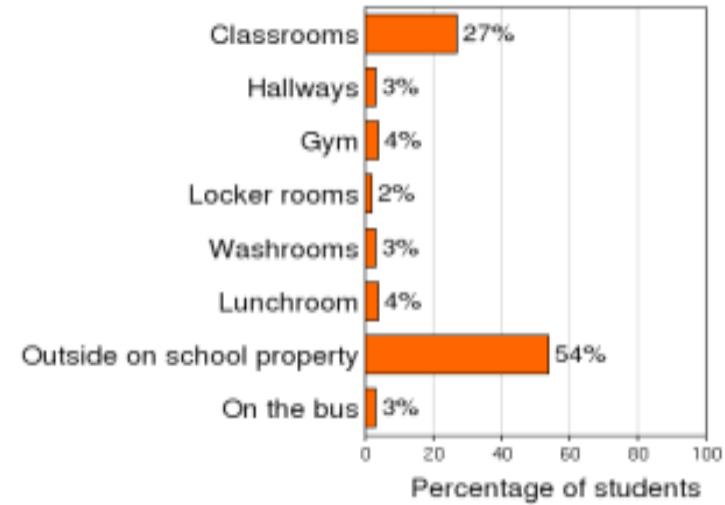
prevailing at the school with respect to bullying and violence

Where bullying occurs at Symmes Junior High School/D'Arcy McGee High School

2019/2020



2020/2021

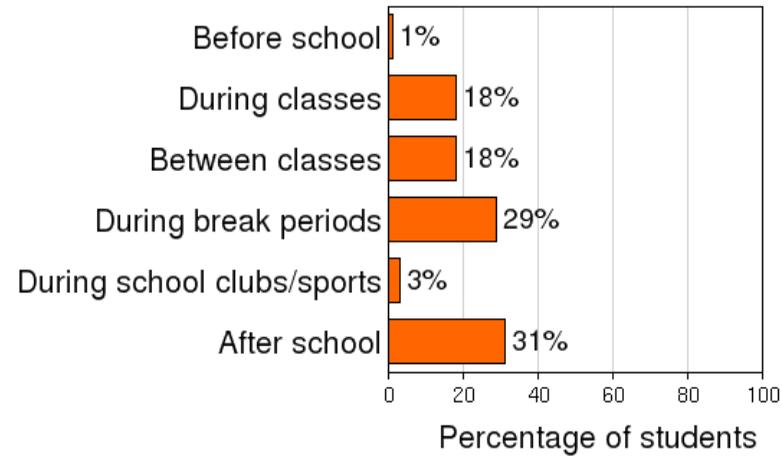


1. Analysis of the situation

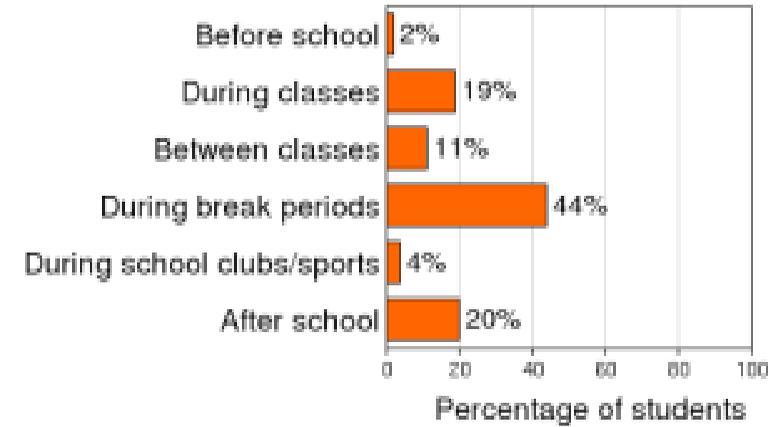
prevailing at the school with respect to bullying and violence

When bullying occurs at Symmes Junior High School/D'Arcy McGee High School

2019/2020



2020/2021

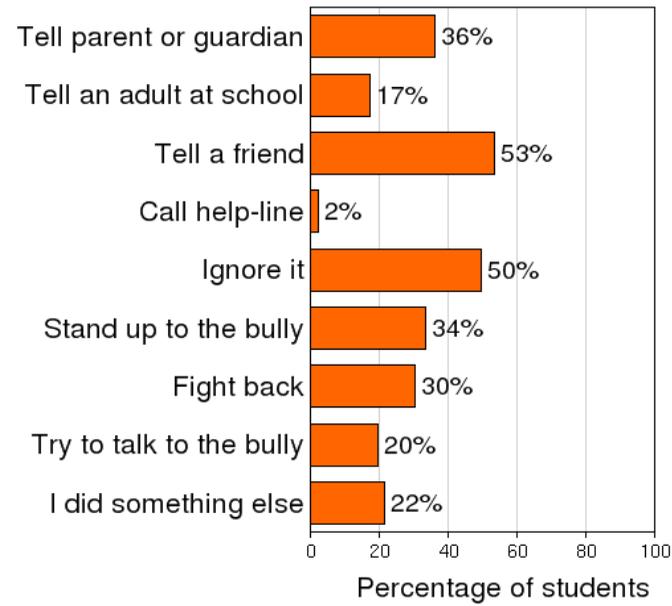


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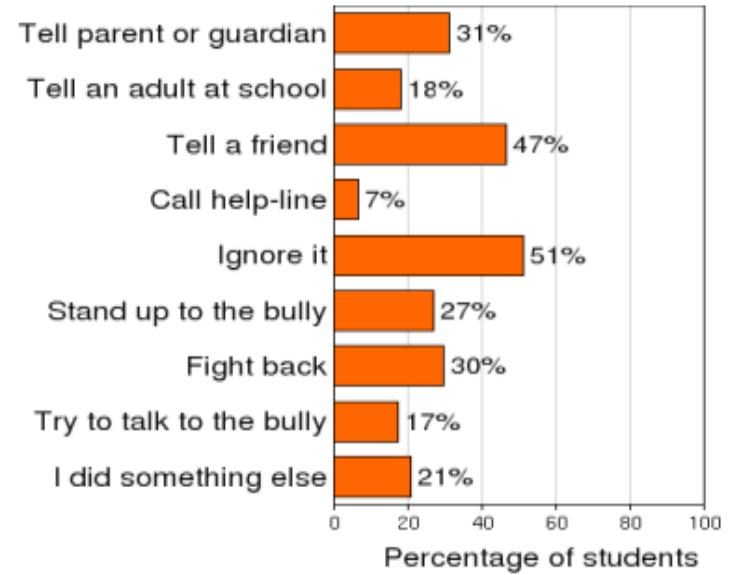
prevailing at the school with respect to bullying and violence

How students respond when bullied at Symmes Junior High School/D'Arcy McGee High School

2019/2020



2020/2021

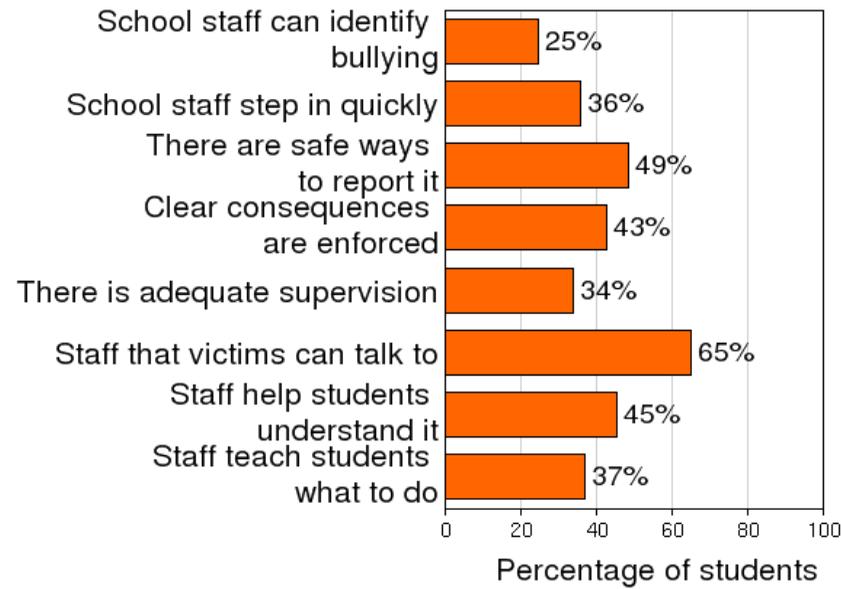


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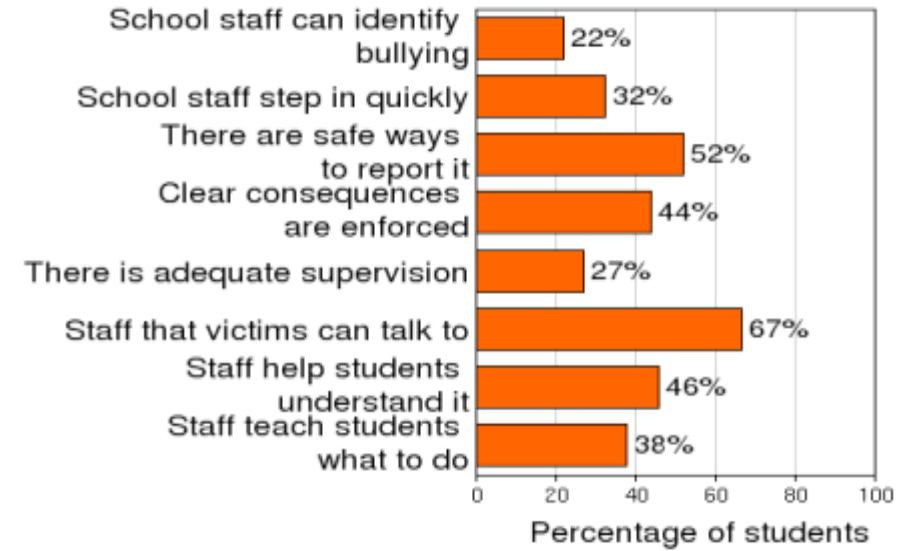
prevailing at the school with respect to bullying and violence

Measures to prevent bullying at Symmes Junior High School/D'Arcy McGee High School

2019/2020



2020/2021



<p><u>Priorities 2021-2022</u></p>	<p>In comparing the overall data from the last 3 years (2018-2019, 2019-2020 and 2020-2021), high levels of bullying have consistently gone down. In the last year, all levels (high, medium and low were significantly lower). This can most probably be attributed to the uniqueness of the pandemic year. Classes were in pods and senior students were on a hybrid model for extended periods of time, which can explain the decrease in overall bullying. This is seen for instance in the decrease of bullying in the hallways from 34% (2019-2020) to 3% (2020-2021). All types of bullying (verbal, physical, social and cyber) were also lower in 2020-2021. However, we did see an increase in bullying happening outside and during break (lunch time)</p> <p>Based on our review of data collected through past “Our School Survey “as well as Student and Staff Voice surveys, the following areas will be given priority:</p> <ol style="list-style-type: none"> 1. Reduce the number of students who feel unsafe and make sure that they know not only how to report but where to seek immediate support. 2. Provide students with various ways of reporting bullying and violence in a safe and confidential environment. 3. Put in place a system that provides rapid, easy and safe reporting as well as appropriate intervention and follow up. 4. Ensure that staff and students are aware of ways of safely reporting.
	<p>Description</p>
<p>2. Prevention measures to put an end to all forms of bullying and violence, more specifically, those motivated by racism, homophobia, sexism, group orientation, sexual identity, gender,</p>	<p><u>Current measures in place:</u></p> <ul style="list-style-type: none"> • Reporting procedures have been implemented through our Symmes/D’Arcy McGee Guidance Website.: https://symmesdarcyguidance.weebly.com/anonymous-reporting.html . We will implement a new reporting system this year. (see below: actions to be taken this year) • Changes made in GPI to facilitate reporting. Now identifies perpetrator and victim.

<p>mental health or age grouping;</p>	<ul style="list-style-type: none"> • Many staff members have been trained in Restorative Practice; the intention is to have the Restorative Practice Team model restorative practice in the school setting, as well as cultivate this mindset not only to promote best practices, but also as a means of dealing with conflict, bullying, and violent situations when they occur. • Surveillance cameras have been installed in stairwells.
<p><u>Priorities 2021-2022</u></p>	<p><u>Actions to be taken this year:</u></p> <ul style="list-style-type: none"> • We will centralize reporting, intervention and documenting of bullying. A QR code will be created that will simply be scanned to access a reporting form. The form can be signed or anonymous. All incidences will go through a point person in student service, who will assign the reported to a technician, a guidance counsellor or administration, according to the situation. • Surveillance cameras will be installed outside • We will create more safe spaces (classrooms) for students at lunchtime • We will make Kids help phone resources and other resources more visible and accessible (for instance in bathroom stalls) • We will continue, to the best of our ability, given the current health and safety protocols, to implement programs and activities related to anti-violence and anti-bullying over the course of this school year. Examples of past programs and activities: <ul style="list-style-type: none"> ○ D’Arcy Peace Leaders: D’Arcy McGee students are selected and trained to be mediators and role models for Symmes students. ○ Annual “Love is Louder” week and concert in April as an Anti-Bullying awareness and fundraiser.

	<ul style="list-style-type: none"> • “Our School Survey” will be conducted again between February and April 2022. We will do it during class time again. This was done last year and it gave us a participation rate of more than 80%. • Activities in collaboration with Gatineau Police: Keep it Private (gr 7), Peace Program (gr 8).
Anti-bullying and anti-violence plan	Description
<p>3. Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment</p>	<ul style="list-style-type: none"> • Parents have been made aware of current practices and future direction in terms of our school philosophy regarding bullying and violent behaviour (General Assembly, website, Governing Board). • Parents have been made aware of our code of conduct through their child’s agenda and our school website. • A permanent link to the our most updated <i>Anti-Bullying and Anti-Violence Plan</i> is maintained on our school website. • Symmes/D’Arcy McGee High School administration and staff are committed to ongoing communication with parents of children who are being bullied and those who engage in bullying behaviors.
<u>Priorities 2021-2022</u>	<ul style="list-style-type: none"> • The school website will include pertinent information for parents pertaining to the following topics: <ul style="list-style-type: none"> ○ Link to confidential reporting form ○ Upcoming evening workshops for parents (anti-bullying awareness, restorative practice, etc.). ○ Policy and procedures for reporting. ○ A link to the MEES website on anti -bullying/anti- violence.

Anti-bullying and anti-violence plan components	Description
<p>4. Procedures for <u>reporting or registering a complaint concerning an act of bullying or violence</u> and, more particularly, procedures for <u>reporting</u> the use of social media or communication technologies for cyberbullying purposes</p>	<p>All members of the Symmes/D’Arcy McGee community are entitled to a safe, non-threatening and easily accessible process for reporting incidents of bullying or violent behavior regardless of whether they are victims, witnesses or a reporting party.</p> <ul style="list-style-type: none"> • Reporting procedures have been implemented through our Symmes/D’Arcy McGee Guidance Website.: https://symmesdarcyguidance.weebly.com/anonymous-reporting.html and a QR code reporting method will be implemented this year. • Students can speak to or email a school administrator, their guidance counsellor, a teacher or any other staff member. • Any student who witnesses an act of bullying or violence has the responsibility to tell a staff member and/or a parent or guardian in order to allow those adults to follow-up with reporting. • Parents can report directly to an administrator. • Any verbal or written report given to a staff member from a student or a parent will be passed to a school administrator. • Bus reports reporting incidences of bullying or violent behavior are sent directly to the principal. • Confidentiality is assured for parties reporting incidents of bullying and/or violence. <ul style="list-style-type: none"> • Cyber-bullying: If there is reason to believe that bullying, threatening or harassing behaviours have occurred using an electronic device during school time, the principal may turn over this information and the device to the police. • When a device is handed over to the police, an administrator or the police will contact the parents of both the aggressor and the victim. • Disciplinary action will be taken only if the cyberbullying incident has occurred during the school day, however support and guidance are always available for students involved. • If a student, staff member or parent becomes aware of a threat to a student, students, staff or the school, they must immediately inform the principal and/or the police.
<p><u>Priorities 2021-2022</u></p>	<ul style="list-style-type: none"> • Increase the visibility and ease of the reporting in a safe and confidential manner. • Put in place a system that allows for a prompt and appropriate response when bullying has been reported. • Put in place a system that allows to keep track of bullying incidences.

<p>5. <u>The actions to be taken</u> when a student, teacher or other school staff member or any other person <u>observes an act of bullying or violence;</u></p>	<p>A staff member who observes or is made aware of a possible act of bullying or violence will intervene to assess the situation:</p> <ul style="list-style-type: none"> • If the situation does not threaten the staff member who is a witness or who has been told of an incident, he/she will intervene immediately. • If the staff member considers his/her intervention in the situation successful, the student does not need to be referred to administration. • An intervention/incident report will be submitted to administration if the staff member considers the incident to be one of violence or bullying. • The staff member may determine that the student involved in the bullying and/or violent behaviour should be sent directly to administration, depending on the severity of the incident. • At the discretion of the administration, police intervention may be requested in the form of a 911 emergency call or a call for support from the school's Community Police Officer. <p>Any student who witnesses an incident of violence or bullying must report the incident to the appropriate staff member in the school using the established procedures for reporting. A student may intervene if the situation does not threaten his/her well-being and/or may choose to seek the assistance of a staff member.</p> <p>Any parent or member of our school community who is a witness to an act of bullying or violence is obliged to report that incident directly to the school administration.</p>
<p><u>Priorities 2021-2022</u></p>	<ul style="list-style-type: none"> • Increase bystander awareness: create and promote activities that help students make better choices when witnessing violence and/or bullying. • Continue the High 5 campaign that was started last year that recognizes acts of kindness (student services led initiative)
<p>Anti-bullying and anti-violence plan components</p>	<p style="text-align: center;">Description</p>
<p>6. <u>Measures to protect the confidentiality</u> of any report or complaint concerning an act of bullying or violence;</p>	<ul style="list-style-type: none"> • Our anti-violence/anti-bullying plan is reviewed annually and all staff members are reminded that every incident and the follow-up must be kept confidential. • All staff are aware that in all cases involving students, information shared should be on a need to know basis only. • In all instances and procedures, sensitivity to the fears and feelings of all parties must be kept in mind.

<p>Priorities 2021-2022</p>	<ul style="list-style-type: none"> • Increase the visibility and ease of the reporting in a safe and confidential manner. • Put in place a system that allows for a prompt and appropriate response when bullying has been reported. <p>Put in place a system that allows to keep track of bullying incidences.</p>
<p>Anti-bullying and anti-violence plan components</p>	<p>Description</p>
<p>7. Supervisory or support measures for any student who is a <i>victim</i> of bullying or violence, for <i>witnesses</i> and for the <i>perpetrator</i>;</p>	<p>Victim of Bullying The student will meet with the appropriate individual (guidance counsellor, student support team member and/or administrator) to discuss the situation and to gather information about bullying incidents. The student’s name will not be disclosed until they feel safe to discuss the incidents and are not anxious about possible retaliation. The student is informed that a follow-up will occur with the student(s) involved. The student is informed that their parent(s) will be informed of the situation. The student’s input is sought as to measures that could be implemented immediately to support the student. The student is met with after the reported incident to ensure that the bullying has stopped. The student is encouraged to report any future incidents. Appropriate staff members are informed to ensure that supervision of the individual is increased to ensure their safety. If additional resources to support the student are deemed appropriate the principal or their designate will ask the parent(s) to follow-up (counselling etc.)</p> <p>Bystanders The principal or their designate may meet with the bystanders individually or in a group depending on the circumstances. When students actively support the student who bullies, the principal or their designate meets with the individual students to discuss their behaviour, as well as the school code of conduct and the consequences that can be imposed for their active role. Future expectations for the student will be discussed and the student is informed that their parent(s) will be informed of the situation.</p> <p>Perpetrators The perpetrator will be met with after a discussion has been held with the victim and the bystanders to ensure that the intervening adult has an accurate understanding of the situation. The perpetrator is given the opportunity to explain from their perspective. The perpetrator is informed of their knowledge of the incident, that the rules have been broken and what the consequences will be. The perpetrator is informed that his/her parent(s) will be contacted.</p>

	<p>The perpetrator is asked how they will ensure that this does not happen again. A behavior contract might be signed if deemed appropriate. The principal or their delegate will inform the perpetrator and parent(s) that should any future incidents occur the consequences will be more severe.</p> <p>Follow-up with the perpetrator occurs to ensure the bullying has stopped.</p> <p>Appropriate staff members are informed to ensure the perpetrator is closely supervised and their behaviour redirected when appropriate.</p> <p>When deemed appropriate, a restorative meeting could take place if all parties involved agree to it.</p>
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Anti-bullying and anti-violence plan components	Description
<p>8. <u>Specific disciplinary sanctions</u> for acts of bullying or violence, <u>according to their severity or repetitive nature</u></p>	<p>As described in the Symmes/D’Arcy McGee code of conduct (in student agenda, teacher planner and school website).</p>
<p><u>Priorities 2021-2022</u></p>	<p>Annual review of discipline policy and ensure that it is posted on our school website.</p>
<p>9. <u>The required follow-up on any report or complaint concerning an act of bullying or violence.</u></p>	<p>We recognize that once the initial investigation and response process has been completed, supervisory or support measures may need to be put in place for the perpetrator, the victim and, when deemed necessary, the witnesses to an act of bullying or violence. The extent of these follow-up measures will depend upon the nature of the incident and the degree to which it is believed that long-term intervention is necessary.</p> <ul style="list-style-type: none"> • We are committed to ongoing discussion with the victim and, if necessary, his/her parents or guardians regarding the school’s intervention and any actions required following the initial investigation and intervention. • We are committed to discussing with the perpetrator and his/her parents or guardian, possible further sanctions and further consequences if another act occurs.