

Anti-Bullying and Anti-Violence Plan 2021 – 2022



LESTER B. PEARSON
Pearson Electrotechnology Centre

MAY 22, 2022	May 24, 2022
REVISION DATE OF PLAN	DATE OF GOVERNING BOARD APPROVAL

Signature Governing Board Chair

Signature Principal

A healthy and safe environment is conducive to learning and promotes student engagement. The implementation of an integrated, concerted, and motivating approach will facilitate the achievement of the objectives of the school's Educational Project.

GOALS OF THE ABAV PLAN

- In compliance with s. 75.1 of the Education Act, this plan specifies the duties and responsibilities of the relevant school stakeholders and their partners. It also stipulates that school boards must see to it that each of their schools provides a healthy and secure learning environment that allows every student to develop his or her full potential, free from any form of bullying or violence.
- The plan is designed to support the optimal conditions required to guarantee the fundamental right to dignity, equality, and integrity, while respecting the unique character of each individual.
 - Every student is entitled to a high-quality educational experience, affirming and free from discrimination, bullying, or violence based on perceived race, color, ethnicity, religion, language, gender identity, sexual orientation, ability, or ancestry.*
 - Every employee is entitled to work in an environment that is affirming and free from discrimination, bullying, or violence based on perceived race, color, religion, gender identity, sexual orientation, ability, or ancestry.*
 - Every visitor is entitled to participate in an environment that is affirming and free from discrimination, bullying, or violence based on perceived race, color, religion, gender identity, sexual orientation, ability, or ancestry.*

(*Extracted from Portland (Oregon) Public Schools *Anti-Racist & Anti-Oppression Learning Communities*, Board Policy 2.10.015-P. p.1.)

Pearson Electrotechnology ABAV plan specifically applies to the provision of support to students in this area. Issues related to staff conflict, harassment, discrimination, etc. are addressed in the [Lester B. Pearson School Board Policy on Safe and Caring Schools](#). Addendum I in [that policy](#) articulates the Code of Conduct for Parents/Guardians/Visitors.



Bullying

- Refers to 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. *(Article 13, EA)*

Violence

- Refers to any intentional demonstration of force of a verbal, written, physical, psychological or sexual nature 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. *(art. 13, EA)*

Requirements of The Quebec Educational Act (QEA)

- The anti-bullying and anti-violence plan must be reviewed each year, and updated if necessary (art. 75.1).
- The governing board is responsible for approving the anti-bullying and anti-violence plan, and any updated version of the plan, proposed by the principal (art. 75.1)
- The main purpose of the plan must be to prevent and stop all forms of bullying and violence targeting a student, a teacher or any other school staff member (art. 75.1).
- A document explaining the anti-bullying and anti-violence plan must be distributed to the parents. The governing board shall see to it that the wording of the document is clear and accessible (art. 75.1).
- Every school staff member shall collaborate in implementing the anti-bullying and anti-violence plan and shall see to it that no student in the school is a victim of bullying or violence (art.75.3)
- The anti-bullying and anti-violence plan must be reviewed each year, and updated if necessary.(art. 75.1)
- Each year, the governing board shall evaluate the results achieved by the school with respect to preventing and dealing with bullying and violence (art.83.1).

MEMBERS OF THE SCHOOL/CENTRE'S ABAV COMMITTEE

We encourage the participation of multiple stakeholders in the school that represents various functions within the school team (teachers, support staff, daycare, SSD professionals, etc.)

<u>Name</u>	<u>Function</u>
Marilyn Aon	Centre Director
Joanne Aubry	* Coordinator of the elaboration of the Anti- Bullying and Anti-Violence plan
Committee Members:	◦ Shari Waldrich, Johanne Dion, David Nguyen, Stephanie Einagel, Joanne Aubry and Marilyn Aon

* According to art.96.12, EA



Elements of the ABAV Plan (art. 75.1, EA)

Element 1	<u>An analysis of the situation</u> prevailing at the school with respect to bullying and violence;	Page 6
Element 2	<u>Prevention measures</u> 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. Additionally, LBPSB sanctions its schools and centres to carry out additional preventative measures to promote inclusivity and equity for all stakeholders.	Page 7
Element 3	<u>N/A</u> <u>Measures to encourage parents</u> to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment.	Page 8
Element 4	<u>Procedures of reporting, or registering a complaint</u> concerning, an act of bullying or violence and, more particularly, procedures for reporting the use of social media or communication technologies for cyberbullying purposes.	Page 9
Element 5	<u>The actions to be taken</u> when a student, teacher or other school staff member or any other person observes an act of bullying or violence.	Page 10, 11
Element 6	Measures to protect the <u>confidentiality</u> of any report or complaint concerning an act of bullying or violence.	Page 12
Element 7	<u>Supervisory or support measures</u> for any student who is a victim or bullying or violence, for witnesses and for perpetrator, (and bystander).	Page 13, 14
Element 8	Specific <u>disciplinary sanctions</u> for acts of bullying or violence, according to their severity or repetitive nature.	Page 15
Element 9	The required <u>follow-up</u> on any report or complaint concerning an act of bullying or violence.	Page 16
	Appendix 1 – RESOURCES	Page 17

1. ANALYSIS OF THE SITUATION

The ABAV plan must include an analysis of the situation prevailing at the school with respect to bullying and violence (art. 75.1, par. 1, QEA).

Objectives identified in the school's Educational Project

Improving achievement: 1.2 Improving student retention rates

Ensuring wellness: 2.1 Promote a climate/culture of belonging and community in the centre

Strengthening engagement: Preparing for industry and current HR workplace expected behaviour

Tools used to create an analysis of the situation:

N/A	Results from <i>OurSchool Survey</i>
✓	Review and analysis of data related to bullying and / or violence at the school level
✓	PEC EDUCATIONAL Project 2019 FINAL_Ammended Sept 22 2020
N/A	Analysis of last year's ABAV plan
✓	PEC Climate Survey for Staff
N/A	In-house surveys for parents, staff, community partners
✓	LBSPB POLICY on Safe and Caring Schools – pgs. 9 to 16 – VOC. ED

Brief description of the findings that emerge from the situation analysis

As this is the first ABAV plan for our centre the survey was only administered to teachers and the support staff in order to establish a preliminary baseline of data and to create an ABAV committee who will become familiar with the objectives and begin to develop some initial protocols in year one. Year two will involve the climate survey which will be administered to the student body. Initial priorities were chosen using two criteria: salient response for the Climate Survey and elements touching upon more global aspects of the ABAV policy (as it relates to overall climate and interpersonal relationships throughout the centre).

Priorities Identified

PHASE/YEAR 1

1st 3.6; 3.7 – Emergency Preparedness (knowledge and overall preparedness)

2nd 4.1 – Relationships between staff members; students and staff; Conflict management/interventions (direct implication in the ABAV policy)

3rd 6.3 – Improving Social and emotional supports for students

PHASE/YEAR 2

Will refer to 5.3; 6.3; 7.1; 9.1 and 12.6 of the survey questions; essentially items requiring the student body's input and responses



2. PREVENTION MEASURES

The ABAV plan must include 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 (art. 75.1, par. 2, EA).

Additionally, LBPSB sanctions its schools to carry out additional preventative measures to promote inclusivity and equity for all stakeholders.

OBJECTIVES (in line with the school's Educational Project)	MEANS
Ensuring a Safe and Caring School Climate	<p>The rules of conduct and the safety measures must be presented to the students during a civics session held each year by the principal in collaboration with the school staff and must be sent to the parents at the beginning of each school year. (art.76, QEA)</p> <p>The principal shall see to it that all school staff members are informed of the school's rules of conduct, safety measures and anti-bullying and anti-violence measures, and of the procedure to be followed when an act of bullying or violence is observed. (art. 96.21, QEA)</p> <p>During the month of September each year, the principal of a school providing education to students in the second cycle of the secondary level shall see to the formation of a student committee. (art.96.5, QEA)</p>
Promoting inclusivity and equity	PEC in-house campaign -#Be here #Be YOU #BELONG ; Non binary bathroom/change room;
Improving achievement	Increased student cooperation thru activities; co-tutoring; Addition of student counsellor onsite and readily available to students
Ensuring wellness	Promotion and presenting of student guidance counsellor to all cohorts on day one of program
Strengthening Engagement	Developing and modeling of expected workplace behaviours by all staff members (teachers; professionals and support staff)

3. MEASURES TO ENCOURAGE PARENTAL COLLABORATION

The ABAV plan must include measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment (art. 75.1, par. 3, EA).

LBPSB Policy on Safe and Caring Schools

Parent collaboration and cooperation is critical to the success of any plan to eliminate bullying and violence in schools. The school's community includes parents; it is therefore necessary that parents be committed to the goals and objectives of this plan. It is critical that parents work with the school and engage in constructive dialogue.

“ The Lester B. Pearson School Board believes that the school board's administrators, staff, parents, students and all those present in the school's environment have a responsibility to ensure that the right to be safe and secure is upheld.” - Introduction, LBPSB Policy on Safe and Caring Schools, November 2016, p3.

The following measures are aimed at encouraging parents/guardians to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure environment:

- The School's Code of Conduct will be communicated with the parents (agenda, curriculum night, bulletins/memos, and/or on school website).
- The ABAV Plan will be explained and made available to parent(s)/guardian(s); it will be posted on the school website, under the tab ABAV.
- Ongoing communication between principal and / or their designate and parents/guardians of children who are being bullied and those who are engaging in bullying behaviours will take place until the resolution of the situation.
- Periodic communication with students and their parent(s)/guardian(s) will take place to ensure that measures taken have been successful and the bullying has ceased.

NOT APPLICABLE

❖ For more information and additional resources, please refer to [Appendix 1](#)



4. PROCEDURES OF REPORTING OR REGISTERING A COMPLAINT

The ABAV plan must include procedures of 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 cyberbullying purposes (art. 75.1, par. 4, EA).

To report is to denounce bullying or violence in order to stop the situation and ask for help for yourself or for someone else. A report may be made by a student, parent/guardian, school staff member or other person.

- An incident of bullying and/or violence can be reported verbally (in person or by phone) or in writing (by email or by letter), addressed to the school or centre's administration.
- Students who wish to submit a written report are encouraged to include their name for follow up.
- Parents/guardians are encouraged to communicate with either the school principal, vice-principal, their designate, teacher, or any other staff member.
- Staff members who receive a report must notify administration as soon as possible for follow up.
- The report will be documented by the administration.
- Following the investigation, the parent(s) or guardian(s) will be contacted and advised that the situation has been investigated and appropriate action has been taken.
- The school or center will take the necessary measures to ensure confidentiality for all parties.

The school will take the necessary measures to ensure confidentiality for all parties.

The procedures for reporting are:

For students	An incident of bullying and/or violence can be reported verbally (in person or by phone) or in writing (by email or by sealed letter), addressed to the centre's administration. Students who wish to submit a written report are encouraged to include their name for follow up.
For parent(s)/guardian(s)	Will be informed by the centre director, if under 18 years old.
For staff members	An incident of bullying and/or violence can be reported verbally (in person or by phone) or in writing (by email or by sealed letter), addressed to the centre or centre's administration OR directly to HR.
For partners (bus drivers, volunteers, other)	N/A

5. ACTIONS TO BE TAKEN

The ABAV must include actions to be taken when a student, teacher or other school staff member or any other person observes an act of bullying or violence (art. 75.1, par. 5, EA).

Our school is committed to providing a safe, caring, and positive climate. School personnel must report and/or investigate all incidents of bullying and take appropriate action whether they personally observe incidents or learn of them by some other means. Reporting, investigation, and action must occur even if the victim does not file a formal complaint or does not express overt disapproval of the incident.

Our *Intervention Protocol* establishes practices and procedures for observed and reported incidents of bullying and/or violence. For purposes of this Protocol, “*Conduct*” may include:

- Physical acts, such as inappropriate, unwanted, uninvited, or injurious physical contact with another; stalking; sexual assault; and destruction or damage to property of another;
- Written and electronic communication of any type that incorporates language, videos, images, audio recordings, or symbols of hate that would constitute bullying or violence, using any medium (including, but not limited to, cell phones, computers, websites, electronic networks, instant message, text messages and emails);
- Verbal threats made to another with the intent to cause harm, loss, or punishment, including blackmail, extortion or demands for protection money;
- Direct or indirect, relationally aggressive behaviour such as social isolation, rumor spreading, derogatory language, or damaging someone’s reputation;
- Any of the above conduct which occurs off school grounds when such creates, or can reasonably be expected to create, a substantial disruption in the social setting and/or at school-sponsored activities and events.
- Blocking access to school property of facilities;
- Stealing, hiding, or defacing personal possessions (ex: books, backpacks, etc.)
- Repeated or pervasive taunting, name-calling, belittling, mocking putdowns, or demeaning humor relating to a person’s race, color, gender, sexual orientation, ancestry, language, religion, ability, or other personal characteristics, whether or not the student actually possesses them, that could reasonably be expected to result in the disruption of school activities or that results in a hostile educational environment for the student.

STAFF RESPONSE PROTOCOL

Any staff member(s) who witness an act of bullying or violence must address the issue as quickly as possible. It is recommended they:

Respond immediately, ensuring the security of all stakeholders

Reassure all parties involved

Refer the students to staff member(s) responsible for investigating the report who will:

- Interview student(s) exhibiting bullying behaviour and the target / victim(s) separately to avoid further victimization of the target
- Engage the target / victim first and focus on his/her safety
- Reassure him / her that the bullying behaviour will not be tolerated and that all possible steps will be taken to prevent a reoccurrence
- Offer the victim support (if needed)
- Inform parent(s)/guardian(s) of the incident and subsequent intervention. *(Details of the intervention or disciplinary actions are not to be shared in order to protect confidentiality)*

Review with all stakeholders to ensure the situation has ceased

Report and document all incidents of bullying / violence to the principal, in a timely fashion

People responsible for taking action

<u>Name of Staff Member(s)</u>	<u>Function</u>
Marilyn Aon	Centre Director
Dean Bernard	Evening Student Supervisor

STUDENT RESPONSE PROTOCOL

Any student who witnesses an act of bullying or violence has an obligation, as a responsible member of the school community, to intervene if the situation does not threaten their well-being, and to report the incident to school authorities.

The following are the means through which a student may do so:

- ✓ Inform a staff member on duty.
- ✓ Inform administration.
- ✓ Mention it to a teacher or staff member they trust.
- ✓ Tell parent(s)/guardian(s).

PARENT / GUARDIAN RESPONSE PROTOCOL

Report the incident to a school administrator, classroom teacher, or designated staff member.

****At the discretion of the principal or his/her designate, police intervention may be requested***

6. CONFIDENTIALITY

The ABAV plan must include *measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence (art. 75.1, par. 6, QEA).*

School personnel shall ensure that the procedures for making a report (complaint) regarding intimidation or violence (section 75.1, par. 4) respect the rules of confidentiality to ensure the safety and integrity of victims, witnesses, and perpetrators.

Each complaint will be investigated promptly in a way that respects the privacy and confidentiality of all parties concerned, to the extent permitted by the law and to the extent practical and appropriate under the circumstances.

The confidential means at the school made available to victims, witnesses, and parents/guardians to report any violent or intimidating conduct are:

(examples: mailbox, Facebook page, voicemail, email address)

STAFF: reported verbally (in person or by phone) or in writing (by email or by sealed letter), addressed to the centre or centre's administration **OR** directly to HR.

STUDENTS: An incident of bullying and/or violence can be reported verbally (in person or by phone) or in writing (by email or by sealed letter), addressed to the centre or centre's administration.

7. SUPERVISORY OR SUPPORT MEASURES

The ABAV plan must include supervisory or support measures for any student who is a victim or bullying or violence, for witnesses and for perpetrator, and bystander (art. 75.1, par. 7, QEA).

The application of supervisory and support measures will be made following the analysis of the student's profile, as well as the nature, severity, and frequency of the student's behaviour. It is the responsibility of every adult staff member to use difficult / challenging situations as opportunities to help students improve their social and emotional skills, accept personal responsibility for their learning environment, and understand consequences for poor choices and behaviours.

Student Considerations

- Age and developmental maturity of the students involved
- Nature, frequency and severity of the behaviours
- Relationships of the parties involved
- Context in which the alleged incidents occurred
- Patterns of past or continuing behaviours
- Other circumstances that may play a role

School Considerations

- School culture, climate and general staff management of the learning environment
- Social, emotional and behavioural supports
- Student-staff relationships and staff behaviour toward the student
- Family, community and neighborhood situation
- Alignment with policies and procedures



POSSIBLE EXAMPLES OF SUPERVISORY AND SUPPORT MEASURES

Measures for **VICTIMS** of Bullying or Violence

- Provide a safe, caring, and trusting climate during interventions.
- Put in place the necessary measures for the safety of the student victim if necessary.
- Facilitate a meeting with administration.
- Refer as needed for individual or group support (ex: develop self-esteem, conflict resolution, assertiveness, and SEL¹ skills, etc.).
- Refer to the professional resources of the centre.
- Establish an intervention plan.
- Refer to an external partner (DPJ¹, CIUSSS¹, Batshaw-Youth Protection, SPVM/SQ¹, community organization, etc.).
- Schedule follow up meetings to make sure the situation is not repeated.

Measures for **WITNESSES** of Bullying or Violence

- Ensure a safe, caring, and trusting climate during interventions.
- Facilitate a meeting with a designated staff member.
- Provide strategies for coping or avoiding situations.
- If applicable, establish an intervention plan.
- If relevant, conduct a group sensitization session.
- If necessary, refer for individual or group support or follow-up (ex: develop self-esteem, conflict resolution, assertiveness, and SEL skills).
- Refer to an external resource or collaborate with partners (DYP, CIUSSS, SPVM/SQ, community organization, etc.).
- If involved, even passively, apply disciplinary sanctions, depending on the context or situation.
- Schedule follow up meetings to make sure the situation is not repeated.

Measures for **STUDENTS EXHIBITING** Bullying or Violent Behaviour

- Provide a safe, caring, and trusting climate during interventions.
- Facilitate a meeting with administration.
- Provide strategies for coping or avoiding situations.
- If applicable, establish an intervention plan.
- If relevant, conduct a group sensitization session.
- If necessary, refer for individual or group support or follow-up (ex: develop self-esteem, conflict resolution, assertiveness, SEL skills, etc.).
- Refer to an external resource or collaborate with partners (DPJ, CIUSSS, SPVM/SQ, Batshaw-Youth Protection, community organization, etc.).
- If involved, even passively, apply disciplinary sanctions, depending on the context or situation.
- Schedule follow up meetings to make sure the situation is not repeated.

¹ SEL – Social Emotional Learning; ² DPJ - Directeur de la protection de la jeunesse; ³ CIUSSS- Centre intégré universitaire de santé et de services sociaux; ⁴ SPVM - Service de police de la Ville de Montréal

8. DISCIPLINARY SANCTIONS

The ABAV plan must include specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature (art. 75.1, par. 8, QEA). Disciplinary sanctions are at the discretion of the administration (refer to art. 96.27).

The severity of bullying and violence acts is measured by their intensity, frequency, consistency, persistence, context, and impact on students who are victims.

POSSIBLES EXAMPLES OF DISCIPLINARY SANCTIONS

The following disciplinary and / or corrective actions may include, but are not limited to:

- Conference with student
- Parent notification (if under 18 years old)
- Restorative measures or practices
- Mediation or conflict resolution (when deemed appropriate)
- Written warning and advisement of future consequences if behaviour is repeated)
- Referral to the professional resources of the centre
- Referral to external social / medical agencies, for support
- Meeting with the local socio-community police officer
- Involvement of law enforcement, if required
- Removal from the program

9. FOLLOW-UP

The ABAV plan must include the required follow-up on any report or complaint concerning an act of bullying or violence (art. 75.1, par. 9, QEA).

The principal or their designate will ensure that each incident was properly followed up on and documented.

Follow-up measures will include the following:

- Verification that the incident has been properly documented in accordance with the terms and conditions agreed upon in the centre, while respecting confidentiality.
- Verification that all parties involved have been met with and that intervention protocols have been followed.
- Inform the students concerned (victim, witnesses, perpetrators) of the steps taken to stop the situation.
- Communicate relevant information to staff members regarding the safety of the student concerned, while respecting confidentiality.
- Meeting with the victim and perpetrator to assess their well-being, and that the bullying / violence has ceased.
- Verification that parents of the victims and perpetrators have been contacted, if required.
- Verification of the completion of all remedial measures for all parties concerned.
- Referral of students, parents, guardians to complaints procedure, should any of the individuals involved express dissatisfaction with the course of action from the centre's administration.

To find out more about the treatment of complaints procedure and the Student Ombudsman, please visit the LBPSB website:

<http://www.lbpsb.qc.ca/>

APPENDIX 1 - RESOURCES

RESOURCES OUTSIDE OF SCHOOL

- 911 for urgent emergency assistance
- 811 Info-Santé for advice on accessing health and social services
- Suicide Action Montreal (SAM) 1-866-APPELLE (1-866-277-3553)
- Tel-Aide 514-935-1101
- Tel-Écoute 514-493-4512
- Kids Help Phone 1-800-668-6868
- Gai Écoute 514-866-0103 or 1-888-505-1010

Crisis Centres

- Centre-Ouest, Centre de crise d'intervention Tracom, 514-483-3033
- West Island Crisis Centre, 514-684-6160
- Sud-Ouest, Centre L'autre Maison, 514-768-7225

CLSC

- CLSC Ville Emard/Côte St. Paul, 514-766-0546
- CLSC Dorval/Lachine, 514-639-0650
- CLSC Verdun, 514-766-0546
- CLSC Lac St. Louis, 514-697-4110
- CLSC de Pierrefonds, 514-626-2572
- CLSC Vaudreuil-Dorion, 450-455-6171
- CLSC Benny Farm, 514-484-7878
- Centre intégré universitaire de santé et de services sociaux (CIUSSS) :
<https://sante.gouv.qc.ca/en/repertoire-ressources/votre-ciuss-ciusss/>

RESOURCES/INFORMATION ON VIOLENCE AND BULLYING

Service de police de la Ville de Montréal (SPVM) : <https://spvm.qc.ca/fr>

Sûreté du Québec (SQ) : <https://www.sq.gouv.qc.ca/>

Promoting Relationships & Eliminating Violence Network (PREVnet) : <https://www.prevnet.ca/>

Red Cross : <https://www.redcross.ca/how-we-help/violence-bullying-and-abuse-prevention>

United Nations Educational, Scientific and Cultural Organization (UNESCO) :
<https://en.unesco.org/commemorations/dayagainstcentreviolenceandbullying>

Canadian Centre for Occupational Health and Safety (CCOHS) :
<https://www.ccohs.ca/oshanswers/psychosocial/bullying.html>

Professional Institute of the Public Service of Canada (PIPSC) : <https://pipsc.ca/labour->