

Clearpoint Elementary



ABAV Plan

2024-2025

Anti-Bullying and Anti-Violence Plan
Lester B. Pearson School Board

June 12th, 2024

DATE OF GOVERNING BOARD APPROVAL

GOALS OF THE ANTI-BULLYING AND ANTI-VIOLENCE (ABAV) PLAN

- In compliance with the [Quebec Education Act](#) (QEA), the main purpose of the ABAV plan must be to prevent and stop all forms of bullying and violence targeting a student, a teacher or any other school staff member. This plan specifies the duties and responsibilities of the relevant parties of the school **community** and the school **partners** in achieving this.

- Outline the responsibilities of all parties towards the elimination of bullying and violence in the school community, including the responsibility of parents to promote a positive and respectful school climate inside and outside school.

- School boards must see to it that each of their schools provides a healthy and secure learning environment that allows every student to develop their full potential, free from any form of bullying or violence.

- School boards must also ensure a healthy and secure working environment for their staff, and the staff must participate in ensuring a safe and respectful working climate.

- 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.

School Community Parties:
Students, Staff, School Administration, School Board, Governing Boards, & Parents.

School Partners:
Outside organizations including but not limited to bus companies, coaches, & volunteers.

“The Lester B. Pearson School Board believes that everyone in its community is entitled to a safe, healthy, secure, respectful and caring environment. The School Board believes that education should prepare our students for a responsible life in a free society, in a spirit of understanding, peace, tolerance, and equality of sexes based on the principles of respect, diversity and inclusion.”

-LBPSB Policy on Safe and Caring Schools

DEFINITIONS as applied in ABAV

Bullying

- “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” ([art. 13, par. 1.1, QEA](#)).

Violence

- “The word “violence” means 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, par. 3, QEA](#)).

Sexual Violence

- “The concept of sexual violence refers to any form of violence committed through sexual practices or by targeting sexuality, including sexual assault. It also refers to any other misconduct, including that relating to sexual and gender diversity, in such forms as unwanted direct or indirect gestures, comments, behaviours or attitudes with sexual connotations, including by technological means.”
<https://www.legisquebec.gouv.qc.ca/en/document/cs/p-22.1>

Racism

- “Corresponds to the “set of ideas, attitudes and actions whose purpose is to make ethnocultural and national groups feel inferior socially, economically, culturally and politically, thereby preventing them from benefitting fully from the advantages to which all citizens are entitled.” Racist discourse is usually based on real or presumed physical and cultural differences.” ([MIDI, 2015](#))

Discrimination

- “Every person has a right to full and equal recognition and exercise of his human rights and freedoms, without distinction, exclusion or preference based on race, colour, sex, gender identity or expression, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, language, ethnic or national origin, social condition, a handicap or the use of any means to palliate a handicap. Discrimination exists where such a distinction, exclusion or preference has the effect of nullifying or impairing such right.” ([Charter of Human Rights and Freedoms, section 10](#))

Parent

- “the word “parent” means the person having parental authority or, unless that person objects, the person having custody de facto of the student” ([art. 13, QEA](#))

Elements of the ABAV Plan *(art. 75.1, QEA)*

Element 1	<u>an analysis of the situation</u> prevailing at the school with respect to bullying and violence;	pg. 4
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;	pg. 5
Element 3	<u>measures to encourage parents to collaborate</u> in preventing and stopping bullying and violence and in creating a healthy and secure learning environment;	pg. 7
Element 4	<u>procedures for reporting, or registering a complaint</u> concerning, an act of bullying or violence to or with the institution and, more particularly, procedures for reporting the use of social media or communication technologies for cyberbullying purposes;	pg. 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; or when a report or complaint is sent to the institution by the regional student ombudsman.	pg. 12
Element 6	measures to <u>protect the confidentiality</u> of any report or complaint concerning an act of bullying or violence;	pg. 13
Element 7	<u>supervisory or support measures</u> for any student who is a victim of bullying or violence, for witnesses and for the perpetrator;	pg. 14
Element 8	specific <u>disciplinary sanctions</u> for acts of bullying or violence, according to their severity or repetitive nature; and	pg. 15
Element 9	the required <u>follow-up</u> on any report or complaint concerning an act of bullying or violence.	pg. 17
New* Additional Element (75.1 QEA)	<u>sexual violence</u> ; compulsory training activities for management and other personnel ; and safety measures to stop sexual violence.	pg. 19
Annual Evaluation	the results achieved by the school with respect to preventing and dealing with bullying and violence must be <u>evaluated.</u>	

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Violence:
the word “violence” means 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

Items in **YELLOW** indicate Bill 9 additions

1. ANALYSIS OF THE SITUATION

Description of the findings that emerge from the situation analysis with respect to bullying and violence

In reviewing the tools to analyze the school climate/situation, we see that Clearpoint Elementary is a school with a positive school climate due to many healthy relationships formed amongst the students and between students and staff. (Unfortunately, we were unable to use metrics, such as, Our School Survey, due to a system-wide glitch.)

Priorities identified with respect to bullying and violence

From these findings, we have identified the following as our priorities:

1. Maintain our students' socio-emotional well-being.
2. Continue to support our students around bullying and violence through prevention and education through measures, such as the implementation of Champions for Life: Recesses for Success
3. Promote student advocacy by starting a Student Life Improvement Committee

2. PREVENTION MEASURES

LBPSB sanctions its schools and centres to carry out additional measures to promote Equity, Diversity, Dignity, and Inclusion (E.D.D.I.) for all the parties of the school community and their partners.

Obligations of the QEA	
Ensuring a Safe and Caring School Climate	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)
	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)
	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)

Priorities and Prevention Measures	
<p>LBPSB Priority: To promote the values of the EDDI statement</p>	<p>Prevention Measure(s): Clearpoint Elementary will engage in ongoing student/teacher/staff/Governing Board information sessions on bullying, racism, homophobia and prevention of cultural stereotypes and all forms of prejudice.</p> <p>Clearpoint Elementary commits itself to modeling empathy, and appropriate, inclusive behaviour, as well as recognizing and celebrating diversity in many forms.</p>
<p>School Priority: Improving achievement</p>	<p>Prevention Measure(s): Clearpoint Elementary commits to including its analysis of the situation, targets, actions, strategies and monitoring mechanisms in the school’s Educational Project.</p>

<p>School Priority:</p> <p>Ensuring wellness</p>	<p>Prevention Measure(s):</p> <p>Clearpoint Elementary will continue to implement programs related to anti-violence and anti-bullying over the course of each school year. These programs include:</p> <ul style="list-style-type: none"> ● Champions for Life: Recesses for Successes ● Celebration of IB Learner Profile Attributes: Pride Tags ● Good News phone call ● Pink T-shirt Day ● FSSTT support ● IB Taking Actions (Student-led actions) ● Orange Shirt Day ● Grade 6 Leadership ● Classroom Initiatives to promote positive affirmation about one another ● GIMAC/BoyzRus ● Cyber-Bullying Awareness week ● Morning messages: We are proud of you, Kindness reminders, etc. ● World Kindness Day on November 13th ● Preventative socio-emotional small support groups
<p>School Priority:</p> <p>Strengthening Engagement</p>	<p>Clearpoint Elementary shall review and distribute the LBPSB Anti-bullying, Anti-Violence on an annual basis.</p> <p>A permanent link to this document will be maintained on the Clearpoint Elementary website.</p> <p>The Clearpoint Elementary Code of Conduct will be easily accessible on the school website.</p> <p>Clearpoint Elementary commits to ongoing communication between school personnel and the parents of children who are involved in incidences of bullying and violence until resolution of the problem.</p> <p>Additionally, Clearpoint Elementary commits to periodic follow-up communication with the victim of bullying, and their parents to ensure that the measures taken have been successful.</p>

3. MEASURES TO ENCOURAGE PARENTAL COLLABORATION

Parents are valuable partners and it is important to work together when it comes to taking action to prevent and stop bullying and violence. It is together that we can find the solutions. This collaboration will enable us to continue to flourish and succeed in an atmosphere of mutual respect ([LBPSB Policy on Safe and Caring Schools](#)).

Measures encouraging parent(s)/guardian(s) collaboration in preventing and stopping bullying and violence and in creating a healthy and secure learning environment.

- The Code of Conduct and the ABAV Plan will be made available to parent(s)/guardian(s); it will be posted on the school website.

Other school-based measures, if necessary:

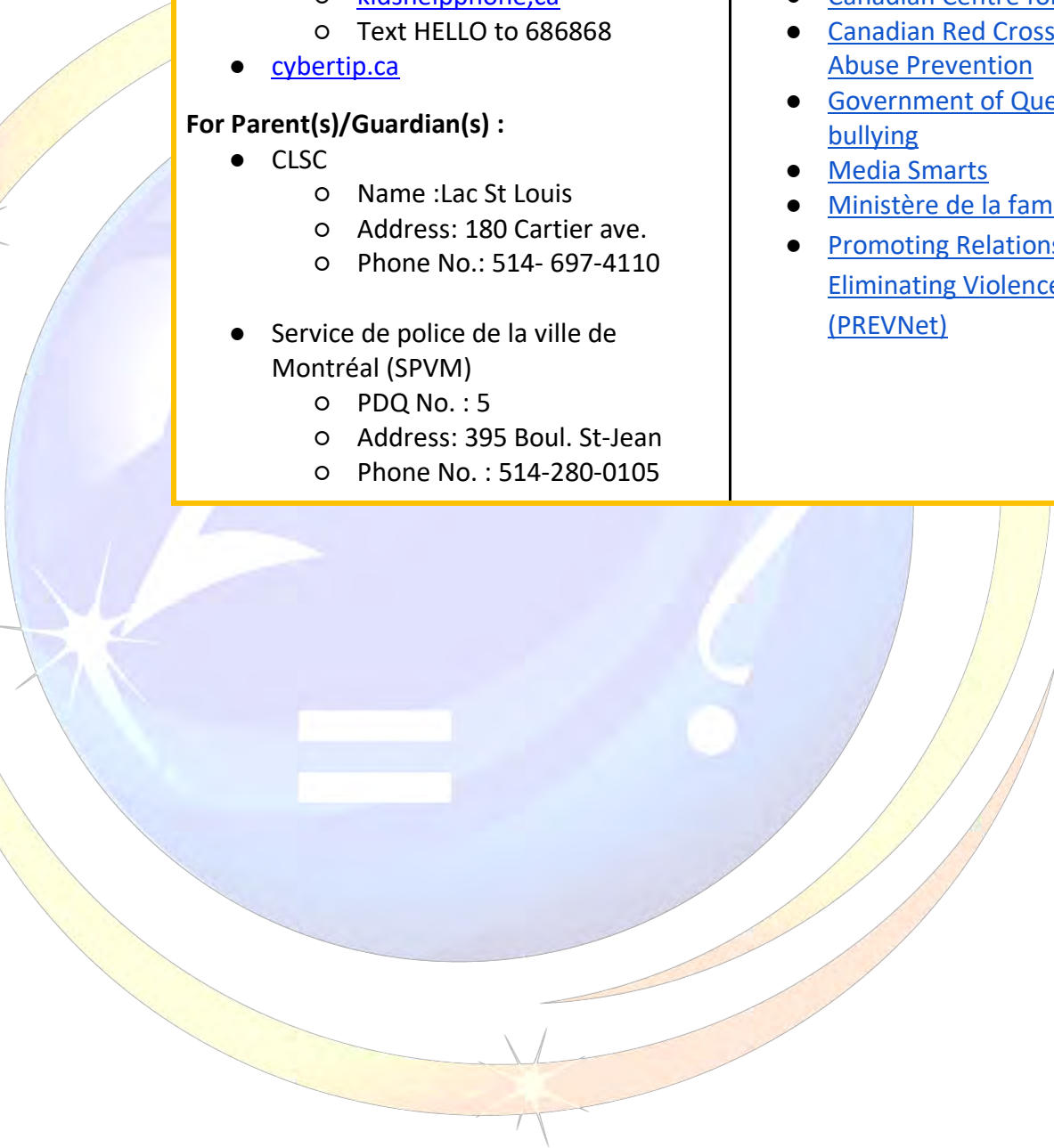
Parent collaboration and cooperation is critical to the success of any plan to eliminate bullying and violence in schools. The Clearpoint Elementary Community includes parents and it is essential that parents are committed to the goals and objectives of this plan. It is critical that parents work with the school and engage in constructive dialogue on issues as they arise.

“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.”

-LBPSB Policy on Safe and Caring Schools

Resources

Community Resources	Information on Violence and Bullying
<p>For Students:</p> <ul style="list-style-type: none"> ● Kids Help Phone: 1-800-668-6868 <ul style="list-style-type: none"> ○ kidshelpphone.ca ○ Text HELLO to 686868 ● cybertip.ca <p>For Parent(s)/Guardian(s) :</p> <ul style="list-style-type: none"> ● CLSC <ul style="list-style-type: none"> ○ Name :Lac St Louis ○ Address: 180 Cartier ave. ○ Phone No.: 514- 697-4110 ● Service de police de la ville de Montréal (SPVM) <ul style="list-style-type: none"> ○ PDQ No. : 5 ○ Address: 395 Boul. St-Jean ○ Phone No. : 514-280-0105 	<ul style="list-style-type: none"> ● Benado - Mon pouvoir sur l'intimidation ● Canadian Centre for Child Protection ● Canadian Red Cross- Violence and Abuse Prevention ● Government of Quebec: Violence and bullying ● Media Smarts ● Ministère de la famille - Québec ● Promoting Relationships and Eliminating Violence Network (PREVNet)



4. PROCEDURES OF REPORTING OR REGISTERING A COMPLAINT

The LBPSB complaint procedure can be followed to make a report or register a complaint: [Link to LBPSB Complaint Procedure](#)

The procedures for reporting or registering a complaint of acts of bullying, violence, cyberbullying, and sexual violence are:

For students	
bullying, violence, cyberbullying, or sexual violence	<p>You can ask for help for yourself or for someone else. To report a situation, you can contact any adult you trust (teacher, integration aide, daycare, principal, parent, etc.). They will be able to guide you.</p> <ul style="list-style-type: none"> • Clearpoint Elementary guarantees sensitivity for parties reporting incidents of bullying and/or violence. At the same time, we guarantee that the identified perpetrator is fully apprised of the details of the report made against them. • Any Clearpoint Elementary student who witnesses an act of bullying or violence is strongly encourage to tell a staff member at school and/or an adult at home so as to allow those adults to follow-up with reporting as they see fit and necessary. • Once a student has made a verbal report of a bullying or violent behaviour, an incident report will be filled out. The administration then fills in the incident report and follows up as needed (refer to appendix 1 – Student Incident Report). Student Incident reports are kept in a confidential location.
For parent(s)/guardian(s)	
bullying, violence, cyberbullying, or sexual violence	<p>Inform the principal via email, phone call, or in-person meeting.</p> <ul style="list-style-type: none"> • Members of the Clearpoint Elementary parent community who are made aware of a bullying situation or act of violence involving either their own child or another student of the school are obliged to contact the school principal, their designated or classroom teacher. This contact and subsequent follow-up will be documented by Clearpoint

	<p>Elementary personnel. Parents are advised not to take matters into their own hands.</p> <p>After receiving the report, the reporting parent will be contacted by the school, to be assured that the situation is being investigated and that appropriate action(s) is being taken. Further details will be limited in order to ensure confidentiality of parties involved.</p>
For staff members	
bullying, violence, cyberbullying, or sexual violence	<p>Inform the principal via email, phone call, or in-person meeting.</p> <p>Members of the Clearpoint Elementary staff community who are made aware of a bullying situation or act of violence involving a student of the school are obliged to contact the school principal. This contact and subsequent follow-up will be documented by Clearpoint Elementary personnel.</p>
For partners, (bus drivers, volunteers, others)	
bullying, violence, cyberbullying, or sexual violence	<p>Inform the principal via email, phone call, or in-person meeting.</p> <p>Partners of the Clearpoint Elementary community who are made aware of a bullying situation or act of violence involving a student of the school are obliged to contact the school principal. This contact and subsequent follow-up will be documented by Clearpoint Elementary personnel. Partners are advised not to take matters into their own hands.</p>
Any person or enterprise providing extracurricular services to students of a school or carrying out a special school project for the provision of services other than educational services	
bullying, violence, cyberbullying, or sexual violence	<p><u>Must inform</u> the principal of the school attended by the students directly involved of any act of bullying or violence that they observe. They must also follow Clearpoint’s ABAV plan.</p>

The procedures for registering a complaint are:

- In the case of a complaint concerning an act of sexual violence, the principal shall also inform the student who is the victim that it is possible to refer the complaint to the [Commission des services juridiques](#). **If the student is under 14 years of age**, the principal also informs their parent(s)/guardian(s) of that option, and **if the student is 14 years of age or over**, the principal may also inform his or her parent(s)/guardian(s) of that option, with the student's consent. ([Art.96.12, QEA](#))
- It is possible to make a report or file a complaint concerning an act of sexual violence to or with the regional student ombudsman and, for a person who is dissatisfied with the follow-up on a complaint filed with the institution, to use the [complaint processing procedure](#) provided for in the Act respecting the National Student Ombudsman.
- **Regional Student Ombudsman Coordinates:**
1035, rue De La Chevrotière, 25e étage
Québec (Québec) G1R 5A5
Phone number: 1 833 420-5233
Email: info@pne.gouv.qc.ca

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

<https://www.lbpsb.qc.ca/parents-and-community/complaints-procedure/>

5. ACTIONS TO BE TAKEN

RESPONSE PROTOCOL:

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.

STUDENT(S), PARENT(S)/GUARDIAN(S), ANY OTHER PERSON, OR PARTNER(S)

- We **encourage** school community parties (see definition on the right), who observe an act of bullying or violence, as a responsible member of the school community report the incident (refer to Element 4).
- We **require** school partner(s) (see definition on the right) to report the incident to Element 4).

School Community Parties:

Students, Staff, School Administration, School Board, Governing Boards, & Parents.

School Partners:

Outside organizations including but not limited to bus companies, coaches, & volunteers.

STAFF

Any staff member who observes an act of bullying or violence must (items 1-4):

1. Respond- Intervene immediately
2. Reassure- Ensure safety of all school community parties and partner
3. Report- To the Principal or their designate
4. Review- Establish frequent check-ins, maintain communication and ongoing support as needed

PRINCIPAL

After considering the best interest of students and/or staff directly involved, the principal shall:

- Meet with parties involved, as needed.
- Communicate relevant information to relevant staff members regarding the safety of the student(s) and/or staff concerned.
- Communicate with their parent(s)/guardian(s) to inform them of the measures in the anti-bullying and anti-violence plan, as required. ([Art 96.12, QEA](#))

- Refer parent(s)/guardian(s) to complaints procedure, should they express dissatisfaction with the course of action from the school administration, and inform them of their right to request assistance. ([Art 96.12, QEA](#))
- Document the incident.



6. CONFIDENTIALITY

Reporting incidents of bullying or violence is the right thing to do. It allows everyone to obtain help and put an end to the situation. Reporting may cause discomfort in the person doing it, however, the school will take the necessary precautions to preserve confidentiality.

The measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence are:

- Staff are reminded annually that every incident and the ensuing follow-up must be kept confidential.
- Communication with all parties will be discreet.
- All parties will be treated with respect, discretion and empathy.
- Details of applied disciplinary sanctions will be kept confidential as the law forbids that this information be communicated to other students or parents.

Other school-based measures, if necessary:

- The Clearpoint Elementary anti-violence/anti-bullying plan will be reviewed annually and all staff are reminded that every incident and the follow-up must be kept confidential.
- All reports of bullying and/or violence will be kept in a secure location under the supervision of the school principal or their delegate.
- The above named reports will be kept in a distinct file from the Cumulative File or Confidential File of an individual student.
- In all instances and procedures, sensitivity to the fears and feelings of all parties must be kept in mind.
- Members of the Clearpoint Elementary Community agree that in all cases involving minor students, information shared should be on a need to know basis only.
- All parties acknowledge that Clearpoint Elementary personnel are not permitted to share information about another student with anyone, except the parents of that student and staff members who are directly implicated in the situation.

7. SUPERVISORY OR SUPPORT MEASURES

It is the responsibility of every 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 their choices and behaviour.

Supervisory or Support Measures for Victims, Witnesses, and Perpetrators (may include, but are not limited to)

- Ensure a safe, caring, and trusting climate during interventions.
- Put in place necessary measures for the safety of all school community parties and their partners.
- Facilitate a meeting with a designated staff member.
- Offer individual or group support (e.g. FSSTT)
- Refer to the professional resources of the school or school board.
- Establish an intervention plan.
- Refer to external partners such as:
 - Batshaw/Department of Youth Protection (DYP);
 - Integrated University Health and Social Services Centre/Integrated Health and Social Services Centres (fr. CIUSSS/CISSSMO);
 - Service de Police de la Ville de Montréal (SPVM) i.e, socio-community officers.
- Monitor and follow up after resolution.

8. DISCIPLINARY SANCTIONS

The application of disciplinary sanctions will be made following an analysis of the incident(s). The severity of bullying and violent acts are measured by their intensity, frequency, consistency, persistence, context, and impact on students.

Considerations When Determining Disciplinary Sanctions

- 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 incident(s) occurred.
- Patterns of past or continuing behaviours.
- Family context.
- Other circumstances that may play a role such as cultural context, trauma history and mental health.

Disciplinary Sanctions (may include, but are not limited to)

- Conversation with student
- Parent notification and conversation
- Reflection activity or action
- Restorative measures or practices
- Restitution
- Mediation or conflict resolution
- Behaviour contract
- Removal of privilege(s)
- School Detention
- In-school suspension
- Out-of-school suspension
- Transfer to another school

9. FOLLOW-UP

Follow-up measures may include:

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

- Ongoing documentation of the event(s).
- Ongoing communication with all parties involved, as needed.
- Ongoing monitoring of all students involved to assess their well-being.
- Verifying the completion of disciplinary sanctions for all parties concerned.
- Referring parent(s)/guardian(s) to complaints procedure, should they express dissatisfaction.

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

<https://www.lbpsb.qc.ca/parents-and-community/complaints-procedure/>

SEXUAL VIOLENCE

Compulsory training activities for management and other personnel:

- Training will be provided, when made available (* **New** Additional Element (75.1 QEA))

Safety measures to stop sexual violence:

- Sexuality Education Curriculum
- Internal expertise of school board professionals (sexologist, psychologists, guidance counsellors, etc.)
- Prevention programs
- Consultation with partners (SPVM, CIUSSS/CISSMO, Batshaw/DYP, Marie-Vincent Foundation, etc.)

Complaint Procedure

In the case of a complaint concerning an act of sexual violence, the principal shall also inform the student who is the victim that it is possible to refer the complaint to the [Commission des services juridiques](#). **If the student is under 14 years of age**, the principal also informs their parent(s)/guardian(s) of that option, and **if the student is 14 years of age or over**, the principal may also inform his or her parent(s)/guardian(s) of that option, with the student's consent. ([Art.96.12, QEA](#))

It is possible to make a report or file a complaint concerning an act of sexual violence to or with the regional student ombudsman and, for a person who is dissatisfied with the follow-up on a complaint filed with the institution, to use the [complaint processing procedure](#) provided for in the Act respecting the National Student Ombudsman.

Other options to report situations of sexual misconduct and violence in schools include:

- 1-833-DENONCE, is open from 8:30 a.m. to 4:30 p.m. on weekdays. A voice mailbox is available outside this time slot in order to be called back by an agent.
- email signalements@education.gouv.qc.ca



ANNUAL EVALUATION GRID

LEGEND		
1	No adjustment	Our actions are satisfactory and we are continuing on this path
2	Some adjustments	Our actions are quite satisfactory, but require some adjustments.
3	To review	Our actions or measures are no longer applicable or available.

Evaluation				
Legend: 1: No adjustment 2: Some adjustments 3: To review		Check		
Actions and/or Prevention Measures carried out in 2023-2024		1	2	3
1	Keep record of incidents with Student Repair Plan	●		
2	Introduction of Champion for Life		●	
3	Continuation of socio-emotional support groups		●	
4	Start of the Student Life Improvement Committee		●	

Findings	
<p>We found that keeping student repair plans acted both as incident reports and a good tool to help students reflect on any unexpected behaviors that a student might have exhibited. It can also act as a baseline measurement of the number of incidences of aggression and bullying.</p>	

We saw the emerging benefits of having student-led Champions for Life. As it only came into play early spring, we need to ensure that this program starts earlier next school year to better ensure that the students feel safely engaged at recess.

Socio-emotional groups are also excellent ways to help mitigate dysregulated behaviors. Giving students tools and strategies when faced with social issues are necessary for fostering empathy, critical thinking, and effective communication skills, ultimately empowering them to navigate diverse types of relationships.

In line with our Orientations set in our Education Project, a new initiative, advocating student voice and agency, will be put in place to assess and improve student life at Clearpoint. Hearing from the students will greatly increase our perspectives as to how best meet their needs and improve their experience at school.

