

**Hadley Junior High School and Philemon Wright High School**  
**Anti-Bullying and Violence Prevention Plan and School Assessment**  
**School Year: 2020/2021    Principal: Dodie Payne**



Report to MRS. PAYNE  
[dpayne@wqsb.qc.ca](mailto:dpayne@wqsb.qc.ca) or  
 #standtogether tab on our website  
<https://hadleyphilemon.westernquebec.ca/standtogether/>

- Information is confidential
- You report/I act
- I will follow up
- I consult with the victim before acting
- We work together on a solution
- We all need to stand together against bullying

**Section 1: In-School Committee**

<b>Anti-Bullying and Anti-Violence Committee struck (Date): September 2020</b>		
<b>Member</b>	<b>School Role</b>	<b>Signature</b>
Dodie Payne	Principal	
Correne Giles	VP Assistant	
Kate Smith	Vice-Principal	
Letitia Taylor	Parent	
Stacey Dumont	Special Education Technician	
Marie-Line Bourdy	Teacher	
Kim Harper	Special Education Technician	
Christine Anderson	Student Life Coordinator	
Emilie Giacomelli	Teacher	
Leiko Mar	Special Education Technician	
Steve Swenson	Special Education Technician	
Amanda Kemp	Teacher	

**Section 2: Must-Do Actions**

	<b>ACTION</b>	<b>Date</b>	<b>Person Responsible</b>
1	EMERGENCY Preparedness Plan for the Year	August 2020	TM
2	SUPERVISION SCHEDULE for the Year	August 2020	TM
3	ABVP-Plan Presented to Governing Board	November 2020	DP
4	ABVP-Plan Approved by GB	November 2020	DP
5	ABAV committee	November	Committee
6	Survey Students	November	DP/TM
7	Committee meetings	November, February , May	

### Section 3: Analysis of Situation

#### In School Bullying Reports:

2019/2020

Types of Bullying	Hadley Reports	PW Reports
Cyber Bullying	3	1
Homophobia	1	1
Lying/False Rumours	3	1
Money/damaged goods	0	2
Physical Bullying	16	5
Racial	4	0
Sexual	5	0
Socially	2	0
Threatening	0	0
Verbal teasing/name calling	30	15
Total: 89	64	25

2018/2019

Types of Bullying	Hadley Reports	PW Reports
Cyber Bullying	4	0
Homophobia	3	
Money/damaged goods		2
Physical Bullying	20	1
Racial	5	
Sexual	1	3
Socially		3
Threatening	7	2
Verbal teasing/name calling	23	5
Total: 79	63	16

### Section 4: Committee Mission and Vision

**Committee Vision:** That all students and staff are safe at school.

**Committee Mission:** Our mission is to eliminate violence and bullying from our school experience

- By reporting and responding to all acts of violence and bullying in our school.

## Section 5: ABAV Goals for 2020/2021

Goals	Red/Yellow/ Green
<b>Goal #1:</b> <b>Students will feel safe and a sense of community within the school</b>	
<b>Strategy:</b> School Spirit Activities	
<b>Strategy:</b> Weekly announcements	
<b>Strategy:</b> Well Being Survey – action after survey	
<b>Strategy:</b> Energizers	
<b>Strategy:</b> Compassion meals – students prepare a meal to share with interested students at lunch time	
<b>Strategy:</b> Homeroom identity and challenges	
<b>Strategy:</b> Clean classroom campaign – pride in their environment	
<b>Strategy:</b> Guest Speaker – Empowering Belonging with Mindfulness	
<b>Strategy:</b> Anti-bullying peer and counseling groups equipped through training of diverse students by a consultant.*	
<b>Strategy:</b> Teachers sign up to spend a lunch with a Hadley group as part of Value added.	
<b>Strategy:</b> Community circle activities to build coping strategies and skills	
<b>Strategy:</b> Special projects with spec-ed techs (garden, t-pee, biking, food)	
<b>Strategy:</b> A community of character: Inspirational affirmations played during announcements.	
<b>Goal#2:</b> <b>Students will report incidences of bullying to the school</b>	
<b>Strategy:</b> visit Hadley homeroom groups to review definition of bullying, methods of reporting and supports.	
<b>Strategy:</b> # We Stand Together Week (pledge, pinky swear, ...) November 16 <sup>th</sup> – 20 <sup>th</sup>	
<b>Strategy:</b> PEACE (grade 8)– partnership with the Gatineau Police	
<b>Strategy:</b> Keep it Private (grade 7)– partnership with the Gatineau Police	
<b>Strategy:</b> Reporting sheet in classrooms put a symbol on the door. This is a place you can report and discuss bullying issues	
<b>Strategy:</b> Anti-bullying curriculum will be covered in Ethics classes for grades 8 and 11: Ditch the label and Empowerment	
<b>Strategy:</b> Promote pink shirt day – we act when people are not being treated properly	
<b>Strategy:</b> Make reporting easy on the website (look at an easy link)	

## Section 6: Anti-Bullying and Violence Prevention Policy

Hadley Junior High School and Philemon Wright High School are committed to providing a safe, caring and harmonious environment that fosters respect for all members of the school community. Our schools aspire to fulfill a commitment to safer schools by fostering an atmosphere of respect, understanding, and encouragement between all who teach, work and learn in the school, so that the development and contribution of every individual can be acknowledged, and all can work together to benefit personal growth and the common good.

### Section A. What is Bullying?

Dan Olweus, creator of the Olweus Bullying Prevention Program, provides this commonly accepted definition for bullying in his book, *Bullying at School: What We Know and What We Can Do*. The definition of “bullying behaviours” at Hadley and Philemon Wright is: "A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she may or may not have difficulty defending himself or herself."

This definition includes three important components:

1. Bullying is aggressive behavior that involves unwanted, negative actions.
2. Bullying involves a pattern of behavior repeated over time.
3. Bullying may involve an imbalance of power or strength.
4. Bullying may engender a constant sense of encirclement, oppression, fear and/or defensiveness.

### **Section B. Types of Bullying**

Bullying can take on many forms:

1. Verbal bullying including derogatory comments and name calling;
2. Bullying through social exclusion or isolation;
3. Physical bullying such as hitting, kicking, shoving, and spitting;
4. Bullying through lies and false rumors;
5. Having money or other things personal property/belongings/possessions taken or damaged by students who bully;
6. Being threatened or being forced to do things by students who bully;
7. Racial bullying;
8. Sexual bullying, harassment, unwanted advances, inappropriate touching; and
9. Cyber-bullying (bullying behavior via cell-phone, Internet, etc...).

### **Section C. Types of Violence**

Violence can take on many forms:

1. Verbal or written violence including derogatory comments and name calling;
2. Physical violence such as hitting, kicking, shoving, and spitting;
4. Abusive relationship when dating
5. Sexual violence such as inappropriate touch or threats;
6. Vandalism; and
7. Cyber-violence (negative, targeted behavior via cell-phone, Internet, etc...).

### **Section D. School Community Responsibilities**

At Hadley Junior High School and Philemon Wright High School there is a culture where effective programs and policies communicate to all students and staff the message that bullying-type behaviour will not accepted or tolerated.

Responsibilities of staff:

- To act as appropriate role models for all staff and students;
- To take every precaution to ensure that students are supervised at all times;
- To reinforce the message that bullying is not accepted or tolerated;
- To be observant of signs of distress or suspected incidents of bullying;
- To treat all reports or observed incidences of bullying seriously by reporting them immediately the appropriate administrator or to any staff member;
- Providing and fostering an environment where students feel they can speak to staff about their concerns.

Responsibilities of students:

- To behave appropriately, respecting individual differences and diversity – to take a stand against bullying;
- To participate in anti-bullying peer and counseling groups when appropriate;
- To attend anti-bullying information/training and support workshop/assemblies;
- To report and inform (parents/guardians, school staff, friends) if they are being bullied or if they see someone else being bullied –whether it occurs at school and away to and from school;
- To help someone who is being bullied by taking a stand – reporting and supporting;
- To stand up and help someone being bullied.

Responsibilities of parents:

- To watch for signs that their child may be the victim of bullying;
- To watch for signs that their child is exhibiting bullying behavior;
- To speak to the Youth Counsellor, Teacher, or the Administrator if their child is being bullied, or if they suspect that this is happening;

- To seek advice from the Youth Counselor and or Administrator if they suspect that their child is bullying others;
- To encourage open conversations with adults if they are bullied or suspect others are bullying
- To encourage their children to tell a responsible adult if they are bullied.

Students can expect that their concerns will be responded to by the school staff and that they will be provided with appropriate support (for both the victims of and those responsible for the behaviour).

### **Section E. Procedure for Reporting All Bullying-Type Behaviours**

If someone witnesses what they believe to be bullying-type behaviours towards a member of our school community they can use the following steps as a guideline for action:

1. It is important to report any incidence of bullying. All students, staff and parents MUST report any incidents of bullying.
2. Document (in writing or via email) all incidents of bullying behaviours/violent behaviours (describe: a) what happened, b) between who, c) where it happened, d) when it happened, e) why it happened.
3. Bring the incident report to the attention of a teacher, counselor, or principal.
4. Reported incidents are investigated first by the Administration. The alleged student(s) committing the bullying-type behaviour and the victim are interviewed separately.
5. All potential witnesses are interviewed by the Administration.
6. ALL COMMUNICATIONS WITH Administration and staff are CONFIDENTIAL. NAMES of any victims/witnesses are never released.
7. Victims and/or parents are asked their perspective and their opinion on potential interventions by school staff before interventions take place.
8. If any degree of bullying has occurred, the following action will be taken: Support/consequences and counseling will be given as is appropriate to both the victim and the student(s).
9. All staff and students have a responsibility to maintain the safety and welfare of fellow students. This means we must all take this policy document seriously.

### **Section F: Follow-Up (All incidents of bullying are viewed as serious.)**

1. We will support the victim in the following ways:
  - a) Offering immediate support and the opportunity to talk about the experience with a school counselor.
  - b) Informing the victim's parents/guardians (while also respecting the victims' privacy).
  - c) Offering continuing support as needed.
  - d) Incidents or reports of bullying will be documented.
  - e) Taking one or more of the steps described below to prevent the reoccurrence of bullying.
2. We will try to prevent a reoccurrence of bullying in the following ways:
  - a. Our schools provide a range of effective programs to ensure a safe and secure environment promoting personal growth and excellence in all students. Our goal is to develop confidence and self-esteem in order to empower students to take responsibility for themselves and their actions. As part of this, an anti-bullying and anti-violence message is consistently communicated to students.
  - b. Conducting an initial Investigation as outlined in Section D.
  - c. By making available to the student(s) counseling services.
  - d. Ensuring just and strict school consequences for student(s) committing the bullying-type behaviour. The following are the disciplinary steps the school's Administration will follow:
    - i. Official warning to stop offending (verbal and written) to the students and parents.
    - ii. A student may be automatically suspended from school if the act of bullying is considered severe regardless if there have been previous issues.
    - iii. In the case of a serious incident of bullying, parents of both the victim and the student(s) committing the bullying-type behaviour are notified. The parents of both the victim and

- the student(s) committing the bullying-type behaviour are informed of the allegations and are also informed about the student's responses to these allegations (verbal and written).
- iv. If they do not stop engaging in bullying behaviours after any warning from school staff, students will be suspended from school.
  - v. Students who bully others may face one or more of the following consequences:
    - Involvement in mediation;
    - Referral to the school counselor;
    - Parents will be contacted by the school;
    - Recommendation for an out-of-school assessment;
    - Referral to Gatineau Police;
    - Privileges will be withdrawn (e.g. exclusion from school, school activities, school services); and
    - Sanctions outlined in the School's Discipline Policy such as detention and suspension.

Note: The school will also refer to the Western Quebec School Board's "Safe Schools Policy".

Note: Please see Appendix A Bullying Reporting Form to be used by students and parents. Parents and students may also report an incident of bullying or any violent/hurtful incident students and parents by emailing concerns directly to [dpayne@wqsb.qc.ca](mailto:dpayne@wqsb.qc.ca)



Report to MRS. PAYNE  
[dpayne@wqsb.qc.ca](mailto:dpayne@wqsb.qc.ca) or  
#standtogether tab on our website  
<https://hadlevphilemon.westernquebec.ca/standtogether/>

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ECOLE INTERMÉDIAIRE  
PHILEMON WRIGHT HIGH SCHOOL  
HADLEY JUNIOR HIGH SCHOOL  
80 Daniel Johnson J8Z 1S3



**BULLYING INCIDENT REPORT FORM**  
**REPORTER COMPLETES THIS SIDE:**

<b><i>Name of victim(s):Optional</i></b>	<b><i>Name of student(s) bullying:</i></b>	<b><i>Name(s) of witnesses/bystanders:</i></b>

***Date of Incident:*** \_\_\_\_\_ ***Time:*** \_\_\_\_\_

***Location of Incident (check all that apply):***

- |                                       |   |   |                                 |
|---------------------------------------|---|---|---------------------------------|
| <input type="checkbox"/> After-school | <input type="checkbox"/> Bus stop                         | <input type="checkbox"/> Bus (to/from school) | <input type="checkbox"/> Cafe   |
| <input type="checkbox"/> Classroom    | <input type="checkbox"/> Gym                              | <input type="checkbox"/> Hallway              | <input type="checkbox"/> Locker |
| <input type="checkbox"/> Rest room    | <input type="checkbox"/> Text/Phone/Internet/Social Media | <input type="checkbox"/> Yard                 |                                 |
| <input type="checkbox"/> Other: _____ |   |   |                                 |

***Type of Bullying:***

- |                                     |                                     |                                   |                                 |
|-------------------------------------|-------------------------------------|-----------------------------------|---------------------------------|
| <input type="checkbox"/> Cyber      | <input type="checkbox"/> Disability | <input type="checkbox"/> Physical | <input type="checkbox"/> Racial |
| <input type="checkbox"/> Relational | <input type="checkbox"/> Religious  | <input type="checkbox"/> Sexual   | <input type="checkbox"/> Verbal |

***Bullying Behaviors (check all that apply):***

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Cyber-bullying         | <input type="checkbox"/> Demeaning Comments  | <input type="checkbox"/> Email                      |
| <input type="checkbox"/> Excluded               | <input type="checkbox"/> Hit                 | <input type="checkbox"/> Inappropriate touching     |
| <input type="checkbox"/> Intimidation/Extortion | <input type="checkbox"/> Kicked              | <input type="checkbox"/> Lies or False Rumors       |
| <input type="checkbox"/> Punched                | <input type="checkbox"/> Shoved/Pushed       | <input type="checkbox"/> Stolen/Damaged Possessions |
| <input type="checkbox"/> Taunting/ridiculing    | <input type="checkbox"/> Threatened-Verbally | <input type="checkbox"/> Threatened-Physically      |
| <input type="checkbox"/> Staring/Leering        | <input type="checkbox"/> Writing/Graffiti    | <input type="checkbox"/> Other: _____               |

Have you reported this to another adult? YES NO If yes, who: \_\_\_\_\_

**Describe incident** (including any relevant background information)

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Do you want action to be taken at this time? Yes – what are you comfortable with \_\_\_\_\_

NO, just reporting. \_\_\_\_\_

Today's Date: \_\_\_\_\_ Report Completed by: \_\_\_\_\_

Signature: \_\_\_\_\_

**ADMIN SECTION:**

**Actions Taken:**

☐ Consequences:

\_\_\_\_\_  
\_\_\_\_\_

☐ Remediation:

\_\_\_\_\_  
\_\_\_\_\_

☐ Referral for additional support services:

\_\_\_\_\_  
\_\_\_\_\_

☐ Parent Contact: Date \_\_\_\_\_ Time \_\_\_\_\_ Person making contact: (if emailed please attach copy of correspondence)

\_\_\_\_\_

Result:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**Bullying Incident Follow-Up**

**Follow-up Conference Date: Time:** \_\_\_\_\_

Conducted by:

**People present:** (use initials)

☐ Administrator \_\_\_\_\_ ☐ Social Worker \_\_\_\_\_ ☐ Tech/Counselor \_\_\_\_\_  
☐ Teacher \_\_\_\_\_ ☐ Student \_\_\_\_\_ ☐ Parent \_\_\_\_\_ ☐ Parent \_\_\_\_\_ ☐  
Witnesses \_\_\_\_\_ ☐ School Psychologist \_\_\_\_\_ ☐ Police \_\_\_\_\_ ☐ Other \_\_\_\_\_

**Actions Taken:**

☐ Consequences:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_