



Policy on Peaceful and Responsive Schools

<i>Department responsible:</i> General Administration	
<i>Effective date:</i> July 1, 2006	<i>Amended by:</i>
<i>Reference:</i> Policy #: CC 2005/2006-54	<i>Against Harassment</i> <i>Health and Safety</i> <i>Suspensions and Expulsions</i> <i>Crisis Intervention Plan</i>

The Kativik School Board believes in the well being and self actualization of its students and personnel as well as the entire school community. To achieve the principles contained in the KSB mission statement it is essential to provide support, a safe and holistic environment and a culturally responsive curriculum.

Students are expected to become self sufficient, educated and valued contributing members of society. The main goals are that students demonstrate personal characteristics such as a sense of respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals.

The peaceful and responsive Policy is written in order to help achieve the above goals.

A Peaceful and Responsive Schools Policy is a framework that can be used for present and future actions. The objective is to create and maintain a positive, safe and welcome school environment for all students, staff and visitors. KSB believes that schools must be a place where both students and staff can work to the best of their abilities, with mutual respect. Schools must be free of drugs, violence, intimidation, and fear.

Developing and applying rules for peaceful and responsive schools is not a static act but rather an on-going, long term and comprehensive process both at the Board and local level. The provisions adopted shall be applied with care and reviewed whenever required.

1. Premises

- 1.1 [purpose](#) This Policy strives to put in place a Board framework to which schools shall refer when developing their own code of conduct, when planning prevention programs or when responding to a given incident.
- 1.2 [definitions](#) In this policy, the following words or expressions mean:
- a) **bullying**: a combination of power and aggression occurring when a person maliciously and repeatedly intimidates another person verbally, physically or psychologically;
 - b) **drugs**: a controlled substance, as set out in the *Controlled Drugs and Substances Act* and other any other substance used as an intoxicant;
 - c) **harassment**: behaviour including comments, conduct or gesture which is insulting, intimidating, humiliating, hurtful, malicious, degrading, or otherwise offensive to an individual or group of individuals for any of the motives listed in the *Charter of Human Rights and Freedoms of Quebec*;
 - d) **intoxicant**: any substance that causes an hallucination, excluding authorized medication used in accordance with directions given by a health care professional;
 - e) **parent**: mother, father or guardian (or foster parent) of a student;
 - f) **physical assault**: the intentional application of force, directly or indirectly, in any degree at all, to a person without that person's consent;
 - g) **Principal**: the school Principal or the vice-Principal, when applicable;
 - h) **school administration**: Principal, vice-Principal, Centre Director or in their absence the person in authority;
 - i) **vandalism**: deliberate damage of school properties, buildings, equipment, books or personal property or arson;
 - j) **weapon**: anything used, designed to be used, or intended to for use in causing death or injury to any person or to threaten or intimidate any person. It can include objects, which can be used as weapons such as slingshot, rocks, pocket knives or a screwdriver, if displayed to threaten or intimidate.

2. General principles

- 2.1 [local code of conduct](#) Each school must, in conjunction with the school personnel, parents and community, develop a local code of conduct, outlining desirable and undesirable behavior. The local code must:
- a) respect and be consistent with the standards established in this Directive;
 - b) follow a positive discipline approach, without ever resorting to blame or negative punishments;
 - c) be approved by the Director of Education Services before its implementation as well as any changes to be made after its implementation.
- 2.2 [students:](#) Students are part of the school community and they must act as responsible members of this community and contribute to assure its well-being. Therefore, students must:
- a) be punctual and attend every school day;
 - b) respect property;
 - c) do their school work each day;
 - d) follow school rules and help and encourage others to do the same;
- Moreover, the students are expected to:
- e) be ready & open to learn;
 - f) respect one-self and others;
 - g) be cooperative, self-disciplined and courteous.
- 2.3 [personnel:](#) All school personnel are leaders in the school community as such they are models for the students. Therefore, the school personnel must:
- a) treat all students, colleagues, parents and community members equally and with respect;
 - b) value different cultures and languages.
 - c) help students promote their mother tongue;
 - d) work with students to achieve their full potential in different areas;
 - e) establish an on-going dialogue with parents for the well being of the students;
 - f) teach and demonstrate good values, behaviour and responsible citizenship;
 - g) ensure that students and parents are informed of the code of conduct in effect and that the provisions of the code are equally applied in the school.

- 2.4 [parents:](#) Parents are the primary educators and are responsible for their child's growth. Their participation is necessary in order to create a peaceful and responsive school. Therefore, parents are expected to:
- a) become familiar with the local school code of conduct;
 - b) ensure that the child follows the school code of conduct;
 - c) establish an on-going dialogue with school personnel for the well being of the child;
 - d) assist school personnel and collaborate in dealing with any related school issues;
 - e) commit to and encourage school activities by volunteering when possible.
- 2.5 [community:](#) "Community" includes members, families, and organizations that influence the learning and child development. Collaboration between school and community is essential in the creation of safe schools. The community provides, expertise and services in the areas of life skills, and citizenship education.
- 2.6 [prevention programs](#) The Kativik School Board strongly encourages all schools to develop and implement anti-bullying and prevention programs.

3. Requirements

- 3.1 [incidents](#) The following behaviors or incidents must be considered unacceptable and intolerable:
- a) possession and/or use of a weapon, with intent to harm;
 - b) physical or sexual assault;
 - c) bullying;
 - d) harassment;
 - e) vandalism;
 - f) possession of, under the influence of or providing others with drugs, alcohol or other intoxicants (sniffing);
 - g) racism, segregation.
- 3.2 [actions](#) The intervention to be made by the school administration, depends on the type of situations identified in section 3.1:
- a) if the situation endangers the immediate safety of a person, take steps to ensure security of school population by invoking emergency intervention plan;
 - b) for sexual assault, invoke Quebec government protocol in conjunction with section 3.3;
 - c) for harassment, invoke KSB directive against harassment;

- d) for bullying: apply section 3.4
- e) in any other situation, apply section 3.3.

3.3 [procedure](#) When the situation warrants it, the school administration proceeds as follows:

- a) have the weapon confiscated and/or drugs or alcohol, if any.
- b) inform the person on the behavior that is in violation of the Policy;
- c) give a temporary supervised in-school or out of school suspension to the student(s) involved until a meeting can be held;
- d) communicate with the parents;
- e) communicate with the police and/or other concerned authorities (Social Services, Youth protection), when appropriate;
- f) hold a meeting with the Principal, Centre Director, parents and other concerned individuals to establish the conditions for the student's reintegration in the school. However, if the parents refuse to attend, the meeting will be postponed until such time as they are able to attend.

if the parents do not come to the meeting, the school administration proceeds as follows:

- i. first day, contact the parents.
- ii. second day, a member from the Education committee contacts the parents,
- iii. third day, report the case to social services
- iv. fourth day, report the case to youth protection
- v. fifth day, a member of the education committee will sit on the meeting instead of the parent.

Recommendations for the student's readmission and possible rehabilitation must be discussed. The school principal is responsible for the final decision.

- g) develop a contract for the student, in a form of a written agreement establishing the conditions and appropriate consequences should the student neglect to behave according to the rules and providing the student with structure and self-management. The contract outlines the incident, lists the consequences for the student and defines a course of action if these consequences are not followed. Some consequences may include:
 - i. in school suspension
 - ii. suspension
 - iii. meeting the student counsellor
 - iv. payment of material damages

The Principal is the person responsible for developing this contract, in consultation with other involved staff members. The contract should identify a person(s) responsible for the follow up (see *Annex A* – example of contract);

- h) an incident report must be completed and sent to the Director of Education Services.

3.4 [procedure bullying](#) When the situation warrants it, for bullying incidents, the school administration proceeds as follows:

- a) meet separately all the parties involved (victim, perpetrator and witnesses). For the person who performed the act of bullying and for the victim of this act, their parents must be involved in the meeting. The student counselor should be involved in meeting all three parties;
- b) document the incident (with the who, what, where, when, and why of the act explained);
- c) when meeting with the perpetrator, a contract must be developed for the student, outlining the incident, listing the consequences for the student and defining a possible course of action if these conditions are not followed. The principal is the person responsible for developing this contract, in consultation with other involved staff members. The contract should designate person(s) responsible for follow up;
- d) an incident report must be completed and sent to the Director of Education Services.

4. Application of this policy

- 4.1 [previous provisions](#) The present policy replaces all other policies of the Board pertaining to this subject.
- 4.2 [responsibility](#) The Director-General is the person responsible for the application of this policy.

Annex A
Example of Contract

CONTRACT SAMPLE WITH STUDENT

I (name of the student), a student in secondary _____ . I want to go back in classroom in order to have the chance to finish my secondary II. Since the beginning of this school year, I admit that my behavior disturbed a lot the secondary II class.

By this contract, I promise to participate positively in order to create a good learning atmosphere in the classroom so my classmates will benefit to the maximum from the teaching given by my teacher.

To do so, I agree to respect all the following conditions written below:

- 1- To be present at all classes unless for valid reasons.
- 2- To do all my school work and homework
- 3- To be present at all study hall periods.
- 4- Respect all school rules and code of life of the school.
- 5- Respect all students.
- 6- Respect all teachers and school personnel.

I understand that this is done to help me finish my secondary II. I am also aware of the serious consequences if I do not respect these conditions. This might end up to a long suspension or expulsion from the school.

Signatures will include:

- Student
- Parents
- Teacher(s) involved
- Vice-principal
- Principal

Date: