



## Directive Against Bullying and for the Promotion of Peaceful and Responsive Schools

<b>Department responsible:</b> General Administration	
<b>Effective date:</b> July 1, 2006 & October 21, 2015.	<b>Amended:</b> October 24, 2012, October 21, 2015.
<b>Reference:</b> Directive #: CC 2005/2006-54, 2012/2013-14 and 2015/16-05	<i>Against Harassment Health and Safety Suspensions and Expulsions Crisis Intervention Plan</i>

***Underlined article numbers identify provisions already adopted by the Council of Commissioners***

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.

Children, who are powerful physically, emotionally and/or psychologically can mock, hit blackmail and intimidate other children on a daily or a regular basis. Children, who are less powerful, more sensitive or different and uncommon in a way are being targeted by their peers and find themselves at a disadvantage. Daily life at schools and beyond is full of such examples. KSB will not tolerate bullying and will take all necessary steps to make it stop.

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

This Directive Against Bullying and Promoting Peaceful and Responsive Schools is written in order to help achieve the above goal.

It is a framework that can be used for present and future actions. The objective is to create and maintain a positive, safe and welcoming school environment for all students, staff and visitors. KSB believes that schools and the local community 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, fear, and actions that are encompassed under the term bullying.

Developing and applying rules against bullying and promoting of 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

Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both those who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:

- **An Imbalance of Power:** Those who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others.
- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Developing and applying rules and strategies that focus on the reduction of bullying are part of an on-going, comprehensive process both at the Board, and in partnerships to be established with the community.

1.1 **Purpose:** This Directive 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 directive, 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.
- k) **digital:** any electronic device utilized (directly or indirectly) to harass, intimidate, threaten, embarrass, expose, demonstrate or share without the person's consent.

1.3 Bullying incidents: There are four types of bullying:

- Verbal bullying is saying or writing mean things. Verbal bullying includes:
  - Teasing
  - Name-calling
  - Inappropriate sexual comments
  - Taunting
  - Threatening to cause harm
- Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
  - Leaving someone out on purpose
  - Telling other children not to be friends with someone
  - Spreading rumors about someone
  - Embarrassing someone in public
  - Engaging in racist or hate related activities
- Physical bullying involves hurting a person's body or possessions. Physical bullying includes:
  - Hitting/kicking/pinching
  - Spitting
  - Tripping/pushing
  - Taking or breaking someone's things
  - Making mean or rude hand gesture
- Cyber-bullying involves use of digital electronic systems to bully an individual or group. Cyber-bullying includes:
  - Posting information about a person on the internet with the intention of harassing or otherwise harming a person psychologically.

## 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 submitted to the Director of school operations

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:

- a) be ready & open to learn;
- b) respect one-self and others;
- c) be cooperative, self-disciplined and courteous.

2.3      Personnel: All school personnel are to be the models in the school community and as such set expectations 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;
- h) refrain from engaging in bullying within the school and

community in order to demonstrate appropriate adult interactions;

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;
- f) promote model behavior that reflects non-bullying within their home and in the community.

2.5 **Community:** "Community" includes members, families, and organizations that influence the learning, child development and positive behaviour. 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 and community members.

2.6 **Prevention programs:** Schools must develop and implement: anti-bullying and prevention programs.

2.7 **Intervention:** In the normal course of events in a school, a teacher or any other individual should not physically intervene with a student. However, they may use reasonable measures to de-escalate a situation, to protect a student or to protect other persons from him and may for instance physically restrain a violent student using minimal strength and do all that they can to avoid causing that student injury.

The Québec Charter of Rights and Freedoms generally obliges all citizens to provide assistance to a person in danger, which adds to the duty to intervene in certain types of situation. This intervention may take various forms.

### 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 principal proceeds as follows, in collaboration with the Student Counselor;
- 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 Directive;
  - c) give a temporary supervised in-school or out of school suspension to the student(s) involved until a meeting can be held, according to section 3.3 f);
  - 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 at the meeting instead of the parent.

Recommendations for the student's readmission and possible reintegration 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 of any kind, the school principal proceeds as follows:

- a) meet separately all the parties involved (victim, perpetrator and witnesses) and take all immediate necessary measures;. For the person who performed the act of bullying and for the victim of this act, their parents should be involved in the meeting. The student counselor should also be involved in meeting all three parties;
- b) document the incident (with the who, what, where, when, and

- why of the act explained);
- c) ensure the victim receives counselling from the Student Counsellor or other appropriate specialist;
  - d) 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;
  - e) an incident report must be completed and sent to the Director of School Operations.

#### 4. Application of this directive

- 4.1      [previous provisions](#): The present directive replaces all other policies of the Board pertaining to this subject.
- 4.2      [responsibility](#): Any person referred to in this Directive must abide by all its provisions and all managers of the School Board are responsible to ensure that all its provisions are applied and respected. The Director-General is the person responsible for the application of this directive

**Annex A**  
Example of Contract

**CONTRACT SAMPLE WITH STUDENT**

I (name of the student), a student in (school)\_\_\_\_\_. I want to go back in classroom in order to have the chance to finish my school year. Since the beginning of this school year, I admit my behavior created disturbance in the class and/ or in the school.

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-

- 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.
- 7- Refrain from the following:\_\_\_\_\_.

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

Signatures will include:

Date:

- Student

Witnesses:

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