



COMMISSION SCOLAIRE EASTERN SHORES
EASTERN SHORES SCHOOL BOARD

Safe and Caring Schools

Policy ES – 165

Adopted on: April 21, 2020

Resolution: C20-04-548

POLICY SCOPE

Eastern Shores School Board is committed to safer schools and centres by fostering an atmosphere of respect, understanding, and encouragement. This policy encompasses many stakeholders and their roles in working toward safe schools and centres for all ESSB students. The term 'schools' is used and intended to encompass both ESSB schools and centres. The term 'principals' is used and intended to encompass both ESSB principals and centre coordinators.

1. DEFINITION OF TERMS

The following terms and definitions are present to assist the reader in the understanding of the policy:

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." EA 13.1.1

Violence: "The word "violence" means any intentional demonstration of verbal, written, physical, psychological or sexual force 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." EA 13.3

Complaint procedure: As per by-law 11, ESSB has established a procedure to be followed by the school board, students and parents or guardians for examination of complaints from students or their parents or guardians, in order to protect students' rights.

Promptly: A school principal or designate will receive and *promptly* deal with all reports or complaints concerning bullying or violence. (EA 96.13). Promptly does not mean immediately as there is a protocol to follow, involving interviews with the victim(s), alleged aggressor(s), witnesses, establishing safety measures, collaborating on effective interventions/sanctions, consulting outside services such as the police.

PREVNet is a national network of leading researchers and organizations, working together to stop bullying in Canada. Through education, research, training and policy change, PREVNet aims to stop the violence caused by bullying - so every child can grow up happy, healthy and safe.

Education Act: The Policy containing all guidelines and responsibilities for education in Quebec.
<http://legisquebec.gouv.qc.ca/en/showdoc/cs/l-13.3>

Crisis Prevention Team: The CPI team in every ESSB school consists of selected staff members who receive additional crisis training and who often participate in committees to promote healthy school environments. e.g. drug awareness, suicide prevention, code of conduct, CPR & First Aid, etc.

Student Ombudsman: An individual designated by the Council of Commissioners and mandated to receive, investigate and give an opinion on the merits of a complaint and to recommend, if required, any appropriate corrective measures.

Civics and civics training: The *Education Act* stipulates that a civics training session must be held for all elementary and secondary school students every year and that the rules of conduct and safety measures must be presented at this session. Further sessions throughout the year on social issues described in the broad areas of learning (in Citizenship and Community Life, Health and Well-Being, Environmental Awareness and Consumer Rights and Responsibilities) as elaborated in the Quebec Education Program.

School/ESSB Community: Encompasses staff, students, parents, volunteers and community partners.

2. REFERENCES

2.1 Education Act c I-13.3

3. PREAMBLE

- 3.1 Bill 56/Law 17 An Act to prevent and stop bullying and violence in schools was adopted in June 2012, instructing every school across the province to develop an Anti-Bullying and Anti-Violence Action Plan (ABAV).
- 3.2 The Eastern Shores School Board supports the efforts of our school and community members to counter bullying and violence in our establishments.
- 3.3 Every 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. (EA 75.3)

4. ROLES AND RESPONSIBILITIES

4.1 The School

- 4.1.2 The Action Plan of each ESSB school will outline the procedures in place at that school to deal with issues of bullying and violence.
- 4.1.3 Each plan must be based on a structured and concerted approach adopted by the school team and contain the following 9 elements as stated in the Education Act (75.1):
 - (1) *an analysis of the situation prevailing at the school with respect to bullying and violence;*
 - (2) *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;*
 - (3) *measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment;*
 - (4) *procedures for 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;*
 - (5) *the actions to be taken when a student, teacher or other school staff member or any other person observes an act of bullying or violence;*

(6) measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence;

(7) supervisory or support measures for any student who is a victim of bullying or violence, for witnesses and for the perpetrator;

(8) specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature; and

(9) the required follow-up on any report or complaint concerning an act of bullying or violence.

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.

The anti-bullying and anti-violence plan must be reviewed each year, and updated if necessary.

75.2. *The anti-bullying and anti-violence plan must specify the form and nature of the undertakings to be given by the principal to a student who is a victim of bullying or violence and to his or her parents.*

It must also prescribe what action must be taken by the principal to deal with the perpetrator and his or her parents, and specify the form and nature of the undertakings they must give in order to prevent any further act of bullying or violence.

4.1.4 A plan may contain:

- ✓ Support and training initiatives for staff including supervision measures for all parties;
- ✓ Annual civics training initiatives for students (prevention measures).

4.2 The Governing Board

4.2.1 The Governing Board report, due annually in the month of June, must include a section on the results achieved by the school with respect to preventing and dealing with bullying and violence which is to be distributed to the parents, the students and the Student Ombudsman. As per the EA 75.1, the following items require governing board approval:

- ✓ The ABAV and any updated version of the plan, proposed by the principal;
- ✓ The rules of conduct and the safety measures (school code of conduct).

4.2.2. As per EA 76, *The governing board is responsible for approving the rules of conduct and the safety measures proposed by the principal.*

The rules of conduct must specify:

(1) the attitudes and conduct that are required of students at all times;

- (2) *the behaviours and verbal or other exchanges that are prohibited at all times, including during school transportation, regardless of the means used, including social media; and*
 - (3) *the applicable disciplinary sanctions, according to the severity or repetitive nature of the prohibited act.*
- ✓ *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.*
 - ✓ An evaluation of the results achieved by the school with respect to preventing and dealing with bullying and violence presented annually by the principal;
 - ✓ The wording of the document created explaining the anti-bullying and anti-violence plan designed for parents and guardians is clear and accessible.

4.3 The Principal

4.3.1 The principal is responsible for implementing effective action to prevent and stop bullying and violence in his/her school while respecting the provisions of the Education Act. The principal shall:

- ✓ Set up a school team and designate staff member(s) to coordinate its work (96.12);
- ✓ Present the ABAV Plan to the governing board for approval at the beginning of the school year and provide parents with a document explaining the ABAV Plan at the beginning of each school year.
- ✓ See to the implementation of the ABAV Plan;
- ✓ Receive and promptly deal with all reports or complaints concerning bullying or violence. (EA 96.13);
- ✓ Collaborate with every staff member on the ABAV Plan, the rules and the measures;
- ✓ Report every complaint concerning bullying or violence to the Director General of the school board in the form of summary report with details of the incident and follow up measures taken;
- ✓ Support any group of students wishing to conduct activities conducive to preventing and stopping bullying and violence and/or to promote acceptance;
- ✓ See to it that all staff members are informed of the school's rules of conduct, safety measures and ABAV Plan measures and procedures;
- ✓ Present the rules of conduct and safety measures to the students during a civics session involving school staff;
- ✓ Present the rules of conduct and safety measures to the parents at the beginning of each school year;
- ✓ Coordinate the development, review and updating of the ABAV Plan;

In order to apply effective strategies and team growth, the principal is encouraged to:

- ✓ Introduce the Crisis Prevention Team (CPI) to staff and students on an annual basis;
- ✓ Collaborate with services and resources in the area to further benefit the needs of the school.

4.4 The Student

4.4.1 Each student shall be entitled to a safe and caring environment. Each student shall:

- ✓ Conduct themselves in a civil and respectful manner toward their peers and school board personnel;
- ✓ Contribute to creating a healthy and secure learning environment;
- ✓ Take part in civics and anti-bullying and anti-violence activities held by their school;
- ✓ Be encouraged to form a student committee (grade 9+) which could include, but is not limited to, activities conducive to preventing and stopping bullying and violence (EA 96.7.1);
- ✓ Be encouraged to elect a student ambassador (grade 9+) to assist in raising awareness, promoting recognition awards and other student initiatives;
- ✓ Be aware of and respect the school code of conduct.

4.5 The Parent

4.5.1 “Parents are responsible for creating positive environments that promote children’s ability to create and maintain healthy relationships. By helping children develop the essential social skills to navigate peer conflicts and by minimizing opportunities for negative peer interactions, parents can help adjust the imbalance of power inherent in bullying relationships.” (PREVnet)

As per the Education Act section 75.1, every parent of a student attending an ESSB school shall:

- ✓ Be provided with opportunities to participate in and encourage a positive school climate;
- ✓ Receive and understand the procedures for reporting or registering a complaint as outlined in the school’s code of conduct;
- ✓ Understand the actions to be taken when a student, teacher or other school staff member or any other person observes an act of bullying or violence;
- ✓ Be provided with the school measures to protect their confidentiality of any reporting;
- ✓ Receive a document explaining the Anti-Bullying and Anti-Violence plan (EA 75.1);
- ✓ Understand actions and sanctions for victim and perpetrator;

- ✓ Receive a follow up report on any report or complaint concerning an act of bullying or violence;
- ✓ Have access to and understand the board's complaint procedures;
- ✓ Be informed of the student ombudsman's access information and role;
- ✓ Understand that ESSB will not tolerate defamatory, harassing, disruptive, threatening, derogatory comments or behaviors on school premises or through social media without risking being banned from the premises and/or having the police involved.

4.6 The School Board

4.6.1 Eastern Shores School Board has the responsibility to all employees, students and parents to maintain a safe and positive work and learning environment. There is a focus on safety and prevention including student and professional development in order to equip all parties with effective strategies. Behaviour that jeopardizes the psychological, social or physical well-being of members of the ESSB community will not be tolerated. As per section 210.1 of the Education Act, ESSB shall:

- ✓ Support the principals in their efforts to promote a positive school climate;
- ✓ Promote professional development so staff members are informed on rights and obligations;
- ✓ Enter into an agreement with the police force to establish prevention and intervention guidelines;
- ✓ Enter into an agreement with the health and social services network of each region;
- ✓ Establish a contract with the carrier to adopt measures to prevent and stop any form of bullying or violence during the transportation of students;
- ✓ Investigate and appropriately respond to all alleged violations at the principal's request within 10 days.

4.7 The Staff

4.7.1 ESSB believes that its staff influence a school climate and contribute to the development of social skills, empathy, social responsibility and citizenship. When children are taught how to recognize and manage their emotions, how to make decisions and how to behave ethically and responsibly, staff members are equipping them to engage in healthy relationships. All ESSB staff shall:

- ✓ Collaborate in the development or updating of the school annual ABAV (EA 75.3);
- ✓ Collaborate in implementing the ABAV and see to it that no student in the school is a victim of bullying or violence;
- ✓ Understand and follow all procedures according to the code of conduct for their school;

- ✓ Model appropriate relationship skills fostering respect for human rights of all students;
- ✓ Create and model a warm and inclusive environment promoting positive values;
- ✓ Act in a just and impartial manner while supervising and monitoring student interactions;
- ✓ Address early signs of relationship problems to prevent bullying within the school community.

4.8 The Student Ombudsman

- 4.8.1 The Student Ombudsman must send the school board an annual report stating the number of complaint referrals received, their nature, the corrective measures recommended and any action taken. The report must list complaint referrals concerning acts of bullying or violence. It may include any recommendation the Student Ombudsman considers appropriate with respect to measures required to prevent and stop bullying and violence. The report must be attached to the school board's annual report.

The ESSB Student Ombudsman is Mr. Donatien Grenier.
Tel.: 418-752-5437 E-mail: donatien.grenier@globetrotter.net

5. COMPLAINT EXAMINATION PROCEDURE

By-Law 11, determines the complaint examination procedure to be followed by the school board students and parents or guardians for examination of complaints from students or their parents or guardians, in order to protect students' rights. The procedure can be found on the ESSB website.

6. REPORTING

The ABAV Plan designed by each school team will include all procedures for reporting incidents of bullying and violence as well as a copy of the forms selected by the school and/or additional forms suggested by the school team. The templates included in Appendix A may be used and/or modified to better suit the needs of individual ESSB schools.



**Commission Scolaire Eastern Shores
Eastern Shores School Board
Student Report Form**

Appendix A-1

CONFIDENTIAL

Date: _____

Your name: (_____) Witness Victim
(We will contact you confidentially to get more information)

Type of incident (if it can be identified): Bullying Violence Bullying and Violence
Harassment Discrimination Other _____

Frequency: Isolated act Repeat incident

Description of the incident:

Alleged victim's name: _____

Group/class or position: _____

Physical injury: None Minor Serious

Alleged perpetrator's name: _____

Level, group/class: _____

Accomplice(s), if applicable: _____

Witness(es): _____

Signature: _____



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Appendix A-2

CONFIDENTIAL

School Staff Report Form

Date of incident: _____ Time: _____

Name of person reporting the incident: _____

Position at school: _____

Date report form submitted to administrator: _____

Alleged victim's name: _____

Group/class or position: _____

Physical injury: None Minor Serious

Alleged perpetrator's name: _____

Level, group/class: _____

Accomplice(s), if applicable: _____

Witness(es): _____

Nature of the Incident

Type of incident (if it can be identified):

Physical Verbal Social Cyber Bullying Violence Bullying and
Violence Harassment Discrimination Other: _____

Comments:

Location of the Incident: _____

Other information: Isolated act Repeat incident

Imbalance of power: Yes No

Staff

intervention(s): _____

Signature: _____



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Appendix A-3

CONFIDENTIAL

Parent Report Form

Date of incident: _____ Time: _____

Name of person reporting incident: _____

Phone number where you can be reached: (_____) _____

Alleged victim's name: _____

Group/Class: _____

Physical injury: None Minor Severe

Alleged aggressor's name: _____

Level, Group/Class: _____

Full name of accomplice(s), if applicable: _____

Witness(es): _____

Type of incident (if it can be identified):

Physical Verbal Social Cyber Bullying Violence
Bullying and Violence Harassment Discrimination Other _____

Comments (time, location, frequency, dates, actions taken thus far):

Other information: Isolated act Repeat incident

Imbalance of power: Yes No

Known staff intervention(s): _____

Signature: _____