

	<h2>Policy on Safe schools and Anti-bullying</h2>	
	<p><b>Department responsible:</b> School Operations  <b>Effective date:</b> March 2, 2005  <b>Amended on:</b> March 27, 2013 and October 29, 2015  <b>Approved by Resolution # EC 2015-429</b></p>	
	<p><b>References:</b></p>	<p>Council Policy Manual: Mega-End / EL, EL-1, EL-2, E-3, E-4 EL-10</p> <ul style="list-style-type: none"> <li>▪ Charter of Human Rights and Freedoms of Quebec R.S.Q., c. C-12): ss. 4, 10, 10.1, 16, 24.1, 28 and 46</li> <li>▪ Civil Code of Quebec: s. 2087</li> <li>▪ Criminal Code (R.S.C. c. C-46)</li> <li>▪ Youth Protection Act: (R.S.Q. c. P-34.1) ss. 38-39</li> <li>▪ Cree School Board Bully Free Program</li> </ul>
	<p><u>Other Policies</u></p>	<ul style="list-style-type: none"> <li>▪ Against Harassment (ADM-01)</li> <li>▪ Suspensions and Expulsions of Students (EDU-11)</li> <li>▪ Field Trips and Excursions (EDU-04)</li> <li>▪ Use of Internet (IT-01)</li> <li>▪ Special Education (EDU-07)</li> <li>▪ Code of Ethics and Professional Conduct for employees (ADM-13)</li> <li>▪ Emergency measures preparedness</li> </ul>

The Cree School Board believes in the right of each student and each staff member to work in a safe, nurturing, positive and respectful environment in its schools. It is the responsibility of everyone, parents, students and staff included, to contribute to the development and preservation of safe schools. The Board also believes in teaching self-control, self respect and self discipline to help students prepare for a satisfying and productive life. The Board does not tolerate any disorderly, uncooperative, or violent behaviour, which impacts on the learning environment.

The Board recognizes the need to address the bullying issues associated with our schools and school related activities. Each school must adopt an anti-bullying program taking into consideration the importance of Cree values in order to help maintain a safe learning environment in accordance with every school's local improvement plan<sup>1</sup>. The Board promotes the use of pro-social and restorative practices to support appropriate student behaviours.

### 1) General provisions

Purpose      1.1. This Policy is intended to provide a framework for each school to adapt and implement local school-based code of conduct and provide direction to the schools that ensure opportunity, excellence and accountability in the education system.

<sup>1</sup> Guiding principles of annual goals

All school codes of conduct must provide clear expectations with regard to acceptable and non-acceptable behaviour for all members of the elementary and secondary school community and be consistent with the legal framework and the principles and standards established in this Policy.

#### [Application](#)

**1.2.** This Policy applies to conducts or actions whether they occur on school premises, on school buses or any school-authorized events or activities.

For conducts that constitute harassment, the rules applicable are defined in the CSB "*Policy Against Harassment*".

#### [Definitions](#)

**1.3.** In this Policy, the following expressions mean:

- a) **Bullying:** an act of aggression to gain and maintain a position of power over a target(s). Bullying is deliberately hurtful behaviours (act of physical, emotional or verbal abuse) that can be an isolated incident or a repetitive one that causes pain and shame;
- b) **drugs:** an illicit substance or a controlled substance, as set out in the *Controlled Drugs and Substances Act* and other any other substance used as an intoxicant;
- c) **intoxicant:** any mind altering substance , with the exception of authorized medication prescribed by a health care professional;
- d) **parent:** mother, father or guardian of a student;
- e) **Principal:** the school Principal or the Vice-Principal, when applicable;
- f) **pro-social consequences:** interventions designed to allow the student to pay back with positive action to the school community for unacceptable behaviour;
- g) **School Administration:** the Principal, Vice-Principal and Community Education Administrator (CEA);
- h) **vandalism:** deliberate damage of school properties(buildings, equipment, books, etc.) or personal property;
- i) **weapon:** anything designed and/or intended to be used to threaten, intimidate, harm or inflict injury.

#### [Adoption of a school code of conduct](#)

**1.4.** All schools must adopt their own code of conduct by September 30<sup>th</sup> of each school year and submit it to the Director of School Operations for approval. This code of conduct is mainly to implement and elaborate on the provisions established in this Policy which constitute the minimum rules to be adopted. The schools have the jurisdiction to adopt more restrictive rules to better reflect their own situation and to implement additional standards of behaviour as deemed appropriate.

#### [Goals /code of conduct](#)

**1.5.** The school code of conduct intends to:

- a) ensure that all members of the school community are treated with respect and dignity;
- b) maintain an environment where conflict and differences can be addressed in a civil manner;

- c) encourage the use of positive measures to resolve conflict;
- d) promote the importance of safety in schools;

Moreover,

- e) schools are encouraged to use programs that promote positive attitudes and acceptable behaviours;
- f) consequences must be fair, consistent, age appropriate and flexible enough to meet the needs of each school;
- g) communication, consultation and cooperation between school administration, students, parents and teachers must be on-going.

## 2) Roles and responsibilities

### Principal

**2.1.** Through the administration of the school code of conduct, the Principal must:

- a) review the code of conduct at the end of every school year in consultation with the school committee and the school council;
- b) ensure the code of conduct is communicated to all students, staff and parents;
- c) post the code of conduct in areas where the students can see it;
- d) ensure the code of conduct is enforced in a fair and consistent manner.

**2.1.1** Through the administration of the school's anti-bullying Program, the Principal must ensure that:

- a) the school committee, staff and students are informed of the Program at the beginning of each school year and ensure that any new arrivals are also informed;
- b) an anti-bullying team is established in the school to support the implementation of the Program;
- c) training is provided if necessary;
- d) the Program is:
  - delivered and monitored throughout the school year
  - applied in a fair and consistent manner, and
  - considerate of Cree values.

### Anti-bullying team

**2.2.** Under the direction of the Principal, an Anti-bullying team shall be established, comprised of:

- a) staff trained as team leaders;
- b) readaptation officer;
- c) other staff with relevant training or appropriate background knowledge.

The team composition is determined by the Principal in collaboration with the team leaders and should be comprised of 4 to 8 members depending on the size of the school, the needs and the resources available.



**2.2.1.** The roles and responsibilities of the team includes but are not limited to:

- a) maintaining a safe learning environment;
- b) working with the school community to prevent and eradicate bullying;
- c) supporting the teachers in the implementation of the Program;
- d) participating in partnership with community entities to put in place protective measures for bullying incidents outside the schools;
- e) being the liaison to welcome parental and community involvement in creating a bully free school.

In fulfilling their mandate, the Anti-bullying team must always take into consideration the importance of Cree values.

[Teachers and school staff](#)

**2.3.** Through the implementation of this Policy and the school code of conduct, staff who work directly with the students shall namely:

- a) assist the school administration in:
  - fostering a partnership with the school community
  - ensuring fair and consistent standards of behaviour and disciplinary practices for all students;
- b) help students develop to their full potential ;
- c) communicate regularly, when there is a need;
- d) fill-out an incident report and send it to the Principal;
- e) support the implementation of any measures addressing the behaviours (pro-social consequence initiatives, etc.);
- f) be ready to talk with all students to assist and guide them in reducing bullying behaviours.

[Students](#)

**2.4.** Students must understand and comply with the school's code of conduct. Students are to be treated with respect and dignity. In return, a student must:

- a) show courtesy and respect for others;
- b) show respect for school and personal property;
- c) refrain from bringing anything to school that may compromise the safety of others;
- d) exercise self-discipline and good behaviour;
- e) accept and comply with consequences given for his actions.

[Parents](#)

**2.5.** Parents play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they:

- a) become familiar with their school code of conduct;
- b) encourage and guide their child in following the rules of behaviour;
- c) support school staff and collaborate in dealing with disciplinary issues;

- d) participate in collaboration with the school on measures taken to contribute to the success of the intervention.

### **3) Behaviours subject to corrective measures**

#### Examples

3.1. The following are behaviours subject to corrective measures:

- a) bullying<sup>2</sup>;
- b) possession of any weapon, unless authorized by the school for traditional activities;
- c) theft;
- d) possess or provide others with, alcohol, drugs or other intoxicants;
- e) under the influence of alcohol, drugs or other intoxicants;
- f) physical assault;
- g) vandalism to school property or personal property;
- h) and any other behaviours as determined by each school.

### **4) Bullying Defined**

Bullying is an act of aggression to gain and maintain a position of power over a target(s). Bullying is deliberately hurtful behaviours (act of physical emotional and/or verbal abuse) that can be an isolated incident or a repetitive one that causes pain and shame.

#### What is bullying?

4.1. Bullying means any direct or indirect behaviour, comment, act or gesture, including through the use of social media, intended to injure, hurt, oppress, intimidate or ostracize, and includes cyberbullying. The following are some types of behaviour that constitute bullying:

#### examples

- **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault;
- **Intimidation:** intentional behaviour causing a person fear of injury or harm;
- **Isolation/exclusion:** a person is deliberately excluding or ignoring certain peers;
- **Isolation/exclusion and relational bullying:** where a person is deliberately isolated, excluded or ignored by some or all of his peers and repeatedly rejected or undermined when attempting to socialize and form relationship;
- **Cyber-bullying:** use of technology to harm or harass other people in a deliberate repeated and hostile manner;

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<sup>2</sup> And as further defined in section 4 below and in the CSB Bully Free Program

- **Name-calling:** persistent name-calling which hurts, insults or humiliates;
- **Damage to personal property:** with the intent to cause harm;
- **Extortion:** forcing a person into giving something through threats.

## 5) Pro-social Consequences

### Definition

**5.1.** Pro-Social Consequences interventions are created to allow the student to pay back the school community for a violation to the school community. They are designed to allow the student to develop a sense of pride in positive action, develop empathy for others, and feel a sense of belonging to his school community. Pro-Social Consequences always take into account the individuality of the student, the severity and frequency of the behaviours.

## 6) Procedure

The range of interventions, supports, and consequences applied by the schools must be clear and developmentally appropriate to reinforce positive behaviours and promote a safe learning environment.

### Intervention

**6.1.** When an incident is reported (**Annex A**), the Principal shall:

- a) review the information available and seek any additional relevant information;
- b) assess and determine if a specific conduct constitutes a violation of the school code of conduct;
- c) inform the student of the violation of the code of conduct;
- d) decide on the appropriate approach to be taken:
  - i. pro-social consequences (non-punitive), or
  - ii. any other necessary corrective measures
- e) if necessary, at any time during the process, consultation may take place with appropriate school personnel or teams.

Moreover, communications with the parents shall occur in a timely and appropriate manner.

All incidents where students, surrounding students or staff are in physical danger shall be handled by the Principal.

**6.1.2** Depending on the nature of the incident, the Principal or his delegate may:

- a) refer to available internal or external resources for further interventions as deemed necessary;
- b) upon availability, provide an alternative learning environment as required.

**6.1.3.** For more serious behavioural incidents, the Principal or his delegate shall:

- a) confiscate the weapon, alcohol or drugs, if applicable;

- b) communicate with the Police and Youth Protection in cases of violation of law.

All serious cases of violence shall be reported by the Principal to the Director of School Operations.

## **7) Action Plans**

### Content

**7.1.** Each school must adopt an anti-bullying and anti-violence Plan as part of their Local School Improvement Plan. The main purpose of the Plan must be to prevent and deal with all forms of bullying and violence (**Annex B**). The Plan shall include:

- a) an analysis of the situation prevailing at the school with respect to bullying and violence;
- b) prevention measures to put an end to all forms of bullying and violence;
- c) 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 cyber-bullying purposes;
- d) the actions to be taken when a student, teacher or other staff member or any other person observes an act of bullying or violence;
- e) measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence;
- f) supervisory or support measures for any student, teacher or other person who is a victim of bullying or violence, as well as supervisory or support measures for the perpetrator;
- g) specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature; and
- h) the required follow-up on any report or complaint concerning an act of bullying or violence.

Moreover, the Principal or his delegate must ensure that:

- a document explaining the anti-bullying and anti-violence plan is distributed to the parents;
- the anti-bullying and anti-violence plan is reviewed each year, and updated if necessary.

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

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

Every school 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.

## **8) Immunity and confidentiality**

### Protection

**8.1.** No employee or student of the Board who makes a report or provides information pursuant to this Policy shall be disciplined where the report is provided in good faith.

## **9) Application of this Policy**

### Previous provisions

**9.1.** The present Policy replaces all other Policies of the Board pertaining to this subject, while respecting the Council of Commissioners Policies/Ends where applicable.

### Official version

**9.2.** The official version of this Policy is kept by the Secretary-General of the Board.

### Responsibility

**9.3.** Any person referred to in this Policy 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 of School Operations is the person responsible providing support in the interpretation of this Policy and to ensure its revision when necessary.

*summer school* For students attending Summer School, the Coordinator of School Operations replaces the Principal in the application of this Policy.

**Annex A / Sample Incident Report**  
**(name of the School)**  
**2015-2016 / Incident Report**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Homeroom Teacher: \_\_\_\_\_

Incident location: \_\_\_\_\_ Referred by: \_\_\_\_\_

**Incident**

Verbal (foul language, etc.)		Insubordination		Failure to serve detention (Student Support Centre)	
Physical violence (fighting, etc.)		Breaking school rules		Harassing others	
Disrespect		Refusing to cooperate		Vandalism	
Others:					

**Comments:**

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**Actions taken by the teacher:**

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**Solutions recommended by the teacher:**

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**Actions taken by the administration:**

Copy of the incident report sent to both parents of the concerned students

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\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Signature of Administration

\_\_\_\_\_  
Date:

## Annex B Sample / Action Plan

<b>1) School Portrait</b> (e.g. demographics, geographical area, student population, any specialized programs or unique characteristic, baseline status at the school with respect to bullying and violence, key survey data).

<b>2) Analysis of the situation</b> at our school with respect to bullying and violence.

<b>3) Preventative measures</b> to put an end to all forms of bullying and violence in particular those motivated by racism, sexual orientation, a handicap or a physical characteristic.

<b>4) Measures to encourage parents</b> to collaborate in prevention and stopping of bullying and violence and in creating a healthy and secure environment.

<b>5) Procedures for reporting</b> 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 cyber-bullying purposes.

**6) Action to be taken** when a student, teacher or other school staff member or any other person observes an act of bullying or violence.

**7) Measures to protect the confidentiality** of any report or complaint concerning an act of bullying or violence.

**8) Supervisory or support measures** for any student who is a victim of bullying or violence, for a witness and for a perpetrator.

**9) Specific disciplinary sanctions** for acts of bullying or violence, according to their severity or repetitive nature.

**10) Required follow-up** on any report or complaint concerning an act of bullying or violence.

**11) Review and Evaluation** of this document.