



COMMISSION SCOLAIRE  
**Eastern Townships**  
SCHOOL BOARD

Moving ahead. Together. | Aller de l'avant. Ensemble.

# Action Plan for Continuing to Create Safe Schools *Intervention Protocols*

*(June 2019)*



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**Many Thanks To:**

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The protocols herein have been developed in accordance with the following documents:

- *Loi sur l'instruction publique (L.I.P.),* September 1, 2012
- *Élaboration d'un protocole de prévention et d'intervention concernant l'intimidation* (document by local support agents of the Plan d'action pour prévenir et traiter la violence à l'école de la région de la Capitale-Nationale et de la Chaudière-Appalaches), February 21, 2012
- *Document de travail pour soutenir l'intervention du personnel scolaire dans la lutte contre l'intimidation et la violence à l'école,* 2012 MELS Action Plan to prevent and deal with violence in the schools

# Safe School Vision Statement

At Alexander Galt Regional High School we come together in order to live in a **safe** and **secure** environment for **all** . Here, the **'right to speak out'** rules. Anyone who finds himself or herself in a situation involving violence or bullying can **talk to** an adult in confidence.

We are committed to fast action so that the situation is quickly resolved.

Anyone who sees a violent or bullying incident hereby commits to **speak up** , and become an **active witness** in order to be part of the solution.

Here, nobody has to feel: **D**owntrodden

**A**nxious

**R**ejected

**E**ntrapped

It's your right to (be): **T**reated well

**O**ne of a kind

**S**afe

**P**articipate

**E**ngaged

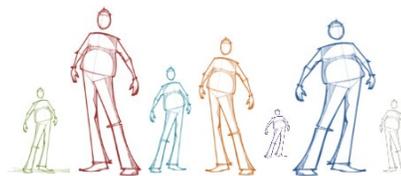
**A**ccepted

**K**ind

**O**bserve

**U**nderstand

**T**ell



*(Adapted from a french poem (Oser Parler) composed by students at the CSHC's l'École de la Feuille-d'Or)*

Any incidence of violence or bullying, whatever the type - individually, through social media or on school transport - is simply **unacceptable** .Here, we want every person in our school to treat others, and to be treated in turn, with **civility** , with the focus on **equality** and **respect** for differences.

Any report and/or complaint will be handled confidentially, fully respecting the anonymity of the person who denounces a violent or bullying incident

**CONFIDENTIAL**

# Reminder note to understand

## Violence

***"Any use of force—verbal, written, physical, psychological or sexual—against any person, by an individual or a group, with intent to directly or indirectly wrong, injure or oppress that person by attacking his or her integrity, whether psychological or physical well-being, rights or property." Art. 13, LIP 2012***

### Interpreting the definition

Definition	Interpretation
<i>"Any use of force—verbal, written, physical, psychological or sexual</i>	There is a demonstration of power in terms of strength and action.
<i>intentionally enacted against a person,</i>	The acts of violence are purposeful and with deliberate will – they may be self-directed or be targeted at others.
<i>having the effect of wronging, injuring or oppressing that person,</i>	There can be devastating effects on victims, witnesses and classmates. The effects of violence can be felt as an aggression, a domination, an oppression or a destruction.
<i>by attacking his or her integrity, psychological or physical well-being, rights or property."</i>	There are degrees of violence which can strike a blow at the individual on the physical, social, material and psychological level or do harm to an individual's rights and liberties.

## Bullying

***"Any behaviour, spoken word, act or gesture, whether deliberate or not and of a repetitive character, expressed directly or indirectly, including in cyberspace, in a context characterized by a disparity in the balance of power between the concerned persons, having the effect of engendering feelings of distress, injury, hurt, oppression or of being ostracized;" Art. 13, LIP 2012***

### **Bullying must not be tolerated and requires intervention should it occur**

Bullying occurs across all the social, cultural and socioeconomic contexts. It is a complex phenomenon with multiple origins. Like other forms of violence, bullying must not be tolerated and requires intervention if, and when, it occurs.

### **Bullying is not fighting**

Bullying is aggression (imbalance of power) and not necessarily a physical fight. The term conflict means a shock, a clash. It suggests differences that are opposite, i.e. a difference between two individuals, two groups, an individual and a group who are interacting because their interests, their objectives, their values, their way of doing things, their roles or their ideas are in sharp contrast. A jostle, a fight, an insult or another threat restricted to two individuals on an equal power footing is not inevitably considered bullying.

### ***Criteria used to determine whether it's bullying or not:***

- **An act of violence or intimidation, with the intention of doing harm or not**
- **Imbalance of power between perpetrator and victim**
- **Feelings of distress and powerlessness experienced by the student being bullied**
- **The repetition and persistence of aggressive acts or verbal abuse.**

### **Bullying can manifest itself in other ways**

Bullying can show itself in diverse forms such as homophobia, racial discrimination, violence in relationships. For example, it can be seen in the following behaviours:

- Name-calling, derisive laughter, defiance, to humble or threaten another person, to make racist or sexist comments.
- Hitting, kicking, shoving, spitting, punching, stealing or damaging property.
- Excluded from the group or isolated socially, gossip or rumour-mongering, mockery, ending friendships.
- Use of email, texting, cellphone or social media to threaten, harass, embarrass, spread rumours, exclude from the group, or damage a reputation or friendship.

### **Indirect bullying**

Organizing (from within a group) the belittling of the social status or the exclusion of a targeted person from the group (e.g. making someone less popular, isolating an individual). This type of behaviour and attitude is often difficult to perceive.

### **Some examples of indirect bullying**

- Gossip
- Spreading rumors
- Malicious gossip and slander
- Divulging secrets
- Talking about someone 'behind their back' or writing slurs (graffiti, email, etc.).
- Make a fool of someone, denigrating that person or suggesting that he or she be excluded from a group
- Use of non-verbal language (e.g. turning one's back, mumbling, or rolling one's eyes) is barely perceptible but can indicate a situation of indirect bullying.

## **Cyberbullying**

### **Bullying that occurs in the virtual world**

- It can occur whenever and from wherever: the virtual world is accessible at any time and from just about any place.
- It can bring together other witnesses, thereby allowing the immediate distribution of the words and images posted, in a way that is both unlimited and irreversible.
- It can occur in a secretive manner and forego the supervision of parents, teachers and other responsible adults.

### **Cyberbullying is particularly insidious because it can:**

- Have an effect of complete irresponsibility, because the perpetrator can deny the facts and not acknowledge his or her actions. Without being able to easily prove the actions, any fear of reprisal diminishes.
- Promote depersonalization and lack of empathy: in front of a computer screen, the perpetrator shows less restraint than if he or she was face-to-face with the victim and cannot see the effects of his or her actions

## **Cyberbullying can be manifested via the following behaviours:**

- Threats
- Insults
- Rumors
- Identity stealing
- Harassment
- Discrimination
- Denigration
- Defamation
- Filtering or online blocking
- 'Flaming' (provocative cellphone messaging)
- 'Happy slapping' (posting fights, incidents, on YouTube)
- Inappropriate messages or photos
- Incitement to 'out' one or other persons

## **The cyberbully:**

- Thinks he or she can remain anonymous
- Can pretend to be another person
- Can react spontaneously without taking a time to reflect or making a judgment before acting
- Being in front of a computer screen, shows less restraint than if he or she was face-to-face with the victim.

## Reminder note to differentiate between intimidation and conflict

<b>Criteria</b>	<b>In the case of intimidation</b>	<b>In the case of conflict</b>
An intention to do harm or not	Intimidation is an incident between two or more students where one acts aggressively towards another, whether deliberately or not.	Conflict is an altercation between two or more students who do not share the same point of view. The conflict can result in acts of violence.
A dominating person or group	The student who intimidates through bullying wants to win and to do so, he or she tries to dominate the target person. Those who intimidate generally have an advantage over those being bullied (e.g. bigger, older, more popular, more numerous). An imbalance of power exists.	Students argue and heatedly discuss an issue to get across their point of view. Power-wise, they are on an equal footing.
Feelings of distress and powerlessness for the student being bullied	There is a victim, because the student facing aggression feels powerless. Students who bully feel they are entitled to resort to violence, but won't want to necessarily take that step. When violence does ensue, the bully justifies or dismisses responsibility (e.g. denial, frivolity). The student subjected to bullying withdraws into silence, becomes confused, even sometimes accepting the wrong-doing and protecting the aggressor from exposure. Victims show a noticeable restraint and lack of freedom in the way they argue back or defend themselves. They can be also be overwhelmed by a sense of shame or despair.	The conflict results in no obvious victim, even though both parties may feel they have lost. Each is free to give their own version of events or defend their point of view.
Repeated incidents	Acts of bullying are repeated. Intimidation requires specific intervention. Mediation is not the first intervention to be envisaged.	Conflict can fester if it is not solved. It can be settled by negotiation and/or mediation.

# Reporting – What to do?

## STUDENTS

You saw an incident involving bullying or violence and you want to report it... **What do you do?**

You can fill out a [Report](#) describing what you witnessed.



You can hand in the Report to the school (House office or Student Services).



You can send a digital report to administration using the following email address email:

[Stopbullying@edu.etsb.qc.ca](mailto:Stopbullying@edu.etsb.qc.ca)



Read the reminder note to students or ask someone to read it to them.

While it is best to write your name on the report so that the administration may have the best opportunity to effectively address the situation, you may also hand in an **anonymous** report to the house office or drop it off at student services, providing as much detail regarding dates and specifics of the situation as possible. While this may not permit for full resolution of the issue, it may provide critical information to make us aware of a growing problem.

**At any time, you can talk to an adult **AND** to your parents.**

*You're not alone*



The school will get in touch with you and explain how we will help you regarding the situation you saw. Students involved will not know about your report since this information remains strictly confidential.

**CONFIDENTIAL**

# Reminder note for student victims or witnesses

## Student victim

### What can be done to make it stop?

- **Waiting only makes it worse.** Act straight away and **MAKE A REPORT!**
- **Stand firm!** It can be hard, but stay calm and do what you have to do.
- **Stay with your friends.** If it's possible, stay with friends you can count on. As part of a group, you're less likely to be bullied and will be better able to defend yourselves.
- **Listen up! Do something!** Bullying is serious, and must NEVER be tolerated.
  - Don't wait day after day. Find an adult who you trust (e.g. a parent, principal, teacher, student services member, coach, caretaker, supervisor) and tell them what has happened.
  - Defending yourself is OK, but sometimes it's not enough.
  - You're not a 'snitch' if you report bullying; you're someone who deserves respect.
  - You can always go to the school office to report an occurrence of bullying.
- **If ever you sense an immediate danger to your safety, that you are a victim of a criminal act or that someone is threatening you, don't hesitate one moment – tell a trusted adult (who will help you contact the police if necessary).**

### Are you being bullied on social media, by texting or by cellphone?

#### How can you make it stop?

- **Protect-yourself.**
  - Keep your passwords a secret and give your phone number or your email address only to those you trust.
  - Refuse any invitation or request to be 'friended' that comes from an unknown source.
  - Keep contact with your friends outside of the online world (young people less than 13 years are not allowed to have their own Facebook account).
- **Act.**
  - **STOP** immediately any response to threatening messages
  - **AVOID** sending an insulting or menacing reply, because it could come back to haunt you.
  - **BLOCK** the contact information (URL) of anyone threatening you. That includes on social networks, email or cellphone, where you can delete or block individuals, addresses or numbers.
  - **TALK** about the situation with an adult you can trust (e.g. parent, principal, teacher, psychologist, coach, caretaker, supervisor).
  - **TRACK** the addresses where the threatening messages originate.
  - **SAVE** all the threatening messages that you receive, whether by email, text or instant message.
  - **TELL** an adult confidentially of any threat or situation where you feel your safety has been severely compromised (the adult will decide if you need to go to the police).

## Student witness

### What do you do if you witness bullying?

You have a big responsibility if you witness bullying, because your reactions can encourage or discourage the aggressor. If you just stand by as a spectator, you are part of the problem and make the situation worse.

- **Bullies are looking for attention.** If you do nothing when someone bullies someone else, you simply encourage the bully, who thinks it's OK to continue. Rather than just standing by and watching, do something about the situation. Tell the bully to stop if you feel safe, otherwise go and look for an adult.
- **Be part of the solution.** Your role is important. You don't have to be part of the problem by staying quiet or by encouraging the bully, which just makes matters worse.
- **You're not a 'snitch' when you report bullying.** A 'snitch' is not someone who steps in when another person is in harm's way. When you tell an adult that a friend or someone you know is being bullied, you HELP victims and you contribute to protecting them.
- **If you feel safe, MAKE YOURSELF HEARD.** If you feel it is safe to do so, confront the bully and defend the victim.
- **Don't stay silent.** Offer assistance to the victim, show your support, invite the victim to share activities at school or outside of school hours.
- **Never encourage anyone to bully someone else.** Comfort the person being bullied, show the victim that you support him or her, that you're on their side and that you don't agree with what has happened.
- **Even if you're hesitant to step in directly, you can still TAKE ACTION.** Warn an adult whom you trust (e.g. a parent, principal, teacher, student services member, coach, caretaker, supervisor)
- **At any time, you can contact the school about an incidence of intimidation by filling in a [Report Form](#) yourself or by helping the victim make the report. The report can be dropped off at any house office OR it can be sent digitally to [Stopbullying@edu.etsb.qc.ca](mailto:Stopbullying@edu.etsb.qc.ca).**

### What should you do if you see a case of cyberbullying?

- **REACT** when you notice your friends are being harassed by others.
- **PROTEST** every time you see it happen. If you protest, you can help ensure that it stops.
- **REFUSE** at all times, to pass along or resend an image, video or message that is offensive to someone.
- **SAVE** any threatening messages as proof of what you have seen.
- **REPORT** incidents to a trusted adult when you come across them.
- **WARN** a trusted adult when you think the cyberbullying is more dangerous and serious (the adult will decide if you should report this matter to the police).

[Click here to go directly to Report Form](#)

# Reporting – What to do?

## SCHOOL STAFF

You saw an incident involving bullying or violence and you want to report it... **What do you do?**



**YOU ACT:**

- Stop the violence in 5 steps
- Use the witness reminder note for school staff.



Fill in the [Report Form](#) and hand it in to the school office or sent it digitally to the following address:

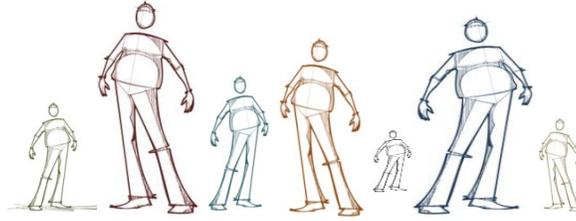
[Stopbullying@edu.etsb.qc.ca](mailto:Stopbullying@edu.etsb.qc.ca)

### After the report has been submitted:

- The school administrator or delegate will inform you that the Report has been received and that follow-up will ensue.
- The school administrator or delegate will verify if the understanding of the situation corresponds to what you have observed.
- The school administrator or delegate will contact the parents of the victim and the perpetrator (highlighting the interventions in place and the expectations).
- The school administrator or delegate will contact the victim's parents within a reasonable time period after the interventions have been put into place, to inquire whether the interventions have been effective.
- The school staff member will contact the administrator or delegate who responded to the report, to inquire about actions undertaken or planned regarding the perpetrator(s) and witness(es) (measures), as well as planned support for the victim (safe haven, counselor support, etc.)
- The school staff member who initiated the report will check in with the victim within a reasonable period of time to ensure that bullying has stopped and if not, ensure that the victim completes and submits a report to the appropriate office.

[Click here to go directly to Report Form](#)

# Stopping the violence in 5 steps



**Stop the behaviour as witnessed**



**Define the type of violence witnessed**



**Focus on our school's position:  
"We do not accept disrespectful  
and hurtful behaviour"**



**Insist on a change of behaviour and  
state the measures to be  
applied if the situation merits.  
(invite the victim to  
speak out)**



**Verify the situation with the  
student victim and pass on the  
information by filling in the  
Report form and handing it  
in to the school office.**



## Intimidation occurs when:

- 1 . There is an intention to do harm
- 2 . There is a power imbalance
- 3 . The victim feels threatened
- 4 . Acts and verbal threats are repeated over a period of time.

# Reminder note for school staff witnesses

How to intervene when a situation of violence or intimidation occurs

## 1. Put an end to the violence

- Demand an end to this type of behaviour by personalizing the intervention. For example, "Dylan, this very bad behaviour is not accepted in our school and I want you to stop it immediately."

**Make sure that student witnesses (if there are any) take note of the intervention. Whether they are involved in the incident or not, all students are protected and can feel safe at our school.**

## 2. Define the behaviour

- Name the type of intimidation observed. For example, "Your comments are a form of verbal violence of a discriminatory nature."
- Emphasize the school's values, code of conduct and safety measures. For example, "At our school, we reject hostile or unfriendly behaviour."
- Point out the possible ramifications of such bullying upon individuals. For example, "This kind of comment can be very hurtful."

**Make sure you denounce the behaviour and not the student who committed the intimidation. For example, "You're one of the students here, but this kind of comment is unacceptable". Avoid speaking about the victim as if he or she were defenseless and avoid any reference to being a member of a minority group (e.g. in case of racial discrimination).**

## 3. Steer students towards the expected behaviour

- Ask the perpetrator for a change in behaviour. For example, "Here, at our school, we respect people. This is what we expect from both our staff and our students."
- Take aside the victim and confirm that an adult will stay in touch with him or her to ensure the situation doesn't happen again.
- Ask the witnesses to leave the area and to return to their regular activities.
- According to the situation, inform the student responsible for the violence or intimidation that there will be follow-up concerning the aggressive behaviour at another time and place. For example, "This is neither the time nor the place, but I'm going to make sure that there is a follow-up to what has just taken place."
- Ask the perpetrator to leave the area.

## 4. Targeted student checklist

- Ask the student victim of violence or intimidation to briefly sum up the situation and use the relevant information gleaned to fill in the report form. Remind the victim that he or she is entitled to the right to safety. For example, "Everybody must be able to feel safe at school."
- Tell the student that an adult will be following-up on this matter. For example, "This looks like an incident of intimidation, I'm going to refer to you to..."
- Assure the student of protective measures. For example, "Do you think you'll be OK for the rest of the day? Do you want me to contact a family friend or your parents? Do you want to meet with a counselor to find out ways you can feel safe?"
- Invite the student to come and see you again or to use the school's reporting mechanisms should the situation repeat itself.
- 

## 5. File report

- Report the situation by filling in the appropriate form designed for this purpose.
- Hand in the [report form](#) to one of the house offices or sent it digitally to: [Stopbullying@edu.etsb.qc.ca](mailto:Stopbullying@edu.etsb.qc.ca)

# Reporting – follow-up

## **PARENTS of a STUDENT VICTIM - WITNESS – PERPETRATOR**

Your child tells you that he or she is being bullied or you suspect that the child is being bullied... Your child tells you that he or she witnessed an incident involving intimidation or violence... You suspect that your child is bullying others or he or she has told you that they do...

### **What can you do?**



Check the reminder note for parents which directly concerns you.



Help your child report the incident:

- Fill in the [Report Form](#)
- Hand in the report to one of the school house offices or send it digitally to the following address:  
[Stopbullying@edu.etsb.qc.ca](mailto:Stopbullying@edu.etsb.qc.ca) **OR**

Contact one of the Vice-Principals by phone at 819-563-0770 and explain the situation.

Note: You may also ask the assistance of the person designated by the School Board for this reason:

Eva Lettner, Director of Pedagogical Services, 819-868-3100, ext. 55015

### **If you reported a bullying incident, you can expect further communication that:**

- Informs you that your report has been received and that there will be a follow-up.
- Informs you of initiatives taken to evaluate the situation (e.g. persons contacted, whether or not bullying is involved).
- Verifies if your understanding of the situation corresponds to what has been reported.
- Informs you about actions undertaken or planned regarding the perpetrator(s) and witness(es) as well as planned support for the victim.
- Discusses any future actions and your continued role, if applicable.
- Agrees on timing of the next communication, if applicable.

### **If your child is the aggressor in the intimidation incident, you can expect communication from the school that:**

- Explains to you the penalties applicable to your child, resulting from the situation.
- Ensures that you realize the seriousness of the intimidation or violence that your child has instigated.
- Verifies if you have access to the necessary assistance so that the situation is resolved and does not re-occur (referring you to external services, if applicable).
- Invites you to a meeting at the school, if need be.

## • Reminder note for parents of a student victim

### Parents of a student victim

#### How do you recognize the signs that your child is being bullied?

A victim of intimidation or bullying will not necessarily show any physical injury. To be able to act, you have to stay attentive and tuned into your child to recognize the signs of intimidation.

- Does your child seem anxious and depressed (sad, unhappy, vague, easily annoyed, hopeless, etc.)?
- Does he or she suddenly lose interest in favourite activities?
- Is he or she suffering from low self-esteem, (doesn't fit in well at the school, sees others as better in comparison)?
- Is he or she afraid of going to certain places, such as school, the shopping mall or the playground?
- Has your child suddenly stopped using the Internet?
- Have school marks been lower for no apparent reason?
- Does your child often complain of feeling sick, and doesn't want to go to school?
- Has he or she expressed suicidal thoughts, the urge to drop out or to run away?

*These signs can also be present in victims of other forms of violence, like homophobia or racial discrimination.*

#### As a concerned parent, you must do something.

##### If you find out that your child is a victim of intimidation:

- Stay calm, your child needs comfort.
- Take the time to listen.
- Ask the child to describe the incident in detail (you can take notes).
- Don't blame the child.
- Be reassuring and show the child you're on their side on this matter.

#### How should you intervene on behalf of your child?

- Speak to your child's teacher, to the school office or to a school staff member, to a trainer or to any intervener who can be informed about the situation and who can help your child to resolve the problem. Act immediately.
- Encourage your child to identify his or her aggressor(s). Tell your child that there is nothing bad about naming names, that it takes courage to do this and is necessary to fix the problem and that any report will remain confidential
- Show that you're on their side and you're going to help your child to find a solution.
- Tell your child to avoid any reprisals or acts of vengeance which could backfire.
- If possible, encourage the child to stick to friends he or she can rely on. As part of a group, he or she is less likely to be bullied and will more be capable of defending himself or herself.
- Whenever possible, recommend avoiding places that are convenient to bullies.
- Remain attentive to the behaviour of your child and, after a few days, get back in touch with the interveners you previously contacted.
- If the situation causes distress in the daily functioning of your child, ask for a meeting with the school administration to discuss the situation.
- Don't wait for the situation to degenerate and make matters much worse

*At any time, you can contact the school administration to report an incident, whether your child is involved or not.*

## **Take measures to protect your child from cyberbullying.**

With the increased use of cellphones and wide accessibility to the Internet, intimidation very often occurs in cyberspace. You still have to act to help resolve the situation.

- Encourage your child to keep in touch with friends, not just online but in the real world.
- As best as you can, keep an eye on your child's online activities (social media accounts).
- Put the computer in a common area (in the lounge say, rather than in the child's room).
- Check if your child is afraid to go on the Internet or if his or her online access suddenly stops.
- Recommend that your child avoids places that are convenient for cyberbullies such as chat rooms, online games, etc.

## **If you notice that your child is a victim of cyberbullying, say to him or her:**

- **STOP** immediately responding to any messages of intimidation. Indeed, the cyberbully wants the victim to respond.
- **AVOID** sending an insulting or menacing reply, because it could come back to haunt you.
- **BLOCK** the contact information (URL) of anyone threatening you. That includes on social networks, email or cellphone, where you can delete or block individuals, addresses or numbers.
- **TALK** about the situation with an adult you can trust (e.g. parent, principal, teacher, psychologist, coach, caretaker, supervisor).
- **TRACK** the address(es) where threatening messages originate.
- **SAVE** all the threatening messages that you receive, whether by email, text or instant message.

***If you believe that the safety of your child is threatened or that he or she is a victim of a criminal act (harassment, sexual assault, threats, extortion, etc.), do not hesitate to contact the police. This is a recourse always open to you, whatever the steps the school has taken to counteract the bullying.***

# Reminder note for parents of a student witness

## Parents of a student witness

### Has your child witnessed bullying?

If your child confides in you about a bullying incident, it's important to reassure the child that he or she has a big role to play when it comes to helping a victim.

### You also have a role to play

Listen carefully to your child and give advice on what to do next:

- Explain to the child that bullies need an audience. Acting alone, they have less power.
- Tell your child that he or she has an important role to play and that his or her reactions can either encourage or discourage the aggressor.
- Point out that he or she can intervene directly if he or she feels safe, or, if they don't feel safe, they can always ask an adult to intervene.
- Remind the child of the importance of reporting the intimidation. Make your child understand that you're not a 'snitch' if you help someone in trouble.
- Tell the child they can also confide in a trusted adult (e.g. the principal or a teacher, psychologist, coach, caretaker, supervisor, etc.)
- Remind the witness that he or she can always report the intimidation to the school.

### If your child witnesses cyberbullying

Advice on what to do for those who notice a cyberbully harassing someone:

- Tell your child to ignore the aggressor and to avoid any contact with the cyberbully.
- If your child feels at ease to do so, advise him or her to protest against the intimidating comments.
- Tell your child to always refuse to post or to send any image, video or message that is hurtful to somebody.
- Remind him or her of the importance of taking an anti-bullying stance on anything they witness, even if it seems harmless or doesn't affect them directly.

***At any time, you can contact the school to report an incident, whether your child is involved or not.***

# Reminder note for parents of a student aggressor

## Parents of a student aggressor

### Recognize the signs when your child acts aggressively

Intimidating behaviour can manifest itself among young people from all backgrounds, of all ages. Both boys and girls can engage in acts of intimidation. It is important to recognize the tell-tale signs if you want to stop this behaviour. The same child can also go from being a victim to being an aggressor.

#### Recognize the signs of an aggressor

- They need to dominate.
- They are lacking in interpersonal skills.
- They believe that the aggression is a good way of settling a conflict.
- They see hostility where there is none.
- They lack remorse and have some difficulty expressing regret.
- They often put on a brave face of being self-assured and overly confident.

### Listen to people who tell you that your child is being too aggressive, whether from a school staff member, a coach, another parent or a fellow student.

- Discuss ways that can help you and help your child, interacting with those who know about the situation.
- Explain to your child what might happen to them if they continue to act aggressively (school suspension or expulsion, complaints to police, going to court).
- Contact the school to report the intimidation and to receive specialist support for your child.
- Don't hesitate to ask for professional help to help you in this situation (CSSS, psychologist, etc.).

### You must act to help your child to stop the bullying

If you discover that your child is involved in bullying, you have to show him or her that they can count on your support while making it clear he or she must understand the seriousness of his or her acts:

- Stay calm and listen to what your child has to say to you.
- Make him or her understand that you take the situation very seriously.
- Explain to your child the gravity and the consequences of his or her action or words.
- Impose a disciplinary consequence that you deem suitable.
- Collaborate with the school staff to resolve the matter quickly.
- Offer your child any assistance they may need.
- Explore with your child how they might express their feelings without harming others.
- Discuss with him or her any example of intimidation that can be seen on TV, in a movie, a video game, etc.
- Remind the child that it is important to respect other kids, despite their differences (e.g. sexual orientation, race, physical size and strength).
- Spend more time with your child and oversee any activities.
- Try to know who his or her friends are and how they spend their spare time together.
- Book an appointment with the school office as needed.

## **Do something to put an end to cyberbullying**

If you find out that your child is involved in cyberbullying:

- Make him or her understand that cyber space is a public place and what we find there is accessible to all.
- Oversee your child's online activities and encourage more positive interactions.
- Put the computer in a common area (in the lounge say, rather than in the child's room).
- Impose a disciplinary consequence that you deem appropriate for the situation
- Remember that children younger than 13 have no right to their own Facebook page.
- Teach your child to respect others in cyber space.
- Remind your child of the importance of keeping the same values as in the real world and never to post a message that he or she wouldn't say to another person face to face.
- Explain to the child that spreading rumours, revealing personal information and posting photos or videos without authorization is not only illegal but can also be just as harmful as physical injury.
- Point out that it's important to respect the private life of the others, that you shouldn't access their computer, mp3 player, cellphone, etc.
- Explain to your child what might happen to them if they continue to act aggressively (school suspension or expulsion, complaints to police, going to court).

***At any time, you can contact the school to report an incident, whether your child is involved or not.***



## CONFIDENTIAL

Name of school: Alexander Galt Regional

Date of incident: \_\_\_\_\_

Date of report: \_\_\_\_\_

Name of person reporting incident: \_\_\_\_\_  Victim  Witness

Parent  Staff

### VICTIM

Full name: \_\_\_\_\_ Level: \_\_\_\_\_

Physical injury?  None  Minor  Severe

### PERPETRATOR(S)

Full name (s): \_\_\_\_\_ Level (s): \_\_\_\_\_

Accomplice(s) full name(s) (if applicable): \_\_\_\_\_

Witness(es) full name(s): \_\_\_\_\_

### TYPE OF VIOLENCE (Please check one or more.)

Physical nature

(physical assault with fists, bare hands, firearm, knife, stick, chain, theft, extortion, threats)

Verbal, moral or psychological nature

(humiliating, ridiculing, putting down, harassing, hounding, denigrating, mocking, insulting, scolding, blackmailing)

Threat to Security

(overall threat to anyone at school, carrying a firearm, knife or other, raising false alarms)

Social

(excluded, isolated, ignored, ruining or damaging a reputation, spreading rumors, gossip)

Cyber

(filming or photographing someone without their knowledge and distributing it or posting it online; posting, sending or distributing a prejudicial message, photo or video)

Discrimination

(ethno cultural, sexual orientation, gender, handicap, weight, size, personal hygiene, illness)

Property damage

(deliberately damaging personal or public property – graffiti, tags)

Other

# INTIMIDATION INCIDENT REPORT FORM



## SITE OF INCIDENT

- |  |   |
|--|---|
| <input type="checkbox"/> Classroom, gym, auditorium  | <input type="checkbox"/> Parking lot, sport fields, school bus waiting area |
| <input type="checkbox"/> Washroom, lounge, cafeteria | <input type="checkbox"/> School bus   |
| <input type="checkbox"/> Hallways, stairs, elevator  | <input type="checkbox"/> Other (specify) _____                              |

## OTHER INFORMATION

Frequency of incident: Isolated act    Repeat incident  One time

Imbalance of power: Yes  No     Did the victim feel threatened?  Yes  No

## COMMENTS/DETAILS

## ACTIONS TAKEN BY STUDENTS/WITNESS/PARENTS/STAFF

Form completed by \_\_\_\_\_ Date: \_\_\_\_\_

Form submitted to \_\_\_\_\_



## Identification

Name of School: \_\_\_\_\_

Name of Principal: \_\_\_\_\_

Date of incident: \_\_\_\_\_ Time: \_\_\_\_\_

Name of person making complaint: \_\_\_\_\_

## Nature of the complaint:

## Actions taken by the administration since the Report was filed:

## Suspensions related to the incident (Name of student(s), length of suspension(s), other pertinent details:

Report sent by: \_\_\_\_\_

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

**Important:** Attach the original Report Form plus the Report of the School Administration Form and email **ONLY** to the