



COMMISSION SCOLAIRE
Eastern Townships
SCHOOL BOARD

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

Protocol for Continuing to Create Safe Schools



**Massey-Vanier
High School**

Reminder note to understand and to be understood

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 humiliate 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

Criteria	In the case of intimidation	In the case of conflict
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 dominate 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.

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, psychologist, 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 address contact information 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, psychologist, coach, caretaker, supervisor)
- **At any time, you can contact the school office about an incidence of intimidation by filling in a Report Form yourself or by helping the victim make the report.**

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).

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.
- 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.
- Keep in mind that children under 13 have no right to their own Facebook page.

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 address contact information of anyone threatening you. That includes on social networks, email or cellphone, where you can delete or 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.

Report Form



PARENTS

Name of school: _____

Date of incident: _____

Time: _____

Name of person reporting incident: _____

Female

Male

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

Alleged victim

Last name, first name: _____

Female

Male

Group/Class: _____

Physical injury:

None

Minor

Severe

Alleged aggressor

Last name, first name of aggressor: _____

Female

Male

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

Level, Group/Class: _____

Last name, first name of student accomplice(s), if applicable:

Witness(es)

Last name, first name of witnesses:

Nature of incident

Of a physical nature

Physical assault with fists or bare hands (fighting, punching, etc.)

Theft, extortion, threats (taxing)

Physical assault with a firearm, knife, stick, chain, etc.

Other (specify): _____

Of a moral or psychological nature

Humiliating

Ridiculing, putting down

Harassing, hounding

Denigrating, mocking

Insulting, scolding

Blackmailing

Other (specify): _____

Related to security

Overall threat to anyone at school

Carrying a firearm, knife, etc.

Raising false alarms (bomb threat, fire)

Other (specify): _____

Related to social activity

Excluded, isolated, ignored

Ruining or damaging a reputation

Spreading rumors, gossip

Other (specify): _____

Related to private life

- Filming or photographing someone without their knowledge and distributing it and/or posting it online
- Posting, sending or distributing a prejudicial message, photo or video

Discriminatory in nature

- Ethnocultural Sexual orientation Gender Handicap Weight Size
- Personal hygiene Illness

Related to property

- Deliberately damaging personal or public property (graffiti, tags, etc.)
- Other (specify): _____

Site of incident

- Study areas (classroom, laboratory, gym, study room, library, etc.)
- Common areas (washrooms, canteen, schoolyard, etc.)
- Transition areas (corridors, stairs/lifts, changing rooms or lockers, etc.)
- Immediate school surroundings (parking lot, streets, lanes, parks, etc.)
- By digital means (email, text message, cellphone, social media)
- On the way to school
- Security service office, if applicable
- School bus waiting areas, if applicable
- School buses, if applicable
- Other (specify): _____

Other information

- Frequency of incident:** Isolated act Repeat incident
- Context:** Involved only one other Involved a group
- Imbalance of power: YES NO
- Did the victim feel threatened: YES NO

Comments:**Actions taken by the parent:**

Form completed by: _____

Date submitted: _____

Name of the person to whom this form is submitted: _____