COMMISSION SCOLAIRE
Eastern Townships
SCHOOL BOARD

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

Protocol for Continuing to Create Safe Schools

Intervention Protocols

Revised
September 2024

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
"Any use of force—verbal, written, physical, psychological or sexual	There is a demonstration of power in terms of strength and action.
intentionally enacted against a person,	The acts of violence are purposeful and with deliberate will – they may be self-directed or be targeted at others.
having the effect of wronging, injuring or oppressing that person,	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.
by attacking his or her integrity, psychological or physical well-being, rights or property."	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

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.

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: name the place where it happened.



You can hand in the Report to the school office: Jennifer Palik. **OR**

You can send an email to the following address: palikj@etsb.qc.ca.

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

Note: an anonymous avenue for students to report should be established, while at the same time encouraging students to identify themselves when they report.

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

You can visit the website at http://irightthewrong.com and check out the **YOUTH** section
Note: the site is currently called: "Log into the Positive", but is accessible from this link)

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 involve 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, 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).

Commission scolaire Eastern Townships School Board
Moving ahead. Together. | Aller de l'avant. Ensemble.

Student Report Form

Type of violence: (if it can be identified) ☐ Physical Date: _____

☐ Verbal ☐ Cyberspace ☐ Social ☐ Discrimination ☐ Intimidation ☐ Related to gender and sexuality

DESCRIPTION OF THE INCIDENT (please indicate the **persons involved**)

Has this type of incident already occurred? ☐ YES ☐ NO ☐ I don't know

If YES, indicate the number of times: (_____) and for how long? (_____)

Did you do something to stop the situation? ☐ YES ☐ NO

If YES, what did you do?

Your name: (_____) ☐ Witness ☐ Victim

CONFIDENTIAL

We'll be in touch with you confidentially to get more information.

Commission scolaire Eastern Townships School Board
Moving ahead. Together. | Aller de l'avant. Ensemble.

Student Report Form

Type of violence: (if it can be identified) ☐ Physical Date: _____

☐ Verbal ☐ Cyberspace ☐ Social ☐ Discrimination ☐ Intimidation ☐ Related to gender and sexuality

DESCRIPTION OF THE INCIDENT (please indicate the **persons involved**)

Has this type of incident already occurred? ☐ YES ☐ NO ☐ I don't know

If YES, indicate the number of times: (_____) and for how long? (_____)

Did you do something to stop the situation? ☐ YES ☐ NO

If YES, what did you do?

Your name: (_____) ☐ Witness ☐ Victim

CONFIDENTIAL

We'll be in touch with you confidentially to get more information.

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.

The school will contact you to:

- Inform you that the Report has been received and that follow-up will ensue
- Advise you of initiatives taken to evaluate the situation (e.g. persons contacted, whether or not bullying is involved, response and collaboration of parents).
- Verify if the understanding of the situation corresponds to what you have observed.
- Inform you about actions undertaken or planned regarding the perpetrator(s) and witness(es) as well as planned support for the victim
- Discuss any future actions and your continued role, if applicable.
- Agree on timing of the next communication, if applicable.

Stopping the violence in 5 steps



Stop the behaviour as witnessed 1

Define the type of violence witnessed 2

Focus on our school's position:

"We do not accept disrespectful and hurtful behaviour" 3

Insist on a change of behaviour and state the measures to be applied if the situation merits. (invite the victim to speak out) 4

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. 5

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 a 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 the school office.

Commission scolaire Eastern Townships School Board

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

Report Form

SCHOOL STAFF

Name of school: _____

Date of incident: _____ Time: _____

Name of person reporting the incident: _____ ☐ Female ☐ Male

Position at school: _____

Alleged victim

Last name, first name: _____ ☐ Female ☐ Male

Group/class or position: _____

☐ Student ☐ Staff

Physical injury:

☐ None ☐ Minor ☐ Serious

Alleged perpetrator

Last name, first name of student aggressor: _____ ☐ Female ☐ Male

Level, group/class: _____

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

_____

Witness(es)

Last name(s), first name(s) of witness(es):

_____

Nature of incident

Of a physical nature

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

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

☐ Theft, extortion, threats (taxing)

☐ Other (specify): _____

Of a moral or psychological nature

☐ Humiliating

☐ Insulting, scolding

☐ Ridiculing, putting down

☐ Blackmailing

☐ Harassing, hounding

☐ Other (specify):_____

☐ Denigrating, mocking

Related to security

☐ Overall threat to anyone at school ☐ Raising false alarms (bomb threat, fire)

☐ Carrying a firearm, knife, etc. ☐ Other (specify): _____

Related to social activity

☐ Excluded, isolated, ignored ☐ Spread rumors, gossip

☐ Ruin or damage a reputation ☐ 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

☐ 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

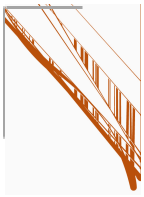
Did the victim feel threatened: ☐ YES ☐ NO

Comments:

Actions taken by school staff witness or school administration, vis-a-vis victim, perpetrator and witnesses:

Form completed by: _____ Date submitted: _____

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



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
- Send an email to the school administration: Jennifer Palik – palikj@etsb.qc.ca

Fill in your own report form and send it to the school office: palikj@etsb.qc.ca

Contact the school at this phone number: 819-839-2352 and explain the situation.

Note: You may also ask the assistance of the person designated by the School Board for this reason:
Emmanuelle Gaudet, Director of Complementary Services, 819-868-3100, ext. 55035

You can visit the website i right the wrong .com at http://irightthewrong.com
Note: this site is currently called: "Log into the Positive", but is accessible from this link.

If you made a report to the school administration, 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 a report was made to the school administration regarding your child who could be a victim, witness or a perpetrator, you can expect communication from the school that:

- Informs you about what has happened regarding the facts (what, when, how and with whom).
- Informs you of any interventions done.
- Asks that you get involved in seeking solutions concerning your child.
- Discusses actions to come concerning your child and whether you need support or assistance when it comes to the role of education.
- Explains to you what kinds of support are available to your child.
- Establishes possible lines of communication.
- Verifies if other external services need to be involved with your child and if it's possible to collaborate between the school, these services and you.
- Agrees on timing of the next communication, if applicable.

Furthermore, 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 disciplined your child in an effective way since the incident took place.
- 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 ant 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 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.

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 needs an audience. Acting alone, they have less power.
- Tell your child that 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 fetch an adult who can 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 office.

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 administration to report an incident, whether your child is involved or not.

Parents of a student aggressor

Reminder note for 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 administration to report an incident, whether your child is involved or not.

Commission scolaire Eastern Townships School Board

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

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.)

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

☐ Theft, extortion, threats (taxing)

☐ Other (specify): _____

Of a moral or psychological nature

☐ Humiliating

☐ Insulting, scolding

☐ Ridiculing, putting down

☐ Blackmailing

☐ Harassing, hounding

☐ Other (specify):_____

☐ Denigrating, mocking

Related to security

☐ Overall threat to anyone at school

☐ Raising false alarms (bomb threat, fire)

☐ Carrying a firearm, knife, etc.

☐ Other (specify): _____

Related to social activity

☐ Excluded, isolated, ignored ☐ Spreading rumors, gossip

☐ Ruining or damaging a reputation ☐ 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:

Commission scolaire Eastern Townships School Board

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

Report of the school administration

Actions taken by the parent:

Form completed by: _____ Date submitted: _____

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

The school administration is responsible for the follow-up of the incident at all times.

Actions to take when an incident of intimidation or violence is reported	**Date**	**Initials**	
1. Indicate to the person reporting the incident that a follow-up will ensue.			☐
2. Read the report and quickly evaluate the incident: • Communicate confidentially with the person making the report (adult or student witness, parent, student victim, etc.) to gather more information. • Contact the police if he or she is a victim of a criminal act (harassment, sexual assault, threats, extortion, etc.). • Otherwise, speak individually with those involved - students, victims, witnesses and aggressors. • Ask open-ended questions, particularly about the nature of the incident - the time, place, those involved, context and impact (physical injury, psychological injury, property damage). • Evaluate the gravity, duration, frequency, setting, safety concerns and legality of the behaviour. • Assure the safety of the victim and implement protective measures if necessary. • Get more information from adults who know the students well, on their attitudes and behaviour, or by consulting their case files, if applicable.			☐
3. During the meeting with the victim, offer him or her the necessary help and support according to the context of the incident: • Evaluate his or her capacity to deal with the reported incident • Ask about the frequency of the alleged aggressor's acts • Ask the alleged victim how she or he feels about the situation • Assure the victim of safety, if necessary • Tell victims that you'll be soon checking in with them again to see if the bullying has re-occurred or has stopped.			☐
4. Intervene with the alleged aggressor(s): • Demand that they stop the intimidation • Remind them of the school's values, code of conduct and security measures • Verify if they understand that their behaviour is unacceptable • Remind them of their expected behaviour while at school			☐

Commission scolaire Eastern Townships School Board

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

Report of the school administration

Actions to take when an incident of intimidation or violence is reported	**Date**	**Initials**

- Make them take responsibility for their behaviour
- Apply penalties, including remedial and reparation measures as needed
- Set up support and follow-up measures, if applicable

Actions to take when an incident of intimidation or violence is reported	**Date**	**Initials**	
5. Meet with witnesses (students and adults) and offer them help and support, according to the situation. Define intervention strategies for those involved, if necessary.			☐
6. If doubt persists regarding the nature of the incident, ask for a deeper evaluation by one or more qualified professionals associated with the school.			
7. Inform parents about the situation and ask their involvement and commitment in finding solutions. • Parents of students who are victims • Parents of students who are aggressors • Parents of students who are witnesses, if necessary			☐
8. In seeking solutions, also ask for staff involvement as well as that of other partners who have a connection with students.			☐
			☐
9. Set up an intervention plan, as needed, for students, victims and aggressors that deals with recurring or more serious manifestations of intimidation.			☐
10. If need be, consult the professional resources available to the school (psychologist, psychoeducator, Spiritual Life and Community Animator, etc.)) and/or agency partners involved with recurring or more serious manifestations (CSSS, police, Youth Protection, etc.).			☐
11. Fill in the report for the school administrator form and keep a confidential file with all reports associated to each case in the administrator's office. These files should include: • Report Forms • Meeting and communication dates • Added information concerning students involved • Keep a list of all suspensions with name, date, reason, duration. Submit this list once a month to the Director General.			☐
12. Complete the Complaint Form to the Director General if a complaint is received about the process undertaken to respond to a report of bullying or violence.			☐

Complaint Form for Incidents related to Bullying or Violence to be sent to the Director General

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:

Complaint Form for Incidents related to Bullying or Violence to be sent to the Director General

---

Report sent by: _____ Date: _____

Important: Attach the original Report Form plus the Report of the School Administration Form and email **ONLY** to, Michel Soucy, ETSB Director General, at: dg@etsb.qc.ca