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# Richmond Regional High School Anti-Bullying & Anti-Violence Policy 2024-2025



Approved by G.B: Sep 23, 2024

## **- Table of Contents -**

<b>Preface &amp; Local Resources .....</b>	<b>2</b>
<b>School Portrait .....</b>	<b>3</b>
<b>Definitions &amp; Terminology .....</b>	<b>4</b>
<b>Intimidation &amp; Conflict .....</b>	<b>6</b>
<b>Reporting incidents .....</b>	<b>7</b>
<b>Guide for Student victims and witnesses .....</b>	<b>9</b>
<b>Guide for Staff .....</b>	<b>11</b>
<b>Guide for Parents .....</b>	<b>13</b>
<b>Guide for Administration .....</b>	<b>18</b>
<b>Report Form sample .....</b>	<b>20</b>

## Preface & Resources

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

The below statements summarize the results of the Mental health survey completed by the Université de Sherbrooke in January 2021, as well as the results of the 'Our School Survey' conducted last in 2021. The results of these studies are linked below.

[Université de Sherbrooke: Survey on the Psychological health of young people aged 12-25](#)

[Report on Student Outcomes and School Climate OurSCHOOL Secondary School Survey: Richmond Regional High School Highlights](#)

[RRHS OurSCHOOL Statistics](#)

[Richmond Regional Trend Reports: OurSCHOOL Survey](#)

- Compared to the Canadian average, RRHS students have significantly lower levels of self-esteem and significantly higher levels of anxiety.
- RRHS students experience approximately the same number of bullying incidents as the average Canadian High School.
- However, our incidents seem to go underreported (there is no Canadian average for that statistic).
- Compared to the Canadian average, our students feel significantly less safe at school.
- Cyberbullying is on the rise across the globe, and we see this increase reflected in the incidents at RRHS.

## School Portrait:

- RRHS community is comprised approximately:
  - 374 Students from three feeder schools
  - 28 Teachers
  - 12 Support Staff
  - 6 Student Services Professionals
  - 7 Office Staff
  - 1 CLC coordinator
  - 1 Vice Principal
  - 1 Principal

**At RRHS our values are expressed as follows:**



## Local Resources:

- CLSC Val St-Francois (819)-542-2777 ext. 55225 or **811** option 2
- Centre de réadaptation en dépendances et santé mentale de l'Estrie (819)-821-2500
- [L'APPAMM Estrie](#) Association des proches de personnes atteintes de maladies mentales
- Richmond Police (SQ) (819)-826-3755
- Tel-Jeunes 1-800-263-2266

## Definitions:

### Violence:

Any use of force (regardless of intensity)—verbal, written, physical, psychological, or sexual enacted against a person. This can include attacking their integrity, psychological or physical well-being, rights or property.

**Bullying:** According to Bill 56 “bullying” means any repeated direct or indirect behaviour, comment, act or gesture, whether deliberate or not, including in cyberspace, which occurs in a context where there is a power imbalance between the persons concerned and which causes distress and injures, hurts, oppresses, intimidates or ostracizes.

### Sexual Violence

- “The concept of sexual violence refers to any form of violence committed through sexual practices or by targeting sexuality, including sexual assault. It also refers to any other misconduct, including that relating to sexual and gender diversity, in such forms as unwanted direct or indirect gestures, comments, behaviors or attitudes with sexual connotations, including by technological means.”

<https://www.legisquebec.gouv.qc.ca/en/document/cs/p-22.1>

## Terminology:

### **Bullying is not tolerated and requires intervention should it occur**

Bullying can occur 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. A jostle, a fight, an insult, threat, or other action 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, transphobia, gender discrimination, racial discrimination, violence in intimate relationships. For example, it can include but is not exclusive to:

- Name-calling, derisive laughter, defiance, to humble or threaten another person, to make racist, homophobic, transphobic, intentional use of incorrect pronouns, or sexist comments.
- Hitting, kicking, shoving, spitting, punching, stealing or damaging property.

- Excluding from the group or isolating socially, gossip or rumour-mongering, mockery, Divulging secrets or belittling of the social status.
- Use of email, texting, cellphone, apps, or social media to threaten, harass, embarrass, spread rumours, exclude from the group, or damage a reputation or relationship.
- 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 Online**

- 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.
- Have an effect of complete irresponsibility, because the perpetrator can deny the facts and not acknowledge their 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 they were face-to-face with the victim and cannot see the effects of their actions.

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

- Threats
- Insults
- Rumours
- Identity stealing
- Harassment
- Discrimination
- Denigration
- Defamation
- Intentionally spamming someone's device
- Posting videos of any person without consent
- Inappropriate messages or photos
- Incitement to 'out' one or other persons
- Inappropriate use of other people's devices
- Harassment or Predatory interactions

### **The Cyberbully can:**

- Can remain anonymous
- Can pretend to be another person
- Can react spontaneously without reflecting or making a judgement before acting
- Can show less restraint than if they were face-to-face with the victim.

## Differentiating between Intimidation and Conflict:

Criteria	Intimidation when...	Conflict when...
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 dominate the targeted 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 an incident of Bullying or Violence:

If you are the victim of or a witness to an incident of violence, sexual violence or bullying, you must report this incident to a school staff member, parent, or adult you trust as soon as possible. This report can be done anonymously if you like and you have several options for reporting.

- At any time, you may fill out the online bullying report form on the RRHS website or by clicking this link: [RRHS Online Bullying Report Form](#)
- You may fill out a Bullying Report Form on paper which can be found at the main office, with the Principal or Vice Principal, or at the office of any Student Service Team Member. If you wish this report to be anonymous, simply turn this form into the main office without listing your name.
- A sample of this report form can be viewed here: [Hardcopy Bullying Report Form](#).
- It is important to remember that reporting an incident is not 'snitching'. It is a necessary step to help us ensure every student at RRHS is able to feel safe at school.
- If you have any issue with either of the above listed options, you may contact the school directly by email at [rrhs@etsb.qc.ca](mailto:rrhs@etsb.qc.ca) or by phone at (819)-826-3702
- Following your report, one of the school administrators will follow up with you as soon as possible.
- **\*NOTE: In the event of a sexual violence incident, the Principal MUST make a report to Youth Protection (DPJ) .**
- -In the case of a complaint concerning an act of **sexual violence**,
  - -If the student is under 14 years of age, the principal also informs their parent/guardian of that option
  - -If the student is 14 years of age or over, the principal may inform their parent/guardian of that option with the student's consent.
  - (art. 96.12 QEA)
- It is possible to make a report or file a complaint concerning an act of sexual violence to or with the regional ombudsman and, for a person who is dissatisfied with the follow-up on a complaint filed with the institution, to use the complaint processing procedure provided for in the Act respecting the National Student Ombudsman.
- \*-[LINK](#) to flyer explaining new complaint process [ETSB Complaint Process](#)



**Following your report, the school will contact you to:**

- Inform you that the Report has been received and to follow-up with any additional details or information they need.
- 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.
- Discuss any future actions and your continued role, if applicable.
- Agree on timing of the next communication, if applicable.

# Guide for Students:

## How to respond If you are a victim...

**Waiting only makes it worse.**

- Act straight away and **MAKE A REPORT!**
- 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.
- Bullying is serious, and must NEVER be tolerated.
- All students deserve to feel safe and respected at school.
- You're not a 'snitch' if you report bullying; you're someone who deserves respect.
- 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 online?**

- **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.
- **Act**
  - **STOP** Do not respond to threatening messages (Screenshot them)
  - **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 cell phone, 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 direct 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).

## How to respond If you are a witness:

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.

- **Don't be a bystander.** 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 them, 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 incident 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 or not intended to be shared beyond the original recipient.
- **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).

# Guide for Staff:

## 1. Put an end to the violence

- Demand an end to this type of behaviour by personalising the intervention, calling the students by their names, illustrate the specific behaviours that should stop.
- 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."
- Emphasise 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 they were defenceless.

## 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 them 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 they are 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 okay? Do you want me to contact your parents/guardian? Do you want to meet with a Staff member?"
- 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

- If necessary, report the situation by filling in the appropriate form designed for this purpose.
- Hand in the report form to the school office or administration.

## **6. Sexual Violence**

- 75.1QEA Sexual violence; and safety measures to stop sexual violence training will be provided when made available.
- Implementation of MEQ Sex Education program

## Guide for Parents:

### Local Resources for use on weekends after school hours or in conjunction with school interventions

- Centre de réadaptation en dépendances et santé mentale de l'Estrie (819)-821-2500
- CLSC Val St-Francois (819)-542-2777 or 811
- Richmond Police (SQ) (819)-826-3755
- Tel-Jeunes 1-800-263-2266

### Background information for Parents on Bullying:

The below resource includes information on bullying, cyberbullying, teen dating violence

- <https://www.prevnet.ca/bullying/parents>

## What to do if:

Your child tells you that **they are being bullied** or you **suspect that the child is being bullied...**

Your child tells you that **they witnessed an incident** involving intimidation or violence...

You suspect that **your child is bullying others** or they have told you that they do...

- Help your child report the incident using one of the below methods:
  - access the online reporting form [here](#)
  - Or send an email to the school administration: [rrhs@etsb.qc.ca](mailto:rrhs@etsb.qc.ca)
  - Or contact the school at this phone number: **(819)-826-3702** and explain the situation.
  - Note: If you need further assistance, contact the Director of Complementary Services, at the Eastern Townships School Board: **(819)-868-3100**, ext. 55035

### 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 your child.
- Discuss 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).
- May ask 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 interventions applicable to your child, resulting from the situation.
- Ensures that you realise 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.

**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.)?
- Do they suddenly lose interest in favourite activities?
- Are they suffering from low self-esteem, (doesn't fit in well at the school, sees others as better in comparison)?
- Are they 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?
- Have they 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.*

**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 the school office, a teacher or school staff member, 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 their 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 retaliation which could backfire.

- 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.

### **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 online. How can you intervene to resolve the situation?

- Encourage your child to keep in touch with friends.
- As best as you can, monitor and discuss your child's online activities.
- Check that your child is using strict privacy settings.
- Check if your child is afraid to go on the Internet or if their online access suddenly stops.
- Recommend that your child avoids places that are convenient for cyberbullies such as anonymous chat rooms, and that they know how to participate responsibly in online games and messaging applications.
- For more information on responsible internet practices <https://www.getcybersafe.gc.ca/>

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

- **STOP** responding to any messages. Indeed, the cyberbully wants the victim to respond.
- **AVOID** sending a reply.
- **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.
- **SCREENSHOT** any messages.
- **SAVE** all the threatening messages that you receive, whether by email, text or direct message.

*If you believe that the safety of your child is threatened or that they are 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.*

### **Has your child witnessed bullying?**

If your child confides in you about a bullying incident, it's important to reassure the child that they have 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 they have an important role to play and that their reactions can either encourage or discourage the aggressor.
- Point out that they can intervene directly if they feel safe, or, if they don't feel safe, they can always get an adult who can intervene.
- Remind the child of the importance of reporting the intimidation. Help 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 they can always report the intimidation to the school office.

## **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. Everyone 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 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 them that they can count on your support while making it clear they must understand the seriousness of their acts:

- Stay calm and listen to what your child has to say to you.
- Help them to understand that you take the situation very seriously.
- Explain to your child the gravity and the consequences of their 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 them 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, gender expression, race, physical size and strength).
- Spend more time with your child and oversee any activities.
- Try to know who their 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 them understand that cyberspace is a public place and what we find there is accessible to all.
- Oversee your child's online activities and encourage more positive interactions.
- School issued computers or other technology should only be used in common areas of the house.
- 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 cyberspace.
- Remind your child of the importance of keeping the same values as in the real world and never to post a message that they 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 others, that you shouldn't access their computer, 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).

# Guide for Administration:

## Actions to take when an incident of intimidation or violence is reported

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 they are 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 them the necessary help and support according to the context of the incident:
  - Evaluate their capacity to deal with the reported incident
  - Ask about the frequency of the alleged aggressor's acts
  - Ask the alleged victim how they feel 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
  - Apply penalties, including remedial and reparation measures as needed
  - Set up support and follow-up measures, if applicable
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.



# RRHS Bullying Report Form

## Information:

Date of Report: \_\_\_\_\_

Name of person reporting: \_\_\_\_\_

I wish to remain anonymous

Position at the school (Circle):    Student        Staff Member        Parent        Other

Perspective (circle):            Victim        Witness

Date and Time of the Incident: \_\_\_\_\_

Name(s) of alleged Victim(s): \_\_\_\_\_

Name(s) of alleged perpetrator(s): \_\_\_\_\_

Name(s) of any witnesses: \_\_\_\_\_

Where did the incident occur: \_\_\_\_\_

Frequency (circle):            First Incident        Repeated Incidents

Do you feel threatened?        Yes                    No

## Nature of the incident (Check all applicable boxes)

### Physical:

- Physical Assault (punching Kicking etc)
- Sexual Assault
- Assault with a weapon

### Social:

- Exclusion and/or Isolation
- Spreading rumours

### Psychological:

- Verbal Harassment (insult, denigration etc)
- Blackmail, extortion, threats

### Cyberbullying:

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

### Discrimination based on:


- Ethnicity
- Race
- Sexual orientation
- Gender
- Physical or Mental handicap
- Weight / size
- Religion
- Socio-economic status
- Other (specify)

### Property:

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



## Evaluation Grid (To be completed May 2024)

A	B	C	D	E	F
		<b>ETSB ABAV EVALUATION GRID</b>			
<b>LEGEND:</b>					
<b>1</b>	<b>No adjustments needed.</b>	Our actions are satisfactory and we are maintaining our course.			
<b>2</b>	<b>Tweaks needed.</b>	Our actions are mostly satisfactory but need some adjustment.			
<b>3</b>	<b>To replace.</b>	Our actions are no longer applicable or available.			
<b>Evaluation:</b>					
<b>Actions or measures carried out in 2023-2024:</b>			<b>1</b>	<b>2</b>	<b>3</b>
1)					
2)					
3)					
4)					
<b>FINDINGS:</b>					

## Committee and Report details:

- This review was completed in September of 2024 by the **RRHS Anti-Bullying & Anti-Violence Committee**. This document should be reviewed annually and any pertinent changes made.
- In the 2024-2025 school year, the Committee consists of the following members:
  - **Stéphanie Leblanc**: French Teacher (Coordinator)
  - **Tiffany Blinn**: Re-adaptation Officer
  - **Crystle Reid**: ELA, History/Geography, CCQ and Drama teacher
  - **Korine Bouchard**: WOTP and Francisation teacher
  - **Erika Brock**: HSA
  - **Valerie Bushey**: Supervisor
  - 4 students (alternating)
- In the 2023-2024 school year, the Committee consists of the following members:
  - **Tiffany Blinn**: Re-adaptation Officer
  - **Lindsay Mastine**: Science, Math, and Resource Teacher
  - **Sophie Archambault**: Physical & Health Education Teacher
  - **Stéphanie Leblanc**: French and Resource Teacher
- The committee wishes to extend their thanks to further collaborators:
  - **Siu-Min Jim**: CLC Coordinator
  - **Emmanuelle Gaudet**: Director of Complementary Services ETSB
  - **Steve Element**: Principal RRHS
  - The RRHS Governing Board
  - The RRHS School Council
  - The RRHS Student Council
  - The RRHS QSA Club
  - **Julia Barrowman**: Visual Arts Teacher