



Anti-Bullying and Anti-Violence Plan

This plan follows the guidelines and objectives set out by Bill 56, the Act to prevent and deal with bullying and violence in schools. It is also inspired by the values of the school's own educational program.

The goal of this anti-bullying and anti-violence plan is to ensure that all members of West Island College (students, teachers, staff, administration) can flourish and reach their full potential in a safe and healthy environment.

Within this plan, the duties and responsibilities of all stakeholders are outlined as well as prevention measures, actions to be taken and supervisory or support measures.

This policy will be reviewed each year and adjusted accordingly.

Definitions of Bullying and Violence:

Bullying: 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**.

Violence: Any **intentional** demonstration of verbal, written, physical or sexual force which **causes distress and injures, hurts, or oppresses a person** by attacking their psychological or physical integrity or well-being, or their rights or property.

A complete list of definitions can be found in [Appendix A](#).

Members of the anti-bullying and anti-violence team:

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THE COMPONENTS OF THE SCHOOL PLAN

1. An analysis of the situation prevailing at the school with respect to bullying and violence :

Students from West Island College completed the “tell them from Me” survey on May 22, 2013. The survey included questions about school safety, bullying, exclusion and sexual harassment. Another survey called Bullying and School Safety took place on May 2nd 2017 ([Appendix B](#)) and one on WIC’s social environment was done in May of 2018.

2. Prevention measures to counter any form of bullying or deliberate violence, in particular with regard to racism, sexual orientation, sexual identity, homophobia, a handicap or physical characteristic:

- Effective classroom management
- Effective early intervention (full student orientation addressing school culture, transition to Secondary School)
- Planning, organizing and delivery of appropriate supervision of schoolyard and hallways
- Educating students on public civility, bullying, cyber bullying, etc. through Cycle I Ethics curriculum
- Staff training, in particular, differentiating terminology and interventions ([Appendix C](#))
- Speaking to students and parents
- Daily Assemblies which reinforce school culture and values
- Anti-bullying campaign organized and delivered by the school counsellor and House Council
- Students will be familiar with Charter of Rights and Responsibilities ([Appendix D](#))
- Parent/Student Handbook outlining school rules, consequences and code of conduct ([Appendix E](#))
- Internet Technology Citizenship Pledge for all students ([Appendix F](#))
- Workshops and guest speakers organized by the Counselling department to address various associated topics

3. Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment:

- West Island College will review and distribute the Anti-Bullying & Anti-Violence document on an annual basis. A link to this document will be maintained on the School’s website.
- Parents will be invited to attend seminars, presentations, workshops or conferences related to the various topic areas
- Parent/Student Handbook outlining school rules, consequences and code of conduct will be distributed to parents

- West Island College will post information or links on its school website with relevant parent information regarding bullying, being a responsible bystander, internet safety, cyber bullying, etc.
- Ongoing communication between school personnel and the parents of children who are being bullied and those who engage in bullying behaviours, until complete resolution of the problem is achieved.
- Periodic follow-up communication with the victim of bullying and his/her parents to ensure that the measures taken have been successful
- Offer support and resources to parents and to those who have specifically expressed a need

4. Procedures for reporting or registering a complaint concerning an act of bullying or violence and more particularly, procedures for reporting the use of social media or communication technologies for cyber bullying purposes:

All members of the West Island College community are entitled to a safe, non-threatening and easily accessible process for reporting incidents of bullying or violent behaviour regardless of whether they are victims, witnesses or a reporting party. Our process is designed to facilitate and encourage, not impede the reporting of incidents.

A memory aid will be provided to staff, students and parents to fully understand the reporting process, its implications and intervention procedures.

Proposed steps for Students (including the victim)	<ul style="list-style-type: none"> ▪ Reports will be made available to students online (on Mrs Morse’s and on student life website). ▪ Fill out a report describing what you endured, witnessed, who was involved and where it happened ▪ The report will be transmitted anonymously online to the School Counsellor ▪ You can send an email to the counsellor: kmorse@wicmtl.ca ▪ An email can be sent to any staff member ▪ Students are encouraged to provide their name so that the school can follow up
Proposed steps for Staff	<ul style="list-style-type: none"> ▪ Submit a report (which you can find on Pcafe or Mrs Morse’s website) to an administrator or the school counsellor ▪ Email an administrator or the school counsellor ▪ Submit any emails or reports received from students to an administrator or the school counsellor

Proposed steps for Parents	<ul style="list-style-type: none"> ▪ Help your child complete an online form to report an incident (on Mrs Morse’s and on student life website).
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	<ul style="list-style-type: none"> ▪ Fill in your own online form (which you can find on the weekly Au Courant or Mrs Morse’s website) and it will automatically be submitted confidentially to the school counsellor ▪ Send an email to a school administrator or the school counsellor
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5. Actions to be taken when a student, teacher or other staff member or any other person observes an act of bullying or violence:

No member of the West Island Community will be indifferent towards reported or witnessed acts of violence or bullying. We are committed to responding to and investigating any report we receive which suggests that an incident of violence and/or bullying has taken place amongst our population.

Proposed steps for Students	<ul style="list-style-type: none"> ▪ Tell an adult what you have witnessed ▪ File an online report (on Mrs Morse’s website and on student life web site) ▪ Send an email to the school counsellor ▪ (Student Reporting – What to do - Appendix J)
Proposed steps for Staff	<ul style="list-style-type: none"> ▪ Any staff member who has witnessed an act of bullying or violence is obliged to report that incident to the school administration and/or school counsellor. ▪ In the event that there is no threat to a staff member, they must intervene in a bullying or violence situation immediately to assess the situation and take action if necessary. ▪ Even if an intervention was successful, a report must still be submitted to the administration. ▪ Determine whether or not to send the student to the administration or counsellor. Follow up with the administration or counsellor with what you witnessed. ▪ (Staff Reporting – What to do – Appendix K)
Proposed steps for Parents	<ul style="list-style-type: none"> ▪ Any parent who has witnessed or become aware of an act of bullying or violence is obliged to report that incident directly to the school administration and/or school counsellor. ▪ (Parent Reporting – What to do – Appendix L)

6. Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence:

West Island College is committed to maintaining fair, accurate and confidential records of each recorded incident of bullying or violence, regardless of the investigative outcome.

Records will include specific details on the incidents in question, the steps taken by the college as a consequence of its investigation and indication of intended follow-up. West Island College will keep all records confidential and secure in order to protect all parties regardless of their role in the incident.

Proposed steps:	<ul style="list-style-type: none">▪ Staff will be reminded on yearly basis that every incident and follow-up must be kept confidential.▪ All reports of bullying and/or violence will be kept in a secure location under the supervision of the Director of Student Services or her delegate.▪ The above named reports will be kept in a distinct file from the Cumulative File of an individual student.▪ A copy of the report will be kept in the student’s confidential file in the counselling office.▪ Reports pertaining to staff will be filed in their employee file which is locked and only accessible by senior administration.▪ Sensitivity to the fears and feelings of all parties must be kept in mind in all instances and procedures.
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7. Supervisory or Support measures for any student who is a victim of bullying or violence, for witnesses and for the perpetrator:

- Identify the best assistance and/or support measure
- Provide assistance and guidance following the incident
- Provide timely follow-up
- Refer to the School Counsellor
- Refer to a professional organization, social worker, psychologist outside the school
- Social skills group
- Develop an intervention plan (i.e. peace contract)
- Profound letter of apology
- Establish a reintegration plan
- Congratulate the witness for their courage and for stepping up
- Reassure that confidentiality will be upheld

8. Specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature. In all instances these measures are applied at the discretion of the Headmaster or his delegate taking into account the circumstances and severity and number of offenses.

Mediation Intervention Warning	<ul style="list-style-type: none"> ▪ Conducted by a staff member, the school counsellor or an administrator
Detention	<ul style="list-style-type: none"> ▪ use of profane, abusive, discourteous or insulting language ▪ Inappropriate treatment of school property or property of others. ▪ Harassment ▪ bullying ▪ Threats ▪ Defamatory libel ▪ Contravening the WIC acceptable use policy for technology
Suspension Probation	<ul style="list-style-type: none"> ▪ An accumulation of detentions ▪ Fighting, Intimidation ▪ Defacing school property or the property of others ▪ Inappropriate behaviour or attitude ▪ Multiple contraventions of the WIC's technology pledge ▪ Harassment ▪ Bullying ▪ Threats ▪ Defamatory libel
Expulsion	<ul style="list-style-type: none"> ▪ An accumulation of suspensions ▪ A willful act which results in the defacing, destruction or theft of school property or the property of others ▪ Directing abusive, discourteous, profane or insulting language towards members of the College staff or its representatives ▪ Possession/use of weapons and or hazardous materials which places anyone within the school community at risk ▪ Violent or aggressive behavior resulting in bodily harm; ▪ A serious contravention of WIC's Technology Pledge; ▪ Repeated harassment or bullying or criminal in nature; ▪ Involvement in a flagrantly immoral or socially distasteful act ▪ Criminal use of technology ▪ Harassment, threats or bullying of a criminal nature; ▪ Defamatory libel ▪ Possession of a firearm ▪ Sexual harassment directed toward any member of the school community. <p>Expulsion may be effective immediately or effective at the end of a semester.</p>

9. Required follow-up on any report or complaint concerning an act of bullying or violence:

- Once the initial investigation and response process has been completed, supervisory or support measures may need to be put in place for the perpetrator, the victim and the witnesses (when necessary) to an act of bullying or violence. The extent of these follow-up measures will depend upon the nature of the incident and the degree to which it is believed that long-term intervention is necessary.
- All bullying incidents will be kept on file
- Follow up with victim, perpetrator and witness
- Communication with the parents/guardians of all the involved students as need depending on the severity and recurrence
- Ensure that the remediation/consequence techniques have been implemented and followed through
- Closely monitor change in behaviour in the classroom setting and the public area of the school
- A summary report is produced on a yearly basis to the Ministry of Education.

APPENDIX:

A – [Definitions](#)

B - [Results from past surveys](#)

C – [Differentiating between intimidation and conflict](#) (Staff training)

D – [Charter of Student’s Rights and Responsibilities](#)

E - [School rules, consequences and code of conduct](#)

F - [Internet Technology Citizenship Pledge for all students](#)

G – [Student Reporting – what to do](#)

H – [School Staff Reporting – What to do](#)

I – [Parent Reporting – What to do](#)

J – Actions for Administration to take

DEFINITIONS

VIOLENCE

Violence is the use of force with the intent to hurt someone.

The various forms of violence are as follows:

- Verbal violence (insults, yelling)
- ***Violence in written form (text messages and other written messages)***
- Psychological violence (threats, putdowns, gossip, exclusion)
- Material violence (theft or breaking of objects)
- Sexual violence (inappropriate, embarrassing, humiliating or other unacceptable types of language or behaviour)

Acts of violence can traumatize not only the victims, but witnesses and peers as well. Violence can be experienced as outright aggression or threats, or as actions intended to dominate, oppress or even cause physical harm. There are also different degrees of violence, each of which can harm an individual physically, socially, materially and psychologically, or undermine his or her rights and freedoms.

Violence, when it occurs, is no accident. Someone can be attacked for many reasons: the perpetrator may want to make his or her friends laugh, gain social status, or frighten, threaten or dominate another person.

Unlike aggressiveness, anger or frustration, violence is not a primary reaction. It is part of a process that builds over time according to the personality traits of the individual and under the influence of various events in his or her environment.

Violence involves an interaction between at least two people, the perpetrator and the person against whom the perpetrator's actions, words, attitudes or violent acts are directed.

Whether it takes place between students, between adults, or between students and adults, violence in the school creates an unhealthy climate. It leads, among other things, to mistrust, insecurity, a diminished sense of belonging to the school, low self-esteem, anxiety and withdrawal. And this is without factoring in absenteeism, academic failure, dropping out on the part of students and lack of involvement on the part of adults.

BULLYING

Bullying takes place in all types of environments: in school corridors, in the classroom, on the playground, on the bus, in the streets and shopping centres, and even at home (between brothers and sisters). Bullying is an action or remark that threatens, hurts, humiliates or frustrates another person. Bullying creates a feeling of distress in the person who is subjected to it.

Bullying victims are dominated by another person or group and find it hard to defend themselves. Bullying is not a simple argument between friends; nor is it a single, unrepeated event, or teasing that everybody involved can enjoy.

Bullying can turn daily activities such as going to school or eating in the cafeteria into a nightmare, and can even make its victims sick.

Bullying can be indirect, that is, it can involve:

- excluding someone from a group
- isolating someone, or making them less popular by spreading rumours about them
- revealing secrets, speaking behind someone's back or using graffiti to make disparaging remarks about them

CYBER-AGGRESSION

Cyber-aggression is particularly harmful and can take a variety of forms, such as:

- threats, insults, putdowns, defamation of character or rumours spread via the Internet

- impersonation (when a person pretends to be someone else)
- sending a detrimental message, photograph or video by cell phone
- using the Web to disseminate a video that was taken of someone without their knowledge (for example, “happy slapping” consists of filming a person, often after provoking him or her to engage in a “compromising” type of behaviour, and then posting the video on the Internet.)

Cyber-aggression presents certain characteristics:

- The perpetrators believe that they can remain anonymous.
- A perpetrator can pretend to be someone else.
- Sitting safely in front of a screen, perpetrators tend to say things they might not say if they were face to face with the victim.
- Attacks can take place at anytime and anywhere.
- Attacks in cyberspace can take a wide variety of forms.
- Words and images can be disseminated worldwide instantaneously.
- Victims feel powerless and the harm is widespread: there is no way of knowing how many people have viewed what was posted; they could be in the millions.
- There is no end to the wrong done to the victim because the compromising material remains on the Web.

Acts of violence or bullying can be motivated by negative attitudes toward:

- Ethnic origin
- Sexual identity
- A disability or an illness
- A physical characteristic (weight, height, etc.)

- Sexual orientation (spreading rumours, describing someone as a “fag” or “pansy,” etc.)
- Religion (speaking ill of an ethnic or religious group, or other people’s beliefs)
- Someone with whom the perpetrator was romantically involved

Witnesses are also often involved in situations of violence or bullying.

In some cases, witnesses can experience long-term effects similar to those experienced by the victim. They can feel angry, ashamed, guilty and powerless. Some witnesses may fear being associated with the victim, being seen as accomplices, being provoked into participating in violence, or of being called a snitch. Given that witnesses play a key role in how situations of violence or bullying develop, making all young people aware of the importance of denouncing acts of violence and bullying should have a positive effect on our ability to deal with this issue.

HARASSMENT

- Any action, intentional or not, including action of a sexual nature, directed at an individual
- or group by another individual or group who knows or ought to know that his/her action is
- unwanted;
- Any implied or explicit bribe, and/or threat of reprisal
- Any behaviour, verbal or physical, which creates an intimidating or hostile atmosphere,
- Any action, intentional or not, that demeans an individual or group;
- Any perceived threat to or abuse of personal property.

Harassment, which in some cases may be described as bullying, can be psychological or physical and may include, but is not limited to such unacceptable behaviour as:

- Unwelcome leering or staring;
- Unwelcome racial slurs, epithets, threats, verbal abuse, derogatory comments or degrading descriptions;
- Unwelcome communication including that about an individual’s body, attire, racial origin, or
- overly personal comments;
- Unwelcome invasion of an individual’s privacy;
- Unwelcome jokes, stories, drawings, pictures or gestures;
- The spreading of malicious rumors;

- Suggestions or demands for payment accompanied by implied or explicit threats (taxing);
- Cornering or blocking normal movements;
- Misuse of power or position;
- Stalking

Tell them from me survey results (May 22, 2013)

Report on Student Outcomes and School Climate

TTFM Secondary School Survey

West Island College Snapshot 1 Highlights (22 May. 2013)

This report provides highlights based on data from 359 students in this school that participated in the survey on May 22, 2013. The number of students by grade level is:

Grade 7: 79 / Grade 8: 77 / Grade 9: 64 / Grade 10: 80 / Grade 11: 59

The results are compared with Canada norms, which are based on last year's results for all students using the TTFM survey at the grade levels found in this school.

DRIVERS of Student Outcomes

Students who are victims of bullying

Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet.

- 20% of students in this school were victims of moderate to severe Bullying in the previous month; the Canada norm for these grades is 23%.
- 19% of the girls and 20% of the boys in this school were victims of moderate to severe Bullying in the previous month. The Canada norm for girls is 21% and for boys is 25%.

Feel safe attending this school

Students feel safe at school as well as going to and from school

- 96% of students felt safe attending the school; the Canada norm for these grades is 85%
- 95% of the girls and 96% of the boys felt safe attending the school. The Canada norm for girls is 87% and for boys is 83%.

A complete report and details of the survey are available at: www.thelearningbar.com.

Bullying and School Safety survey results (May 2, 2017)

Report on Student Outcomes and School Climate

TTFM Secondary School Survey

West Island College Snapshot 1 Highlights (2nd of May 2017)

This report provides highlights based on data from 359 students in this school that participated in the survey on May 22, 2013. The number of students by grade level is:

Grade 7: 86 / Grade 8: 72 / Grade 9: 84/ Grade 10: 59 / Grade 11: 55

The results are compared with Canada norms, which are based on last year's results for all students using the TTFM survey at the grade levels found in this school.

DRIVERS of Student Outcomes

Students who are victims of bullying

Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet.

- 6,7% of students in this school were victims of moderate to severe Bullying in the previous month; the Canada norm for these grades is 23%.
- 6% of the girls and 9% of the boys in this school were victims of moderate to severe Bullying in the previous month. The Canada norm for girls is 21% and for boys is 25%.

Feel safe attending this school

Students feel safe at school as well as going to and from school

- 81% of students felt safe attending the school; the Canada norm for these grades is 85%
- 92% of the girls and 94% of the boys felt safe attending the school. The Canada norm for girls is 87% and for boys is 83%.

A complete report and details of the survey are available at: www.thelearningbar.com.

Social environment survey (in house) May 2018

Their child has been bullied at WIC: **15%**

Bullying situation handled well: **70%**

APPENDIX C

DIFFERENTIATING BETWEEN INTIMIDATION AND CONFLICT

Criteria	In the case of intimidation	In the case of conflict
An intention to do harm or not (harm)	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 (balance of power)	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 (i.e. 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 (i.e. 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 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.

CHARTER OF STUDENT RIGHTS AND RESPONSIBILITIES

Student Rights:

1. Every student has the right to a high school experience and environment free from assault, harassment, intimidation, threats, bullying, hazing or coercion.
2. Every student has the right to freedom from discrimination and harassment.
3. Every student has a right to pursue their education in an environment that is safe, secure and conducive to learning.
4. Every student has the right to freedom of opinion, expression, belief, and political association to the extent that these freedoms do not interfere with the rights of others or violate other school policies and procedures.
5. Every student has the right to receive help and guidance.
6. Every student has the right to teacher support.
7. Every student has the right to a clean environment.
8. Every student has the right to be accepted for who they are.

Student Responsibilities:

1. Every student is responsible for contributing to making the West Island College community safe, respectful and inclusive. Students must refrain from conduct that threatens or endangers the health, safety, well being or dignity of any person, the institution or one of its communities.
2. Every student has the responsibility to contribute to an enjoyable and inviting learning environment.
3. Every student has the responsibility to listen and respect the views and opinions of others.
4. Every student is responsible for abiding by all school rules, regulations, policies and procedures.
5. Every student is responsible for respecting the privacy of others.
6. Every student is responsible for representing West Island College in a positive manner.
7. Every student has the responsibility to provide help and support to others in the school.
8. Every student has the responsibility to work hard and be respectful.
9. Every student has the responsibility to refrain from vandalizing or damaging school property.
10. Every student is responsible for the cleanliness of the school.

School Rules, Policies, Sanctions

1. Foundations for Success at School: Expectations, Obligations, and Responsibilities

If a student's experience at school is to be fulfilling, it presumes that the learning environment is safe and predictable, that its teachers are attentive to its students' needs and that students are constantly stimulated, exploring their own creativity and leadership potential through a variety of well-designed activities. To achieve these outcomes, a good school defines, through rules and sanctions, the environmental envelope within which students work and grow. This environmental premise is a foundation to a successful learning experience at school.

At West Island College we are confident that the totality of our expectations supports a successful school experience for our students. We would be remiss were we not to enlist our parents' support for and ensure the consistent application of those expectations. Rules and sanctions are the framework for the civil and safe sharing of time and space. Cooperation and creative activity are, always, best supported within a safe and caring environment.

It goes without saying that West Island College's rules are a true reflection of the College's mission. We are preparing our young people for the challenges of tomorrow's world all the while insisting upon commitment to important social, moral and civic responsibilities. The school rules dedicated to preserving safe, courteous and predictable behavior in the learning environment. They allow them the freedom to act and to exercise their motivation while remaining respectful of the time and space of others.

While the standards at West Island College are high and demanding, they are clear, they are thorough and they encourage our students to behave as responsible citizens.

West Island College's rules are drafted by the administration, then reviewed and approved by the Board on an annual basis. By publishing the rules, as sanctioned at the November meeting of the Board of Directors, we hope to underscore the significance we attach to the school environment. We want our students, parents and teachers to dialogue about the significance of respect, responsibility and social order. Ultimately, we want parents to support those values which characterize West Island College, are reflected in its rules and are, therefore, part and parcel of the school you chose for your children. Through dialogue with your children and their teachers we can achieve an effective community of learners and leaders. Please join the school in a partnership which can only allow us to be more effective. Please support the fair and consistent application of the school rules. We are convinced that our (yours and ours) unrelenting partnership in the quest for being the best we can be will ensure our success. Moreover, we are confident that our expectations are realistic and achievable. Should you wish to discuss the rules and their related sanctions, please don't hesitate to call the Headmaster or other members of the administrative team.

In closing, we express hope that our school rules fully meet their objectives and through their careful and considered application that we will be true to our motto “praestantium consecemur”, the pursuit of excellence.

2. *West Island College School Rules*

The philosophy underlying all school rules is:

1. That all members of the school community have the right to enjoy a safe, healthy and predictable environment
2. That all students will respect the rights and property of others, and of the school.
3. That all students who participate in school programs will do so to the best of their abilities.
4. That all students will behave in a thoughtful, respectful and courteous manner while in school, in a school chartered vehicle or in attendance at a school-related function.

Students are expected to adhere to the following:

1. All students will arrive to and depart from school in the school uniform and wear the school uniform at all times during the school day.
2. All students will complete their homework and projects by the due date.
3. All students will speak French in classrooms where a subject is being taught in French and will make every effort to respect the use of the French language.
4. All students must eat lunch in school unless permission not to do so is requested in writing by parents. With the exception of those secondary V students for whom we have received express written consent from the parents, students may not leave the school grounds during the lunch hour, unless their program of studies allows it.
5. All students must ensure that their appearance is neat and tidy. Unconventional adornments to the body and / or uniform are not acceptable unless they are part of an approved school function.

Students are expected to refrain from the following:

1. Smoking (at all times during the school day, including lunch and before and after school) in the school, on the school grounds, within a 3 block radius of the school or during activities organized by the school.
2. Chewing gum in school.
3. Eating in areas other than those designated.
4. Using bicycles, mopeds or cars during the school day (other than at the start or end of the school day). An exception will be made for Sec V students for whom we have received express written consent from the parents.
5. Wearing in-line skates and/or cleats inside the school building.
6. Entering the gymnasium or locker room unless attending class or having permission from a member of staff.
7. Being tardy for class, house meetings or assembly.

8. Leaving lockers unsupervised and unlocked.
9. Use, sale, distribution or possession of alcohol or illegal substances.
10. Being involved in a flagrantly immoral or distasteful act.
11. Directing abusive language towards members of the school community.
12. Using cell phones or other similar electronic devices in class. This rule also applies to any examination facility. Students are encouraged to leave these devices in their lockers. Any inappropriate use of these devices will result in automatic confiscation and can result in a zero mark if it is during an examination.

3. *West Island College Sanctions*

It is understood that each student must conduct him/herself in a civilized manner. It is clear, therefore, that infractions of this code must be pointed out to the offending students so that behavior modification may be achieved.

Each breach of the school rules carries with it a degree of gravity. As a consequence, the sanctions for each must be of varying severity.

Any behavior not considered herein which may be deemed to be in clear contravention of the philosophy underlying the school rules may be subject to sanction according to the discretion of the Headmaster.

A. Warnings shall be given for:

1. Disregarding a teacher's directives.
2. Neglecting to return documents or assignments when requested to do so.
3. Leaving a locker unlocked and unattended.
4. The first uniform violation.

A warning may be verbal or written on a "carnet disciplinaire".

B. Reprimands may be given for:

1. Multiple uniform violations.
2. Being late for class.
3. Chewing gum.
4. Eating in areas other than those designated
5. Not respecting the French environment of the class.
6. Using inappropriate language.
7. Inappropriate behavior during assemblies.

Furthermore, an accumulation of 3 reprimands will result in a detention. The student could also be placed on probationary status.

C. Detentions may be given for:

1. The use of profane, abusive, discourteous or insulting language
2. Inappropriate treatment of school property or property of others
3. An accumulation of 3 reprimands
4. Copying homework from others
5. Disregarding a staff member's warning
6. Being consistently late for school (first period)
7. Contravening WIC's Technology Pledge
8. Harassment*
9. Bullying*
10. Threats
11. Defamatory libel

A detention consists of approximately two hours of reading, writing or work sessions on Friday afternoon. Two detentions during a term will prevent a student from qualifying for the Headmaster's List as that individual will receive an "N"(needs improvement) in the citizenship evaluation section of the report card. Furthermore, an accumulation of detentions could result in the student attending an extended detention or a suspension. The student could also be placed on probationary status.

D. Suspension from school may apply to the following cases:

1. Cheating/plagiarism
2. Skipping class or school
3. An accumulation of Detentions
4. Fighting, intimidation
5. Defacing school property or the property of others
6. Inappropriate behavior or attitude
7. Smoking
8. Multiple contraventions of WIC's Technology Pledge
9. Harassment**

10. Bullying*
11. Threats
12. Defamatory libel

A suspension can be assigned to be in-school or out-of-school. In-school suspensions usually take place on professional or vacation days and/or Saturdays. Out of school suspensions are used only in cases when the administration considers that it would be ill-advised to allow the student to be present in school until the issue is resolved.

E. Expulsion from school may be affected in the following cases:

1. An accumulation of suspensions
2. A willful act which results in the defacing, destruction, or theft of school property or the property of others
3. Directing abusive, discourteous, profane or insulting language towards members of the College staff or its representatives
4. Continued cheating/plagiarism
5. Possession of weapons (with the exception of a firearm, as stated below) and/or hazardous materials, which places anyone within the school community at risk
6. Violent or aggressive behavior resulting in bodily harm
7. A serious contravention of WIC's Technology Pledge
8. Repeated harassment** or bullying*

F. Expulsion from school will apply, de facto, to the following cases:

1. The direct or indirect involvement in the use, sale, distribution, possession or consumption of illegal substances, alcohol, and/or prescription drugs (with the exception of the personal use of drugs prescribed to the student by his/her physician)
2. Use of a weapon and/or a hazardous material (A weapon is defined as any object used with the intent or threat of causing bodily harm.)
3. Possession of a firearm
4. Involvement in a flagrantly immoral or socially distasteful act
5. Criminal use of technology
6. Harassment**, Threats or bullying* of a criminal nature
7. Defamatory libel
8. Sexual harassment** directed toward any member of the school community

Expulsion, as defined in sections E and F is *effective immediately*.

The expulsion process:

In the case where student expulsion is being considered, the following steps will apply:

- 1) The student and family will be informed of the incident by the administration
- 2) The student will be suspended indefinitely, pending an investigation into the incident.
- 3) The leadership team will undertake a thorough investigation of the circumstances surrounding the incident and will decide on the sanction to be imposed.
- 4) The Headmaster will meet with the family to communicate the findings of the investigation and the sanction to be imposed. A written confirmation of the expulsion will be hand-delivered to the parents and/or sent by registered mail immediately following the meeting.

The decision to expel a student for breaching one of these rules is the responsibility of the leadership team, comprised of the Head of School, Director of Studies, Director of Student Services, Director of Professional Growth and the Guidance Counselor. Once a decision has been rendered, the Headmaster shall convene a meeting with the parents and the student to give notice of the decision and rationale (evidence, rules, jurisprudence). In addition, a written confirmation of the expulsion will be hand-delivered to the parents and/or sent by registered mail immediately following the meeting. In the event that the student and/or the parents feel that the procedures and/or the rules were improperly applied, the family may request *in writing* that the decision to expel be examined by the **Review Board**.

The **Review Board's** function, while respecting confidentiality, is to ensure that the procedure is thorough and that the application of the rules is correct. The Review Board will require unanimity to reverse an expulsion decision. The Review Board is composed of the Board Chair (or Vice Chair), one administrator (Director of Finance & Operations), one faculty member, and two Board members, all of whom must confirm that they are at arm's length from the family in question.

Notice requesting a review must be sent by electronic mail or by registered mail, within 48 hours of the delivery of the expulsion decision, and addressed to the College to the attention of the Review Board. The parent(s) will present the basis upon which he or she is requesting a review in writing to the administrator sitting on the Review Board (Director of Finance & Operations). The Review Board shall convene, review the case based on the representation made to the administrator by the parties involved and render a decision within 5 school days of the receipt of the request to review.

STUDENT INFORMATION TECHNOLOGY PLEDGE

West Island College is committed to providing the best possible IT resources to enhance student learning.

The information technology services and **GSuite** (Google Apps for Education) domain, provided by West Island College are **intended for teaching and learning purposes only**. Access to IT services, the wireless network and the **GSuite** is a privilege retained through responsible use. Students are reminded that information technology is subject to the same standards of respect and rules as any other written or personal communication.

All students must adhere to the following WIC standards:

- I will respect the rights and dignity of others at all times by refraining from sending or displaying by digital communication any information, pictures, media or messages that are disrespectful of others, unlawful, harassing, threatening, obscene or otherwise objectionable.
- I will respect the privacy of others by refraining from sending or displaying any information, pictures, messages, media documents or recordings without proper and due consent.
- I vow not to plagiarize by respecting the copyright of all sources on the Internet, by not downloading any material or acquiring any software without the proper consent or licensing of the producer and West Island College.
- I will respect all College property, both physical and digital and show consideration of others when using shared equipment, facilities and systems.
- I will respect the instructions of the West Island College staff to only visit sites recommended and approved by the school.
- I will protect the confidentiality and security of my password(s), and never seek or use another student's password(s).
- I will protect my (PC) laptop with up-to-date and effective anti-virus software.
- Should I become aware of a violation of the above mentioned standards, I vow to take action in the spirit of this pledge and school rules.

There are 3 billion people on the World Wide Web. What you say and do online has consequences. Ensure that your contributions are positive and help develop your digital legacy!

I _____ (*print name*) understand and agree that should the standards mentioned above not be respected, I will be subject to sanctioning according to the West Island College school rules.

STUDENT REPORT FORM

Date: _____

Are you a

- WITNESS
- VICTIM

Type of violence (if it can be identified):

- Physical
- 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: _____

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

CONFIDENTIAL

APPENDIX H

REPORT FORM – SCHOOL STAFF

Date of incident: _____ Time: _____

Name of person reporting the incident: _____

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: _____ • 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): _____

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
- 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
- Spread rumours, gossip
- Ruin or damage reputation
- Other (specify): _____

Related to private life

- Filming / 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, studio, etc.)
- Common areas (washrooms, cafeteria, schoolyard)
- Transition areas (corridors, stairs, 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 / leaving school
- Car pool
- Other (specify): _____

Other information

- Frequency of incident:
- Isolated act
 - Repeated 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-à-vis victim, perpetrator and witnesses:

CONFIDENTIAL

APPENDIX I

REPORT FORM – PARENTS

Date of incident: _____ Time: _____

Name of person reporting the incident: _____

Phone number where you can be reached: () _____

Alleged victim

Last name, first name: _____ • Female • Male

Grade level / class: _____

Physical injury: • None • Minor • Serious

Alleged aggressor

Last name, first name: _____ • Female • Male

Grade level / class: _____

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

Witness(es):

Last name(s), first name(s): _____

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
- 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
- Spread rumours, gossip
- Ruin or damage reputation
- Other (specify): _____

Related to private life

- Filming / 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, studio, etc.)
- Common areas (washrooms, cafeteria, schoolyard)
- Transition areas (corridors, stairs, changing rooms or lockers, etc.)
- Immediate school surroundings (parking lot, streets, lanes, parks, etc.)
- By digital means (email, text message, cell phone, social media)
- On the way to school / leaving school
- Car pool
- Other (specify): _____

Other information

- Frequency of incident:
- Isolated act
 - Repeated 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:

REPORTING – WHAT TO DO?

STUDENTS

You saw or were involved in an incident involving bullying or violence and you want to report it... ***what do you do?***

You can fill out the online report (that you can find on Mrs Morse website or the student life wiki) describing what you witnessed: name the place where it happened.

OR



You can send an email to the following address: kmorse@wicmtl.ca (School Counselor)

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

You're not alone!

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

REPORTING – WHAT TO DO?

STUDENT VICTIM

What can be done to make it stop?

- Waiting only makes it worse. Act right 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 (i.e. a parent, administrator, teacher, counselor, coach, 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 by 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 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 (i.e. parent, administrator, teacher, counselor, coach, 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 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 (i.e a parent, administrator, teacher, counselor, coach, 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
- **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).

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
- Fill in the online Report Form in PCafé

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 (i.e. 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.

REPORTING – WHAT TO DO?

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?



Help your child report the incident

- Fill in the report form
- Send an email to the school counselor: kmorse@wicmtl.ca



Fill in your own online report form which you kind find on Mrs Morse's website or the Au Courant



Contact the school at this phone number: 514-683-4660 and explain the situation.

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 (i.e. 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 further 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 of what has happened regarding the facts (what, when, how and with whom).
- Informs you of any interventions done.
- Asks that you get involved 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.
- Explain 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 not 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 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 to external services, if applicable).
- Invites you to a meeting at the school, if need be.

ROLE OF THE SCHOOL ADMINISTRATION

The school administration is responsible for the follow up of the incident at all times. The school appointed Team Leader is responsible for ensuring coordination of intervention protocols to be implemented when an incidence of intimidation or violence is reported.

Actions to take when an incident of intimidation or violence is reported	Date	Initials
Coordinate efforts with School Counsellor		
Indicate to the person reporting the incident that follow-up will ensue.		
<p>Read the report and quickly evaluate the incident:</p> <ul style="list-style-type: none"> ● Communicate confidentially with the person making the report (adult or student witness, parent, student victim, etc.) to gather more information. ● Contact the police if the safety of the student is threatened or 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, the 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. 		
<p>During the meeting with the victim, offer him or her the necessary help and support according to the context of the incident:</p> <ul style="list-style-type: none"> ● Evaluate his or her capacity to deal with the reported incident. ● Ask about frequency of the alleged aggressor's acts ● Ask the alleged victim how he or she 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. 		
<p>Intervene with the alleged aggressor(s):</p> <ul style="list-style-type: none"> ● 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 ● Make them take responsibility for their behaviour 		

<ul style="list-style-type: none"> • Apply penalties, including remedial and reparation measures as needed • Set-up support and follow-up measures, if applicable 		
Meet with witnesses (students and adults) and offer them help and support, according to the situation. Define intervention strategies for those involved, if necessary.		
If doubt persists regarding the nature of the incident, ask for a deeper evaluation by one or more qualified professionals associated with the school		

Actions to take when an incident of intimidation or violence is reported	Date	Initials
Inform parents about the situation and ask their involvement and commitment to finding solutions <ul style="list-style-type: none"> • Parents of students who are victims • Parents of students who are aggressors • Parents of students who are witnesses, if necessary 		
In seeking solutions, also ask for staff involvement as well as that of other partners who have a connection with students.		
<ul style="list-style-type: none"> ➤ Inform the adults (members of staff, parents, partners) and the students involved how the case is proceeding ➤ Inform them of initiatives taken to evaluate the situation (i.e. persons contacted, whether or not bullying is involved) ➤ See if your understanding of the situation corresponds to your evaluation ➤ Get informed about any actions undertaken or planned regarding the aggressor(s) and witness(es) as well as planned support for the students involved ➤ Discuss their role in the follow-up ➤ Set timing of next communication, if applicable 		
Set up an intervention plan, as needed, for students, victims and aggressors that deals with recurring or more serious manifestations of intimidation.		
If need be, turn to the community's professional resources available to the school (psychologist, school psychologist, social worker) for students (victims, aggressors and witnesses) and those involved with recurring or more serious manifestations of intimidation (CSSS, police, youth centres).		