



## Greaves Adventist Academy

Montreal Campus

Sartigan Campus

<b>POLICY:</b> Respecting Boundaries:Safe School	<b>CODE: 5</b>
<b>Origin:</b> Administration	
<b>Authority:</b> Greaves Adventist Academy School Board	

### ***RATIONALE***

Greaves Adventist Academy is committed to providing a safe physical, social, psychological, and cyber environment for every member of its school family. We believe that no student deserves to be hurt and that every student regardless of race, color, religion, nationality, size, gender, popularity, athletic, academic, or social ability, or intelligence has the right to feel safe, secure, and respected.

Through collaboration with the school board, administrators, faculty, parents, guardians, student association, community service personnel, everything possible, including, but not limited to training and publicity, will be done to maintain a community of learning where youth and adults will respect the boundaries of safety. As such, every school partner is required to keep in mind that any form of violence is unacceptable and all perpetrators will face consequences.

*In harmony with An Act to prevent and stop bullying and violence in schools, mandated on June 15, 2012 by the Quebec National Assembly, Greaves Adventist Academy has formalized its anti-violence plan into this policy now known as Respecting Boundaries: Safe School Policy. This policy covers safety issues and all forms of bullying, including cyber bullying and covers students, parents, administrative, academic and support staff, the School Board members and members of the community who interact with Greaves Adventist Academy.*

### ***SCOPE OF RESPECTING BOUNDARIES (POLICY STATEMENT)***

- 1. It is the responsibility of all Greaves Adventist Academy employees, students and parents to maintain, by their actions and behaviours, a safe, secure positive learning and working environment based on mutual respect and cooperation.*
- 2. Greaves Adventist Academy does not condone violations related to, but not limited to the definitions as outlined in Appendix 1.*
- 3. Greaves Adventist Academy will actively investigate reports of violations of the Policy submitted in accordance with established procedures and will take necessary and appropriate action.*

4. *Consequences for non-compliance with the Policy will be in accordance with all Quebec and Federal laws, Greaves policies, rules and Codes of Conduct for its two campuses*
5. *All individuals are expected to be responsible for their actions.*
6. *All Greaves Adventist Stakeholders shall be expected to be familiar with the Policy and its Procedures.*
  - A) *Students: The school principal will ensure that at the beginning of each school year, new students will receive a copy of the Policy.*
  - B) *Employees: All employees will be notified of the presence of the Policy on Greaves Adventist Academy web site.*
  - C) *Parents: They will be notified at the first general meeting of parents of the Policy and its location on the web site.*
7. *The principal will continually supervise all personnel and remind them of the importance of complying with Respecting Boundaries.*
8. *The school authorities will employ good, unbiased judgement to determine whether or not an incident is disrespectful, unsafe, and, or, threatening and take appropriate action to restore peace and safety.*
9. *In the event of non-compliance, the principal and anyone having authority to do so will request mediation. It should be noted that if the nature of the wrongdoing requires immediate intervention by an outside agency such as Youth Protection or a law enforcement officer, this service will be requested immediately.*

## **FIELD OF APPLICATION**

*At all times, this policy will govern stakeholders including employees, students, parents, guardians, board members, volunteers, school guests at both campuses in Saint-George and Montreal. Its scope extends to cyber space, transportation, and all events at school and off-campus, and in all other.*

## **LEGAL FRAMEWORK**

*Greaves Adventist Academy is a law-abiding school that is also governed by godly principles. Therefore, it should be understood by all that if a law is breached, the principal, her designee, or anyone having the authority to do so, will report the breach to the appropriate school and government authorities.*

*All Quebec and Canadian laws, Greaves Adventist Academy polices and codes of conduct will be applied, more particularly but not limited to:*

1. Quebec Education Act: sections 13, 18.1, 75.1,75.2, 75.3, 76, 83.1, 96.7.1, 96.12, 96.13, 96.21, 96.27, 210.1, 214.1, 214.2, 242
2. Canadian Constitution and Charter of Rights and Freedoms sections 7, no.8. (1982)
3. Quebec Charter of Human Rights (RSQ chapter 12 (amended 1985)
4. Canadian Criminal Code
5. Youth Protection Act
6. Act to Protect Persons With Regard to Activities Involving Firearms and Modifying the Act Respecting Safety in Sports (also called Anastasia's Law)
7. Frame of Reference and Entente on Police Presence in Educational Establishments



## **Greaves Adventist Academy**

*Montreal Campus*

*Sartigan Campus*

<b>POLICY; RESPECTING BOUNDARIES: SAFE SCHOOL</b>	<b>CODE: 5</b>
<b>Origin:</b> Greaves Adventist Academy	
<b>Authority:</b> School Board	

**N.B The procedure is not part of the policy even though they are presented together. Policies usually last from ten years to indefinite times. Procedures can change frequently; hence the separation.**

### **PROCEDURE: RESPECTING BOUNDARIES: SAFE SCHOOL POLICY**

#### **PURPOSE**

To provide procedures to be followed in investigating, reporting and resolving violations of the Policy.

#### **GENERAL PROCEDURES**

All allegations of violations of the policy will be investigated in an impartial and confidential manner by Greaves Adventist Academy designated employees and will be dealt with as quickly as possible.

#### **APPLICATION**

The supervising adults in the school should be alert to possible breach of the policy. They should seek opportunities to encourage students to respect their boundaries so that everyone will feel safe, secure and respected. They should reassure the students to feel comfortable to report any incident that caused them to feel that someone has crossed the line to make them feel uncomfortable.

If an incident is reported, the administrator should proceed thus:

1. Remove the victim and the offender from classes
2. If bullying is suspected or reported, the incident will be investigated and dealt with immediately by the teacher approached.
3. If a racial element to the bullying is suspected the Head/ Deputy Head must be informed immediately.

4. The teacher will record the details of the incident on the Bullying Report Form and inform the relevant senior staff.
5. The Bullying Report Form will be kept in the Pastoral Care file in the Deputy Head's office.
6. All the parties will be interviewed and a record made.
7. Staff teaching the bullied pupil and the form teacher will be informed.
8. The appropriate strategy and plan of action to combat the bullying will be decided upon.
9. The implementation of the strategy will be overseen by the Head or Deputy Head.
10. Parents will be kept informed by the relevant staff.
11. Any sanctions will be determined by the Head.

## **ACTIONS TO BE FOLLOWED IN CASES OF BULLYING**

It is important that children who experience bullying can be heard.

- a) It is important to note that people react differently to bullying and it is often very difficult to tell if someone is upset or hurt.
- b) If children feel upset, they are encouraged to speak to their teacher or a responsible adult at an appropriate time or put a note in the confidential worry box in each classroom.
- c) It must be emphasised to the children that they should NEVER take the law into their own hands and should remember that physical aggression is not acceptable.
- d) They should be reassured that the adult will try to sort out the problem as calmly as possible.
- e) The most serious incidents are referred to the Head.
- f) Parents would be requested to come and discuss matters.
- g) The incident would be noted down and put into the child's personal file.
- h) Pupils will be told always to report incidents of bullying.

## **REPORTING AND RECORDING**

1. All incidents must be reported and recorded in full and the records kept in the central file.
2. Reports of bullying will be logged by the form teachers.
3. The forms are kept in 'staff resources' in the pastoral care folder. The incidents will be updated and the names of pupils and staff who are involved will be written out in full and not abbreviated. This record of bullying will enable patterns to be identified.

### **Definitions**

**Violence:** *Any use of force—verbal, written, physical, psychological or sexual—against any person, by an individual or a group, with intent to directly or indirectly wrong, injure or oppress that person by attacking his or her integrity, psychological or physical well-being, rights or property (MELS, 2009).*

**Bullying:** Bullying is intentionally aggressive behaviour that can take many forms (verbal, physical, social/relational/emotional, or cyber bullying — or any combination of these); it involves an imbalance of power, and is often repeated over a period of time. The bullying is generally unprovoked and can consist of one child bullying another, a group of children ganging up against one lone child, or one group of kids targeting another group.

Common behaviours attributed to bullying include put-downs, name calling, rumours, verbal threats, menacing, harassment, intimidation, social isolation or exclusion, and physical assaults. Bullying can happen anywhere, but occurs primarily in places with little adult supervision such as at the bus stop, on the bus, in the school bathroom, hallway, cafeteria, and on the playground. It also happens when groups of children play unsupervised at a friend's house or in a neighbouring yard.

Don't be reluctant to discuss bullying with your young child; you won't frighten her. Studies show that by kindergarten, most children can identify the class bullies and can tell you exactly what they do to hurt other kids. A great way to bully proof your child is to talk with her (early and often) about bullies, read age-appropriate bully related books together, and role-play ways to ignore or confront another child who attempts to bully her.

## Appendix II

The GAA Anti-bullying Policy prohibits all forms of bullying on GAA premises and will respond in the following manner to bullying:

- student will be removed from class for an informal interview with another staff member to discuss the incident. An appointment will be set up at this time for a formal interview with teachers and the director to discuss the consequences.
- the student will be asked to leave for the remainder of the day. This may result in either one or two unexcused absences depending on the time of day the incident occurs.
- parents/guardians will be called.
- student will not be permitted to return until the formal interview has taken place.
- In addition to the above, the GAA may respond in the following manner to bullying:
  - suspension, followed by appropriate disciplinary action.
  - student may be required to attend an external program and/or attend counseling.
  - student may be asked to leave the program until the next intake.
  - student may be expelled.
  - any other consequences deemed appropriate by the GAA staff.

## Appendix III

We the students of \_\_\_\_\_ school agree to work together to stop bullying at our school.

Bullying is defined as intentionally aggressive behavior that can take many forms (verbal, physical, social/relational/emotional, or cyber bullying— or any combination of these); it involves an imbalance of power, and is often repeated over a period of time. The bullying can consist of one child bullying another, a group of children ganging up against one lone child, or one group of kids targeting another group.

Common behaviors attributed to bullying include put-downs, name calling, rumors, gossip, verbal threats, menacing, harassment, intimidation, social isolation or exclusion, and physical assaults.

We believe that no student deserves to be bullied and that every student regardless of race, color, religion, nationality, size, gender, popularity, athletic, academic, or social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

Treat other students with kindness and respect.

▶ Not engage in verbal, relational, or physical bullying or cyber bullying.

▶ Be aware of the school’s anti-bullying policies and procedures.

▶ Abide by the school’s anti-bullying policies and procedures.

▶ Support students who have been victimized by bullies.

▶ Speak out against verbal, relational, and physical bullying and cyber bullying.

▶ Notify a parent, teacher, or school administrator when bullying does occur.

▶ Be a good role model for other students.

Student’s signature \_\_\_\_\_

Parent’s signature \_\_\_\_\_

Date \_\_\_\_\_

### **Strategies:**

The best type of anti-bullying contract or pledge is one developed with input from students. The school could encourage each classroom to come up with a contract or pledge that would represent the students' anti-bullying responsibilities. A school-wide vote could be taken and the best pledge or contract can become the official anti-bullying contract for that school.

Another important (but often overlooked) strategy is to hold bullying prevention programs for parents. Parents are key players in the effort to reduce bullying in and out of schools and they should be included in the school's anti-bullying efforts. Many parents are unaware of the extent of bullying in schools and many more still believe the bullying myths in Chapter 8. When parents have a better understanding of what bullying is and why it is harmful not just to kids who are bullied but to bullies and bystanders as well, they are more motivated to help.



**Greaves Adventist Academy**  
Montreal Campus

***Bullying incident report form***

*Individuals are prohibited from knowingly or willingly falsely accusing another of bullying. Disciplinary action will be taken if this occurs.*

**Today's Date:** \_\_\_\_\_

**Name of Individual filling out report:** \_\_\_\_\_

**When did you learn of this incident?** \_\_\_\_\_

**Check those that apply**

*I am the target (victim) of the bullying behaviour*

*I am the reporter (not the target)*

*Student*                      *Grade* \_\_\_\_\_

*Parent*

*Administrator*

*Staff Member* *Specific role* \_\_\_\_\_

**Type (format) of Bullying**

**Check those that apply**

*Physical Bullying (persistent \*\*pushing/shoving, making threats, defacing/damaging property, stealing, etc.)*

*Emotional Bullying (persistent \*\* name calling, teasing, insulting, harassing phone calls, etc.)*

*Social Bullying (persistent \*\* gossiping, teasing/harassing about looks, exclusion from social groups, public humiliation, etc.)*

*Cyber-Bullying (persistent \*\* texting/messaging treats, defamatory Web sites/Social Media, emailing/posting threats, derogatory photos, etc.)*

*Other* \_\_\_\_\_



**Were there any witnesses to this incident? If yes, please name.**

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**\*\*Persistence is demonstrated by documenting previous instances. Please list, to the best of your ability, the dates and brief descriptions of any previous instances:**

<b>Date</b>	<b>Brief Description of Incident</b>	<b>Action or Outcome</b>

**Date and Signature of Individual Reporting**

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**This report was received by (Print Name)**

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**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Time** \_\_\_\_\_