



## **ALEXANDER VON HUMBOLDT GERMAN INTERNATIONAL SCHOOL**

### **ANTI-BULLYING & ANTIVIOLENCE ACTION PLAN**

**Version 1 – June 8<sup>th</sup> 2022**

#### **TABLE OF CONTENTS**

- 1. Purpose of the Action Plan**
- 2. Definitions**
- 3. ABAV Team**
- 4. Analysis of the situation prevailing at the institution with respect to bullying and violence**
- 5. Prevention measures to put an end to all forms of bullying and violence, in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic**
- 6. Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment**
- 7. Actions to be taken when a student, teacher or other personnel member or any other person observes an act of bullying or violence**
- 8. 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 cyberbullying purposes**
- 9. Measures to protect confidentiality of any report or complaint concerning an act of bullying or violence**
- 10. Required follow-up on any report or complaint concerning an act of bullying or violence**
- 11. Supervisory or support measures for any student who is a victim of bullying or violence, for witnesses and for the perpetrator**
- 12. Specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature**
- 13. Procedures for review of the ABAV Action Plan**
- 14. Appendix**



## **1. PURPOSE OF THE ACTION PLAN**

- (1) an analysis of the situation prevailing at the institution with respect to bullying and violence;
- (2) prevention measures to put an end to all forms of bullying and violence, in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic;
- (3) measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment;
- (4) the actions to be taken when a student, teacher or other personnel member or any other person observes an act of bullying or violence;
- (5) 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 cyberbullying purposes;
- (6) measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence;
- (7) the required follow-up on any report or complaint concerning an act of bullying or violence;
- (8) supervisory or support measures for any student who is a victim of bullying or violence, for witnesses and for the perpetrator; and
- (9) specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature.

## **2. DEFINITIONS**

(As defined in the *Act regarding private education*)

### **1. Bullying**

Refers to any repeated direct or indirect behavior, comment, act, or gesture, whether deliberate or not, including online interactions, which occur in a context where there is a power imbalance between the persons concerned and which causes distress and injures, hurts, oppresses, intimidates or ostracizes.

Bullying is not fighting or arguing. Bullying is aggression (imbalance of power) and not necessarily a physical fight. A fight, an insult or another threat restricted to two individuals on an equal power footing is not considered bullying.

### **2. Violence**

Refers to any intentional demonstration of verbal, written, online, physical, psychological or sexual force or intimidation that causes distress and injures, hurts, or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property.

## **3. ABAV TEAM**

- David Smith (team coordinator)
- Kerstin Essig
- Gerd Jonetz
- Tobias Grygier
- Kalie Rae



#### **4. ANALYSIS OF THE SITUATION PREVAILING AT THE INSTITUTION WITH RESPECT TO BULLYING AND VIOLENCE**

Alexander von Humboldt German International School is a multilingual, private, co-educational school in Montreal serving about 300 students from preschool to grade 12. Our academic focus is on languages and sciences in an open, democratic, and inclusive school culture. We specialize in individualized education with a low teacher/student ratio. Our three-pronged and holistic approach engages students' cognitive intelligence (the head), emotional intelligence (the heart), and social intelligence (the environment).

AvH is multicultural and international, with more than 25 different nationalities represented. Our graduates leave the school with at least one of the two degrees: German International baccalauréat (Abitur), and the Quebec Secondary School Diploma. We share the German language, culture and values as part of a network of 140 German schools around the world. Our teachers are known for their dedication, care, and high-quality instruction.

The care also extends to the larger school community of parents, alumni, and friends. We join efforts as a community to ensure that our space is always safe and comfortable for everyone and to maintain a spirit of learning and lifelong friendships.

In order to address concerns and issues among the students, AvH has a substantial student support system that includes the student body representatives, homeroom teachers, student advisors, school counselor, and administrators. The table of roles and responsibilities can be consulted [here](#).

In a 2016 representative survey, 89% of the students (grade 5 to 12) fully or mostly agreed with the statement “I feel good at AvH” and 79% fully or mostly agreed that they respect the Code of Conduct. The low number of incidents of bullying or violence reported in 2021 (three) confirms this positive attitude.

#### **5. PREVENTION MEASURES TO PUT AN END TO ALL FORMS OF BULLYING AND VIOLENCE, IN PARTICULAR THOSE MOTIVATED BY RACISM OR HOMOPHOBIA OR TARGETING SEXUAL ORIENTATION, SEXUAL IDENTITY, A HANDICAP OR A PHYSICAL CHARACTERISTIC**

- The school code of conduct is published in student agendas and transmitted electronically to students and parents. This includes a section on Anti-Bullying & Anti-Violence Intervention procedures. This document is reviewed in the home room at the beginning of each school year.
- Mandatory class workshops are held for various grades, including:
  - o Social Skills (ES-4)
  - o Bullying & Cybersafety (provided by SPVM, grades 5/6/7)
  - o Pre-adolescent Program on Human Sexuality and Healthy Relationships (7/8)
  - o Healthy Relationships 101 (9/10)
- Topics of study in which students learn about racism, homophobia, sexual orientation, sexual identity, bodily autonomy, disabilities, and physical differences are incorporated throughout the elementary and high school curricula, in Biology, Social Science, English, French, German, Physical Education, Ethics, IT, and Music departments. All school curricula emphasize respect for others and positive behaviour.
- A Student Support information page is accessible on the school website. This includes the Anti-Bullying & Anti-Violence Plan and additional community resources. It also includes a form to report incidents of bullying or violence.
- Professional development on preventing, recognizing, and responding to violence and bullying has been provided to staff.
- Supervision by members of staff is provided before and after school, during recess, and during lunch breaks, according to a weekly schedule.
- Extracurricular activities are offered to students of all ages to encourage friendly interaction with peers outside of a classroom setting.



## **6. MEASURES TO ENCOURAGE PARENTS TO COLLABORATE IN PREVENTING AND STOPPING BULLYING AND VIOLENCE AND IN CREATING A HEALTHY AND SECURE LEARNING ENVIRONMENT**

AvH relies on parents to partner with teachers, staff, and administration to maintain open lines of communication between home and school and to foster positive communication with their child - critical to addressing student mental health and behavioural concerns. In order to promote a safe, healthy, and secure school learning environment, parents can:

- **Review school code of conduct and ABAV policy**  
Parents are given online access to the ABAV Intervention Procedures as well as the School Code of Conduct. At the beginning of each school year, parents should familiarize themselves with the protocol and obligation to report incidents of bullying or violence as well as who to contact with safety concerns. Parents are expected to review the Code of Conduct with their child and to uphold the school values, norms, and behavioural expectations.
- **Be actively involved in academic life**  
When students do well in school and feel pride in their accomplishments, they are less likely to become victims or perpetrators of bullying and violence. To stay actively involved in their child's academic achievement, parents can read the agenda and weekly reports in elementary school, visit Webuntis.com in high school, assist their child in the completion and timely submission of homework, preparation for tests and exams, and help them better manage their time. Parent validation and positive feedback is critical to building a child's self-esteem as is helping them to manage disappointment and build resilience in the face of failure. Children who develop coping and emotion-regulation skills are better equipped to manage conflict and de-escalate volatile situations.
- **Volunteer**  
AvH affirms that the more parents are actively involved in school life, the more the child will feel connected to our school community. Parents who attend school functions or who volunteer for the many special events, field trips, Parent Council, or fund-raising opportunities throughout the school year are modeling for their child how to develop a sense of belonging and generosity of spirit in giving back to the school community. When students experience a sense of belonging and group cohesion, they are less likely to become victims or perpetrators of bullying and violence and more apt to become 'Upstanders' as opposed to silent 'Bystanders.'
- **Encourage socialization**  
Parents can encourage a student's participation in school extra-curricular activities and help facilitate socialization with peers outside of school. These activities generate feelings of connectedness and prevent a sense of isolation often associated with higher rates of depression, anxiety, victimization, or aggression.
- **Stay informed**  
To further encourage parent collaboration, the school may offer links to online articles, information, books, and parenting workshops on topics related to bullying and violence prevention.
- **Alert the school**  
Should parents notice any change in their child's behaviour (sleep or eating habits, emotional volatility, or withdrawal) or have concerns about their child's mental health and well-being, they are encouraged to contact the school counsellor for a confidential consultation, to alert a teacher, or to seek outside help (see Student Support page [here](#)).



## **7. ACTIONS TO BE TAKEN WHEN A STUDENT, TEACHER OR OTHER PERSONNEL MEMBER OR ANY OTHER PERSON OBSERVES AN ACT OF BULLYING OR VIOLENCE**

Students and staff are provided with a list of intervention procedures. Having witnessed an act of violence or bullying, staff are instructed to:

- Evaluate the situation as rapidly as possible (situation, people involved, severity, duration, etc.).
- Meet the victim, offer whatever support or accompaniment is necessary.
- Determine if it fits the definition of violence/bullying. If yes: fill out the [ABAV Incident Report](#).

Students are instructed to:

- Attempt to stop the situation if it is safe to intervene. If it is not, ask the nearest adult for help.
- Report what you have witnessed to a trusted adult (see section 8).

Parents are advised to:

- Listen to your child and assure them that they have a right to be safe.
- Be clear on the facts. Make notes about what happened, when it happened, and who else might have witnessed the incident.
- Help your child see the difference between “ratting,” “tattling,” or “telling” and reporting. It takes courage to report. Explain that reporting is done not to cause trouble for another student, but to protect all students.
- Try to stay calm so that you can support your child and plan a course of action with them.
- Report the incident (see section 8).
- Keep an eye on your child's behaviour.

## **8. 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 CYBERBULLYING PURPOSES**

Staff procedures:

- (According to the *Act regarding private education*) Every personnel member shall collaborate in implementing the anti-bullying and anti-violence plan and shall see to it that no student in the institution is a victim of bullying or violence.
- To report any incident of violence/bullying/cyberbullying, staff are to fill out the [ABAV Incident Report](#).

Student procedures:

- Students have a duty to report any act of violence/bullying/cyberbullying that have witnessed, or they have knowledge of to a trusted adult at home or at school (reporting to a teacher, school counselor, administrator, or via *Kummerkasten* or [ABAV Incident Report](#)).

Parent procedures:

- Parents should report any act of violence/bullying/cyberbullying that have witnessed, or they have knowledge of to the school (reporting to a teacher, school counselor, administrator, or via *Kummerkasten* or [ABAV Incident Report](#)).



#### **9. MEASURES TO PROTECT THE CONFIDENTIALITY OF ANY REPORT OR COMPLAINT CONCERNING AN ACT OF BULLYING OR VIOLENCE**

- The ABAV Incident Tracking document and any related documents are accessible only to school administration and ABAV team members.
- The ABAV Incident Report Form can be accessed on the school website by all members of the school community who may choose to include their name on the form or to remain anonymous, excluding staff, who must identify themselves.
- A locked drop box (*Kummerkasten*) is available to students who wish to leave a note (signed or unsigned) for the ABAV team. The box is checked once per week by a student advisor.
- Only information pertaining to a parent's own child will be shared with the parent.
- Every person involved in an incident is expected to maintain confidentiality, insofar as it is possible while meeting our obligation to provide a safe learning environment.

#### **10. REQUIRED FOLLOW-UP ON ANY REPORT OR COMPLAINT CONCERNING AN ACT OF BULLYING OR VIOLENCE**

A member of school administration is notified as soon as possible when an act of bullying or violence has been reported. Administration is responsible at all times for monitoring the situation and can appoint a member of the ABAV Team to coordinate the intervention when a situation of violence or bullying is reported. The intervention checklist is part of a structured and concerted school intervention strategy. A team member is assigned to carry out steps to intervene in the situation, following the Intervention Checklist Steps:

1. Evaluate the event quickly (situation, people involved, severity, duration, etc.).
2. Meet the victim and provide whatever support and accompaniment is needed.
3. Depending on the situation and the needs of the victim, put protective measures in place.
4. Meet with the witnesses.
5. Intervene with the perpetrator.
6. Assess the situation and determine an appropriate intervention plan, which may include sanctions and professional support for victim(s), witness(es), and perpetrator(s).
7. Inform the parents of the situation and involve them in the search for solutions.
8. Implement the intervention plan.
9. Record the act of violence/bullying in the ABAV tracking document.



## **11. SUPERVISORY OR SUPPORT MEASURES FOR ANY STUDENT WHO IS A VICTIM OF BULLYING OR VIOLENCE, FOR WITNESSES AND FOR THE PERPETRATOR**

Following the investigation and response process, AvH acknowledges that supervisory or support measures may be needed for all parties involved (victim, witness and perpetrator). The extent of such measures will be determined on a case-by-case basis by members of the ABAV team, administration or in consultation with teachers. All supervisory or support meetings will be documented and kept in a confidential file.

- For victim

Teachers interacting with the student will be informed in confidence to ensure the victim's safety, such as monitoring during recess, lunch, etc. Teachers will ensure that the perpetrator and victim are not paired together on class assignments and that the victim is not in a situation where they may be alone with the perpetrator (e.g., walking home, going to washroom, on the train, etc.)

Students who are victims of bullying or violence are encouraged to meet with the school counsellor to address the emotional distress, anxiety, depression and post-traumatic stress that incidents of bullying can induce. Students may be taught skills to help them de-escalate a situation or know when and how to ask for help. Parents may be included in school counsellor sessions with or without their child and may be offered strategies to reinforce at home. Based on individual needs, additional services may be offered or referred to outside resources when deemed appropriate.

- For witness

Bearing witness to acts of bullying or violence can create a type of distress also known as vicarious trauma. The effects may not be felt right away. Witnesses are urged to seek confidential guidance from the school counsellor at any point following the incident no matter how much time has passed. If a witness feels more comfortable to speak to a teacher, or another trusted adult, they are encouraged to do so. Following the investigation, it may be revealed that some witnesses encouraged the bullying. In these cases, witnesses will be offered support to address individual needs such as assertiveness training and resisting peer pressure.

If parents become aware that their child has witnessed an incident, they are required to report the incident to administration or the homeroom teacher. If parents are not aware that their child has witnessed an incident but are noticing changes in their child's behaviour (loss of appetite, problems sleeping or waking, anger, lethargy, anxiety, depression), they are encouraged to contact the school counsellor for services. In some cases, parents may be advised to seek professional help and external resources will be provided.

- For perpetrator

Perpetrators of bullying or violence may be required to sign a contract to meet with the school counsellor and will work with the counsellor to develop an intervention plan. The plan may include learning skills for recognizing unacceptable behaviour, taking responsibility, anger management, emotion regulation, communication, anxiety management, mindfulness and calming techniques. Parents may be required to attend meetings with the school counsellor, administration, or a member of the ABAV team, with or without their child and may be given strategies to reinforce at home. Should additional therapeutic services be recommended, the school counsellor will provide external resources.

**12. SPECIFIC DISCIPLINARY SANCTIONS FOR ACTS OF BULLYING OR VIOLENCE, ACCORDING TO THEIR SEVERITY OR REPETITIVE NATURE**

See:

- Progressive Sanctions – see Appendix
- Umgang mit Fehlverhalten (p.19-21) – see Appendix

**13. PROCEDURES FOR REVIEW OF THE ABAV ACTION PLAN**

The Action Plan is to be reviewed in the first ABAV meeting each school year or when necessity is detected.

**14. APPENDIX**

- **Code of Conduct**

## Our Code of Conduct







### **My Role:**

No matter what my role in the school, I am a part of AvH, and I actively, personally contribute to further self-development so that I may be a strong, self-confident, critical thinker.

### **Self-esteem**

I perceive myself as a person in my thoughts, actions, and feelings, and I accept myself as I am. I present myself as the person I am and I grow into the person I am. I know my strengths and weaknesses and, based on this knowledge, strive to act in a more conscious and confident manner.

### **Autonomy**

I strive to find my very own and individual path and to pursue it with perseverance and consistency. I am willing to take things into my own hands and to recognize when and where I can contribute without imposing myself.

### **Civic courage**

I know my strengths and am willing to use them not only for my own benefit, but also for the benefit of others. I look and listen and recognize situations in which my initiative is helpful. I support others, even if I do not derive any advantage from it or even if disadvantages could arise for me.

### **School as a meeting place**

AvH is a place where many different people come together every day. I take care to communicate openly with everyone involved in school life and to behave in such a way that we can all interact peacefully and in a well-meaning manner.

### **Responsibility**

I am aware that, as a member of the AvH community, I am responsible for ensuring that the school remains a livable space. I feel responsible for this environment and contribute to it by interacting with others in a trusting and open manner, so that we all enjoy learning and studying at AvH. I recognize where my help is needed to intervene but allow room for the free development of others.

### **Cultural refinement and peaceful nature**

I take the time to understand that we all think in different ways. Just as I desire to be accepted by others, I accept others. I know that honesty is the foundation of meaningful communication. Just as I expect honesty from others, I accept the responsibility to be honest myself. If I encounter a lack of acceptance or honesty from others, there is no reason for me to lack it. I resolve conflicts peacefully; if necessary, I seek help from others.

### **Civility**

I am polite, courteous and helpful, but also motivated and optimistic and provide help where others need it. I accept the hierarchies and authorities governing the school and expect to be treated fairly by them. Courtesy and respectful interaction are important to me. I see individual and cultural diversity as an enrichment of our school community. I pay attention to a friendly and polite tone.



- **Progressive Sanctions**

**N.B.:** The information below is meant as a guideline only; sanctions will vary depending on the particulars of each situation

**Level 1: First Offence, Mild<sup>1</sup>**

- Strong warning from teacher (ideally with mention of specific Level 2 consequence(s) if the offence recurs)
- Time out
- Email or call to parents

**Level 2: Moderate or Repeated Offence<sup>2</sup>**

- In-person meeting with parents
- Strong warning from home-room teacher and/or administrator (ideally with mention of specific Level 3 consequence(s) if the offence recurs)
- Written reflection
- Behaviour contract
- Denial of privilege or motivational materials (e.g. recess, special activity, motivational prizes, etc.)
- Removal from class groups (e.g. time-out desk, hallway desk, moved into classroom of older pupils, etc.)
- Single detention (before school, lunchtime, or after-school)
- Restitution (e.g. replacement of damaged personal or school property, community service)

**Level 3: Severe or Repeated Offence<sup>3</sup>**

- must be entered into ABAV incident tracking document
- In-person meeting with parents (required)
- Strong warning from administrator (ideally with mention of specific Level 3 consequence(s) if the offence recurs)
- Additional Level 2 sanctions (e.g. reinstatement into the classroom after a suspension may be dependent on a written reflection and behaviour contract)
- Several detentions (before school, lunchtime, or after-school)
- Half-day, full-day, or multiple-day in-school suspension
- Full-day or multiple-day out-of-school suspension
- Police involvement
- Expulsion

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<sup>1</sup> Mild: e.g., pushing, insults, foul language, social exclusion, etc.

<sup>2</sup> Moderate: e.g., repeated mild offences, physical violence (punching, kicking, fighting, hitting, biting), sexualized behaviour, intimidating/threatening behaviour (emotional, psychological, physical), etc.

<sup>3</sup> Severe: e.g. repeated moderate offences



- **ABAV Intervention Procedures (for staff)**

## **DEFINITIONS**

### **Bullying / Mobbing / harcèlement**

(as defined in the Education Act) refers to any repeated direct or indirect behavior, comment, act, or gesture, whether deliberate or not, including online interactions, which occur in a context where there is a power imbalance between the persons concerned and which causes distress and injures, hurts, oppresses, intimidates or ostracizes.

Bullying is not fighting or arguing. Bullying is aggression (imbalance of power) and not necessarily a physical fight. A fight, an insult or another threat restricted to two individuals on an equal power footing is not considered bullying.

### **Violence / Gewalt**

refers to any intentional demonstration of verbal, written, online, physical, psychological or sexual force or intimidation that causes distress and injures, hurts, or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property.

## **PROCEDURE**

### **What to do when a student reports violence or if you witness violence**

1. Evaluate the situation as rapidly as possible (situation, people involved, severity, duration, etc.).
2. Meet the victim, offer whatever support or accompaniment is necessary.
3. Does it fit the definition of violence/bullying? If yes: fill out the [ABAV Incident Report](#).

## **ABAV TEAM**

- Christiane El-Aboudy Kalz
- Gerd Jonetz
- Tobias Grygier
- Kalie Rae
- David Smith



- **ABAV Intervention Procedures (for students)**

### **Definitions**

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### **What to do if you witness an act of violence**

1. Attempt to stop the situation if it is safe to intervene. If it is not, ask the nearest adult for help.
2. Report what you have witnessed to a trusted adult.
3. If you are aware of a planned act of violence, report what you know to a trusted adult.

**REMEMBER:** If you witness an act of violence, you have a duty to intervene if it is safe to do so, and/or report the incident. Not doing so could further endanger the victim and may result in disciplinary measures.

### **Reporting violence or bullying**

- Homeroom teacher
- Kummerkasten (can be anonymous)
- School counselor
- Vice principal
- Adult that you trust

The key word in our code of conduct is RESPECT. The school has a moral and a legal duty to act on all reports of violence and bullying even if the incident happens outside of school!



- **Student Misconduct - Pedagogical and Disciplinary Measures**

Life at school is bound by sets of rules. A student may be subject to certain pedagogical and disciplinary measures if s/he willfully breaks legal norms or AvH rules and regulations.

Teachers strive to explain both the necessity and the objectives of rules to the students to help them understand and accept these rules and abide by them.

Pedagogical measures take priority over disciplinary measures. Their application must be commensurate with the offence.

**a) Pedagogical Measures**

The following measures represent an enumeration, not a ranking, and are not necessarily exhaustive:

- Interview with the student
- Oral reprimand
- Written reprimand (record in class book)
- Written note to the parents/guardian
- Interview with the parents/guardian
- Interview with student and parents/guardian
- Additional teaching-related homework
- Special assignments suitable to show the student where he/she went wrong
- Hourly exclusion from lessons or exclusion from school activities in combination with additional assignments

**Guidelines on the application of appropriate pedagogical measures**

If a student violates the rules of conduct, a teacher may in general make use of individual measures.

The following applies:

**Violation of the Rules of conduct for students**

Repeatedly forgetting homework assignments or school supplies	Written reprimand (record in class book) Written note to parents/guardian
Repeatedly arriving late	Written note to parents/guardian, one period of extra work
Using electronic devices without permission between 8:20 a.m. and 3 p.m.	Confiscation of device (between 8:15 a.m. and 3 p.m.), device may be picked up at the end of the school day; record in class book; note to parents/guardian if repeated
Lingering in the building during recess without permission	Written record in class book; written note to parents/guardian and one period extra work after class if repeated
Leaving school premises without permission	Written record in class book; written note to parents/guardian and one period of extra work if repeated
Repeated wearing of headdress in the building	Item dropped off at the office and picked up at the end of the day
Inappropriate clothing or not wearing official school uniform	Written record in class book; written note of parents/guardian if repeated



**b) Disciplinary measures**

A disciplinary measure may be considered if a pedagogical measure is not sufficient due to the seriousness of the misconduct. Disciplinary measures must be recorded in the class book and the student file, and parents must be informed.

**Written reprimand**

The teacher decides on a written reprimand. The student must be heard before the reprimand is issued.

**Temporary suspension from classes (1-5 days) and/or specific school events**

The decision on the suspension and its duration is made by the class conference and requires a simple majority. The class conference consists of the Principal and all of the student's teachers. In case of a tie, the Principal has the casting vote. The student and the legal guardians must be heard before a decision on suspension from the class is made. The student may call upon a teacher or fellow student for purposes of exoneration. After the decision has been made, the result must be immediately communicated in writing to the legal guardians.

A student who is temporarily excluded from lessons must, on his/her own responsibility, make up for missed lessons, complete homework, etc.

**Temporary suspension from classes (6 days or longer) and/or specific school events and threat of expulsion from school**

Exclusion from classes or school events for more than 5 days automatically means the threat of expulsion from school. The decision about the suspension lies with the class conference and requires a simple majority. The class conference consists of the Principal and all of the student's teachers. In case of a tie, the Principal has the casting vote. The student and the legal guardians must be heard before the decision on suspension from school is made. The student may call upon a teacher or fellow student for purposes of exoneration. After the decision has been made, the result must be immediately communicated in writing to the legal guardians.

A student who is temporarily excluded from lessons must, on his/her own responsibility, make up for missed lessons, do homework, etc.

**Expulsion from school**

The decision on exclusion from further school attendance is made by the general conference and requires a simple majority. In case of a tie, the Principal has the casting vote. The student and the legal guardians must be heard before the decision on expulsion from the school is made. The student may call in a teacher or fellow student for purposes of exoneration. After the decision has been made, the result must be immediately communicated in writing to the legal guardians.

Re-registering an expelled student is not possible.

**c) The Principal's power to enforce the house rules**

In special situations, e.g., when the health and safety of fellow students, teachers or school staff is at risk or the seriousness of the offence demands it, the Principal has the right to exclude a student from lessons immediately. This is without prejudice to the decision of the committees to be involved, which must be convened immediately.



- **Student Support Resource List**

### **Crisis Intervention and Suicide Prevention**

- 9-1-1: All emergencies requiring immediate police intervention
- [CAFE \(crise-ado-famille-enfance\)](#) (for families with a child 5-17 for immediate crisis intervention)
- [Tel-Jeunes](#): 1-800-263-2266 or 514-288-1444 (24/7 crisis helpline for teens)
- [Kids Help Phone](#): 1-800-668-6868 (24/7 confidential service for youth)
- [Crisis Text Line](#): text HOME to 686868 in Canada to text with a trained crisis responder
- [Canada Suicide Prevention Service](#) (CSPS) (suicide prevention and support): 1-833-456-4566 | Text 45645
- [Suicide Action Montreal](#): 1-866-277-3553

### **Counselling and Support**

- 8-1-1: Info Sante and Info Sociale
- Local CLSC (514-697-4110 for Pointe-Claire CLSC)
- [Herzl Adolescent Clinic](#) (medical and counseling support): 514-340-8242
- [ANEB](#) (eating disorder clinic): 514-630-0907
- [SOS Violence Conjugale](#) (domestic violence): 1-800-363-9010
- [Sexual Abuse Helpline](#): 1-888-933-9007
- [Youth Resources Handbook - WICRC](#) (connects people in vulnerable situations to community resources)