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Université 
de Montréal

STAFF MOBILIZATION INSTRUMENT-CBV

GUIDE FOR SCHOOL PRINCIPALS
AND STAFF FOR A SAFE, POSITIVE,
AND CARING SCHOOL CLIMATE



General Information

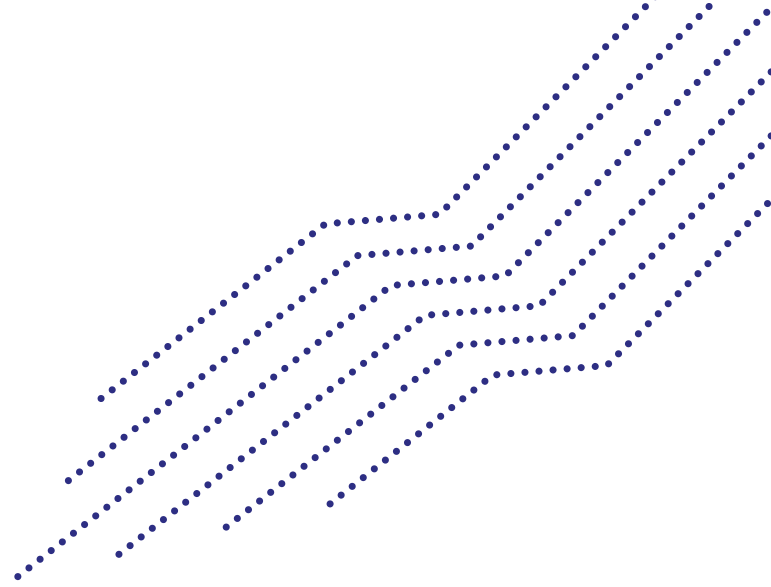
Ministère de l'Éducation et de l'Enseignement supérieur
1035, rue De La Chevrotière, 21^e étage
Québec (Québec) G1R 5A5
Telephone: 418-643-7095
Toll-free: 1-866-747-6626

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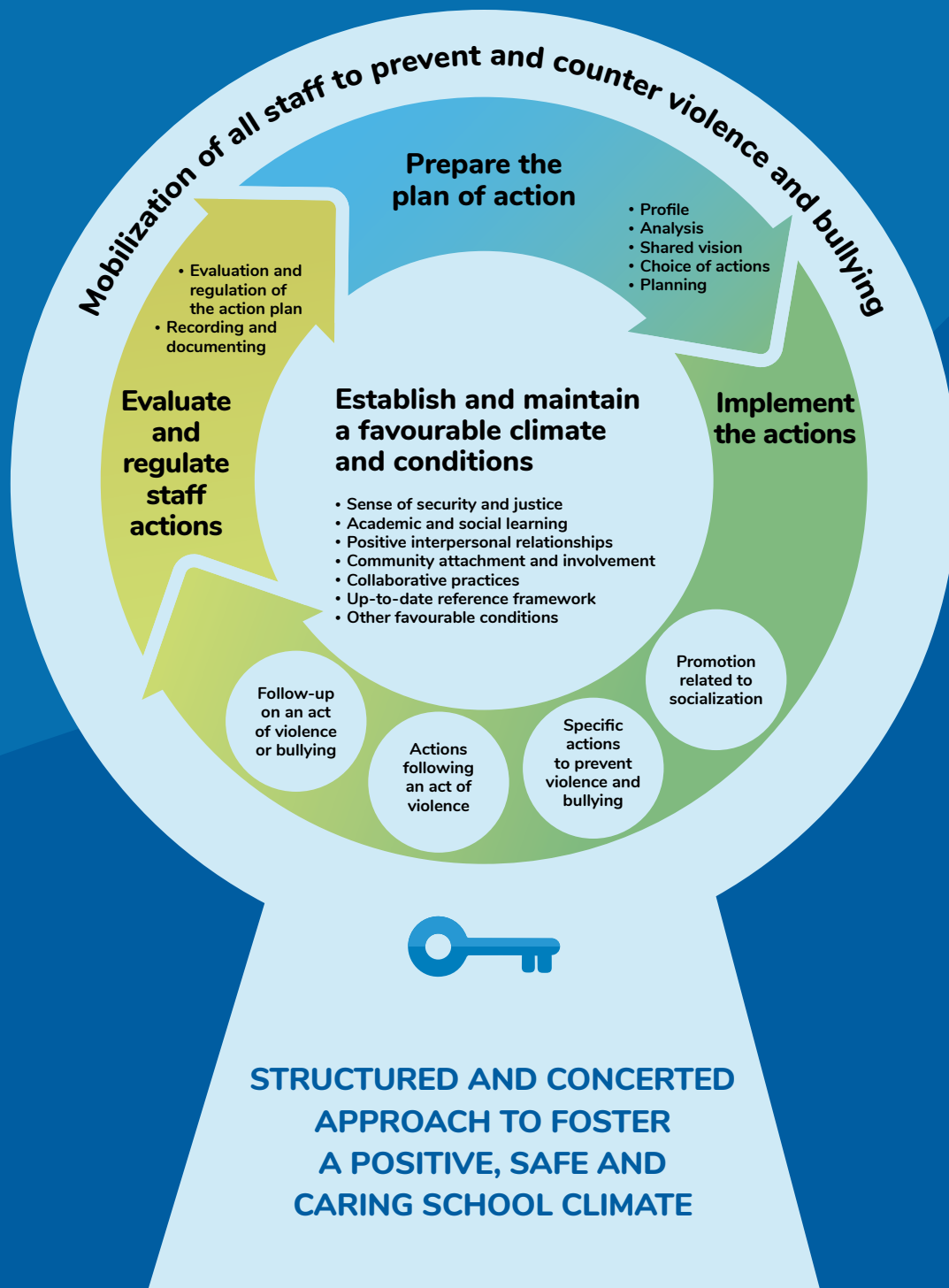
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The structured and concerted approach is the fruit of the work that has been done by the MEES Action Plan to Prevent and Deal With Violence in the Schools team since 2008 in close collaboration with Université Laval's Chaire de recherche sur la sécurité et la violence en milieu éducatif. The schematic diagram is the result of a collaborative effort with the Centre de recherche appliquée en instrumentation de l'enseignement.

INTRODUCTION

The quality of the school climate and the existence, or not, of certain conditions in the school have a significant impact on whether actions taken will be effective. Research shows that relying on data gathered in a school to determine the latter's priorities is an effective way of fostering a safe, positive and caring school climate. Since the adoption of Bill 56, *An Act to prevent and stop bullying and violence in schools*, educational institutions have been using surveys to draw up profiles of their situations, which helps them to focus their interventions and establish their annual action plans to fight bullying and violence.

Mobilization Instrument-CBV¹ was developed to enable school principals and school teams to gain a better understanding of the climate in their institutions. This tool differs from others that schools have been using to evaluate their situation for the purpose of preventing and reducing violence in that it allows school staff to draw up a comprehensive profile of the prevailing social climate in their schools (interpersonal relationships, safety, level of professional collaboration, etc.) and of many conditions conducive to the implementation of practices that research has shown to be effective. While this tool does make it possible to obtain a picture and an in-depth understanding of the social climate, organization and level of mobilization in a school community, it does not yield a profile of incidents of violence in the school, nor does it indicate how students and their parents view the school climate and school life generally. Other complementary tools such as the SEVEQ², QES³ and TTFM⁴ are recommended for obtaining a profile of this kind.

The tool was validated in conjunction with the Groupe de recherche appliquée sur la socialisation, l'intimidation et la violence à l'école (GRASIVÉ), which consists of research professors from the Université de Montréal. Many of the points addressed in the questionnaire were based on knowledge of practices and conditions that studies have shown to be effective in the creation of a safe, positive and caring school climate. Other questions pertained to specific provisions of the *Education Act* (EA) and the *Act respecting private education* (APE), which were amended in response to the adoption, in 2012, of the *Act to prevent and stop bullying and violence in schools*. The approach advocated in this guide is also based on the work carried out by the team that has been working on the school climate, violence and bullying file at the Ministère de l'Éducation et de l'Enseignement supérieur (MEES) since 2008. This guide is designed to help school principals and their staff analyze the results obtained using Mobilization Instrument-CBV. By the time a school team has finished analyzing the various strengths, challenges and priorities identified by this means, the school should be in a position to define objectives and to implement practices that research has shown to be promising and effective.

1. The content and structure of Mobilization Instrument-CBV were validated by a research team at the Université de Montréal, consisting of François Bowen, Éric Morissette and Caroline Levasseur.
2. This tool is to be used in drawing up a profile of violence in Québec's elementary and secondary schools and in monitoring the phenomenon in the years ahead. The project is being carried out by the Équipe de recherche sur la sécurité et la violence dans les écoles québécoises (SEVEQ). Schools that wish to use this questionnaire can obtain a copy in French or English.
3. The Socio-educational environment questionnaire (QES) is an evaluation tool used to draw up school profiles with regard to school climate and educational problems and practices. It is available in French and English.
4. Tell Them From Me (TTFM) is a survey used to measure student engagement and well-being. It can be used with students, parents and teachers to identify strengths and areas in need of improvement.

1

MOBILIZATION INSTRUMENT-CBV

The results obtained using Mobilization Instrument-CBV can help guide school principals and their staff in implementing measures to:

- promote the Québec Education Program's mission *To socialize* by improving and consolidating various action plans (anti-bullying and anti-violence action plan, educational project);

- foster the establishment of a safe, positive and caring school climate based on profiles of the prevailing school climate;

- map out a shared vision and plan actions conducive to the mobilization of all school stakeholders using a structured and concerted approach;

- establish effective, sustainable and inclusive practices relating to the following elements: school climate; staff mobilization; sense of security and fairness; social skills and academic learning; interpersonal relationships among adults; a sense of belonging and engagement in the community, and collaborative practices.





All school staff can use an online questionnaire to express their views on various aspects of the school climate and on the conditions required to mobilize the education community to carry out actions that support the harmonious social development of all students, taking into account the students' diverse needs in order to promote harmonious community life. The questionnaire is divided into five sections in accordance with the structured and concerted approach to foster a safe, positive and caring school climate (see appendix 1). It contains the following sections⁵:

1. School Climate and School Life

The questions in this section pertain to adults' perceptions of the school team's ability to create a safe, positive and caring school climate and to acquire the organizational means to more effectively prevent and deal with violence and bullying and foster harmonious community life.

2. Staff Mobilization

The questions in this section concern the conditions required for a unifying, mobilizing and effective project. The capacity for staff mobilization, which is essential to effective and structured intervention to prevent and deal with violence in the schools, is conditional on the establishment of certain conditions.

3. Preparation

The questions in this section go to the heart of the action plan to prevent violence and to intervene in situations of violence and bullying. They also help in developing a shared vision and in targeting the conditions to be established.

4. Implementation

The questions in this section are designed to identify the types of interventions to be maintained or reinforced. Implementation of measures defined in the action plan essentially involves translating them into concrete actions. This step is essential for the attainment of the objectives of the action plan.

5. Adjustment

The questions in this section pertain to the school team's use of good communication strategies to regulate actions with a view to maintaining staff mobilization and the continuity of the action plan.

5. The structured and concerted approach is the fruit of the work carried out by the MEES Action Plan to Prevent and Deal With Violence in the Schools team since 2008, in close collaboration with Université Laval's Chaire de recherche sur la sécurité et la violence en milieu éducatif. The diagram is the result of a collaborative effort carried out with the Centre de recherche appliquée en instrumentation de l'enseignement.

2

THE SCHOOL'S INVOLVEMENT

Certain conditions are conducive to the success of effective, unifying projects. Given the importance of the entire school staff's commitment to the structured and concerted approach to ensure a safe, positive and caring school climate, the mobilization of all stakeholders is key to this process.

2.1 Questionnaire administration process

2.1.1 Participation and functioning

Since this questionnaire is designed to be a tool in the evaluation of school practices and school climate, it is preferable to wait a few months after the start of the school year before embarking on the evaluation process. School principals can administer the questionnaire to their staff independently between December and June of each school year. Principals are asked to advise all staff of their intentions in order to get them onboard with the idea and have them participate. The following points are very important in preparing the school team:

- **It is important for all staff to participate.**
The participation of the entire school team makes it possible to obtain a representative profile of the school, one that takes all members' views into consideration, including the most reticent.
- **The questionnaire is done online (it takes 30 to 40 minutes).**
It can be completed on various devices (computers, tablets, smart phones, etc.). We recommend that you set aside some time for this—a pedagogical day, for example. On the registration form, the principal will have already indicated the time slot that has been set aside for this purpose.
- **The questionnaire is completely anonymous.**
Staff will not be asked to provide any personal data and the computer system makes it impossible to trace whatever device they use. This guarantees the anonymity of the school staff and allows them to answer the questions freely.
- **The survey results belong to the school.**
The results are sent to the school principal or to the person responsible for steering the project.
- **The members of the school team must be involved in the analysis of the results.**
Given their excellent knowledge of their school, the staff (school team, school committee members, principal and vice-principal) are in the best position to study the results, establish action priorities and identify the means to be implemented. The staff will have already been asked to identify the priorities for each section of the questionnaire.
- **It is highly recommended that a resource person from the school board or a regional support officer be included in the process of analyzing the results.**

2.1.2 Procedure

STEP 1

The school principal must submit a statement of purpose to the following address:

<https://www.mobilisationcvi.ca>

STEP 2

On the home page, the principal will be asked to fill out a registration form providing the information required to start the questionnaire administration process.

STEP 3

The principal will receive a template for an email intended for their staff in order to present the project and the questionnaire. Principals are free to adapt the email as they see fit. At the end of the email, school staff will find two hyperlinks, one leading to the questionnaire and the other leading to this document.

STEP 4

Once the questionnaires have been completed, in keeping with a schedule set by the principal at registration, the report will be sent to the principal's office in an email containing a hyperlink. The report will therefore be available online in interactive mode and can be saved, in whole or in part, in PDF format.

To save and print the report in PDF format, proceed as follows: use the *Print* function on the web browser (*Ctrl P*); click on *Destination* or *Printer* and, from the menu that appears, select *Save as PDF*. When you click on the *Save* button, the version that is open in the browser will be saved to your desktop. You can then print the full report, or parts of it, as you see fit.



3

ANALYSIS OF RESULTS

o facilitate a first look at the results, school principals could call upon the services of a resource person such as an liaison officer, a regional support officer or any other person qualified to steer the review process for the purpose of presenting the results to the school team.

Then, it is recommended that some time be set aside for the school committee to go over the results and eventually analyze them in depth with all the staff. This would be an opportunity to highlight achievements and to decide on which aspects to improve.

At the end of the questionnaire administration process, the data collected online can be used to produce a report, which is available in various formats.

- The **interactive digital version** facilitates information analysis as well as the presentation of the results in workshops. This version can be saved in **PDF format** either in its entirety or in sections, and then printed. That way, school principals can obtain the full document or a summary, depending on their needs.
- The **Mobilization-CBV analysis grid** (Word format), accessible via a hyperlink included in the interactive digital version of the report, facilitates analysis of the results presented in the report and makes it possible to establish a timetable for subsequent action.

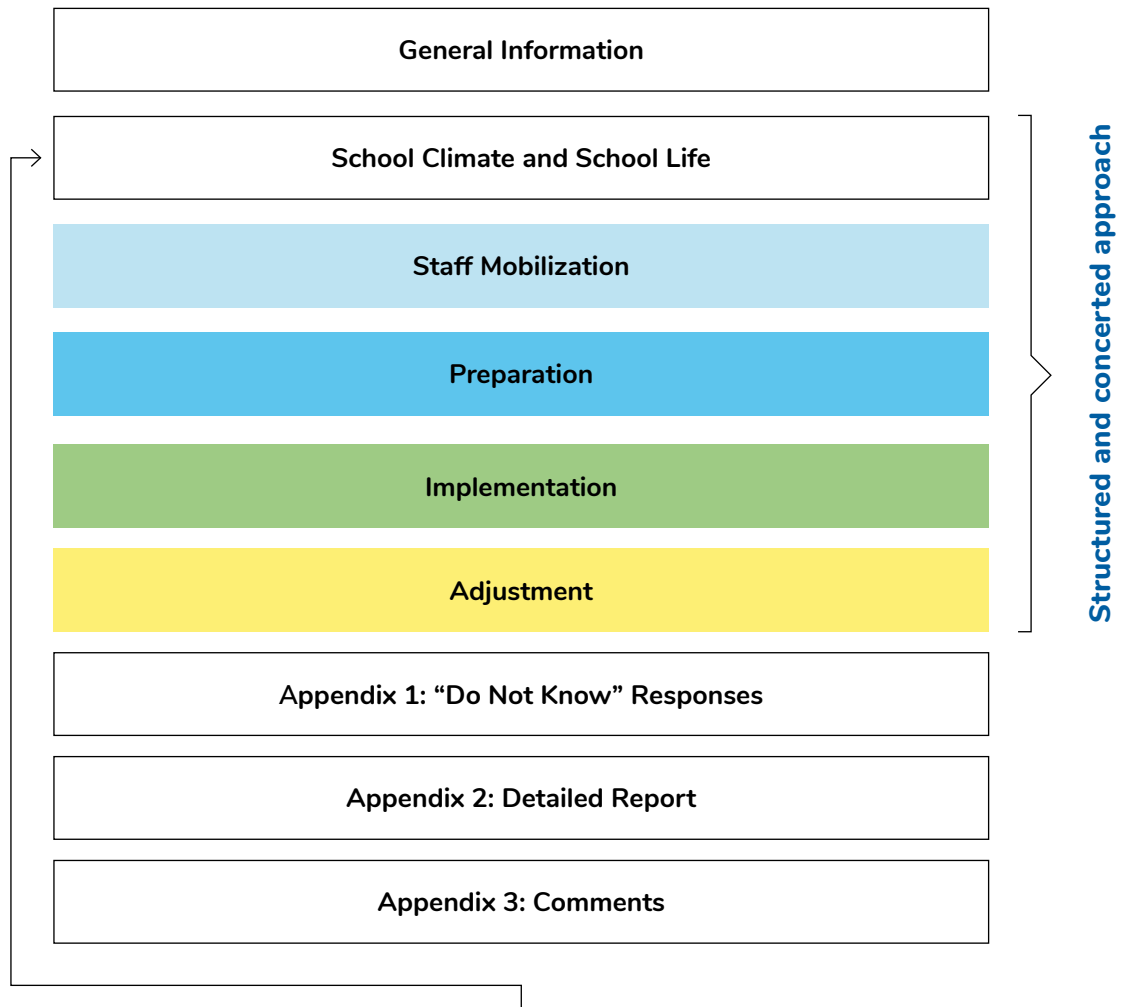


3.1 Advantage of the interactive digital format

The interactive digital version of the report results in more efficient data analysis and data presentation. The principal can share the report with a resource person from the school or school board, who can help them and the school's committee interpret the document.

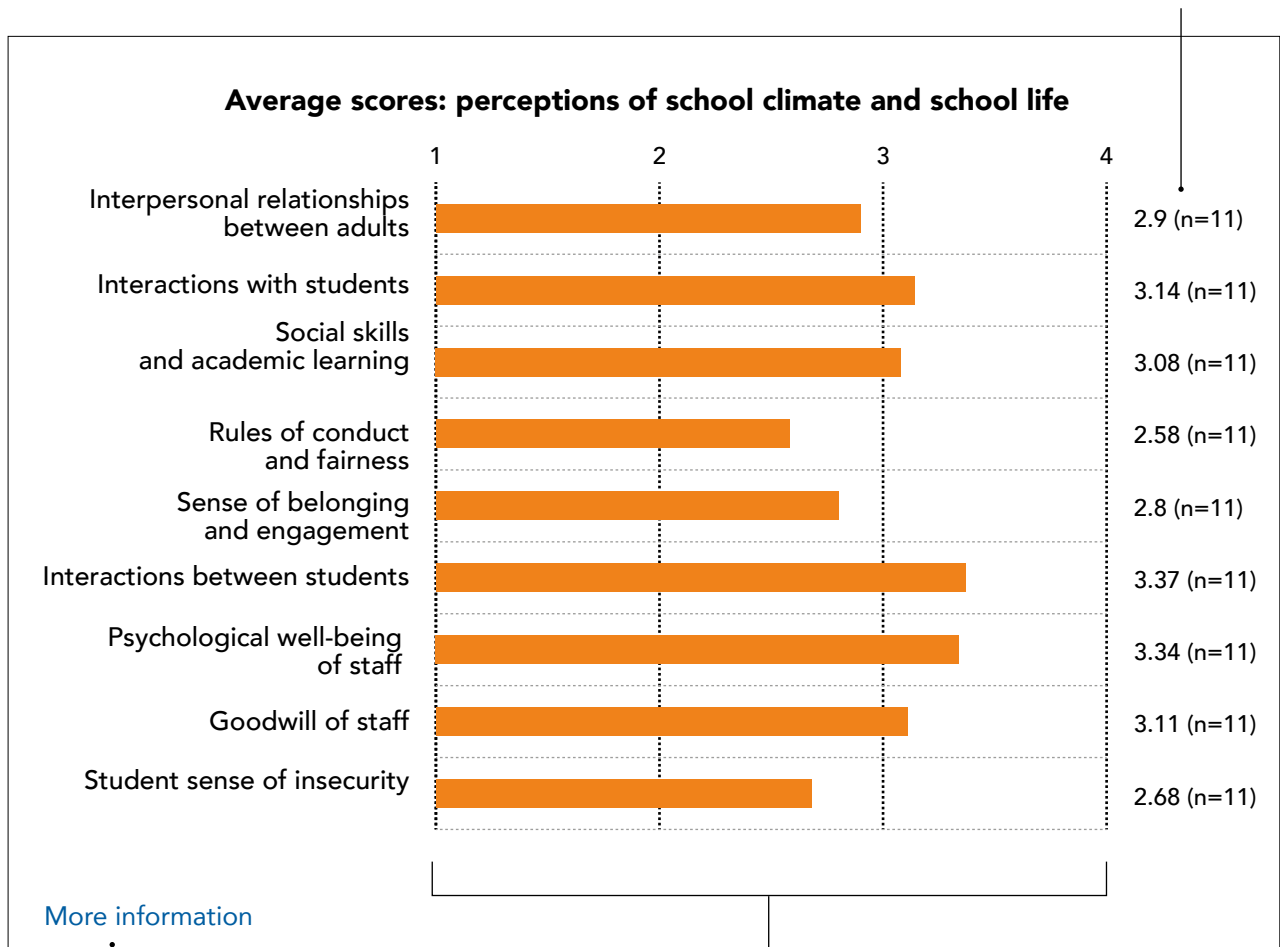
3.1.1 Consultation of results

The interactive digital version of the report facilitates analysis. All it takes is a simple click to obtain details on each section.



For example, if you click on the **School Climate and School Life** tab, you will see a table listing the various groups of questions specific to this section. These groupings were necessary for identifying meaningful observations.

The letter “n” indicates the number of people whose response to a statement was other than “Do Not Know.” If over 30% of the respondents answered “Do Not Know” to a question, this information will be highlighted in red.



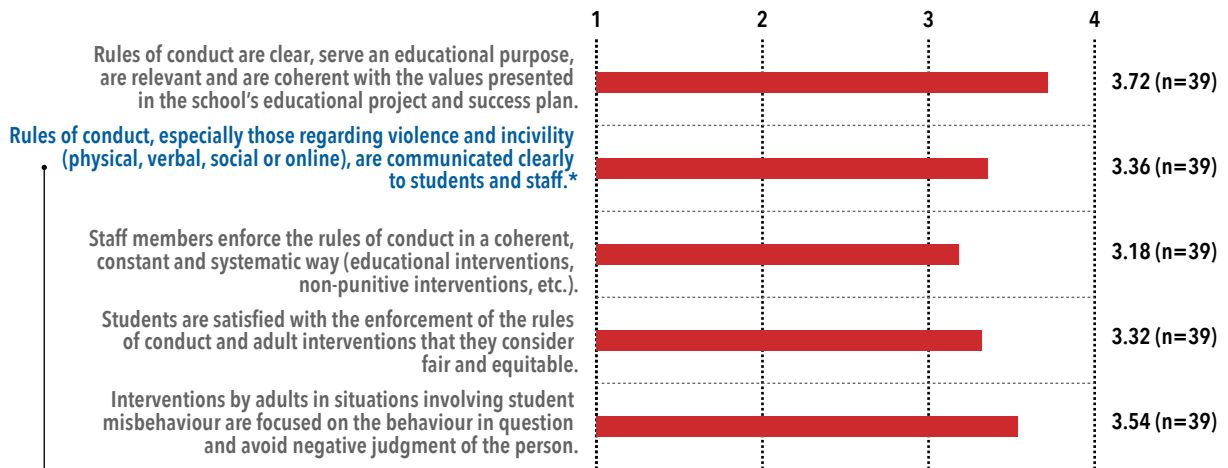
Click on **For more information** to access all the questions in each group.

Scales 1 to 4 (orange bars): The scores represent the averages obtained for different groups of items on the questionnaire. In general:

- A score **above 3** indicates a very favourable view on the part of the respondents.
- A score **below 2** indicates an unfavourable view on the part of the respondents.

School Climate and School Life

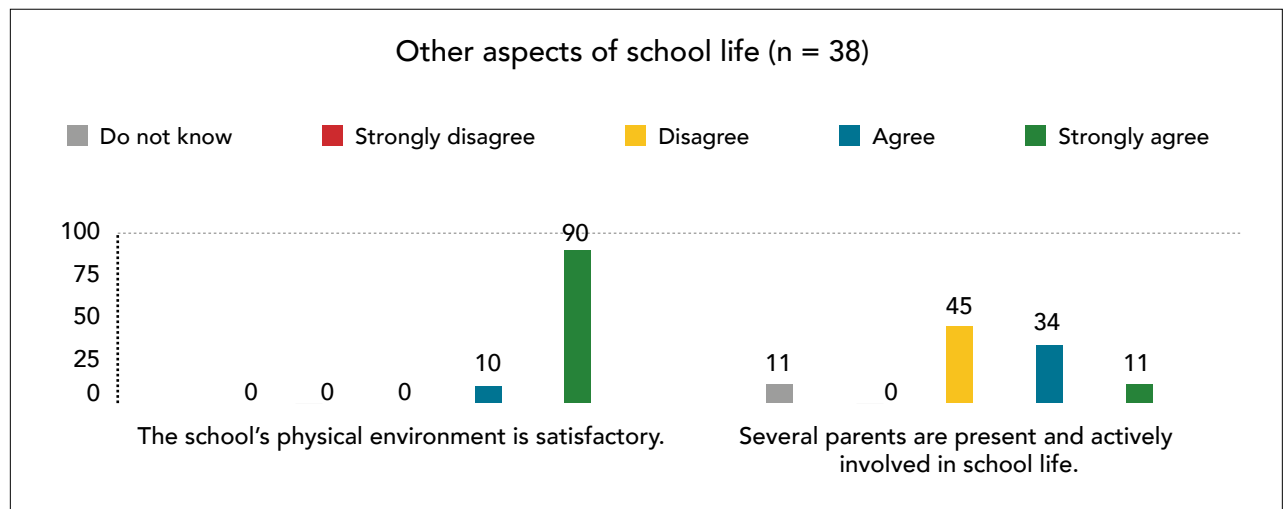
Rules of conduct and fairness



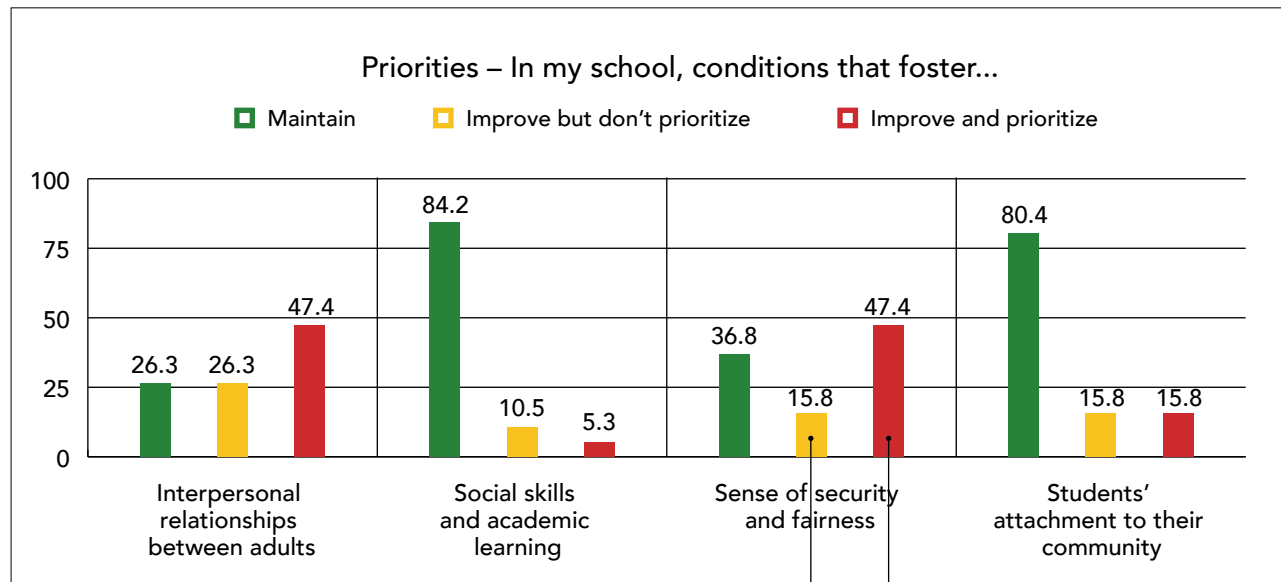
Click on [For more information](#) to access all the questions in each group. Questions in blue refer to sections of the *Education Act* and the *Act respecting private education*.

Various sections include questions that were processed individually. In such cases, responses are presented in the form of a bar graph. For example:

Interactions between students and sense of security (n = 39)



At the end of each section, the priorities defined by the respondents (bar graphs) make it possible to target the elements that staff consider as having priority (in percentage form).



It is suggested that **Improve but don't prioritize** and **Improve and prioritize** be grouped together in order to better identify work priorities.

APPENDICES AND HYPERLINK

Some types of information can be useful and complementary to the analysis of results. This information, divided into three appendices and accessible through a hyperlink, constitute the final sections of the interactive digital version.

- Appendix 1: "Do Not Know" Responses**
 The information in this appendix makes it possible to target and regroup those elements about which school staff have less information. More knowledge and a better understanding of these elements would facilitate staff mobilization and the implementation of initiatives.
- Appendix 2: Detailed Report**
 This appendix is useful in obtaining highly precise information regarding each question. Answers to questions are presented in percentage scales.
- Appendix 3: Comments**
 This appendix contains all of the comments made by staff members.
- Analysis grid**
 A hyperlink in the report leads to an analysis grid (see appendix 2) that can be used to facilitate analysis with the school team or the existing work committee.

4

SUPPORT AND GUIDANCE

In Québec, with the adoption of Bill 56, the provisions of the *Education Act* (EA) specify the support that must be offered to students. Schools must create conditions that enable them to more effectively prevent and deal with violence and bullying involving their students, foster inclusiveness for all students and promote harmonious interpersonal relationships. The school boards, as well, must support the public sector schools in combating violence and bullying (EA, s. 210.1) and foster inclusivity for all students. Resource personnel (e.g. regional support officers, liaison officers) can contribute to the development of the action plan by offering resources, training and guidance to complement the process of analyzing the results. The school can also count on the support of outside partners (researchers, community organizations, etc.).

Because they are established on the basis of characteristics specific to each school, actions that focus on socialization or on the prevention or handling of bullying and violence, as well as those that foster harmonious interpersonal relationships, can vary from school to school. However, some pertinent and promising knowledge and practices may be applied across the board and act as levers during the implementation of such processes.



The following are a few examples that illustrate how school boards might support schools:

- A school board takes a clear position with regard to the importance of harmonious interpersonal relationships and the prevention and handling of violence and bullying in its schools.

- A school board, in conjunction with school principals, teachers, non-teaching professionals, support staff and partners, establishes a committee at the school board to help meet the schools' needs with regard to the school climate and the prevention and handling of violence.

- A school board develops an action plan to help meet the schools' needs regarding the school climate, harmonious interpersonal relationships and the prevention and handling of violence.

- A school board appoints someone to oversee the handling of issues related to the school climate and to the prevention and handling of violence, and this person sees to the implementation of the action plan.

- A school board develops and implements a training plan for school staff entrusted with matters relating to the school climate, harmonious interpersonal relationships and the prevention and handling of violence.

- A school board disseminates information on initiatives associated with the school climate, harmonious interpersonal relationships and the prevention and handling of violence, and this facilitates networking and the sharing of expertise developed within the organization.

- A school board collaborates with its partners on matters relating to the school climate, harmonious interpersonal relationships and the prevention and handling of violence.



Certain conditions can help enormously when a team sets out to foster a safe, positive and caring school climate. The use of a structured and concerted approach and adequate support is proving to be an effective model, in line with the implementation of an action plan.

Some examples:

- the establishment of a school committee responsible for promoting the school's mission *To socialize* and for implementing and updating the action plan;

- updating of guidelines;

- staff experience and stability;

- staff training and support;

- support for the school board.

5

RESOURCES AND GUIDELINES

L'école dispose de plusieurs référentiels à prendre en compte lors de l'élaboration d'un plan d'action de façon qu'ils soient en accord avec le contexte et la culture existante du milieu.

La démarche d'analyse proposée par l'instrument Mobilisation-CVI peut s'appuyer sur certains référentiels ou encore en cibler d'autres à revoir. Voici quelques exemples :

- the school's values with regard to inclusion and harmonious interpersonal relations
- the school's code of conduct
- the strategic monitoring plan
- the school's security measures
- comprehensive and targeted measures including initiatives to support the students' social and emotional learning
- a document explaining the action plan to parents
- guidance and support for students who have been suspended or expelled



CONCLUSION

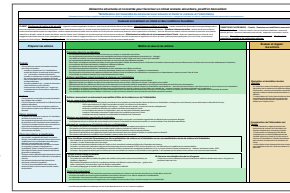
Research shows that there is a very strong link between the school climate, the quality of instruction and academic success. The establishment of conditions conducive to a safe, positive and caring school climate free from violence is therefore essential and helps to promote the Québec Education Program's mission *To socialize*.

It is therefore important to implement effective, sustainable and inclusive practices with regard to the school climate, staff mobilization, feelings of fairness and security, social skills and academic learning, interpersonal relations among adults, the sense of belonging (and engagement) in the community, and collaborative practices. Involving all school staff constitutes a major step away from a culture of passivity (essentially reacting to events) toward a culture of engagement, which has long-lasting positive effects.

Mobilization Instrument-CBV fosters the creation of a safe, positive and caring school climate by drawing on a profile of the situation to shape a shared vision and establish levers to facilitate the mobilization of all stakeholders in a structured and concerted approach. Resource personnel such as regional support officers and liaison officers can also accompany the school staff throughout the process, particularly by offering them resources, training and guidance to assist them in analyzing the results.

APPENDIX 1⁶

Original document



Structured and concerted approach to promote a safe, positive and caring school climate

Mobilisation de l'ensemble du personnel pour prévenir et traiter la violence et l'intimidation*

Information fournie de façon régulière, compréhension et adhésion, participation à la consultation, aux solutions et aux décisions, engagement individuel et collectif, sentiment d'efficacité personnelle et reconnaissance

Instaurer et maintenir un climat et des conditions favorables

CLIMAT

- › **Sentiments de justice et de sécurité**
 - Règles de conduite et application de celles-ci*
 - Sentiment de sécurité des élèves et des adultes
- › **Apprentissages scolaires et sociaux**
 - Soutien constructif des élèves dans leurs apprentissages par le personnel enseignant*
 - Enseignantes et enseignants motivés
 - Apprentissages sociaux et civiques* enseignés explicitement
 - Renforcement positif des comportements attendus par les intervenants
- › **Attachement au milieu de vie et engagement dans l'école**
 - Sentiment d'appartenance au milieu de vie et engagement des élèves dans leur école
 - Participation active à la vie de l'école et engagement dans le milieu des membres du personnel
 - Bien-être du personnel et appréciation du milieu de travail
 - Plusieurs parents participants à la vie de l'école
 - Environnement physique de l'école adéquat
- › **Relations interpersonnelles**
 - Soutien social entre les élèves
 - Soutien social des adultes auprès de chaque élève
 - Relations interpersonnelles de qualité entre les adultes de l'école (entre les membres du personnel, entre le personnel et la direction)
 - Relations interpersonnelles de qualité entre les élèves et les adultes*
 - Relations interpersonnelles de qualité entre les membres du personnel et les parents
 - Respect de la diversité
 - Soutien de chacun des élèves
 - Souci de l'accueil et de l'intégration du nouveau personnel et du personnel occasionnel
- › **Pratiques collaboratives**
 - Rôle de leadership exercé par la direction*
 - Collaboration au sein de la communauté scolaire*

CONDITIONS FAVORABLES

- › **Comité***
- › **Expérience et stabilité du personnel**
- › **Référentiels à jour**
 - Règles de conduite*
 - Plan de surveillance stratégique
 - Mesures de sécurité des lieux
 - Document expliquant le plan de lutte*
 - Suspension ou expulsion*
 - Local de retrait (s'il y a lieu)
 - Intervention en situation de violence ou d'urgence*
 - Ententes avec les partenaires*
- › **Formation et accompagnement du personnel**
- › **Soutien de la commission scolaire et de partenaires externes***

* Éléments qui ont trait à des dispositions de la *Loi sur l'instruction publique*.

6. The content of this appendix represents a reproduction of the structured and concerted approach. This support tool, already deployed within the network for resource persons in support and expertise, is available in french only.

Préparer les actions

PORTRAIT

- › L'école utilise les sources de données suivantes pour décrire la situation :
 - enquête ou sondage sur les manifestations auprès des élèves, du personnel et des parents (ex. : victimisation, sentiment de sécurité);*
 - enquête ou sondage sur le climat, les conditions de mise en oeuvre et les pratiques de l'école;*
 - bilan et évaluation du plan d'action de l'école des années antérieures;
 - données qualitatives (ex. : groupe de discussion, notes évolutives lors de réunions);
 - autres sources d'information (ex. : registre de comportements ou d'interventions, observation systématique).

ANALYSE

- › L'école analyse les données du portrait de situation pour dégager des constats.
- › L'école s'interroge ouvertement sur l'efficacité de ses pratiques éducatives.
- › L'école reçoit l'aide de sa commission scolaire ou d'une ressource externe pour effectuer l'analyse des données.

VISION COMMUNE

- › La position de l'école sur la violence et l'intimidation est claire et connue de tous.
- › Les membres du personnel ont une vision commune de la fonction et de l'importance de la socialisation.
- › L'école a un langage commun pour comprendre et reconnaître les phénomènes de violence.*
- › L'école a une orientation commune concernant les interventions à privilégier.

CHOIX DES ACTIONS ET PLANIFICATION

- › Les priorités, les objectifs de travail, les moyens d'action, les conditions de leur mise en oeuvre et les modalités de suivi et d'évaluation sont clairement définis et communiqués par le comité.
- › Les actions choisies touchent les élèves, la classe ou le groupe (y compris l'enseignante ou l'enseignant), l'école, la famille et la communauté.
- › Des moyens d'action visent l'ensemble des élèves (promotion et prévention).
- › D'autres moyens définissent des interventions visant spécialement les élèves en difficulté et les situations à risque.
- › Les actions prioritaires sont des interventions reconnues (recherche et pratique).
- › Le rôle et les responsabilités des membres du personnel dans la mise en oeuvre du plan d'action sont précisés.*

* Éléments qui ont trait à des dispositions de la *Loi sur l'instruction publique*.

Mettre en oeuvre les actions

PROMOTION LIÉE À LA SOCIALISATION

- › Les membres du personnel savent comment intervenir pour soutenir la socialisation des élèves.
- › Les compétences personnelles et sociales sont enseignées aux élèves de façon systématique et structurée (ex. : étayage).
- › Les règles de conduite, les comportements attendus dans les classes et dans l'école ainsi que le civisme sont enseignés.*
- › Les comportements attendus sont renforcés et réinvestis en cours d'année dans différents contextes.
- › Dans l'école, les pratiques de gestion de classe ou de groupe permettent d'établir des attentes claires, de favoriser les relations harmonieuses entre les élèves et avec les élèves ainsi que de gérer adéquatement l'indiscipline.
- › La surveillance des élèves est proactive, stratégique, suffisante et efficace.
- › Les pauses et la période du dîner sont organisées et animées.
- › Des activités parascolaires diversifiées, intéressantes et bien organisées sont offertes aux élèves.
- › Un système d'entraide entre pairs et un groupe de réseautage existent pour les élèves (ex. : médiateurs, jeunes leaders).
- › Des interventions préventives sont rapidement offertes aux élèves à risque de présenter des difficultés de comportement ou d'apprentissage, notamment avant l'âge de 8 ans.
- › L'école facilite et soutient la transition d'un ordre d'enseignement à l'autre.

ACTIONS SPÉCIFIQUES VISANT À PRÉVENIR LA VIOLENCE OU L'INTIMIDATION

- › Les membres du personnel savent comment intervenir pour prévenir la violence et l'intimidation entre les élèves.
- › Différentes activités sont offertes aux élèves et aux parents pour les amener à bien distinguer la violence, l'intimidation et les conflits.*
- › Différentes activités sont offertes aux élèves pour qu'ils apprennent à se comporter de façon responsable sur le Web et à se protéger de toute forme de cyberagression.
- › De la formation est donnée aux élèves et aux parents sur les actions à poser lorsqu'un acte de violence ou d'intimidation est constaté (ex. : comment agir comme témoin, quoi faire lorsqu'on vit de la violence ou de l'intimidation).
- › Les parents et les élèves connaissent les actions prises par l'école lorsqu'un acte de violence ou d'intimidation est constaté (ex. : mesures de soutien, les mesures réparatrices, les sanctions).*
- › Un mécanisme de repérage pour détecter les élèves susceptibles d'être impliqués dans des situations de violence ou d'intimidation (victime ou auteur) est mis en place (ex. : observation de la dynamique de groupe).
- › Les modalités confidentielles pour déclarer ou dénoncer un acte de violence existent et sont connues de tous (élèves, personnel, parents).*

ACTIONS CONCERNANT UN ÉVÉNEMENT SUSCEPTIBLE D'ÊTRE DE LA VIOLENCE OU DE L'INTIMIDATION

Agir au moment d'un événement

- › Les membres du personnel interviennent lorsqu'ils sont témoins d'une situation qui présente des indices de violence ou d'intimidation ou lorsqu'ils en sont informés (comme décrit dans le référentiel de l'école)*:
 - vérifier sommairement s'il s'agit d'une situation de conflit, de violence ou d'intimidation;
 - reconnaître les signes d'agression indirecte (ex. : rejet et exclusion sociale, rumeurs) et intervenir adéquatement;
 - appliquer le système de résolution de conflits et les règles de conduite de l'école;
 - en cas d'indices de violence ou d'intimidation, faire une demande d'évaluation approfondie;
 - consigner l'information concernant l'incident selon les modalités convenues à l'école;
 - contribuer activement à assurer la confidentialité du traitement de l'événement.

Effectuer une évaluation approfondie de la situation

- › Lorsqu'un événement susceptible d'être de la violence ou de l'intimidation est signalé, une évaluation approfondie est effectuée par une personne désignée.
- › Le signalement est pris en charge dès que la situation est connue et l'information est rapidement recueillie en vue de procéder à une évaluation approfondie.

* Éléments qui ont trait à des dispositions de la *Loi sur l'instruction publique*.

Mettre en oeuvre les actions (suite)

ACTIONS CONCERNANT UN ÉVÉNEMENT SUSCEPTIBLE D'ÊTRE DE LA VIOLENCE OU DE L'INTIMIDATION (SUITE)

Intervenir en conséquence s'il s'agit de violence ou d'intimidation

- › Des mesures de soutien et d'encadrement sont offertes aux élèves victimes, aux auteurs et aux témoins, au besoin.*
- › Les parents sont informés promptement de la situation après la prise en compte de l'intérêt de l'élève.*
- › La collaboration des parents des élèves concernés (auteurs, victimes et témoins, selon le cas) est sollicitée.*
- › Des sanctions disciplinaires sont appliquées (gestion des manquements selon leur gravité et d'après un modèle gradué et éducatif).*
- › Des mesures éducatives de remédiation et de réparation mises en place pour les auteurs.

Pour les élèves concernés fréquemment par des manifestations de violence ou d'intimidation ou par une manifestation sévère de violence et d'intimidation

- › Une évaluation et une analyse des besoins de l'élève sont effectuées.
- › Au besoin, un plan d'intervention est mis en place.
- › Le soutien des ressources professionnelles de l'école ou de la commission scolaire est offert selon l'évaluation des besoins.
- › Au besoin, le soutien des partenaires externes et des ressources de la communauté (CSSS, service de police, etc.) est offert selon les modalités et les ententes établies.*
- › Les interventions et le soutien sont intensifiés pour permettre à l'élève d'acquérir des compétences spécifiques, et ce, en vue de prévenir d'autres événements (ex. : étayage, architecture sociale, ASE).
- › Au besoin, des groupes de soutien pour les élèves qui vivent une situation de violence ou d'intimidation sont organisés; il est important que les auteurs et les victimes ne se retrouvent pas ensemble.

Autres actions ciblées et dirigées

› En lien avec la socialisation:

- Un soutien accru est offert en matière de gestion des conflits (entre jeunes, entre jeunes et adultes) (ex: médiation, réparation).
- Des activités d'enseignement ciblé de compétences sociales sont offertes à certains élèves (ex. : gestion de la colère, autocontrôle, communication, prise de décision responsable).
- Un soutien pédagogique et éducatif suffisant est offert aux élèves en difficulté.

› En lien avec une situation de crise ou d'urgence:

- L'école met en oeuvre efficacement le plan d'intervention relatif aux situations de crise ou d'urgence se produisant dans ses murs.

SUIVI D'UN ÉVÉNEMENT*

- Une vérification régulière est faite auprès des personnes concernées pour s'assurer que les actes de violence ou d'intimidation ont pris fin.
- L'évolution du dossier est communiquée aux adultes et aux élèves concernés, et ce, dans le respect de la confidentialité.
- La collaboration des parents des élèves victimes et auteurs est maintenue.
- Les interventions et les suivis sont consignés selon les modalités convenues dans l'école et dans le respect de la confidentialité.

* Éléments qui ont trait à des dispositions de la *Loi sur l'instruction publique*.

Évaluer et réguler les actions

ÉVALUATION ET RÉGULATION DU PLAN D'ACTION

- › Un mécanisme continu d'évaluation et de régulation des actions est en place pour les différents paliers d'intervention : promotion et prévention universelle, prévention ciblée et dirigée auprès des élèves en difficulté.
- › Le plan d'action de l'école (plan de lutte) est évalué et actualisé annuellement (mise en oeuvre des moyens, atteinte des objectifs, ajustement des actions pour l'année à venir).*

CONSIGNATION DE L'INFORMATION PAR L'ÉCOLE

- › L'école transmet un rapport sommaire des événements de violence et d'intimidation à la direction générale de la commission scolaire.*
- › L'école produit un document qui fait état de l'évaluation par le conseil d'établissement des résultats obtenus au regard de la lutte contre la violence et l'intimidation à l'intention des parents, des membres du personnel et du protecteur de l'élève.*
- › Le plan d'action et les documents de mise en oeuvre sont consignés au sein de l'école pour assurer la pérennité.

* Éléments qui ont trait à des dispositions de la *Loi sur l'instruction publique*.

APPENDIX 2 | Analysis table and action plan relating to obtained results

Strengths and Challenges	Education Act ⁷	Priority Level	Means	Person in Charge	Timeline	Expected Results
Climate and school life						
Strengths:						

Elements to work on:						

Staff Mobilization						
Strengths:						

Elements to work on:						

Preparation of actions						
Strengths:						

Elements to work on:						

7. Sectors public and private

Strengths and Challenges	Education Act ⁷	Priority Level	Means	Person in Charge	Timeline	Expected Results
Implementation						
Strengths:						

Elements to work on:						
_____		_____	_____	_____	_____	_____
_____		_____	_____	_____	_____	_____
_____		_____	_____	_____	_____	_____
Regulation of actions						
Strengths:						

Elements to work on:						
_____		_____	_____	_____	_____	_____
_____		_____	_____	_____	_____	_____
_____		_____	_____	_____	_____	_____
Other information						

7. Sectors public and private

**A STRUCTURED AND
CONCERTED APPROACH
TO FOSTER A POSITIVE,
SAFE AND CARING
SCHOOL CLIMATE**



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