

My power over



BULLYING

AS A PARENT

Guide for parents of children ages 6 to 17, filled with tips, tools and resources to deal with bullying with compassion.

TOGETHER AGAINST

Bullying

Avec la participation financière de :

Québec 

Le Comité régional de concertation contre l'intimidation et la violence, which emerged from the Table de concertation jeunesse de la région de Châteauguay, is proud to present “My power over bullying as a parent”, a guide for parents of elementary and secondary school children.

Since 2012, the members of the regional committee have been working on various projects to support the community.

This guide was developed in response to the Guide resources for the prevention of violence and bullying for schools and community workers, in French (2019) and in English (2021).

This parent guide and its translation were made possible thanks to the financial support program “Together against intimidation” of the Ministry of the Family.

DESIGNED BY

Roxanne Brosseau, *Benado*

Julie Mailhot, *Pouvoir d'AGIR*

Chantal Brasseur, *AVIF*

Claudia Lavigueur
and Jennifer-Ann Dooling,
La Re-Source

Véronique Beauregard,
CALACS Châteauguay

With the support of the members of the regional committee, as well as the collaboration of Claudia Poulin of the CSSDGS

“Let’s build a bridge between resources in our community and families”

As you know, a guide to being the best parent does not exist. Although you are the expert when it comes to your children, there may be times when you feel helpless and overwhelmed by certain situations.

The committee wants this tool to be simple so that you can refer to it quickly.

Through out this guide, you will have access to the best practices to prioritize when your child becomes a victim, a witness, or uses bullying or violent behaviour. In addition, we will introduce you to organizations in the region with a strong expertise in this area as well as complementary resources that, in case of uncertainty, can support you when accompanying your children.

“There is one incident of bullying occurring every 7 minutes in schoolyards across Canada”¹

¹ Ministère de la Justice du Gouvernement du Canada, extraits du bulletin Bâtir des communautés plus sûres no. 7 hiver, 2003

Being kind and caring in these sensitive situations is not “child’s play”

As a parent, in your daily actions, you provide your child with a good part of the necessary tools to cope with different situations. In these situations, you teach your child the value of equality and encourage healthy relationships based on mutual respect: respect for oneself and for others.

You are an essential part of building your child’s self-esteem and reinforcing the concept of acceptance, tolerance and empathy.

Here are some ways to talk to your child about bullying:

Make it a priority to take time to identify how you feel;

MAKE SURE YOU ARE AVAILABLE TO LISTEN;

Be **open** and **calm**;

Choose a time that is best for both you and your child, so that you can **give them your full attention**;

Avoid judgment and blame;

Allow them to express their feelings and perceptions;

Tell them you believe them;

Remove the guilt or shame your child might be feeling;

GIVE THEM **YOUR SUPPORT** THROUGHOUT THE process and the consequences that follow;

Involve your child in finding solutions;

ASK OPEN QUESTIONS:

When did this happen? Tell me what happened in your words, etc.



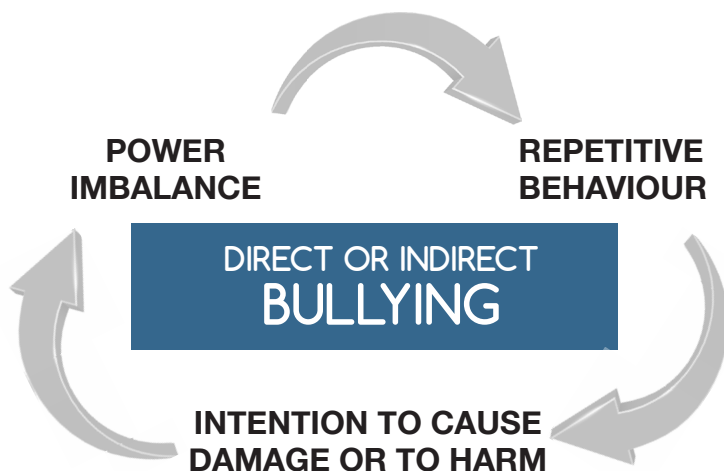
“Your words and actions act like a mirror on your child!”

quote by the committee

Concepts to distinguish

Anger is an emotion just like any other! It is therefore normal and healthy. Unfortunately, not many people are comfortable feeling it, let alone dealing with it. However, when we do allow ourselves to feel it, we usually don't share it with the people around us. Anger can even be useful as it makes us aware of our values, our opinions, etc. It is important to know that anger can be experienced without the use of violence.¹

Violence is an action where one person attempts to assert power over another. Violence removes the importance of the needs and emotions of the other person. Someone who uses violent behaviour forces the other person to do something they don't want to do and disrespects their rights. Violence is a way to achieve their goals. There are five forms of violence: physical, verbal, psychological, sexual and financial.²



Some examples of violent manifestations

PHYSICAL

- Tripping;
- Pushing;
- Constraining;
- Holding back with force;
- Hitting;
- Preventing from going out;
- Pinching;
- Pulling hair;
- Throwing objects;
- Spitting on someone;
- Etc.

VERBAL

- Insulting;
- Mocking;
- Ridiculing;
- Threatening;
- Making discriminatory, sexist, homophobic or racist remarks;
- Etc.

PSYCHOLOGICAL

- Spreading lies or rumors;
- Degrading;
- Manipulating;
- Humiliating;
- Isolating;
- Making someone doubt their perceptions;
- Excluding;
- Etc.

FINANCIAL

- Destroying objects;
- Vandalizing someone else's property;
- Stealing lunch, money, ATM card;
- Forcing someone to buy / steal something;
- Taking possession of someone else's property ;
- Etc.

SEXUAL

- Touching someone's / their own private parts;
- Imitating sexual activity;
- Commenting on someone's private parts;
- Sending unwanted intimate photos;
- Making sexual advances insistently;
- Etc.

CYBERBULLYING

Using technology
Social networks, video games, text messages, websites, etc.

¹ Tel-Jeunes (2012). Émotions : la colère. <https://www.teljeunes.com/Tel-jeunes-en/All-topics/Something-s-wrong> (page consultée le 13 juin 2012) Trépanier, M. (2009). Communiquer sans violence. Salaberry-de-Valleyfield : Via l'Anse. 29p.

² L'Heureux, P. (2000). Travailler avec la violence. Châteauguay : Action sur la Violence Intrafamiliale et Conjugale. 64p.

Tel-Jeunes (2012). La violence. <https://www.teljeunes.com/Tel-jeunes-en/All-topics/Something-s-wrong/Bullying> (page consultée le 13 juin 2012)

Tableau intimidation et manifestations associée:
Inspiré by « Guide pour accompagner les parents » de la Fédération des comités de parents du Québec, https://www.fcpq.qc.ca/sites/24577/FCPQ%20guide%20intimidation_VD.pdf

The power of witnesses, often underestimated

“In 85% of cases of bullying between children, other children are present.”¹ It is therefore essential to discuss the subject in order to equip your child to deal with it.

Accompanying my child

WITNESS

Discuss with your child different reactions that may come from being a witness, explore their feelings about it, as well as their comfort level when adopting specific actions.

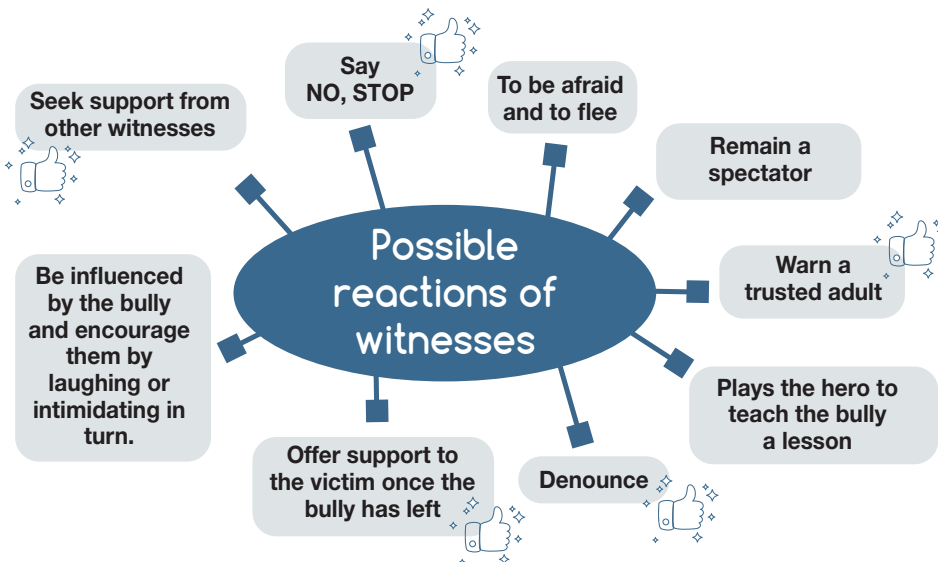
Encourage your child to talk about any situations of bullying they have witnessed, no matter the reaction they had.

Make it clear that it is **NORMAL** not to know how to react the first time and our reactions may be different depending on the context and the people involved.

Avoid demoralizing lectures, instead, encourage open exchange. This will encourage your child to take positive action.

Help them identify people you trust, whom they would feel comfortable talking with.

Remember to point out that preventing bullying does not depend on them alone, and that small actions, whatever it may be, can make all the difference.



“ In more than half the all situations, bullying stops in less than

10

SECONDS

when a witness intervenes.² ”

¹ Ministère de la Justice du Gouvernement du Canada, extraits du bulletin Bâtir des communautés plus sûres no. 7 hiver, 2003

² Ministère de la Justice du Gouvernement du Canada, extraits du bulletin Bâtir des communautés plus sûres no. 7 hiver, 2003
Inspired by the book « À l'aide ! Il y a de l'intimidation à mon école ». Par Nadia Gagnier, éditions La Presse, 2012

Better understanding the impacts

“Bullying is undoubtedly the worst stress you can undergo...”

Tracy Vaillancourt, professor at the Faculty of Education and at the School of Psychology at the University of Ottawa

For children and adolescents, it is often easier to understand the seriousness of their actions when the impacts are visible (eg: physical injuries, crying, etc.). In a situation of intimidation, the different forms of violence used and the repeated actions often have less visible impacts on victims since they destroy them from within.

However, these impacts can manifest themselves differently from one child to the next. They can appear all at the same time, one after the other or at a later stage. As a parent, it is important to be aware of any significant changes in our child’s behaviour and to address our concerns.

Did you know that... 

Refusing to go to school,

Stomach pains,

Headaches,

Lack of concentration,

Memory loss or difficulty remembering,

Isolation,

Having few friends,

Mood swings,

Seeming sad,

Academic difficulties,

Chronic anxiety,

Depressive symptoms...

The memory of physical pain gradually fades, but psychological pain lasts over time. Repeated bullying causes multiple traumas on the brain, comparable to those experienced by a child who is physically abused, leaving serious consequences.

“Everyone has a basic need to belong, and bullying prevents that need from being met.”¹ However, this may also explain that a child who have themselves been a victim in the past, attempts to satisfy this need for belonging using intimidating behaviour.

¹ Yates, D. (s.d.). Le cerveau a la mémoire longue. From the site <https://research.uottawa.ca/perspectives/brain-never-forgets>



Better understand the child who uses bullying behaviours

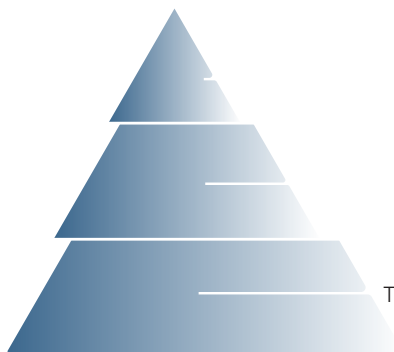
“The first step before starting to think about solutions is to first try to understand what is behind it” - Susan Baer

What can cause my child to bully others?

One thing is certain, bullying is not a rite of passage or an assertive phase. It is important to keep in mind that there is **no good reason to use bullying**.

There are a many factors that can cause a child to resort to bullying behaviour and it is essential to consider them in order to properly support the child. In some situations, the child may **attempt to duplicate an observed behaviour**, i.e. she / he has learned that violence is an effective way of expressing frustration and anger and getting what we want (search for power). In other cases, the child may attempt to satisfy an unmet need and use violence functionally, to obtain a personal gain such as (seeking social status, attention, recognition, maintaining their position of authority in the group, etc.).

“According to psychiatrist Susan Baer, medical director of ambulatory mental health services at BC Children’s Hospital, one of the common reasons some children and adolescents target a victim among their peers is that they **feel helpless in other aspects of their life.**”¹



Need for self-esteem

To feel that they have value
To feel useful
To preserve one’s identity

Need to belong

To feel recognized
To have a status
To feel loved
To be part of a group

Need for security

They may themselves be a victim
To feel in control
To get a feeling of justice

Strategies that can be implemented...

Encourage self-reflection in your child in order to support them when dealing with their inappropriate behaviour, in particular by leading them to:

- Recognize their responsibility without minimizing it;
- Understand the negative effect of their actions;
- Identify why they choose this behaviour (gains);
- Stop justifying their behaviour and believing that their behaviour is justified;
- Realize that they must work to change their behaviour;
- Discover the benefits of changing their behaviour.

Promote the use of positive attitudes and non-violent strategies, in particular by getting your child to:

- Develop ways to manage their anger and stress;
- Learn to assert himself/herself positively;
- Identify the emotions that others feel and have sympathy;
- Re-adjust their perception of power;
- Enrich their problem-solving skills;
- Recognize the advantages of non-violent solutions;
- Be a positive leader.

¹ Uberlaker, S. (2018 26 août). Quoi faire si mon enfant est un intimidateur à l’école? La presse Canadienne. From the site <https://lactualite.com/actualites/quoi-faire-si-mon-enfant-est-un-intimidateur-a-lecole/>

When bullying happens at home, among our elementary school aged children

Understanding what it is:

Bullying within the family is very often trivialized, to the point where it is not spoken of in these terms. Yet sibling bullying does exist. It must be taken seriously and not as “mere” bickering. “When the bickering turns into an organized system of bullying, one child’s behaviour persists and the other feels threatened, the situation must be taken seriously”¹. In addition, our families are more and more diverse in their composition, tensions can build even within our own home.

As a parent, it can be difficult to recognize that words and acts of violence are happening in our family, but it is important to be on the lookout for unhealthy interactions between our children and to check on what is going on.

“It’s just a little bickering, it’s nothing serious”

How does bullying take shape under one roof?

Child: Mom, can I talk to you?

Mother: You look worried, what’s going on?

Child: I’m tired, I get called an idiot, ugly, I get pushed every time I’m in their way... I really don’t feel well...

Mother: And who is doing this to you?

Child: He’s a boy... A little older than me.

Mother: And does it happen often?

Child: Yes. Almost every day. He laughs at me in front of my friends and he tells everyone I’m a jerk! He even put it on Facebook the other day. Besides, when you give me money for lunch, I have to hide it or he takes it from me. When I tell him I’m going to tell on him, he threatens to beat me up! I don’t know what to do anymore...

Mother: I’m glad you told me about it, you’re very brave. It can’t go on like this anymore! You have the right to feel safe!

This boy, is he at your school?

Child: No. He’s at home... He’s my brother.

¹ <https://www.cybersoleil.com/lepinieuse-question-de-lintimidation-dans-la-fratrie/> L’épinieuse question de l’intimidation dans la fratrie, Journal Le Soleil de Châteauguay 11 mai 2016 Patricia Blackburn

When bullying happens at home, among our elementary school aged children

YOUR CHILD IS BEING BULLIED



- Laughs with their brothers and sisters;
- Invites their friends over to the house;
- Participates in the household activities;
- Is able to argue with siblings;
- Asks their parents for help if needed.



- Tends to stay close to their parent, changes rooms when siblings arrive;
- Goes to their friends place and doesn't invite them over anymore;
- Agrees with their siblings and does not persist;
- Often stays in their room.



- Isolates themselves, no longer goes out with their friends and no longer invites them;
- Is irritable, anxious, has unexplained crying, has headaches, stomach aches;
- Refuses to speak;
- Has physical injuries that he / she cannot justify.

YOUR CHILD USES INTIMIDATING BEHAVIORS



- Is smiling and playful;
- Takes their place in the family;
- Positions themselves as a mini-parent;
- Is able to argue with siblings.



- Minimizes their actions and their role in conflicts;
- Does not respect the privacy of their siblings: enters their room without authorization, takes their clothes;
- Ridicules their siblings in front of their friends;
- Is abrupt in their words and gestures.



- Makes violent comments or gestures towards their siblings;
- Does not show empathy or regret;
- Refuses to speak, opposes parents and denies their actions;
- Refuses to collaborate in repairing their actions.

When bullying happens at home, among our elementary school aged children

SUPPORTING YOUR CHILD



- Establish rules and consequences if they are not respected in the family;
- Reinforce the expected behaviours in the family;
- Make sure to maintain a good communication channel (family council, etc.).



- Intervene quickly when there is the presence of any form of violence between your children;
- Support your children in conflict resolution from a young age.



- If the child perpetrator is not receptive or blames the other;
- If there is repetition of violent words and gestures:
 - Intensification of parental supervision;
 - Restriction or loss of freedoms and privileges;
- If the situation persists, it is important to seek help.

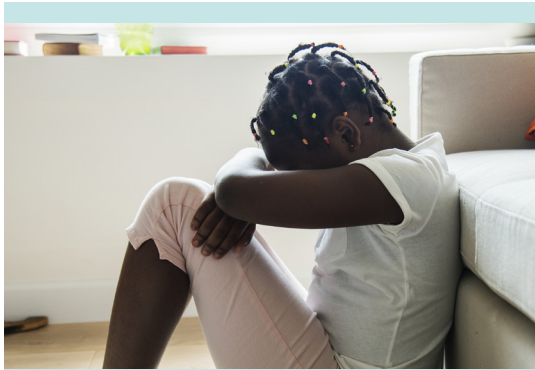
USE RESTORATIVE APPROACHES OR LOGICAL CONSEQUENCES RATHER THAN PUNISHMENTS.

Possible restorative actions:

- Publicly restore the reputation of their sister or brother at school and / or on social networks (if he has spread a rumor about them, for example).
- Make a card accompanied by a text to be forgiven for your gesture.
- Give a homemade gift (ex: plate of fresh fruit, cookies, ceramic pots, crafts, etc.)
- Help with a task, a job, a homework or cleaning their room.

¹ Inspired by Blackburn, P. (2016, 11 mai). L'épinieuse question de l'intimidation dans la fratrie. Le Soleil de Châteauguay. From the site <https://www.cybersoleil.com/lepiniuse-question-de-lintimidation-dans-la-fratrie/>

When bullying happens at home, among our elementary school aged children



SMALL TIPS

Verify your doubts:

“I have the impression that something is wrong and it worries me.

Do you want to tell me about it?

Maybe together we could find a solution.”

EVERY WORD HAS ITS IMPORTANCE: DARE TO APOLOGIZE.

“A child who sees an adult apologize learns that it is normal to make mistakes and they learn how to recover from an error”²

Your words and actions act like a mirror on your child...

RELEVANT SITES



ORDRE DES
PSYCHOLOGUES
DU QUÉBEC



ordrepsy.qc.ca



Réseau pour un
Québec Famille

quebecfamille.org

LigneParents
1 800 361-5085



² Legault, J.-B. (2019, 12 juillet). L'intimidation commence à la maison, dit une nouvelle étude. From the site <https://www.lesoleil.com/actualite/lintimidation-commence-a-la-maison-dit-une-nouvelle-etude-e656ca2b554790573a998ee65d0defdc>

Cyberbullying

UNDERSTANDING what it is:

“Harassing a person or making repeated, threatening, hateful, abusive or degrading remarks about them, whether illustrated or written, using technological means such as the Internet, social networking platforms, text or instant messaging, online games, etc.” ¹



“With digital, the keyboard replaces the pencil, the keys replace letters, the screen takes the place of the pages of a book, but the words still belong to those who write them.” ²



parents cyberavertis.ca
/app/fr/info_apps



To learn more about the various applications:

Tweens / teens and apps

Tips to keep you up to date on the apps your kids are using.

¹ Service de Police de la ville de Montréal (s.d.). Cyberintimidation. From the site <https://spvm.qc.ca/en/Jeunesse/Cyberbullying>

Cyberbullying

SUPPORTING my child:

- Set clear rules for the use of technological means: number of hours and conditions of use;
- Become familiar with the various platforms your child uses and discuss them with him;
- Make your child aware of the various security measures on the web;



Encourage short daily discussions rather than a long one-off dialogue.

IS YOUR CHILD A VICTIM OR A WITNESS? HERE ARE 5 STEPS TO HELP THEM¹:

- 1 Block the person sending hurtful messages.
- 2 Ignore the messages, absolutely do not answer them.
- 3 Talk to a trusted adult.
- 4 Keep track of received messages (screenshot).
- 5 Report and denounce cyberbullying.
(To the social networks where it happens, to a trusted adult, to the school and to the police.)

“If it is not possible to stop an act of cyberbullying, we can still try to prevent it”²

² Inspired by M. Y. Citation d'internaute. From the site www.citation-celebre.com

¹ From the workshops En sécurité dans le cyberESPACE, ESPACE Suroît. <https://www.espacesuroit.com/>

² Mon image web. (s.d.) Ce que c'est la cyberintimidation. From the site <https://monimageweb.com/en/cyberbullying/>

DO NOT
FORGET: ¹
**WRITINGS
REMAIN!**

WHAT IS NOT
SAID OUT LOUD IS
NOT TO BE
PUBLISHED
NEITHER



DIGITAL FOOTPRINT

Everything that is
written, published, shared
on the internet leaves traces.

**EVEN IF WE ATTEMPT TO
DELETE THEM!**



RELEVANT SITES



**AIDER
SON ENFANT
.COM**



PARENTS  **CYBERAVERTIS.CA**

GOOD TO KNOW...



The **Bodyguard** application
helps filter polluting
comments and hateful
content and protect against
cyberbullying.

francoischarron.com

¹ Inspired by Cyber Simple. (2021). Devenons tous des Cyber Héros. From the site <https://www.cybersimple.be/en/cyberheroes>

Bullying and violence in dating relationships

UNDERSTANDING what it is:

Violence within a romantic relationship is a power grab that is used to dominate another person by keeping them in a climate of insecurity and fear. It does not result from a loss of control; **it is a choice**. It is exercised through a cycle that sets in gradually. Usually, the more the cycle of violence is implemented, the more the violence escalates. Not all phases of the cycle of violence are always visible; the same is true about the different forms of violence.

Bullying is one of many strategies that can be used to keep a person who is victimized in the relationship.



ROMANTIC VIOLENCE AMONG YOUNG PEOPLE IS AS SERIOUS AS DOMESTIC VIOLENCE AMONG ADULTS.

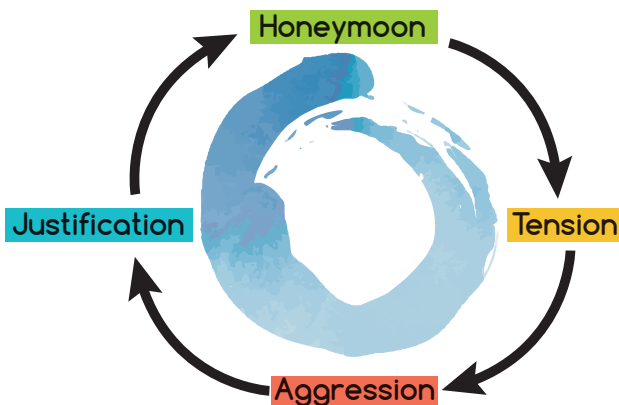
TENSION The youth who uses violent behaviour has angry outbursts, heavy silences, threatening glances. The person who is the victim may feel fear, anxiety, like they are walking on eggshells, etc.

AGGRESSION The person who adopts violent behaviour uses one of the 5 forms of violence or more. The person who is a victim feels an unease that takes different forms depending on each one: anger, pain, incomprehension, injustice, etc.

JUSTIFICATION The youth who uses violent behaviour finds excuses, explains why there was a breakdown: the reasons are beyond them. The youth who is the victim feels guilty, doubts her perceptions, their anger disappears.

HONEYMOON The person who uses violent behaviour promises to change. They do everything to be forgiven, they are very kind, very caring, etc. The victim recognizes the one she/he loved at the beginning of their relationship and hopes that things will return to the way they started.

The cycle of violence



Bullying and violence in dating relationships

The first romantic relationships shape the dynamics of intimate relationships; it is important to be concerned about them.

To find out which attitudes to foster with your child, go to page 3 of the guide.



4 criteria to separate abuse from a couples' argument:

POWER: Someone who uses violent behaviour uses a form of violence in order to demean and make the victim feel inferior to him.

INTENT: Their attitude and gestures always have the specific goal of gaining power over the victim. Their words are always full of reproaches.

PERSISTENCE: It's the same thing every time. They use strategies that have gradually settled in over time, in different situations.

THE IMPACT: The young person who is a victim often feels the same thing: shame, guilt, decrease in self-esteem, isolation, etc.

Jealousy is not proof of love, it is a way of controlling the other person.

For concrete examples, visit these sites:



www.cestpasviolent.com
www.sosviolenceconjugale.ca
www.projetxox.ca

Bullying and sexual violence

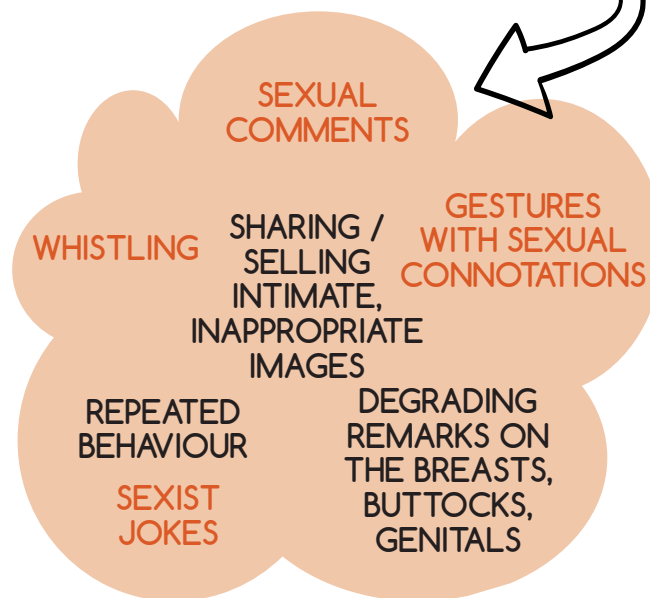
UNDERSTANDING what it is:

“Sexual violence is an umbrella term that includes all forms of violence, whether physical or psychological, that manifest in a sexual way: [incest], sexual assault, sexual exploitation, online sexual violence, child luring, child prostitution and procuring. Regardless of the form it takes, sexual violence comes with heavy consequences, both for the victims and their loved ones and for society. Sexual violence can affect all families, children and adolescents, of all social classes and all cultures.”¹

SEXUAL ASSAULT IS...

- a gesture, words or attitudes of a sexual nature, with or without physical contact, committed by an individual without **the consent of** the person concerned;
- an act of domination, humiliation, abuse of power, violence, mainly committed against children, adolescent girls and women;
- behaviour aimed at subjugating another person to their or her own desires through the use of force, **coercion, intimidation, blackmail, manipulation and threats, implicit or explicit.**

BULLYING AS A CONTROL STRATEGY...



Inspired by <http://calacs-chateauguay.ca/aide/pour-les-victimes/une-agression-a-caractere-sexuel-cest-2/>

¹ Fondation Marie-Vincent (2016). Qu'est-ce que la violence sexuelle ? From the site <https://marie-vincent.org/en/cause/what-is-sexual-violence/>

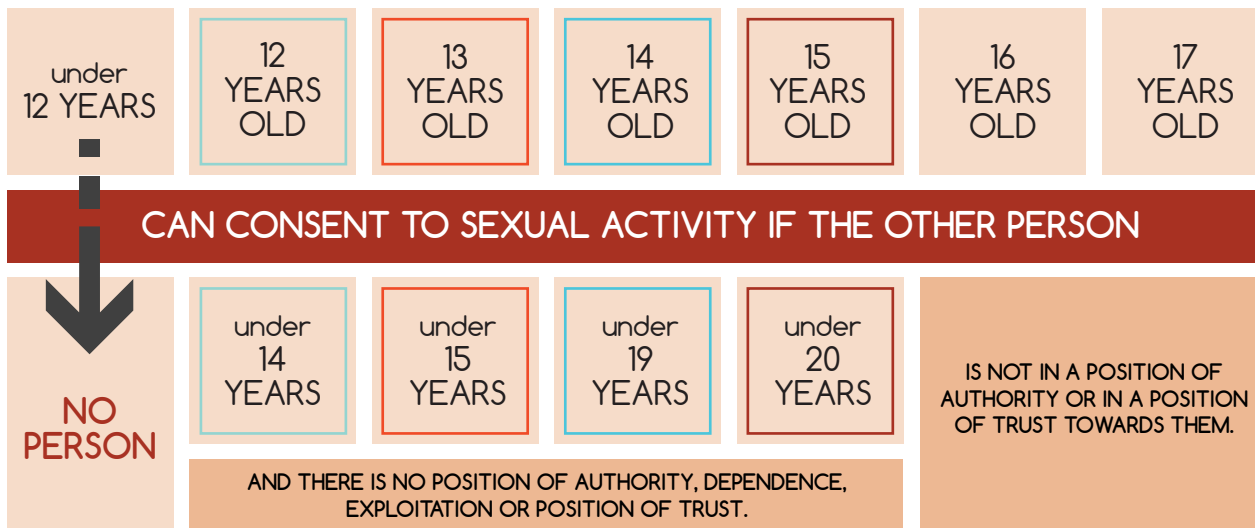
Bullying and sexual violence

And consent ?!

In Canada, the legal age for consenting to a sexual activity is 16.

Exceptions are made for young people under the age of 16.

By law, a person:



**SANS OUI
C'EST NON!**

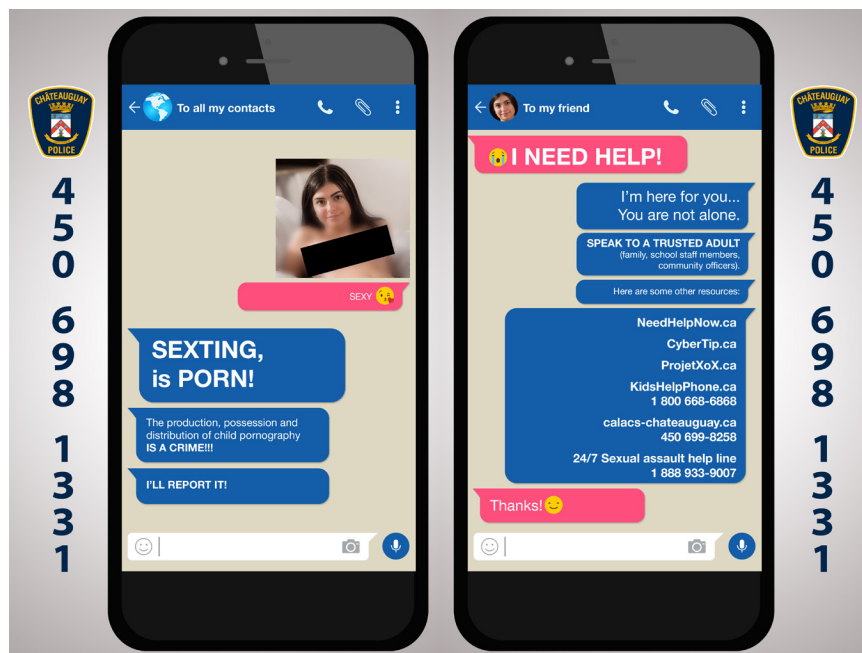
Bullying and sexual violence

“**A sext** is a message of a sexual, erotic, pornographic or intimate nature, with or without a photo. It can be sent by text, messaging app, social network, or other.

[...]

It is also important to remember that the production, possession, distribution of child pornography and the non-consensual publication of an intimate image are criminal offenses which can lead to serious charges.”¹

SEXTING is PORN!



TOGETHER,
let's take action against
sexual violence!

¹ Ville de Châteauguay. (s. d.). Les SEXTOS, c'est de la PORN!

From the site <https://ville.chateauguay.qc.ca/en/police-service/services-and-advice/programs-community-and-prevention/sexting-is-porn/>

Did you know???



SOURCE: MINISTÈRE DE LA SÉCURITÉ PUBLIQUE ET PROGRAMME EMPREINTE

#ONVOUSCROIT

PROVINCIAL RESOURCE LINE FOR VICTIMS OF
SEXUAL ASSAULT:
1-888-933-9007

RELEVANT SITES AND RESOURCES



www.rqcalacs.qc.ca



www.programmeempreinte.com

AidezMoiSVP.ca^{MC}

www.aidezmoisvp.ca

cyberaide!ca^{MD}

www.cyberaide.ca



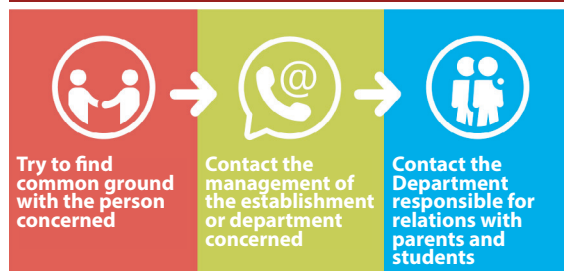
www.marie-vincent.org

The law and recourse against bullying at school, including school transportation and cyberspace

Law aiming to prevent and combat bullying and violence in schools

As part of the government strategy to mobilize Quebec society to fight bullying and violence in schools, the Act to prevent and combat bullying in schools was adopted in 2012 and stipulates that a school service center must ensure that each of its elementary and secondary schools offers a healthy and safe learning environment so that any student who attends it can develop its full potential, free from any harm, form of intimidation or violence.¹

If you disagree with a decision or are dissatisfied with the way a situation is handled, you can take the following steps:



If, after having taken the previous steps, the situation is not deemed satisfactory, it is possible to appeal to the Student Ombudsman. To find out more, go to cssdgs.gouv.qc.ca/protecteur.

Since April 2013, each CSSDGS primary and secondary school have had a local plan aimed at preventing and dealing with bullying and violence in school, adopted by the members of the governing board of each school. The commitment of all school staff and partners, including parents, is essential in the fight against bullying and violence.

To find the best way to intervene and to find a solution that is satisfactory to all, consult the brochure **RÉSOLUTION D'UN DIFFÉREND**.



In April 2010, the CSSDGS adopted a Regulation concerning the handling of complaints from students or parents of students. The objective is to facilitate the search for a satisfactory solution for all when a dispute arises or a situation of intimidation or violence occurs. When it is not possible to reach an agreement with the people involved in the problematic situation, you can call on **the Parents and Students Relations Department** of the CSSDGS.

514 380-8899, poste 3950
relationaveclesparents@cssdgs.gouv.qc.ca

**Centre de services scolaire des
Grandes-Seigneuries**

¹ <http://www.education.gouv.qc.ca/en/teachers/support-and-assistance/bullying-and-violence-in-the-schools/government-strategy/>

The law and bullying for children (11 years and under)

A child aged 11 and under cannot be accused of having committed an offense since the law has taken into consideration that he is not mature enough to understand the scope of their actions.

Some actions are possible such as:



The **Consequences** set out in the Code of conduct of their school;



A **Follow up** with a professional (school, CLSC / CISSS / CIUSSS, etc.);



Support from community **organizations** (See pages 22 and 23);



A preventive **police intervention involving** the parent and the child.



Youth Protection Act (YPA) ¹

This law aims to **PROTECT children** thus ensuring that the safety and development is not compromised:

Due to the presence of repeated **violent behaviour**, in the eyes of the YPA, **bullying** is considered to be compromising the **safety** of others. It therefore can and **must be reported**.

The **grounds for compromise** fall under **serious behavioural disturbances**.

Although being a difficult choice, a parent can also report their own child for the same reason, if he wishes to obtain accompaniment and support specific to their reality.

¹ Centre intégré de santé et de services sociaux (s.d.). Plus d'information sur la protection de la jeunesse.

From the site <http://www.santemonteregie.qc.ca/en/services/youth-protection/more-information-about-youth-protection>

The law and bullying for young people (12-17 years)

The Criminal Code specifically includes a **section of the law on bullying**. Intimidating gestures and/or words used from a technological device are also prohibited by the same article of law. It is called cyber bullying.



Victims can speak out ...

As one of the main objectives of the YCJA is repairing the wrongs done, victims have an important place in the judicial process.

They have the right to be informed of the proceedings against the adolescent and to participate in them, if they wish.

The Youth Criminal Justice Act (YCJA)

states that, **from age 12, a child can be found criminally responsible** for their actions and / or words and then face charges depending on the situation.

The objectives of the Youth Criminal Justice Act are:

- To adapt the justice system to the peculiarities of adolescent development, taking into account that they do not have the same maturity as adults.
- To make them aware that they are responsible for their actions and that they must assume the consequences by encouraging to repair the damage they have caused.
- To offer them fair treatment that is proportional to the seriousness of their actions.

We are here to support you...



As parents, you will be informed of the proceedings against your child and you will be able to know the progression of their case.



Ministry of Health and Social Services. (2015). Youth Criminal Justice Act: Judicial Sanctions. Retrieved from <https://publications.msss.gouv.qc.ca/msss/fichiers/2015/15-820-02A.pdf>

Educaloi. (2017). The possible consequences of the interception of your child. Retrieved from https://educaloi.qc.ca/wp-content/uploads/depliant_Isj-pa_eng.pdf

The law and bullying for young people (12-17 years)

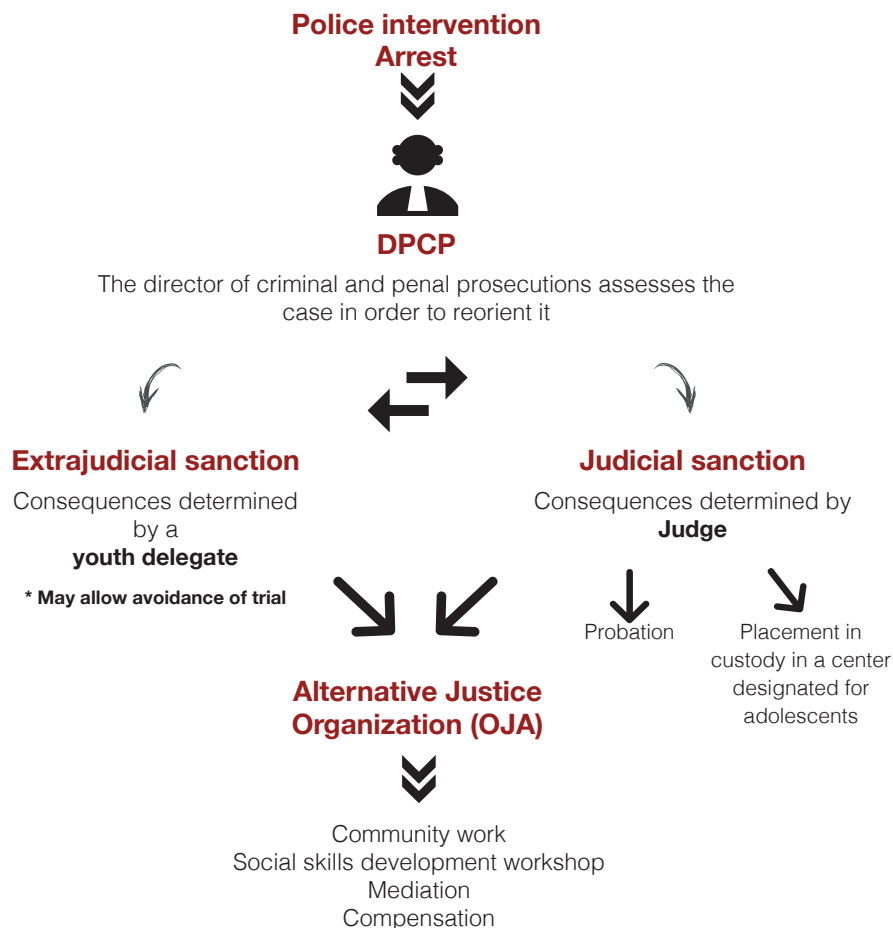
To determine the orientation of the file, several criteria are taken into account by the DPCP among them:

- The attitude, age and family situation of the adolescent;
- The teenager's recognition of their actions;
- Background checks and previous legal actions;
- The seriousness of the offense;
- The risk of recurrence.

To learn more about the law and the possible remedies, do not hesitate to consult:



THE JUDICIAL PROCESS determines the possible avenues in the commission of an offense related to bullying.



Inspired by Ministry of Health and Social Services. (2015). Youth Criminal Justice Act: Judicial Sanctions. Retrieved from <https://publications.msss.gouv.qc.ca/msss/fichiers/2015/15-820-02A.pdf>

Educaloi. (2017). The possible consequences of the interception of your child. Retrieved from https://educaloi.qc.ca/wp-content/uploads/depliant_Isjpa_eng.pdf

The organizations members of the committee that can support you



Mission: Prevention of juvenile delinquency and school dropout.

Clientele: Adolescents / Parents / Victims / General Population

Territory served: The MRC Roussillon and Jardins-de-Napierville (West Montérégie).

450 632-1640 / benado.org

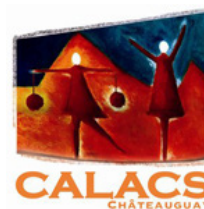


Mission: Help men and adolescents who want to stop using violent behaviour as well as men in difficulty.

Clientele: Men / Adolescents / Parents

Area served: The MRC Roussillon and Jardins-de-Napierville (West Montérégie).

450 692-7313 / avif.ca



Mission: Help, education-awareness, and fight to eradicate all forms of sexual violence.

Clientele: Women aged 12 and over / Parents or entourage / Workers / General population

Territory served: Delimited by the towns of Châteauguay, Beauharnois, Hemmingford, Napierville, La Prairie and Kahnawake.

Free services

450 692-8258 / calacs-chateauguay.ca



Mission: Frontline services to any victim of a criminal act, relatives and witnesses.

Clientele: Women / Men / Adolescents / Children Area

Territory served: Montérégie.

Free services

450 698-3881 / cavac.qc.ca

The organizations members of the committee that can support you



Mission: Prevention of all forms of violence against children.

Cientele: Children / Parents / Teachers / Educators / General population area

Territory served: The MRC Roussillon and Jardins-de-Napierville.

Free services

450 692-5757 / pouvoirdagir.org



Mission: Support and accommodation services for women who are victims of domestic violence with or without children.

Cientele: Women who are victims of domestic violence with or without children / Relatives / Other professionals

Territory served: Montérégie.

Free services

450 699-0908 / lare-source.org



Territory served:
Mercier

450- 691-6090

**[ville.mercier.qc.ca/
securete-publique/police/](http://ville.mercier.qc.ca/securete-publique/police/)**



Territory served:

Châteauguay,
Beauharnois, Léry and
Saint-Isidore

450 698-1331

**[ville.chateauguay.qc.ca/
en/police-service/home](http://ville.chateauguay.qc.ca/en/police-service/home)**



Territory served:

Candiac, Delson, La Prairie,
Sainte-Catherine,
Saint-Constant,
Saint-Mathieu and Saint-Philippe

450-638-0911

policeroussillon.ca

Mission: To maintain peace, order and public security; to prevent and punish crimes and violations of laws and municipal regulations; To search for the perpetrators of the crimes and offenses. In carrying out their mandates, staff must safeguard rights and freedoms, respect victims and their needs, listen to citizens and promote a feeling of security.

Cientele: The general population.

Kids also express themselves about their power over bullying...

What is my power over bullying?



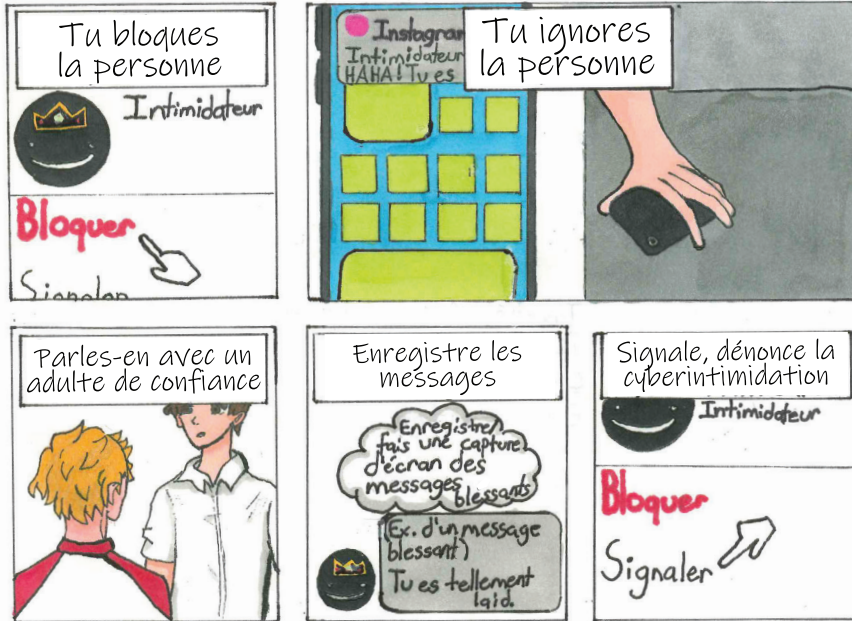
Nelly Bourgeois

Winner of the drawing contest

Category 6 to 9 years old

What is my power over cyberbullying?

C'est quoi
ton pouvoir sur la
Cyberintimidation



Tu
BIPES
Bloquer Ignorer Parles-en Enregistre Signale

Theodora Prunoiu

Winner of the drawing contest

Category 10 to 12 years old

What is my power over bullying in romantic relationships?



Julia Demers

Winner of the drawing contest
Category 13 to 17 years old

Bibliography

Blackburn, P. (2016, 11 mai). L'épinieuse question de l'intimidation dans la fratrie. Le Soleil de Châteauguay. From the site <https://www.cybersoleil.com/lepinieuse-question-de-lintimidation-dans-la-fratrie/>

Centre canadien de protection de l'enfance. (2021). Parents cyber avertis. From the site <https://parents cyberavertis.ca/app/fr/>

Centre d'Aide et de Lutte contre les Agressions à Caractère Sexuel (s.d.). Une agression à caractère sexuel c'est... From the site <http://calacs-chateauguay.ca/aide/pour-les-victimes/une-agression-a-caractere-sexuel-cest-2/>

Centre de services scolaire des Grandes-Seigneuries. (s. d.). Résolution d'un différend, traitement d'une plainte et Protecteur de l'élève. From the site <https://www.cssdgs.gouv.qc.ca/protecteur>.

Centre intégré de santé et de services sociaux (s.d.). Plus d'information sur la protection de la jeunesse. From the site <http://www.santemonteregie.qc.ca/en/services/youth-protection/more-information-about-youth-protection>

Charron, F. (s. d.). Cette application nous protège contre l'intimidation sur les médias sociaux. From the site <https://francoischarron.com/sur-le-web/applis/cette-application-nous-protège-contre-lintimidation-sur-les-medias-sociaux/w6WEBVIY48/>

Comité régional de concertation contre l'intimidation et la violence. (2016, novembre). Quand l'intimidation s'invite à la maison. Conférence présenté dans le cadres des Mercredis communautaires, Châteauguay, Québec.

Cyber Simple. (2021). Devenons tous des Cyber Héros. From the site <https://www.cybersimple.be/en/cyberheroes>

Dutrisac, D. (2010). Cyberintimidation : La reconnaître, la comprendre et la prévenir. From the site <https://aidersonenfant.com/cyberintimidation-la-reconnaitre-la-comprendre-et-la-prevenir/>

Éducaloi. (2017). Les suites possibles à l'interception de votre enfant. From the site https://educaloi.qc.ca/wp-content/uploads/depliant_lsjpa_eng.pdf

Fédération des comités de parents du Québec (s.d.). Guide pour accompagner les parents : dont les enfants sont confrontés à des situations de violence ou d'intimidation en milieu scolaire. From the site https://www.fcpq.qc.ca/sites/24577/FCPQ%20guide%20intimidation_VD.pdf

Fondation Marie-Vincent (2016). Qu'est-ce que la violence sexuelle? From the site <https://marie-vincent.org/en/cause/what-is-sexual-violence/>

Gagnier, N. (2012). À l'aide! il y a de l'intimidation à mon école. Montréal ; LA PRESSE.

Groupe de travail montérégien sur la problématique de l'intimidation et de la violence. (2016). Guide pratique pour soutenir l'intervention spécifique (ciblée et intensive) dans les cas d'intimidation et de violence. From the site <http://admin.carrefourmonteregie.ca/public/images/livrables/5c6ac371a4587764034274.pdf>

Legault, J.-B. (12 juillet 2019). L'intimidation commence à la maison, dit une nouvelle étude. From the site <https://www.lesoleil.com/actualite/lintimidation-commence-a-la-maison-dit-une-nouvelle-etude-e656ca2b554790573a998ee65d0defdc>

L'Heureux, P. (2000). Travailler avec la violence. Châteauguay : Action sur la Violence Intrafamiliale et Conjugale. 64p.

Liberté de choisir. (s. d.). Projet CyberRéflexion. From the site <https://libertedechoisir.ca/parents/projet-cyberreflexion/>

M, Y. Citation d'internaute. From the site www.citation-celebre.com

Ministère de l'éducation. Ministère de l'enseignement supérieur. Stratégie de mobilisation pour lutter contre l'intimidation et la violence à l'école. From the site <http://www.education.gouv.qc.ca/enseignants/aide-et-soutien/intimidation-et-violence-a-lecole/strategie-de-mobilisation/>

Ministère de la Justice du Gouvernement du Canada (hiver 2003), extraits du bulletin Bâtir des communautés plus sûres no. 7

Ministère de la Santé et des Services sociaux. (2015). Loi sur le système de justice pénale pour les adolescents : Les sanctions judiciaires. From the site <https://publications.msss.gouv.qc.ca/msss/fichiers/2015/15-820-02A.pdf>

Mon image web. Cyberintimidation - Ce que c'est. From the site <https://monimageweb.com/en/cyberbullying/>

Programme empreinte (s.d.). Agir ensemble contre les agressions à caractère sexuel. From the site <http://www.programmeempreinte.com/fr/accueil/>

Service de Police de la ville de Montréal (s.d.). Cyberintimidation. From the site <https://spvm.qc.ca/en/Jeunesse/Cyberbullying>

Tel-Jeunes. (2012). Émotions : la colère. From the site <https://www.teljeunes.com/Tel-jeunes-en/All-topics/Something-s-wrong>

Tel-Jeunes. (2012). La violence. <https://www.teljeunes.com/Tel-jeunes-en/All-topics/Something-s-wrong/Bullying>

Trépanier, M. (2009). Communiquer sans violence. Salaberry-de-Valleyfield : Via l'Anse. 29p.

Uberlaker, S. (2018 26 août). Quoi faire si mon enfant est un intimidateur à l'école? La presse Canadienne. From the site <https://lactualite.com/actualites/quoi-faire-si-mon-enfant-est-un-intimidateur-a-lecole>

Ville de Châteauguay. (s. d.). Les SEXTOS, c'est de la PORN! From the site <https://ville.chateauguay.qc.ca/en/police-service/services-and-advice/programs-community-and-prevention/sexting-is-porn/>

Yates, D. (s.d.). Le cerveau a la mémoire longue. From the site <https://research.uottawa.ca/perspectives/brain-never-forgets>



AS A PARENT

DESIGNED BY

Roxanne Brosseau, *Benado*

Julie Mailhot, *Pouvoir d'AGIR*

Chantal Brasseur, *AVIF*

Claudia Lavigneur and Jennifer-Ann Dooling,
La Re-Source

Véronique Beauregard, *CALACS Châteauguay*

With the support of the members of the regional committee, as well as the participation of Claudia Poulin from the CSSDGS.

An initiative from the Comité régional de concertation contre l'intimidation et la violence which emerged from the Table de concertation jeunesse de la région de Châteauguay.

Translated by SIARI - Service d'interprète d'aide et de référence aux immigrants

TOGETHER AGAINST

Bullying

Avec la participation financière de :

Québec 