

INTERVENING AFTER A VIOLENT INCIDENT

A practical guide to dealing with
situations of social polarization
that can lead to violence in
educational institutions

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TABLE OF CONTENTS

Definitions	5
Background	8
Violence in schools	10
Why this guide?	16
Evaluation/Intervention approach	17
How to apply these principles	23
Summary	35
References	40

DEFINITIONS

— BULLYING

In the *Education Act* and the *Act respecting private education*, “bullying” means any deliberate or non-deliberate repeated direct or indirect behaviour, comment, act or gesture, including any that occur online, which occurs in a context where there is a power imbalance between the persons concerned and which causes distress and injures, hurts, oppresses, intimidates or ostracizes.

— VIOLENCE

In the *Education Act* and the *Act respecting private education*, “violence” means any intentional demonstration of verbal, written, physical, psychological or sexual force which causes distress and injures, hurts or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property.

Unlike things like aggression, anger or frustration, violence is not an initial reaction but part of a process that builds up over time, depending on the characteristics of the person and the influence of various events and the environment (Government of Quebec, 2022).

Violence can take the following forms:

- Written violence (graffiti, drawings)
- Verbal violence (insults, shouting)
- Psychological violence (threats, denigration, rumours, social exclusion)
- Material violence (theft or damage to objects)
- Violence with sexual connotations (inappropriate, embarrassing, humiliating comments or behaviour, etc.)
- Physical violence (extortion, beatings, and physical harm up to and including death)

Note that these forms of violence are not mutually exclusive. In addition to these forms of violence, we must also include:

— CYBERVIOLENCE

Sometimes called “cyberharassment” or “cyberbullying,” cyberviolence is a form of violence that includes types of sexual violence that take place in a virtual space. The goal is to humiliate, blackmail, or spread rumours, insults, threats, intimidating comments, defamatory remarks, hate speech, etc. This type of violence is expressed over digital media. Whether by email or text message or via social networks, chat sites or video games, these situations can occur in cyberspace at any time.

Although this form of violence does not take place in real-life school environments (as opposed to the other forms of violence mentioned above), it is important to be aware of this type of violence and determine whether it is a factor when responding to a violent incident. Cyberviolence can amplify and prolong actions such as social exclusion, teasing, insults, discrimination, physical and sexual violence, etc. As a result, cyberviolence can feed an escalation of violence that may be expressed in real life (Hubert, 2014).

It is just as important to recognize the hateful nature of some forms of violence, i.e. when the expressed violence is based on the hatred of individuals or groups of people because of their specific characteristics. These types of violence take two forms—hate crimes and hate incidents—that can also occur in both real life and cyberspace. On this topic, see teaching guide on cyberviolence among young people.¹

— HATE CRIMES

Hate crimes are criminal acts. According to the Uniform Crime Reporting Survey, a criminal incident is considered hateful when it is motivated or suspected of being motivated by a hatred of race, national or ethnic origin, language, skin colour, religion, sex, age, mental or physical disability, sexual orientation or gender identity or expression, or any other similar factor (SPVM, 2022).

Here are some examples of hate crimes (SPVM, 2020a):

- Attacking a person because of their skin colour.
- Threatening a person because of their religious beliefs.
- Vandalizing a private place (such as a home) or any other site (such as a place of worship) with hate graffiti, i.e. anti-Semitic or other types of graffiti.

— HATE INCIDENTS

Hate incidents are non-criminal acts. However, they can affect the feeling of safety of a person or an identifiable group of people who, in a given context, may be perceived as having a specific race, national or ethnic origin, language, skin colour, religion, sex, age, sexual orientation, gender identity or expression or any other similar factor or a disability (SPVM, 2022).

Below are some examples of hate incidents (SPVM, 2020b):

- Handing out offensive material that targets an ethnicity and makes this group feel unsafe.
- Insulting or denigrating an individual in person, on social media or in another way because of their social status.
- Acting maliciously toward a person because of their sexual orientation.

¹ Teaching Guide, Learning and Evaluation Situation (LES): Cyberviolence Among Teens (English version forthcoming) <https://stoplescyberviolences.ca/ressources-pedagogiques/>.

— **RADICALIZATION**

Radicalization is a dynamic, two-way process that emerges from intercommunity friction and competition as well as from the opposing political, social and economic interests of different groups. In this situation, the normal practices of dialogue, compromise and tolerance are gradually abandoned for increased engagement in confrontation and conflict, although these tactics are not necessarily violent (Audet et al., 2024; Schmid, 2013).

— **VIOLENT RADICALIZATION (VR)**

Violent radicalization is a process by which an individual or a group shows a desire to use violence or undemocratic methods or to support or facilitate the use of violence to bring about changes in society. Unlike violent extremism, VR does not necessarily require people to adhere to an ideology (Audet et al., 2024).

— **PRIMARY (OR UNIVERSAL) PREVENTION**

This type of prevention is aimed at the entire population. The goal is to target the upstream individual, interpersonal, community and societal causes and factors that may give rise to violent dynamics in any form.

The goal of this approach is to foster collective resilience regardless of individual risks or specific criteria (CPN-PREV, 2021, CPRLV, 2020).

— **SECONDARY (OR TARGETED) PREVENTION**

This type of prevention targets people who are at risk of committing acts of violence. Secondary prevention aims to reduce vulnerabilities and risk factors in areas or environments identified as fertile ground for violence. This type of prevention focuses on situations and contexts that are most likely to provide positive support to vulnerable individuals.

This type of prevention is also for community workers who—if they are aware of the phenomenon of violence, have the right tools to understand it, and can respond to it, if required—are ideal prevention agents (CPRLV, 2020).

BACKGROUND

Globalization is associated with exacerbated inequality and social suffering, which in turn has fed social polarization around the world. Although a recurring historical phenomenon, polarization in its current wave is due in particular to the nature of communication in an age of globalization, technological and digital advances, and uncertainty over the planet's future, particularly given the challenges of climate change. A source of profound transformation, this new wave has intensified the crystallization of identities and ideologies and given rise to various forms of radicalization. Radicalization can support necessary social changes and generate social solidarity that challenge the status quo and promote social justice. However, some forms of radicalization—through their socioeconomic, political, religious, gender and sexual ideological rigidities—may also legitimize the use of violence to achieve these transformations. This process is often referred to as “violent radicalization” (VR) and is one that attests to the failure of dialogue in the social space (Schmid, 2013). More concretely, VR has been expressed in recent years through a rise in anti-immigrant, racist, anti-Semitic, Islamophobic and xenophobic sentiments and extreme right-wing and ultraconservative right-wing movements (Gagnon, 2020; Morin et al., 2019; Nadeau et al., 2021; Perry and Scrivens, 2015) and men's and anti-feminist movements (Blais and Dupuis-Déri, 2015; Federici, 2021; Lamoureux and Dupuis-Déri, 2015) in Europe and North America. Quebec is no exception.

Beyond an ideological advocacy for violence, the emergence of these types of radicalization also points to the growing despair and psychological distress among young people that instills them with a dystopian view of the world (Venkatesh et al., 2021). The feeling of powerlessness against injustice, inequality and uncertainty makes people want to regain power. This desire justifies not only the adoption of radical ideologies but also the use of violence to end the suffering, even if it means triggering an apocalypse or one's own death (Morin et al., 2019; Rousseau et al., 2018; Rousseau et al., 2019). Given that virtual spaces, and social media in particular, have taken up great space in society, online social relationships and virtual loyalties can be particularly important for young people who are isolated or feel that they have been hurt or humiliated. This can lead to communities forming around shared bitterness and despair, which justifies the use of extreme violence and even glorifies it as a way of speaking up and escaping anonymity. These networks, which promote violence as a legitimate response to injustice and perceived social disorganization, can easily become part of young people's private lives at home, without adults being aware of it.

Although it began in the 1990s, social polarization accelerated during the COVID-19 pandemic, which brought to light the social and systemic inequalities in Quebec society. We have therefore seen a new increase in all forms of violence and particularly expressions of VR associated with extremist ideological frameworks (Venkatesh et al., 2021). The isolation of young people due to school closures and health measures such as lockdowns at home and social distancing had a negative impact on their well-being and mental health (Loades et al., 2020; Nearchou et al., 2020). Experiences of stress from isolation, social media as primary sources of socialization, and family conflicts and online bullying during the pandemic may also have been catalysts for the expression of violence in certain situations. An increase in events such as the murder of a teen in front of his school in October 2021,¹ the armed

assault of a teacher by a 16-year-old student in December 2021,² the armed assault of students by classmates after a report of bullying,³ and the threat of a mass killing at a Châteauguay school in June 2022⁴ can be understood as repercussions of all of these systemic issues.

The school environment is directly affected by a climate of social polarization and, as an extension, by expressions of VR and a change in attitude toward violence. As microcosms, the school environment is not immune to social tensions and divides and are influenced by societal ideologies. As mirrors of society and sites of socialization and education, the school environment is also an essential place for primary and secondary prevention. Through their rules and organization, intervention by school staff, and general atmosphere, the school environment plays a very important role in the development of young people's social behaviour (Beaumont, 2014). Individuals develop through different microsocial, mesosocial and macrosocial systems (Bronfenbrenner, 2001). Schools, which are part of the meso-social system, are therefore environments where social tensions are expressed and where avenues for resolution can be found through different types of learning and experience. In this context, working with families is an essential way to foster a healthy and safe school climate and therefore to prevent violence (Beaumont et al., 2014). With this in mind, the Government of Quebec, in its 2015-2018 government action plan *La radicalisation au Québec: agir, prévenir, détecter et vivre ensemble*, called on the education community to promote social harmony and prevention. This means that all public and private education institutions must have an anti-bullying and anti-violence plan to prevent and counter all forms of bullying and violence against students, teachers and other school staff (p. X) and must include prevention measures and reporting procedures to reduce violence in schools (Education Act, section 75.1). The Concerted Action Plan to Prevent and Counter Bullying and Cyberbullying 2020-2025⁵ includes a measure that addresses social polarization, and by extension, situations of violent radicalization.

1 <https://ici.radio-canada.ca/nouvelle/1832673/agression-cote-des-neiges-ado-arme-blanche>

2 <https://ici.radio-canada.ca/nouvelle/1846174/professeure-ecole-attaque-couteau-villeray-jfk>

3 <https://www.lesoleil.com/2022/06/08/des-mineurs-arretes-pour-un-cas-dintimidation-ex-treme-a-quebec-fd9dd95d0f4c7784d4470469ad56f05b>

4 <https://ici.radio-canada.ca/nouvelle/1888324/ecole-evacuation-laprairie-louis--chateauguay-men-ace-eleves-personnel>

5 <https://www.mfa.gouv.qc.ca/fr/publication/Documents/action-plan-bullying-2020-2025.pdf>

VIOLENCE IN SCHOOLS BEFORE THE PANDEMIC: WHAT THE DATA SHOWS

A survey on safety and violence in Quebec schools (SÉVEQ), directed by Claire Beaumont, created a portrait of violence in Quebec education institutions by documenting the perceptions of students, school staff, principals and parents. A section of this research illustrates the main changes between 2013 and 2019 (Beaumont et al., 2020). In general during this period:

- ➔ There was a fairly positive perception of the school climate.
- ➔ There was a decrease in observed rudeness, in acts of vandalism, in students engaging in dangerous activities, and in strangers on school grounds.
 - ➔ Secondary schools noted a decrease in observed:
 - Insults toward adults and students
 - Students who push other students around or humiliate them
 - School staff who get hit
 - Students who use or are under the influence of drugs or alcohol
 - Students who bring weapons to school (other than firearms)
- ➔ There was an increase in observed conflicts between ethnic groups.
 - ➔ Primary schools observed more student groups imposing their rules and outside gangs causing trouble.
- ➔ There was decreased aggression in the form of social and material threats/insults observed in secondary schools, while there was no notable change for primary schools.
- ➔ Areas inside the school and outside the school and the nearby area were considered safer.
- ➔ Students used information technology tools more often and with less adult supervision.
 - ➔ Compared to 2013, more primary and secondary students in 2019 owned an electronic device that could receive and send text messages. Despite a slight improvement, nearly 72.7% of these students reported accessing the Internet at home without adult supervision. At school, however, supervision of students' time online was the same. For secondary students, Internet use without adult supervision increased significantly at school (33.7% in 2013 vs. 66.7% in 2019).



Cyberviolence is more prevalent given how students are more and more connected day and night. Digital technologies, and social media in particular, are a primary tool for young people to bully, humiliate and threaten their peers (Kowalski et al., 2012). Cyberviolence has significant consequences for young people and especially those who are most vulnerable, with impacts that include psychological distress, decreased self-esteem and drug use (Cénat et al., 2014; Cénat et al., 2018).

Although the school environment was perceived positively before the pandemic and the overall portrait of violence in schools seemed to have improved, some violent incidents nevertheless continued. In fact, research carried out by the SÉVEQ (Beaumont et al., 2014) indicated that, on average, students at a Quebec high school reported being the target of insults (47.5%), intentional pushing (25.8%), gossip (32.5%), threatening looks (19.8%), theft (18.6%), rejection (14.6%) or beatings (11.6%) at least once during the school year.

The data also suggest that tensions around these events seem to have shifted, which is in line with trends observed in this area in the United States. It is natural to want to prevent school violence by identifying those likely to perpetrate it. However, the literature indicates that it is difficult to compile typical profiles for perpetrators and victims and that detection strategies often end up eroding the school climate. Students all have different strategies to respond to aggression. These coping strategies include all of the cognitive and behavioural efforts that students adopt to tolerate, avoid, minimize or control the negative effect of stress on their well-being (Leclerc, 2015). In situations of aggression, the stress and insecurity experienced by students who are targets may incite them to use counterproductive strategies that in fact amplify their emotional distress. The anger and humiliation resulting from these acts of aggression are significant predictors of a need for revenge that is intimately linked with subsequent peer victimization (Kochenderfer-Ladd, 2004).

The work of Clouston et al. (2017) shows that a feeling of insecurity experienced by victimized students can create a domino effect: for example, they may bring potentially dangerous objects to school to feel safe. In other words, a feeling of insecurity increases the likelihood that students will bring these objects to school. At the time of the study done for the SÉVEQ's research (2014), 5.1% of students said they had brought in a potentially dangerous object to school during the year. Although serious, this phenomenon was nevertheless marginal. Specifically:

- ➔ 16-year-old boys who were victims of direct violence (insults/threats, physical aggression) were more likely to bring these types of objects to school.
- ➔ The percentage of students who brought these types of objects to school increased with age (3.2% for those under 13 and 8% for those aged 16).
- ➔ No significant differences were noted in the socioeconomic backgrounds of the schools.
- ➔ From most often to least often, the objects brought in were knives, toy guns, real guns, and chains.
- ➔ Boys tended to bring knives, toy guns, real guns and chains.
- ➔ Girls tended to bring knives, chains, real guns and toy guns.
- ➔ While 16-year-old boys were the ones who mentioned bringing other types of objects, girls were the youngest to do so (13 and under).
- ➔ Students at schools in average socioeconomic areas mentioned more often that they had brought a potentially dangerous object to school compared to those from more affluent or more disadvantaged areas.
- ➔ For all environments, the object mentioned the most was a knife and the one mentioned the least was a working gun.
- ➔ Having a real gun at school, though very rare in 2014, was reported more by students from affluent backgrounds.

Overall, violence can be a strategy for an individual or group to stand up for or defend themselves. In most cases, the goal is to maintain or restore a sense of order. We can see that there is no typical profile of a person who is likely to support the use of violence. As a result, students can take many journeys on the path toward violent radicalization. It is important to systemically analyze these situations when they happen to clearly identify and understand the mechanisms that led to the situation in the first place and to avoid suspicions based on the characteristics and behaviour of the students involved, which may reflect unconscious biases. This could exacerbate issues of perceived social exclusion,

anger, or injustice and significantly worsen the risks that young people are pushed into increased and violent radicalization (Audet et al., 2024).

The experience of schools in the U.S. after the Columbine massacre has taught us that security-based interventions should be avoided. For example, surveillance measures such as metal detectors and an increased presence of security guards is generally counterproductive. These instead create an atmosphere of fear and mistrust that feeds the anxiety of students and their parents and increases feelings of marginalization and social exclusion without significantly reducing the prevalence of violence in schools. In fact, students who go to high-security schools are less likely to seek psychological support from school staff or to share their dark thoughts for fear of being labelled a threat. Security measures can easily become discriminatory and lead to profiling, which is detrimental to an inclusive school climate, a central aspect to preventing violence and developing a cohesive community (Michalon-Brodeur et al., 2018).

VIOLENCE IN SCHOOLS SINCE THE PANDEMIC: WHAT THE DATA SHOWS

13

44

The investigation of risk and protective factors associated with support for violent radicalization among adolescents in Quebec, directed by Diana Miconi (2023), included a total of 1911 adolescents from six high schools (aged 14 to 18) who responded to an online survey in 2022-2023. The data indicate that support and sympathy for violent radicalization is present among students, but that these levels are relatively moderate. In addition, this preliminary report presents interesting results concerning the school climate and adolescent characteristics that can influence support and sympathy for violent radicalization. In this way, here is the general climate in secondary schools:

- ➔ Experiences of discrimination and victimization (online and offline) are very common among majority and minority teens.
- ➔ Students report considerable psychological distress.
- ➔ On average, the quality of the school climate reported by students is positive; however, feelings of being treated unfairly at school and of being unsafe are widespread.

Thus, here are the risk factors associated with support and sympathy for violent radicalization:

- ➔ Experiences of discrimination and victimization;
- ➔ Poverty/economic hardship;
- ➔ Feeling unsafe at school;
- ➔ Feeling of injustice;

- ➔ Psychological distress;
- ➔ Negative view of our collective identity by others;
- ➔ Worries and bad experiences online, beyond time spent online;
- ➔ Feeling unsafe at school.

Here are the protective factors against support and sympathy for violent radicalization:

- ➔ Family support;
- ➔ Fair/democratic relationship with teachers;
- ➔ Academic success.

Faced with the emergence of new forms of violence, linked to social polarization, and the omnipresence of new technological realities that engender both individual hyperconnectivity and the growing silo of subcultures glorifying violence, it's important to rethink not only the assessment of situations of social polarization that can lead to manifestations of violent radicalization in the school environment, but also the range of modalities favoring effective, depolarizing intervention.

This guide offers an initial framework to inspire these interventions. It will need to be tested in practice, and expanded on the basis of experience in schools and the community.

WHY SUCH A GUIDE?

A plethora of documentation, guides and tools have been developed in recent years to help prevent and manage violent situations in schools. However, given how quickly young people's social and virtual lives are changing, we must continually reflect on these issues to keep these tools up to date.

Without being exhaustive, and as suggested by its title, this document has two goals to guide to an intervention carried out after a violent incident:

1. Offer a reflexive, flexible and adapted intervention approach following a violent incident at school, based on a systemic analysis of the situation that accounts for current social polarization issues for all actors involved.
2. Remind existing resources, particularly at the schools themselves, about how to help develop an appropriate intervention approach.

— A REFLEXIVE, FLEXIBLE AND ADAPTED APPROACH

This section aims to answer the question: what should be done after a socially polarizing event at school that could lead to, or raise the fears of, violent repercussions? This reflexive approach is flexible enough to adapt to specific school and social environments as well as to situations of polarization that arise. This approach is rooted in a mediating and ecosystemic evaluation approach that aims to continuously promote the quality of relationships between individuals in the school environment as well as between families and communities (Beaumont, 2014).

The quality of the school climate has been identified as an influential factor in preventing violence in schools. Multiple components impact the prevalence of violence: the quality of interpersonal relationships and social support, feelings of safety and justice, and commitment and attachment to the school environment. **The intervention must therefore aim to maintain (or re-establish) a positive and inclusive school climate** for everyone at the school who is affected by a violent event. Intervention is closely linked to prevention and must, as a whole, **stem from effective collaboration between the school, families, the community and its partners, such as community and religious organizations, universities, health centres, the police, etc.** This collaboration can improve not only what students and staff know about the phenomenon but also contribute to students' sense of safety at school (Cardin, 2014). Again, proactive collaboration between the school and families is a key aspect of a healthy and safe school environment, and therefore, key to preventing violence (Beaumont et al., 2014).

Ecological systems theory (Bronfenbrenner, 1979) is highly useful for evaluating situations that may arise in the school environment. Thanks to a global vision of all systems surrounding an individual that constantly interact, this approach offers a model of systems that can guide and frame the evaluation of this type of situation.

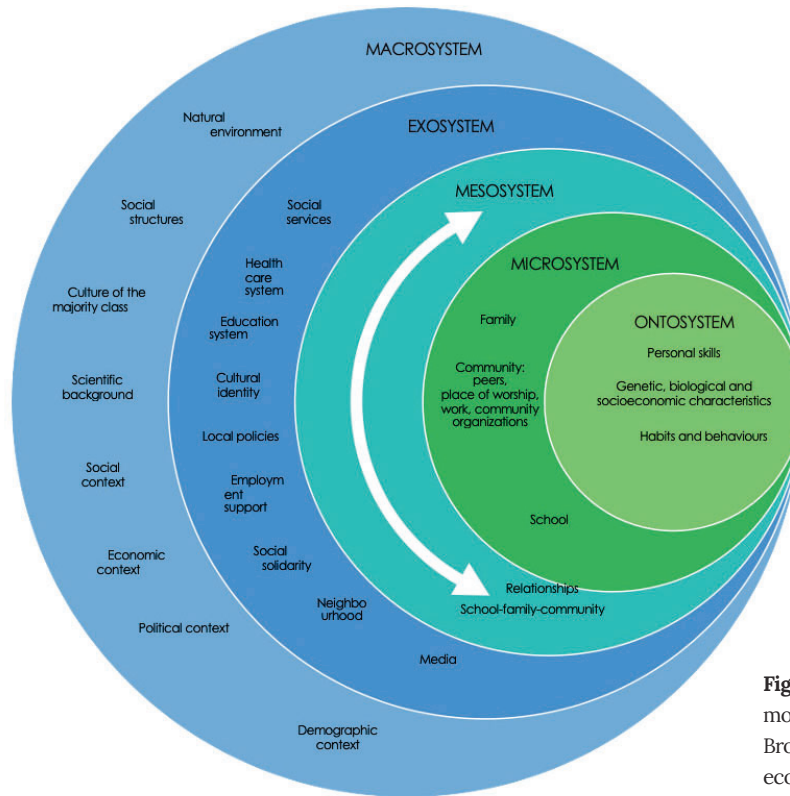


Figure 1. Ecosystem model, adapted from Bronfenbrenner's ecological systems theory (1979).

The **ontosystem** means individuals themselves: their personal characteristics (development, gender, age, etc.) that may be risk factors or protective factors. The **microsystem** is the immediate environment of students and school staff; in this case, their families, peers, and the school. The **mesosystem** refers to interactions between these microsystems, i.e. communication and interaction between families, the school and the community. The **exosystem** is the environment in which actors find themselves (social and family context: factors relating to the workplace, the neighbourhood and neighbourhood life). The **macrosystem** refers to the laws, values and beliefs of society as well as the dominant culture. Each system influences the others.

Analyzing a situation of social polarization or radicalization requires **looking at the characteristics of all systems and their interrelational dynamics to gain a global view of the aspects** that require attention for an intervention or follow-up plan.

The next section describes the proposed evaluation approach and is followed by four scenarios that illustrate situations of polarization that can lead to violence. These examples are based on events in Quebec schools where the proposed approach was applied.

EVALUATION/INTERVENTION APPROACH

— IMMEDIATELY WHEN THE EVENT TAKES PLACE

Apply the school's anti-bullying and anti-violence plan and other established protocols.

- Put an end to the situation of violence; emphasize that bullying or violent behaviour is prohibited at school.
- Ensure that everyone is physically safe. If possible, provide early care for the emotional safety of students and staff. Intervening rapidly to reassure everyone involved will minimize the impacts of adverse events.
- If violence is perceived as imminent: call security and/or support services.

17

44

— ONCE EVERYONE IS SAFE

1. Aim to **understand the situation** to:
 - **Determine its severity** and the risk that it will deteriorate in the short to medium term.
 - Take immediate steps to keep the situation from getting worse (e.g. inform the parents, take immediate steps to protect those involved).
 - Understand and document different perspectives about the situation: meet with all parties involved and show respect and empathy when getting their version of the incident, their interpretation of the facts, the associated emotions, and their view of how the situation may be resolved (or could get worse).
2. Offer “**psychological first aid**,”¹ (Cénat et al., 2020) to those involved (victims, perpetrators, direct and indirect witnesses of the violent act):
 - Provide a **safe space** for these people to talk about their experience without feeling judged or threatened. However, this is not always possible, and the desire not to say anything must also be respected and understood.

1 See box on page 19 for a description of psychological first aid.

- Offer non-verbal **methods of support and reassurance** to re-establish a climate of emotional security. This can take many forms depending on the environment (snacks, art or relaxation activities, etc.).
- **Reduce sources of stress or tension**; this may include postponing academic activities until students and teachers become more emotionally available again.

Posture to Adopt

- Show **respect** for multiple points of view, even if these do not align with your beliefs and values. You can disagree while remaining respectful and while trying to understand the other person's position.
- Do not try to immediately determine who is right and who is wrong; the goal is to **create a dialogue** and not to immediately reach a consensus. Even if one position seems to be right as per prevailing social norms and school regulations, this position may not be considered legitimate by all actors involved. Social harmony at the school will benefit from a focus on these issues.
- Understand the **fears and strengths of each party involved**.
- Have **open conversations** with the victims, witnesses and perpetrators by trying to understand their perspectives (which does not mean justifying them) and trying to engage them in dialogue, if this seems possible. Important: Pushing people to listen to the other party when they are not ready can increase divides within the school community.

18

44



Who is involved (students, staff, parents, communities)? What are their needs? Use the ecosystem model to identify the actors involved. **(Refer to the ontosystem and microsystem)**

What are the general relationships between the actors? Are there any past tensions, alliances or incidents that could retrigger or ease the conflicts? **(Refer to the mesosystem)**

What is the nature of the conflict? How does each actor understand and explain the situation? Are there multiple interpretations of the situation? Do these interpretations represent the positions of social and/or family groups?

What are some credible resources for each party?

Could they be involved to look for solutions?

- Identify internal resources (school team and professional resources) to develop an intervention approach.
- Identify external resources (e.g. social and community officers, community and religious resources, CISSS or CIUSSS teams, polarization team, CPRLV) to carry out the intervention process.

— EVALUATION OF THE SITUATION

- Develop a multi-level intervention approach that includes measures for:
 - Students (victims, witnesses, perpetrators)
 - School staff
 - Peers/classes
 - Families (of the victims, witnesses, perpetrators)
 - School/school service centre
 - Neighbourhood, community and city partners
- The people who help implement the intervention approach must be involved in developing it as part of a co-building effort. The unilateral imposition of a process could be perceived as violent and could aggravate tensions.

19

44



Which people are best positioned to connect with these actors? (significant people for the community / trusted people for these actors)?

Psychological first aid is an approach recommended by the World Health Organization that focuses on providing early, non-specialized modular care to people to restore their emotional safety after a disaster or other traumatic event that may decrease the protective nature of their environment. This approach includes actions and measures to provide people with verbal and non-verbal support and reassurance.

According to Cénat et al, (2020), the goal of this care is to create safe spaces for people to talk about their experience, **if they wish to share**. Ideally, this type of intervention should take place in a calm environment that lets people verbalize their experience and express their emotions. In all cases, the proposed core actions may be based on the culture, religion and traditions of the people involved. Great care must be taken, however, to ensure that everyone feels respected, which is not easy to do in environments of great diversity.

During the initial psychological care, it is important to be present and available so that the individuals affected can express themselves or simply feel supported by an empathetic group in a climate of empathy. “Active listening” (Cénat et al., 2020, p. 3) will also be an opportunity to provide the right information to reassure people and reduce their anxiety. Referring them to the appropriate resources for their needs and the needs of those around them is also a priority. Depending on the situation, a good idea would be to evaluate whether the person poses a risk to themselves or others and to intervene quickly by mobilizing resources that are able to apply this type of intervention.

It is also important to provide care for the work team by offering them supportive spaces so that they can share their experience of the violent incident without judgment or blame (Cénat et al., 2020). Encouraging discussion and reflection and even offering mediation on possibly divergent viewpoints can help prevent conflicts from erupting during these periods of possible feelings of intense fear, uncertainty and anger. This means engaging everyone's strengths and accounting for their limitations so that they can cope with problems.

20

44

— DURING THE INTERVENTION

- Provide individual or group **psychosocial support** as per your analysis of the situation. If mistrust is high, discussion groups are unlikely to be effective. In this case, individual meetings or non-verbal methods are preferred.
- A distinction must be made between **trauma, grief, and traumatic grief**. In situations of grief, culturally supportive rituals are recommended. Trauma requires specific strategies to restore a sense of safety.

- Mobilize the entire school team to **establish a supportive environment and routine** for both students and staff. A routine will let you anticipate what will happen and help reduce anxiety.
- Show **allyship with families and their communities** by communicating with them in a warm and empathetic way. This communication may initially be done in writing, but face-to-face meetings and a phone line are also important to let parents express themselves and also to reassure them.
- **Establish or renew relationships with the appropriate community and religious organizations.** When people experience divisions or mistrust, these organizations are invaluable allies to support people who do not feel represented at school.
- **Keep whatever the actors say confidential.** Whenever possible, foster the inclusion of students at the school by choosing consequences that let them make active reparations or get them involved in the community. Social exclusion and legal action are generally not effective solutions to violence and should only be used as a last resort.
- **Refer the person to health or social services as necessary.** Most acute grief and stress reactions should be considered normal and do not require specialized help, especially if this is not immediately available. However, if psychological distress and the associated disability have not decreased one month after the event, a referral to mental health services will be necessary.

21

44

— OVER THE LONG TERM

- Develop an awareness and prevention plan for future incidents with the actors involved (e.g. students, school staff, community and religious organizations) by focusing on the most sensitive and conflictual topics for the school community identified in the evaluation.
- Carry out awareness activities at different levels (e.g. with students, in classes, at the school) to reduce tensions in these areas.
- Improve the school climate and the well-being of the school team. These are key factors when it comes to prevention.



Useful resources for developing intervention approaches:

- Final Report of the Task Force on Equity, Diversity and Inclusion of the Lester B. Pearson School Board. Putting the Learner First. LBPSB
<https://www.lbpsb.qc.ca/wp-content/uploads/2021-Task-Force-Final-Report.pdf>
- Guide on inclusion, community life and preventing polarization at secondary schools (in French). IRIPI.
<https://iripi.ca/wp-content/uploads/2021/12/Guide-Prevention-en-milieu-scolaire-Janv22.pdf>
- Teaching guide on Discussing sensitive topics with students:
<https://static1.squarespace.com/static/64e3988ec53a7021c13b6444/t/663a79953e9d96158c70fcbd/1715108246781/Discussing+sensitive+topics+with+students.pdf>
- A guide for school staff to understand violent radicalization among young people for more effective action (in French):
https://static1.squarespace.com/static/64e3988ec53a7021c13b6444/t/65d4f9b1a07e276e30c65334/1708456369201/Comprendre_pour_mieux_agir_FINAL.pdf
- A guide for teachers and education professionals to lead discussion groups at school (in French):
<http://sherpa-recherche.com/wp-content/uploads/Mener-des-groupes-de-pa-role-en-contexte-scolaire.pdf>
- Talking about sensitive or violent subjects. Brochures and videos (in French):
<https://sherpa-recherche.com/realisations/sujets-sensibles/>
- Project SOMEONE (SOcial Media EducatiON Every day). Different educational resources to counter violent and polarizing discourse in public spaces:
<https://projectsomeone.ca/resources/>

HOW TO APPLY THESE PRINCIPLES



SCENARIO 1 – Hate incidents and retaliation

A conflict between two students at a high school has degenerated. One student called the other the “n-” word. The student who was insulted told his friends about it, and as a group, they attacked the other student after school. There were threats of retaliation on social media following this attack, and the younger brother of the boy who was attacked feared for his safety. This was not the first event at the school in which racist insults were used in a conflict between students. The school authorities are not sure what to do and have never intervened specifically about the use of this word.

What can the school team do?

23

44

— IMMEDIATELY AT THE TIME OF THE EVENT

The event took place off school grounds. The school team could therefore not immediately intervene. However, the fear of retaliation required urgent action to calm the situation. Some parents may have already contacted the police or taken other actions.

— ONCE EVERYONE IS SAFE

- ➔ Actively reach out to everyone involved so that they can talk about what they are going through and how they understand the situation. In this case, for example, the family and community of the student who was insulted may fear that the intervention will only target the students who perpetrated the physical violence.
- ➔ Learn more about the situation by talking to all actors and partners involved and by holding open conversations with the victims, witnesses and perpetrators.
- ➔ When it comes to threats of retaliation, a situation assessment will help identify the actual risk of further acts of violence in the school or in the neighbourhood. How can we ensure that the students who felt hurt and/or discriminated against feel a sense of justice without resorting to violence? How can we get them to take responsibility for their actions and understand that their anger, while legitimate, does not justify violence? How can we intervene with the young person who made the insult? Why would he use this word even in a conflict? How can this be prevented from happening again?



Who is involved (students, staff, parents)? What are their needs?

The needs and interpretations of many actors must be taken into account: the student who was insulted; the student who was attacked; the friends of each student; the family (parents, brothers and sisters) of each student; the other students in the students' classes and at the school; the teachers and communities outside the school (in this scenario, the Black community and the communities of the other students involved, i.e. majority community or other minority communities).

What are the relationships between the actors, generally speaking? Have there been any past tensions or incidents that could retrigger conflicts?

This event may reveal existing tensions between:

- students
- students and school staff
- staff members
- parents and school staff
- society in general (between minority and majority groups)

It is important to consider whether any previous situations could aggravate the current one. Is this an isolated situation, or is it part of a history of tension and conflict? At school or in the neighbourhood? How were previous situations handled by the school? Did the victims of racism feel they were listened to and taken seriously? The international situation can also be important: during the pandemic, the Black Lives Matter movement highlighted systemic racism but irritated some segments of the population.

What is the nature of the conflict? Are there different interpretations of the situation?

This incident was explicitly linked to racism, but it may also signify other representations and have different meanings for different groups.

- Is the student who insulted the other one aware how hurtful this word is? It is important to understand this student's experience to intervene appropriately: has this student also experienced violence/bullying, and if so, about what and from whom?
- As for the Black students who were insulted and others from these communities who attend the school, do they feel supported given their experiences of discrimination? Do they feel they have recourse to protective measures in these situations, or do they see violence as the only solution?
- For the friends of the student who was attacked, do they feel injustice or fear about this situation? How do the families understand what happened? Are they being supported by their communities?

— AFTER EVALUATING THE SITUATION

→ Identify the internal resources available to develop an intervention process.

Does the school have access to social and community officers, social workers, psychoeducators, psychologists or other professionals to provide support to the students, their families, and the school team? Does the community find them credible?

Are there any community or religious organizations in the neighbourhood that represent or have a trusted relationship with the Black community? How can you call upon these resources to foster relationships of trust and support between the school and the Black community?

→ Develop a multi-level intervention approach after determining the needs of all individuals and groups.

Students (victims, witnesses, perpetrators)

You need to make the student who used the “n-” word aware that this word is offensive to a large group of people not only because of the history of oppression and humiliation that it evokes but because this language is experienced as degrading. It must not be used, even in situations of interpersonal conflict.

For both groups of students, **their desire for justice and solidarity** must be recognized; however, they must be reminded that violence is not allowed and must be encouraged to find alternative solutions to their conflicts.

In accordance with the school's code of conduct or anti-bullying and anti-violence plan, consequences may apply. Physical aggression is usually more serious than insults. Overall, choose proactive consequences that focus on community participation and try to minimize consequences that generate feelings of exclusion or humiliation, which often increase conflict and violence in the medium and long term.

School staff

Provide a space for school staff to talk about their fears and reactions to the event.

Are there any racial tensions among members of the school team? Is the racism experienced by students trivialized by school staff? Do some people feel that racism is downplayed? Or, on the contrary, that you are no longer allowed to say anything if you are a White Quebecker? What mechanisms could be put in place to encourage positive relationships on the school team?

Peers / classes

Can **young people make their voices heard at the school**? Can they share their experiences, fears, failures, achievements, wishes and dreams?

Should in-class **awareness workshops** be organized to talk about racism, discrimination, forgiveness, and ways to resolve conflicts without resorting to violence? Are these subjects too difficult to broach right now?

Would students be interested in forming a youth committee to find solutions to racism or improve intergroup relations at their school?

Families (of victims, witnesses, perpetrators)

Invite the parents of the students involved to express their reactions to the situation, discuss ways to help people to get along at school and in the neighbourhood, and help develop a plan to improve intergroup relations at the school or school service centre, if applicable.

School

School staff, or interested members of the education community, could form a **committee to discuss intercommunity tensions and racism at school**, not only among students but also in professional relationships between teachers or between teachers and their students.

Neighbourhood, community and city partners

Community and/or religious organizations will be an important resource in this situation, as they can help the school build trust between communities.

26

44



Who are the best people to establish connections with everyone involved? (significant people in the community / people trusted by the actors involved)

Do the students feel safer or have more confidence in certain teachers or staff members?

Useful resources to develop intervention approaches:



- ➔ RAPS and CoVivre team (2021). What if we talked about racism? A pedagogical to leading a respectful discussion around racism in the classroom. <https://sherpa-recherche.com/wp-content/uploads/2021/02/Guide-pedagogiqueEN-1.pdf>
- ➔ Safe at school: <https://www.safeatschool.ca/>
- ➔ Mental health for everyone: Anti-racism training: <https://mentalhealthforeveryone.ca/?q=fr/page/home>
- ➔ Racism and anti-racist education. Web documentary (in French): <https://webdocumentaire-racisme.uqam.ca/>



SCENARIO 2 – Religious and sexual diversity

A 12-year-old girl came out to her class that she is gay. Some of her practising Christian peers insulted her and started reading religious passages to convince her that her sexuality is a sin. The school staff are unsure how to handle this situation because sexuality is not a topic they are comfortable talking about with such young students.

What can the school team do?

— IMMEDIATELY WHEN THE EVENT TAKES PLACE

In this situation, the violence was verbal and there is no fear of an imminent escalation into physical violence. However, it is important to put a stop to the situation and remind everyone that bullying and violent behaviour are not allowed at school. The school must allow for different interpretations of the situation, support all actors involved, and make everyone aware that different points of view, beliefs and values are possible and must respectfully coexist. (No one can impose their point of view on anyone else.)

27

44

— ONCE EVERYONE IS SAFE



Who is involved (students, staff, parents)? What are their needs?

Consideration must be given to the needs and interpretations of the student who experienced the violence, the students who acted violently, the families of the students, and perhaps the school staff, depending on their reactions to the event. It is quite possible for a diversity of perspectives to coexist within the school team.

What are the relationships between the actors, generally speaking? Are there any past tensions, alliances or incidents that could retrigger or ease the conflicts?

Is this an isolated situation or part of a history of tension? How does the school deal with issues about sexual orientation or gender identity for this age group? Are LGBTQ2S relationships taboo or a topic openly discussed by the school community? How and by which groups?

What is the nature of the conflict? Are there different interpretations of the situation?

This incident involves homophobia, tension between different religious beliefs, and bullying. The response to the situation should follow the typical intervention model for bullying. However, you must also educate the students about sexual/gender diversity while respecting everyone's beliefs.

— AFTER EVALUATING THE SITUATION

→ **Determine the resources available internally** to develop an intervention approach.

→ Sexuality education content? A CLSC nurse or youth or school team?

→ **Determine the resources that are available externally** to complement the intervention approach.

Can any community organizations in the neighbourhood support the school to develop an awareness plan around sexual/gender diversity?

Could religious leaders from the communities involved help calm tensions?

→ **Develop a multi-level intervention approach** after determining each individual's needs.

Students (victim of the bullying, perpetrators of the bullying)

For the **student who was bullied**, offer support and listening so that they feel safe and feel like they belong at school. This should also be done for other students in the LGBTQ2S community.

For the **students who did the bullying**, remind them that bullying is not tolerated and how it is important to respect different points of view and multiple ways of being. This is an opportunity to discuss respect for personal and family beliefs but also the importance of not imposing them on others.

For other students who may be disturbed either by the fact that the student came out or by the bullying, the issue of sexual orientation and homophobia needs to be explained in simple terms.

School staff

Provide a listening space for school staff to talk about their reactions to the event.

How do school staff feel about this event? What support do they need to feel equipped to deal with the situation?

Peers/classes

It would be useful to organize in-class **awareness workshops**. Depending on the needs of the students, and the parents' openness to them, these workshops could focus on sexual/gender diversity or simply address respect for different beliefs and values and for multiple ways of being.

Families (of the victims, witnesses, perpetrators)

The school should create a space to listen to families' reactions to this event and get parents involved in choosing strategies to promote respect for different types of diversity.

School

Reflect on a strategy to deal with issues related to sexual/gender diversity and respect for different beliefs and values.

Neighbourhood, community and city partners

Community organizations (and possibly religious leaders) could support the school to develop awareness workshops for students, especially if the school staff do not feel equipped to do so.

Examples of these organization include:

- Le JAG <https://lejag.org/> (Montréal region)
- GRIS Estrie <https://griestrie.org/>
- GRIS Chaudière-Appalaches <https://www.grischap.org/>
- GRIS Mauricie/Centre-du-Québec <https://grismcdq.org/>
- GRIS Montréal <https://www.gris.ca/>
- GRIS Québec <https://grisquebec.org/>

29

44



Useful resources to develop an intervention approach:

- Kaléidoscope Québec. Children's books for an egalitarian world (in French):
<https://kaleidoscope.quebec/category/diversite-sexuelle-et-de-genre/>
- Improved understanding and practices for sexual and gender diversity in schools – Guide for educational institutions:
https://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/Guide-diversite-AN.pdf
- Mandatory sexuality education, I'm informed! – A guide for parents (English, French and Arabic) and for multi-ethnic schools:
<https://edusexjeuxsavoir.ca/nos-ressources>



SCENARIO 3 – Adopting far-right ideologies

A 15-year-old student with a keen interest in the Second World War has drawn swastikas all over his school books. He says that no one wants to be his girlfriend because he is not tall or handsome enough; he blames feminists and makes inflammatory White supremacist remarks in front of his peers. He is very angry. His teachers feel helpless and frightened by the situation.

What can the school team do?

— IMMEDIATELY WHEN THE EVENT TAKES PLACE

Even in a situation that does not involve direct physical violence, it is nevertheless important to recognize symbolic violence and evaluate not only the risk that the person will carry out the act but also the impact of this speech on other students.

— ONCE EVERYONE IS SAFE

30

44



Who is involved (students, staff, parents)? What are their needs?

It is important to better understand the needs of the student making White supremacist and anti-feminist comments to his peers as well as the needs of students or school staff who have been affected and may feel less safe at school.

What are the relationships between the actors, generally speaking?

Have the parents been informed of their son's comments and beliefs? Is the student isolated or does he have a support group at school or online? Is there a history of tension or incidents that could retrigger conflicts?

What is the nature of the conflict? Are there different interpretations of the situation?

This incident involves both racism and sexism and political ideologies more broadly (in this case, the far right). You must evaluate whether the student has other issues (e.g. very often isolation or mental health problems) driving his interest in more radical ideologies.

— AFTER EVALUATING THE SITUATION

- ➔ **Determine the resources that are available internally** and externally to develop an intervention approach. Can the school's team professionals be involved? Can the resources of the CISSS or CIUSSS or the polarization team meet with the young person if need be?
- ➔ Develop a multi-level intervention approach after determining the needs of all individuals and groups.

Students

For the student making White supremacist, anti-feminist and racist statements, it is important to have him undergo a psychosocial assessment to determine whether his changes in behaviour stem from losses or past or recent events in his life and/or mental health issues. For example, depending on what the assessment shows, the intervention could focus on developing the student's social skills to help him feel more confident and comfortable in his social relationships, address a problematic family situation, or set up a specific treatment (with resources outside the school). The intervention must also focus on the teen's emotions to help him to make sense of these feelings and channel them into other ways of regaining power.

For students targeted by the White supremacist, anti-feminist and racist comments, provide support and active listening to reassure them and ensure that they feel safe at school and that the school condemns these remarks.

School staff

Offer a **listening space** to school staff to talk about their reactions to the event.

Determine whether they need support to address these topics.

Peers/classes

Depending on the severity of the White supremacist and anti-feminist comments, it might be important to create space in the classroom to discuss the social and historical origins of these ideologies, the associated risks, and community life.

Families (of victims, witnesses, aggressors)

It is also important to **ensure that the student and his family have the necessary support** at home and to ensure that, while expressing disagreement with his comments, they do not feel rejected, which would exacerbate the problem and the risk.

The school should **create a space to listen to the reactions of the families** of the students concerned in regard to this event (if they have been informed).

31

44



Useful resources to develop an intervention approach:

- ➔ What if I was wrong? – Educational guide <https://etsjavaistort.org/en/home/>
- ➔ PhiloJeune project (in French): <https://philojeunes.org/philojeunes/>



SCENARIO 4 – Threat of a mass killing

Students at a high school tell their teacher that they overheard another group of students talking about how they could go about killing many students at the school. Some said they already had the means to do so and urged the others to join them right away. The other students are very upset and fear for their safety.

What can we do as a school team?

— IMMEDIATELY WHEN THE EVENT TAKES PLACE

In this situation, there is an **imminent threat of violence**. Contact the police right away and take the necessary steps to keep everyone safe.



Refer to the school's EMERGENCY PROTOCOL.

— ONCE EVERYONE IS SAFE

This situation may require external resources, such as:

→ The Polarization Clinic team at the CIUSSS West-Central Montreal



514-267-3979

→ Centre for the Prevention of Radicalization Leading to Violence (CPRLV)

→ <https://info-radical.org/en/> OR 1-877 687-7141, ext. 116

→ Director of Youth Protection



Who is involved (students, staff, parents)? What are their needs?

It is important to understand the needs of everyone who fears for their safety or that of their loved ones (the students involved in planning the mass killing, other students, staff, parents). We need to consider the potential perpetrators as well as the potential victims and witnesses of the plan.

What are the relationships between the actors, generally speaking? Are there any past tensions, alliances or incidents that could retrigger or ease the conflicts?

Have there been any other incidents of violence at this school or other schools in the neighbourhood?

Could this plot be a copycat attempt?

Have there been any stories of mass killings in the media recently? Is the current situation retriggering trauma in the students involved? Are the students making connections with other local or international events that could worsen their feeling of being unsafe at school?

What is the nature of the conflict? Are there different interpretations of the situation?

It will be important to **determine the motivations of the students involved in the plan to carry out violence at the school**. Do they belong to radical groups (e.g. online)? Do they have a dystopian view of the world? Do they have mental health problems? Are they aware of the seriousness of what they are saying and the fear they caused in other students? Have they experienced bullying (from ethnocultural, religious, gender or sexuality issues or learning difficulties) leading them to feel like an outcast socially and/or at school? **Each student may have taken a unique path, meaning that you cannot lump everyone together even if they have the same plan.**

33

44

— AFTER EVALUATING THE SITUATION

→ **Determine the resources available internally and externally** to develop the intervention approach.

→ **Develop a multi-level intervention approach** after determining each individual's needs.

The students who made the plan

Based on the psychosocial and psychological assessments of the students who made the plan, offer the appropriate services in collaboration with external resources. A change of school may be necessary when a situation gets a lot of media attention. This decision should not be a first resort. It should be noted that expulsion or home schooling are not appropriate or favourable measures, and exacerbate the risk in the medium term.

School staff

Offer **discussion groups for school staff** to talk about their reactions to the event. If school staff need additional or specialized support, refer them to the appropriate resources.

Consider the **option of offering group support**, such as psychoeducation workshops, to develop concrete tools to help people regulate the emotions triggered by the situation.

Peers/classes

Offer **discussion groups for students to express their fears** about the threat of a mass killing, if rumours about them are rampant. It is important to figure out what students need in order to feel safe at school. It is also important not to demonize the young people involved, as this can increase the risk of a copycat act.

If students **need additional or specialized support, refer them to the appropriate resources.**

Think about **offering group support**, such as psychoeducation workshops to develop concrete tools to help people regulate the emotions triggered by the situation..

Families (of victims, witnesses, perpetrators)

It will be important to **evaluate the home environment of the students involved** to determine whether they are having trouble at home.

The school should **create a space to listen to the families** of students and their reactions to this event.

School

Following the events, you must follow up with the students involved, regardless of the school they attend. It will be important to take action to make students and staff feel safe.

If any factors in the school climate precipitated or aggravated the incident, you must also think about improving the school climate and relationships between students. It is worth remembering that increased suspicion and exclusionary measures generally only make those targeted angrier and therefore increase the risk of violence.

SUMMARY

This guide proposes a systemic analysis of the current issues of social polarization for all the actors involved. The goal is to evaluate the situation based on the ecosystemic analysis framework and to focus on relational dynamics to gain an overall view of the situation and understand the mechanisms that led to it.

Below is a summary of the proposed approach:

— IMMEDIATELY WHEN THE EVENT TAKES PLACE:

1. Put a stop to the violent situation (contact security services if the threat of violence is imminent).
2. Ensure that everyone is physically safe.
3. If possible, provide emotional care to students and staff.

— ONCE EVERYONE IS SAFE:

1. Try to understand the situation by learning more.
2. Offer “psychological first aid” to those involved (victims, perpetrators, direct and indirect witnesses of the violent act).
3. Initiate a conflict resolution process.

In all cases, try to understand the different perspectives about the situation and respect these viewpoints, which does not mean agreeing with them. The aim is to create a dialogue by being empathetic and respectful and to avoid moralizing.

To better understand the situation, ask the following questions: Who is involved (students, staff, parents)? What are their needs? What are the relationships between the actors in general? What is the nature of the conflict? Are there different interpretations of the situation?

— AFTER EVALUATING THE SITUATION

- ➔ Determine the resources that are available internally and externally to develop an intervention approach.
- ➔ Develop a multi-level intervention approach after determining the needs of all individuals and groups. This approach must include measures for:
 - ➔ Students (victims, witnesses, perpetrators)
 - ➔ School staff
 - ➔ Peers/classes
 - ➔ Families (of the victims, witnesses, perpetrators)
 - ➔ School/school service centre
 - ➔ Neighbourhood, community and city partners

The people who help implement the intervention approach must be involved in developing it as part of a co-building effort. The unilateral imposition of a process could be perceived as violent and could aggravate tensions.

Remember that active listening, empathy and respect for everyone involved—no matter their beliefs, values and viewpoints—promotes dialogue and harmony.

STRUCTURED APPROACH TO ADDRESS POLARIZATION OR VIOLENT RADICALIZATION				
Analyze the situation 1) Perform a risk assessment based on the individual profile and social situation (risk and protective factors). * 2) Leverage existing resources, particularly: the school's anti-bullying and anti-violence plan, ¹ code of conduct and safety rules, and an agreement between the school and police services. ²				
Type of intervention / event	Questions to ask	Needs	Possible resources	
Universal intervention Raise awareness and provide information in connection with social polarization/violent radicalization.	Who is the target: Students? Staff? Parents? What local resources are available internally and externally?	Awareness and Information	- School service centre (SSC) and school board (SB) resources: SW, psychologist, psychoeducators, others + health services ³ - Specialized resources: Polarization Clinic team ⁴ : https://www.ciusswestcentral.ca/programs-and-services/critical-incidents-and-crises/polarization-clinic/ https://www.ciusswestcentral.ca/programs-and-services/critical-incidents-and-crises/polarization-clinic/ Centre for the Prevention of Radicalization Leading to Violence (CPRLV): https://info-radical.org/en/history/	
Targeted intervention Intergroup conflict at the school <i>Characteristics: social political or economic issues, either real or perceived, that are impacting or undermining community life can cause tension between groups.</i>	Who is involved: Students? Staff? Parents? What is the nature of the conflict?	Awareness and intervention	School intervention team SSC-SB resources + local services Specialized resources: Polarization Clinic team CPRLV	
Hate incidents <i>Characteristics: non-criminal behaviour that affects the sense of individual or group safety. E.g. insulting a person or ethnic group on social media.</i>	Who is involved: Students? Staff? Parents? What is the nature of the incident?	Awareness and intervention	School intervention team Police/school partnership SSC-SB resources + local services Specialized resources: Polarization Clinic team - CPRLV	

¹ An Act to prevent and stop bullying and violence in schools: legal document on the prevention of violence and bullying.

² Regulation respecting agreements entered into by school service centres with respect to collaboration with police forces for prevention and investigation purposes and interventions by police officers in an emergency or when an act of bullying or violence is reported.

³ Local services: CIUSS and CIUSSS, community organizations, neighbourhood mediators, community cooperation and outreach team.

⁴ Team based at the CLSC Parc-Extension, CIUSSS-WC that has a province-wide mandate. Fully confidential support, advice, evaluation and intervention about issues of social polarization.

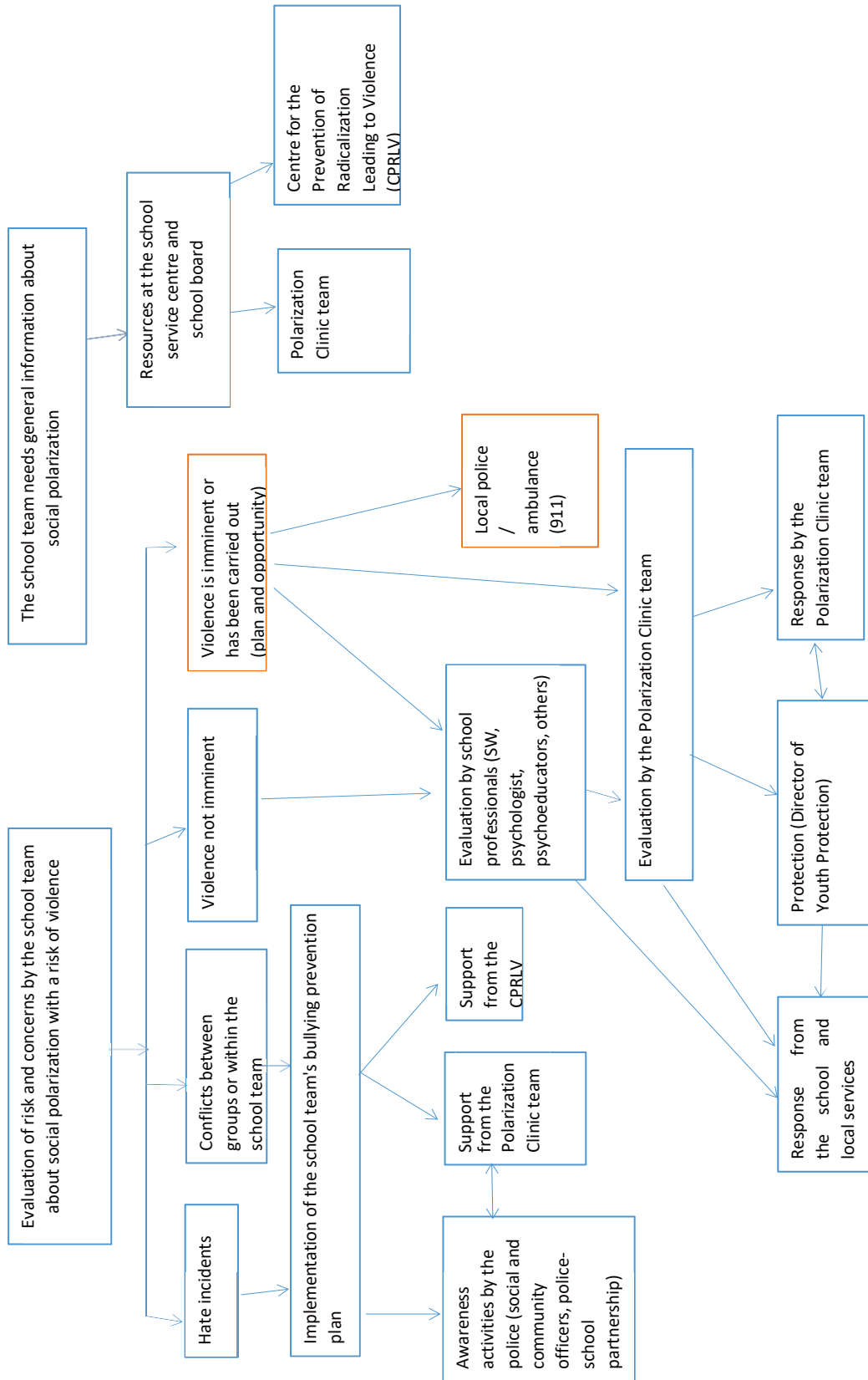
⁵ Fully confidential prevention and support services to address radicalization.

Individualized, intensive intervention	Violence <i>Adoption of an ideology that becomes a framework for life, action and meaning.</i> <i>Belief in the use of violent action to make one's cause heard</i>	Violence not imminent	Who is involved: Students? Staff? Parents? What is the nature of the violence?	Evaluation, response and intervention	Professional team from the SSC or SB (SW, psychologist, psychoeducator, others) to evaluate and respond to the situation (if not available: refer these aspects to another team) SSC-SB resources + local services Local services Specialized resources: Evaluation and response (if required) by the Polarization Clinic team Director of Youth Protection (DYP): https://www.quebec.ca/en/family-and-support-for-individuals/childhood/services-youth-difficulty-families/youth-protection/director-of-youth-protection-dyp
		Violence imminent (determined plan that could be enacted)	Who is involved: Students? Staff? Parents? What is the nature of the violence? What is the actor's plan?	Risk assessment (suicide, homicide, harm) Response and intervention (rapid)	Professional team from the SSC or SB (SW, psychologist, psychoeducator, others) to evaluate and respond to the situation (if not available: refer these aspects to another team) Resources from the CSS and school board + local services Police, 9-1-1 Specialized resources: Evaluation and response by the Polarization Clinic team Director of Youth Protection (DYP)

*Protective factors: stable social network, tolerance of diversity, resilience, healthy family environment, does not believe in the effectiveness of violence to end a situation

*Risk factors: Difficult life events and history of personal or family violence.

DECISION TREE FOR REFERRALS IN SCHOOL SETTINGS



*The Polarization Clinic team is available to support this process across Quebec.

USEFUL RESOURCES

Ministère de l'Éducation

https://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/adaptation_serv_compl/Feuillet-violence-relations-interculturelles-EN.pdf Violence in intercultural relationships: Let's work on it together!

https://www.mrif.gouv.qc.ca/content/documents/fr/PLN_Radicalisation.pdf Guide to act against, prevent and detect radicalization in Quebec to improve community life (in French).

<https://www.mfa.gouv.qc.ca/fr/publication/Documents/action-plan-bullying-2020-2025.pdf> Working together toward a society free of bullying. Concerted action plan to prevent and counter bullying and cyberbullying 2020-2025.

http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/adaptation_serv_compl/presencepoliciere.pdf Framework for a police presence at educational institutions (in French).

IRIPI and MEQ

<https://iripi.ca/wp-content/uploads/2021/12/Guide-Prevention-en-milieu-scolaire-Janv22.pdf> A guide to preventive practices at secondary schools to promote inclusion and social harmony and prevent polarization (in French).

Centre for the Prevention of Radicalization Leading to Violence (CPRLV)

<https://etsijavaistort.org/en/educators-guide/> Educator's guide: What if I was wrong?

Stop Cyberviolence campaign

<https://stopcyberviolence.org/> Teaching Guide, Learning and Evaluation Situation (LES): Cyberviolence Among Teens

Table de concertation des organismes au service des personnes réfugiées et immigrantes (TCRI)

<https://jeunesimmigrants.wordpress.com/wp-content/uploads/2014/02/module-introduction1.pdf> Young immigrants and Quebec schools (in French)

Project SOMEONE (SOcial Media EducatiON Every day)

<https://projectsomeone.ca/>

Centre de développement pour l'exercice de la citoyenneté (CDEC)

<http://lecdec.org/> Educational guide on intercultural issues (in French)

UNESCO

<https://unesdoc.unesco.org/ark:/48223/pf0000244676> A Teacher's guide on the prevention of violent extremism

Institut Universitaire SHERPA <https://sherpa-recherche.com/realisations/guides-et-manuels/>

Talking about sensitive subjects with toddlers, children and young people. Toolkit (in French): <https://sherpa-recherche.com/realisations/sujets-sensibles/>

Parler d'événements violents avec les jeunes (Rousseau et al., 2018)

Parler de sujets sensibles avec les jeunes (Rousseau et al., 2018)

Parler d'événements violents avec les enfants Rousseau et al., 2018)

Aide-mémoire pratique pour les intervenant·e·s scolaires (Papazian-Zohrabian & Mamprin, 2022)

CoVivre Program <https://sherpa-recherche.com/en/sherpa/partner-projects/covivre-program/>

What if we talked about racism? A pedagogical guide to leading a respectful discussion around racism in the classroom. <https://sherpa-recherche.com/wp-content/uploads/2021/02/Guide-pedagogiqueEN-1.pdf>

Équipe de recherche et action sur les polarisations sociales (Research and action team on social polarization, RAPS) <https://www.equiperaps.ca/>

<https://sherpa-recherche.com/wp-content/uploads/Guide-La-radicalisation-menant-à-la-violence-chez-le-jeunes.pdf> Guide to help school staff understand and act on radicalization leading to violence among young people (in French)

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