



Police presence  
in educational institutions  
Frame of Reference

# Objectives of the conference

2

- Describe the Frame of Reference – Police presence in educational institutions
- Explain the Model agreement, Annex 4 of the Frame of Reference.

# Members of the Provincial Consultation Panel on Violence, Youth and the School Environment

3

- **Association des administrateurs des écoles anglaises du Québec (AAEAQ)**
- **Association des cadres scolaires du Québec (ACSQ)**
- **Association des centres jeunesse du Québec (ACJQ)**
- **Association des commissions scolaires anglophones du Québec (ACSAQ)**
- **Association des directeurs de police du Québec (ADPQ)**
- **Association des directeurs généraux des commissions scolaires anglophones du Québec (ADGCSAQ)**
- **Association des directeurs généraux des commissions scolaires du Québec (ADIGECS)**
- **Association montréalaise des directions d'établissement scolaire (AMDES)**
- **Association Provinciale des Enseignants et Enseignantes du Québec (APEQ)**
- **Association québécoise du personnel de direction des écoles (AQPDE)**
- **Centrale des syndicats du Québec (CSQ)**
- **Fédération des comités de parents du Québec (FCPQ)**
- **Fédération des commissions scolaires du Québec (FCSQ)**
- **Fédération des établissements d'enseignement privés (FEEP)**
- **Fédération québécoise des directions d'établissement d'enseignement (FQDE)**
- **Ministère de l'Éducation, du Loisir et du Sport (MELS)**
- **Ministère de la Justice du Québec (MJQ)**
- **Ministère de la Santé et des Services sociaux du Québec (MSSS)**
- **Ministère de la Sécurité publique du Québec (MSPQ)**
- **Service de police de la Ville de Montréal (SPVM)**
- **Sûreté du Québec (SQ)**

# Mission of the Provincial Panel

4

- Foster collaboration between the various partners in order to promote peaceful behaviour and the prevention and reduction of violence in our schools

# FRAME OF REFERENCE

## General objectives

5

### **In this Frame of Reference, the following objectives are pursued:**

- To invite educational institutions to use the Frame of Reference to reach an agreement and a plan of action with their police forces, while respecting the educational project and the success plan of the school or, in the case of a centre, its vocation, its objectives and its success plan.
- To supply an instrument to educational institutions and police forces, allowing them to intervene in an appropriate manner and with respect for the rights of the students, whether it is in a context of prevention and community relations, emergency, arrest or investigation.
- To invite the principals of educational institutions and police forces to regularly develop and maintain links of collaboration and communication and to foresee mechanisms encouraging the continuance of the action from one year to the next.
- To propose the means for police forces and educational institutions so that the latter remain places of education where the security and integrity of the students, youths and adults, are protected.

# Context

6

## □ Two ministers concern's: two action plans

1. The Ministère de la Sécurité publique produced the *Plan d'intervention québécois sur les gangs de rue 2007-2010*
2. The Ministère de l'Éducation, du Loisir et du Sport (MELS) produced the complete version of the 2008-2011 Action plan to prevent and deal with violence in the schools, entitled *Violence in the Schools: Let's work on it together!*

**Objective 1.2: Intervene effectively and ensure safety during exceptional situations in the schools.**

# Respective missions of the organisations

7

## School:

- Impart knowledge, foster social development and give students qualifications by way of an educational program and success plan;

## Police Force:

- Maintain peace, order & public safety;
- Prevent and suppress crime.

# Context

Research from the *l'Observatoire canadien pour la prévention de la violence à l'école*

- April and July 2009 - 773 private and public school principals in 17 administrative regions

## **Form of violence reported by school principals**

### **Primary and high school:**

- Verbal Violence 65 %
- Psychological Violence 48 %
- Cyber intimidation 37 %
- Physical Violence 26 %

## **Type of Collaboration Agreements between school and Police when needed to contain some violent situations**

- Preschool-Primary 65 %
- High school 86 %

## **Frequency of collaboration of the police in school by type of intervention**

- Prevention 77 %
- Investigation 41 %
- Emergency 31 %

In high schools, 77% of principals reported having to avail themselves of police service sometimes or very often with regard to criminality.

## **Type of collaboration/agreement (satisfaction expressed):**

- Informal agreement 86 %
- Formal agreement 97 %

However, 28 % of principals reported that partnerships with police force are difficult to bring about . The Frame of Reference has therefore been modified to include a model agreement.

# Anastasia's Law

9

## **Extracts from the *Act to protect persons with regard to activities involving firearms and modifying the Act respecting safety in sports (Anastasia's law)***

6. A teacher, professional or other person working at a designated institution who has reasonable grounds to believe that a person is contravening section 2, or that a firearm is on the premises of the institution, must advise the police of the situation immediately. This also applies to public transportation or school transportation, admission attendants and drivers with regard to persons who use such transportation.
  
7. A teacher or a professional occupying a management position at a designated institution who has reasonable grounds to believe that a person on the premises of the institution is behaving in such a way as to compromise the safety of that person or another person by the use of a firearm, must report that behaviour to the police, providing the latter only with such information as is required to facilitate police intervention. This also applies to public transportation or school transportation, admission attendants and drivers with regard to persons who use such transportation.

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**Extracts from the *Act to protect persons with regard to activities involving firearms and modifying the Act respecting safety in sports (Anastasia's law)***

8. A professional referred to in the second paragraph who, in the course of exercising his or her profession, has reasonable grounds to believe that a person is behaving in such a way as to compromise the safety of that person or another person by the use of a firearm, is authorized to report that behaviour to the police, providing the latter only with such information as is required to facilitate police intervention, including information protected by professional secrecy and despite any provision binding the professional to maintain confidentiality, particularly in matters regarding health and social services.

For the purposes of this section, a professional is

- (1) a physician; / (2) a psychologist; /
- (3) a vocational guidance counsellor or psychoeducator;
- (4) a nurse; or / (5) a social worker or marriage and family therapist.

The Government may, by regulation, make the provisions of the first paragraph applicable to a professional not mentioned in the second paragraph.

A professional referred to in this section who is in the situation described in this section is not required to comply with section 6.

# PROCESS OF COLLABORATION BETWEEN EDUCATIONAL INSTITUTIONS AND POLICE FORCES

This document is to be used as a guide to facilitate the process of collaboration between educational institutions and police forces. It allows them to determine locally the context of intervention in which the presence of the police is necessary, the type of intervention desired and considerations proper to their spheres of responsibility.

Effective collaboration must first of all bring the parties together around common goals. The goals that are at the basis of this partnership and are pursued jointly by the police forces and the educational institutions are the following:

- a) to prevent and reduce violence and criminality in the school and the school environment;
- b) to create a safe climate for everyone in the school community;
- c) to raise awareness of all persons in the school community regarding their roles and responsibilities as citizens.

This process of collaboration is based on the document *Frame of reference: Police presence in educational institutions*. It guides the partners in establishing common goals and suggests specific passages from the document. This model of agreement is also the result of a review of the international literature on the subject (Beaumont and Garcia, 2009) and a survey of the administrators of educational institutions in Québec in 2009. Examples of prevention or investigation situations and emergency contexts are provided, taking into account all forms of violence and all types of situations that may require police intervention in educational institutions (bullying, cyberbullying, discrimination, taxing, harassment, vandalism, assault, criminal activities related to street gangs, drugs, suicide).

The general objectives proposed in the model are based on those formulated in the *Frame of reference: Police presence in educational institutions*, while the key actions are examples of measures to be applied in specific contexts to attain these objectives.

Finally, the parties may make a verbal or written agreement, signed or not, on the objectives of the collaboration established in the various contexts of intervention.

# MODEL AGREEMENT OF COLLABORATION

## Context of intervention

12

- PREVENTION AND COMMUNITY RELATIONS
- EMERGENCY
- INVESTIGATION

## Points to be taken into consideration in drawing up an agreement

13

- The educational institution and the police force may select and adapt the general objectives and key actions in keeping with their needs and capacities, while respecting the legal and administrative frameworks, including, where applicable, the orientations and programs of the school board and the educational institution.

# 1. Intervention in the Context of Prevention and Community Relations

- **1.1 Develop responsible social behaviours and attitudes in students, young people and adults**
- **1.2 Maintain a preventative approach based on teaching respect, collaboration and sharing**
- **1.3 Encourage and undertake joint actions with different partners that can contribute to young people's development in a healthy and safe context**
- **1.4 Foster the involvement of parents who are key partners and play a primary role in the education of their children.**

# 1. Intervention in context of prevention and community relations

| General objectives  | Key actions (examples)   |  |
|---|--|--|
|   | Educational institution  | Police force   |
| <p><b>1.1 Develop responsible social behaviours and attitudes in students, young people and adults.</b></p> | <ul style="list-style-type: none"> <li>• Implement a training program in social skills (conflict management, expression of feelings, prosociality, etc.).</li> <li>• Put in place clear rules of conduct and safety measures that allow students to correct their mistakes and take the consequences for them, and see that these rules and measures are applied.</li> </ul>   | <ul style="list-style-type: none"> <li>• Collaborate with community resources in leading workshops in class in order to inform students and raise their awareness of the diversity and complexity of problems related to violence.</li> <li>• Inform students and raise awareness of the legal consequences of their actions.</li> <li>• Organize individual meetings to meet the specific needs of certain students (at-risk students, reporting, requests for support, etc.</li> </ul> |
| <p><b>1.2 Maintain a preventive approach based on teaching respect, collaboration and sharing.</b></p>      | <ul style="list-style-type: none"> <li>• Set up peer remediation mechanisms (school cooperatives, peer counselling, etc.).</li> <li>• Organize timetables that allow school staff to work in collaboration (among school teams and with partners).</li> <li>• Become associated with a residence for seniors in order to develop young people's desire to help others and provide seniors with intergenerational contact.</li> </ul> | <ul style="list-style-type: none"> <li>• Determine, where needed, the terms and conditions of police presence in the educational institution in order to promote and strengthen trust among members of the educational community.</li> </ul>   |

# 1. Intervention in context of prevention and community relations

| General objectives   | Key actions (examples)  |  |
|--|---|--|
|  | <b>Educational institution</b>  | <b>Police force</b>  |
| <p><b>1.3 Encourage and undertake joint actions with different partners that can contribute to young people's development in a healthy and safe context.</b></p> | <ul style="list-style-type: none"> <li>• Invite community organizations to meet with school staff and present the available local resources.</li> <li>• Become associated with university researchers (action research projects) to develop innovative approaches and evaluate their impact or to stay at the forefront of intervention recognized as effective in preventing violence and criminal behaviour.</li> </ul> | <ul style="list-style-type: none"> <li>• With the help of the administration, collaborate on the organization of a theme day on violence in the school, and invite students, parents<sup>2</sup> and teachers to participate in drawing up a school policy on preventing violence.</li> <li>• Participate actively, along with the school staff, in activities concerning violence in the school.</li> </ul> |

# 1. Intervention in context of prevention and community relations

| General objectives   | Key actions (examples)   |   |
|--|--|---|
|  | Educational institution  | Police force  |
| <p><b>1.4 Foster the involvement of parents who are key partners and play a primary role in the education of their children.</b></p> | <ul style="list-style-type: none"> <li>• At the beginning of the year, meet with parents to inform them of the school policy on preventing violence and the importance of their collaboration.</li> <li>• Set up an effective system of communication in order to reach the parents easily, when necessary.</li> <li>• Have parents take part in school activities promoting peaceful behaviour and respect for differences (e.g. different ethnic groups) and in important decisions on interventions.</li> <li>• Participate in organizing activities</li> </ul> | <ul style="list-style-type: none"> <li>• Participate in organizing activities to inform parents and sensitize, such as activities on:               <ul style="list-style-type: none"> <li>• the diversity and complexity of problems related to violence (street gangs, bullying, taxing, provisions of the law);</li> <li>• the importance of their collaboration in prevention, emergencies or investigations;</li> <li>• the role of the police in the school, availability and contact information.</li> </ul> </li> </ul> |

## 2. Intervention in an Emergency Situation

18

For a collaboration agreement in an emergency situation, refer to the emergency measures plan of the school board or the public or private educational institution and list below the actions already planned by the parties. In the absence of a plan, the objectives and the actions to be carried out concerning emergency measures should address the following points:

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## 2. Intervention in an Emergency Situation

19

- **2.1 Plan the procedure to be followed when an emergency situation requires the presence of police, for example, the case of an active shooter**
  
- **2.2 Put in place measures to counter any form of violence that may harm personal well-being**
  
- **2.3 Put in place a feedback (debriefing) process that includes all persons directly or indirectly involved in the critical event.**

# 3. Intervention in the Context of an Investigation

An investigation may be carried out at the request of the administration of the educational institution or following a decision by the police.

- **3.1 Provide the necessary information and plan the actions to be taken before police intervention in the context of investigation**
- **3.2 Determine the actions to be carried out during a police intervention in the context of investigation**
- **3.3 Put in place a feedback (debriefing) process.**

# Conclusion

Each entity has the responsibility to update the Frame of Reference by adapting it to their needs. It is our hope that it manages to prompt the representatives of the school and police to enter discussions in order to agree on the time and method of police interventions in educational institutions.

The object of a community effort should be to prevent and to check violence in the school environment, based on dialogue among the different partnership networks and begun from preschool education.

Constant and regular collaboration between police forces and educational institutions can ensure that the police presence within an educational institution is considered one of the leading elements capable of contributing to the education of youths and adults attending school.

Prevention of violence is the primary purpose. This is what reunites the two Partners: the school and the police force. Thanks to this collaboration, the police action will gain in efficiency and the school will gain in safety.