Dr. S.E. McDowell Elementary School

Western Quebec School Board

ANTI-BULLYING AND ANTI-VIOLENCE PLAN

FOR A HEALTHY AND SAFE LEARNING ENVIRONMENT

2026-2027

Québec

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PREAMBLE

Original text in French

The development of an anti-bullying and anti-violence plan is one process among a set of actions implemented by the educational institution to ensure a healthy and safe environment. The prevention of violence and bullying requires ongoing actions that depend, in particular, on the continuous and consistent application of the rules of conduct and safety measures approved by the governing board. In accordance with the Education Act (EA), the rules of conduct must specify, in particular:

- the attitudes and conduct that are required of students at all times;
- the behaviours and verbal or other exchanges that are prohibited at all times, including during school transportation, regardless of the means used, including social media;
- the applicable disciplinary measures, according to the severity or repetitive nature of the prohibited act.

Furthermore, the rules of conduct and the safety measures must be presented to the students during a civics session held each year by the principal in collaboration with the school staff. They must also be sent to the parents at the beginning of each school year (EA, s. 76). Often outlined in the educational institution's code of conduct, these rules of conduct are intended to ensure the best possible conditions for success and the proper operation of the school. They establish the expected everyday behaviours for fostering community life (e.g. respect, civility). The objective of the anti-bullying and anti-violence plan is to develop ways of preventing the occurrence of any situation of bullying or violence, and to plan out the actions to be taken when such a situation unfortunately arises.

In this template for the anti-bullying and anti-violence plan, the term "instigator" replaces the more widely used term "author," particularly in legal frameworks. The term "instigator" is thus used in this document except when those legal frameworks are cited.

INTRODUCTION

In order to clarify the duties and responsibilities of educational institutions and all school stakeholders involved in situations of violence and bullying, the Education Act (hereinafter, “EA” [CQLR, c. I-13.3]) requires every educational institution[1] to develop a plan aimed at preventing and putting an end to all forms of bullying and violence and, more specifically, at making the institution a healthy and safe learning environment, so that every student attending it can develop their full potential, free from any form of bullying or violence. In addition, the adoption of the Act respecting the National Student Ombudsman (S.Q., 2022, c. 17, hereinafter, “ANSO”) has led to further amendments to the EA.

In particular, the EA therefore stipulates the following:

- The principal shall see to the implementation of the anti-bullying and anti-violence plan, and shall promptly deal with any report or complaint concerning an act of bullying or violence that they receive or that the regional student ombudsman sends to the principal (EA, s. 96.12). The principal shall assist the governing board in the exercise of its functions and powers and, for that purpose, they shall coordinate the development, the review and, if necessary, the updating of the anti-bullying and anti-violence plan (EA, s. 96.13). The principal shall see to it that all school staff members are informed of the school’s rules of conduct, safety measures and anti-bullying and anti-violence measures, and of the procedure to be followed when an act of bullying or violence is observed (EA, s. 96.21).

- Every school staff member shall collaborate in implementing the anti-bullying and anti- violence plan and shall see to it that no student in the school is the victim of bullying or violence (EA, s. 75.3).

- The governing board is responsible for approving the anti-bullying and anti-violence plan, and any updated version of the plan, proposed by the principal (EA, s. 75.1).

- A document explaining the anti-bullying and anti-violence plan must be distributed to parents. The governing board shall see to it that the wording of the document is clear and accessible. The document must indicate that it is possible to make a report or file a complaint concerning an act of sexual violence to or with the regional student ombudsman and, for a person who is dissatisfied with the follow-up on a complaint filed with the institution, to use the complaint processing procedure provided for in the Act respecting the National Student Ombudsman (EA, s. 75.1).

- The anti-bullying and anti-violence plan must be reviewed each year, and updated if necessary. The principal of the school sends a copy of the anti-bullying and anti-violence plan and any updated version to the National Student Ombudsman (EA, s. 75.1).
- Each year, the governing board shall evaluate the results achieved by the school with respect to preventing and dealing with bullying and violence (EA, s. 83.1).
- A document reporting on the evaluation must be distributed to the parents, the school staff and the regional student ombudsman (EA, s. 83.1).

Conflict, violence or bullying?

Conflict	Violence	Intimidation
Real disagreement (about play, rules, paired or group work). There is a possible solution to the disagreement. There is an equal balance of power (same size, same influence, same role).	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 (EA, s. 13).	Any repeated direct or indirect behaviour, comment, act or gesture, whether deliberate or not, including in cyberspace, 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 (EA, s. 13).

Sexual violence
The *Education Act* does not provide a definition of sexual violence. However, reference to the following definition is suggested: The concept of sexual violence refers to any form of violence committed through sexual practices or by targeting sexuality, including sexual assault. It also refers to any other misconduct, including that relating to sexual and gender diversity, in such forms as unwanted direct or indirect gestures, comments, behaviours or attitudes with sexual connotations, including by a technological means (*Act to prevent and fight sexual violence in higher education institutions* [CQLR, c. P-22.1]).

GENERAL INFORMATION

CHARACTERISTICS OF THE EDUCATIONAL INSTITUTION

Name of the educational institution	Dr. S.E. McDowell Elementary School
Name of the CSS/CS	Western Quebec School Board
Type of instruction	English
Number of students	270
Other characteristics	NANS School
Values identified in the educational project	Dr. S. E. McDowell Elementary School will foster a safe, caring, diverse and inclusive community of learning wherein each student develops the skills to become a lifelong learner.
Objective(s) of the educational project in relation to the anti-bullying and anti-violence plan	The vision of the school, as expressed in the Educational Project, is to “build positive connections and relationships between staff, students, and the community.” Within this core is the notion of safety, security, and a sense of wellbeing at all times. These basic human needs for comfort is at the heart of our application of the ABAV plan: inclusivity, independence, and a safe environment for all students and staff involves an awareness of the potential for bullying and violence within the school community, and a mindset of removing these threats through a community effort.

INFORMATION ABOUT THE COMMITTEE

Name of the committee	Dr. S.E. McDowell Elementary ABAV School Committee
Name and role of the person responsible for coordinating the work of the committee (EA, s. 96.12)	W. Graydon Robson, Principal
Members of the committee (name and role) (EA, s. 96.12)	Tammie Hodgins Miller, Behaviour Technician Angela Quade, Resource Teacher / Staff Assistant Nathalie Gagnon, Resource Debra Ellison, Grade 3 teacher
Mandates of the committee	The mandate of the ABAV Committee is to develop, implement, and monitor the school plan to detect and address bullying and violence. The committee operates with the understanding that punishment and consequences are the unfortunate result of unsuccessful interventions, and fully accepts the challenge of being an educational institution that first seeks to teach students about bullying and violence, and in doing so teaches those who demonstrate aggression how to stop such behaviour. A significant aspect of the work is that a positive side effect of stopping the spread of bullying and violence is the introduction of self-advocacy communicated to all students in the school.
Frequency of committee meetings	The ABAV Committee meets on an as needed basis, with potentially 3-5 meetings per school year to review progress, analyze data, and adjust strategies as needed.

UNDERTAKING OF THE PRINCIPAL (EA, s. 75.2)

Toward the student who is the victim and their parents	The principal ensures that every reported incident involving bullying or violence is followed by a caring and structured support process for the victim. Steps include: **Initial Discussion and Support** • Meet promptly with the student and their parents or guardians to discuss the incident, listen to their concerns, and ensure the student feels heard and supported. • Provide clear information about the school’s response, next steps, and available supports. **Follow-Up and Monitoring** • Conduct regular check-ins with the student and parents to monitor well-being and confirm that the situation has improved. • Maintain open communication and document all follow-ups to ensure accountability and consistency. **Collaboration with Staff** • Work with the special education technician, classroom teacher, and other relevant staff members to provide ongoing emotional, social, and academic support. • Ensure consistent monitoring of the student’s comfort and sense of safety across school settings. **Support and Referral** • Offer access to school-based supports and, if appropriate, suggest community or professional resources outside of the school. • Review the case with the school director if further action or oversight is required.

Toward the instigator and their parents	The principal ensures that every student involved in bullying behaviour receives clear guidance, consistent follow-up, and opportunities to take responsibility and make positive changes. Steps include: **Initial Discussion and Accountability** • Meet promptly with the student to discuss the incident, listen to their perspective, and reinforce expectations for respectful behaviour. • If this incident is the first instance of bullying by the student, and after significant discussion and couselling, a clear warning will be given to the student that the next time there is a comparable event, an extremely serious consequence (out of school suspension) will be the immediate result. • Communicate the school's response, applicable consequences, and the importance of repairing harm through restorative measures when appropriate. **Follow-Up and Monitoring** • Conduct regular check-ins with the student and parents to ensure that the behaviour has stopped and that the student is demonstrating positive change. • Document all follow-ups and monitor progress through communication with the classroom teacher and support staff. **Collaboration with Staff** • Work with the Behaviour technician, teacher, and other staff to support the student in developing empathy, self-regulation, and conflict-resolution skills. • Ensure consistency in behavioural expectations and in-school supports across settings. **Support and Intervention** • Provide access to in-school interventions or programs designed to promote social skills and positive peer relationships. • Consult with the school director if additional measures or support is required and maintain communication with parents throughout the process.

ELEMENTS OF THE ANTI-BULLYING AND ANTI- VIOLENCE PLAN (EA, s. 75.1)

ANALYSIS OF THE SITUATION (OVERVIEW)

Analysis of the situation prevailing at the school with respect to bullying and violence (EA, s. 75.1, para. 3, subpara. 1)	
Time of data collection, tool(s) used to produce the overview and information gathered	The school uses the **Student Pulse Survey** to gather data related to bullying, violence, and overall school climate. In addition, reports entered into **GPI** are regularly reviewed and analyzed to identify trends, monitor progress, and inform future prevention strategies. These tools support ongoing evaluation of the ABAV plan's effectiveness and help ensure a safe, inclusive, and responsive school environment.
Findings from the analysis of the current situation	Through staff observations and student feedback, we have noted that many behavioural issues tend to occur during unstructured times, particularly when students are playing games outdoors. These situations often lead to heightened emotions and conflict. In addition, several incidents have been reported in hallways and washrooms, areas where supervision is less direct. Results from the **Student Pulse Survey** also indicate that a number of students do not yet feel a strong sense of belonging within the school community. These findings highlight the need to continue building positive connections, teaching pro-social skills, and strengthening students' sense of inclusion and safety throughout the school.
Priorities in relation to the overview and the analysis of the situation	**Focus on Emotional Regulation and Empathy Refinforcement** Through direct teaching, modelling, and reinforcement of pro-social skills—including empathy, sportsmanship, and respectful communication—the school will emphasize what positive behaviour looks like. Staff will continue to use a common language aligned with the **Zones of Regulation** to help students recognize and manage emotions proactively and prevent negative behaviours. **Support and Build Resilience in Vulnerable Students** Using a **tiered intervention approach**, staff will identify and support students at risk by providing targeted social, emotional, and behavioural interventions. Collaboration among classroom teachers, the special education technician, and administration will ensure consistent follow-up and access to appropriate supports. **Strengthen Reporting and Follow-Up Procedures** Continue to ensure that all incidents are promptly documented and monitored through **GPI**, with consistent follow-up between administration, staff, students, and parents. Regular review of reports will guide interventions and ensure accountability across the school.

Sexual violence

Findings with respect to sexual violence, if applicable	There have been reports of inappropriate touching among students, although each of these in the recent past have not necessarily been sexual violence as much as they have been more along the lines of curiosity and pre-teen maturation. In every incident, a prompt, thorough, and sensitive investigation was conducted. This section will continue to be reviewed annually as part of the ABAV plan update and monitoring process to ensure accurate reporting, accountability, and ongoing vigilance.
Priorities in relation to the overview and the analysis of the situation with respect to sexual violence, if applicable	**Priority:** Strengthen student understanding of personal boundaries, respect for others, and safe, appropriate touch. **Actions:** • Reinforce the teaching of personal space, consent, and respectful interactions through classroom discussions, social skills lessons, and school-wide messaging. • Provide staff with support and clear guidance on responding to and documenting reports of inappropriate behaviour. • Continue to communicate with parents to ensure shared understanding and collaboration in promoting safe and respectful conduct.

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Findings with respect to bullying or violence based on the aforementioned motives, if applicable	In our rather homogenous racial make-up regarding students, skin colour and ethnic background has not been an issue.

Priorities in relation to the overview and the analysis of the situation with respect to bullying or violence based on the aforementioned motives, if applicable	While the situation with students has not demonstrated significant student breaches of conduct, we have had a small number of students express racial bias, at times pointed toward members of staff who belong to cultural or racial minorities within our community. We are in the infancy stage of promoting discussions and classroom activities that celebrate cultural backgrounds and promote empathy. We also need to provide staff with strategies to address discriminatory remarks or behaviours promptly and to reinforce that all students are valued and respected regardless of background or identity.

PREVENTION MEASURES

Prevention measures to put an end to all forms of bullying and violence, in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic (EA, s. 75.1, para. 3, subpara. 2)

Prevention measures to prevent and put an end to all forms of bullying or violence at school	**Prevention Measures to Address All Forms of Bullying and Violence** *(including those motivated by racism, homophobia, sexual orientation, gender identity, disability, or physical characteristics)* Although it is not always possible to eliminate all instances of bullying or discriminatory behaviour, Dr. S.E. McDowell Elementary School is committed to taking consistent, proactive steps to prevent and address such incidents. **Current Measures and Practices** • **Active Supervision:** Teachers and support staff circulate outdoors, in hallways, and near washrooms to increase visibility and deter inappropriate behaviour. • **Prompt Follow-Up:** Any use of racial or discriminatory language, teasing, or put-downs related to physical appearance or ability is addressed immediately when reported or heard, with follow-up by the principal and staff involved. • **Inclusive Teaching and Resources:** The school has collected and shared classroom resources and books that promote inclusion, diversity, and belonging. Teachers are using **circle discussions** to talk openly about respect, kindness, and differences. • **Social-Emotional Learning:** Staff integrate daily reflection activities such as “60 seconds to train the brain” to help students build self-regulation, empathy, and positive thinking. • **Belonging and Connection Activities:** School-wide initiatives are planned throughout the year to strengthen community, celebrate diversity, and foster positive relationships among students. The school remains dedicated to promoting respect for all individuals and to continuously improving its preventive measures through staff visibility, classroom education, and student engagement.

Sexual violence

Prevention measures put in place with regard to sexual violence	**Prevention Measures Implemented:** • Reinforce respect for personal boundaries and consent through age-appropriate discussions and social-emotional lessons. • Follow up promptly and collaboratively on any reports, ensuring safety and understanding.

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Prevention measures put in place with regard to bullying or violence based on the aforementioned motives	**Prevention Measures Implemented:** • Use inclusive resources and class discussions to build empathy and celebrate differences. • Address discriminatory remarks immediately and ensure consistent follow-up.
Other information concerning updated promotion and prevention measures to prevent bullying and violence in the educational institution	**Prevention Measures Implemented:** • Model and teach pro-social behaviour and emotional regulation using the **Zones of Regulation** framework. • Maintain staff visibility during high-traffic and unstructured times. • Use regular data from **GPI** and the **Student Pulse Survey** to guide interventions. • Continue school-wide belonging and kindness activities to strengthen community.

COLLABORATION WITH PARENTS

Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment (EA, s. 75.1, para. 3, subpara. 3)	
Measures planned to involve parents and encourage them to collaborate	• The DRSEM Code of Conduct will be communicated with the parents/guardians (agenda, curriculum night, bulletins / memos, and/or on school website). • The ABAV Plan will be made available to parents. • Ongoing communication between principal and / or the designate and parents/guardians of children who are being bullied and those who are engaging in bullying behaviours until the resolution of the situation. • Periodic communication with students who are bullied and their parent(s) to ensure that measures taken have been successful and the bullying has ceased.

Information to be shared	Strategies for sharing this information	Date
A document explaining the anti-bullying and anti-violence plan must be distributed to the parents (EA, s. 75.1).	Upload to School Website Share digitally with all parents via email	2026/01/06
A document reporting on the annual evaluation of the anti-bullying and anti- violence plan must be distributed to parents (EA, s 83.1).	Present to Governing Board Share digitally with parents	2026/03/18
The Code of Conduct and the safety measures must be sent to the parents at the beginning of each school year (EA, s. 76).	Present to Governing Board Share digitally with parents	2026/03/18

A school service centre must, not later than September 30 each year, inform the students, children and their parents of the possibility of filing a complaint under the complaint processing procedure provided for by this Act (ANSO, s. 21).	School will share Link on our School Website	2026/03/18
Other:		

Sexual violence

Measures planned to involve parents and encourage them to collaborate	

Information to be shared	Strategies for sharing this information
A document informing the students and their parents of the possibility of making a report or filing a complaint concerning an act of sexual violence to or with the regional student ombudsman (ANSO, s. 21)	
A document specifying the contact information of the regional student ombudsman to whom the complaint must be referred. This document, provided by the National Student Ombudsman, must also explain who may file a complaint and how that right is to be exercised (ANSO, s. 21).	
Other:	

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Measures planned to involve parents and encourage them to collaborate	.

Information to be shared	Strategies for sharing this information	Date
		2025/09/04

Other information concerning collaboration with parents	

PROCEDURES FOR MAKING A REPORT OR REGISTERING A COMPLAINT

Procedures for reporting, or registering a complaint concerning, an act of bullying or violence to or with the institution and, more particularly, for reporting the use of social media or communication technologies for cyberbullying purposes (EA, s. 75.1, para. 3, subpara. 4)	
Procedures implemented for reporting incidents	The school will take the necessary measures to ensure confidentiality for all parties. An incident of bullying and/or violence can be reported verbally (in person or by phone) or in writing (by email or by letter addressed to school administration). Students who wish to write a note to report an incident are encouraged to include their name for follow up. Staff members who receive a report must document the information and submit the information to administration for follow up. When parents/guardians have been informed about a bullying situation or an act of violence, they are expected to communicate with the school principal, an alternate administrator or the classroom teacher. The report will be documented. Following the investigation, the parent/guardian should be contacted and advised that the situation has been investigated and appropriate action has been taken. Details are divulged only as necessary and in a way to maintain confidentiality. It is possible to make a report or file a complaint concerning an act of bullying, violence or sexual violence to or with the regional student ombudsman and, for a person who is dissatisfied with the follow-up on a complaint filed with the institution, to use the complaint processing procedure provided for in the Act respecting the National Student Ombudsman (2022, chapter 17).
Strategies for sharing these procedures	

Procedures implemented for registering a complaint	
A person who is dissatisfied with the follow-up on a report or complaint concerning an act of bullying or violence may follow these procedures to file a complaint:	
Procedures implemented for reporting incidents	Strategies for sharing these procedures
Contact Elon Keon (Director of Communications and Secretary General) Student Ombudsman	Share with parents On school and school board website
A person who is dissatisfied with the follow-up on a report or complaint concerning an act of bullying or violence made to a principal of an educational institution may file a complaint with the person in charge of processing complaints (ANSO, s. 24, para. 2).	

Sexual violence

Specific procedures for reporting, or registering a complaint concerning, an act of sexual violence

• The procedures prescribed in the previous section also apply for reporting, or registering a complaint concerning, an act of sexual violence.
 	
• Reporting, or filing a complaint concerning, an act of sexual violence to or with the regional student ombudsman directly is also an option (ANSO, s. 33, para. 2). This complaint must be filed in writing (ANSO, s. 31):
 	
  • Using the online form: File a complaint if you are dissatisfied with a school service
  • By telephone or text message: 1-833-420-5233
  • By email: plaintes-pne@pne.gouv.qc.ca.

Other procedures

• A person who is a victim or those close to them may, at any time, report the situation to the police or to the director of youth protection (DYP), whether or not they have made a report to the educational institution or to the regional student ombudsman. Reports and complaints filed to or with the educational institution do not replace the work carried out by the police department and the director of youth protection:

Contact information for the DYP	Contact Cathy Principal: 819-4582375 ext. 2
Contact information for the police department	

Strategies for sharing these procedures

The place(s) where the document is posted in the educational institution	
Website of the educational institution, if applicable	See the website
Other	

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Specific procedures for reporting, or registering a complaint concerning, an act of bullying or violence based on the aforementioned motives	

Strategies for sharing these procedures

Strategies for sharing these procedures	

Other information concerning the procedures for reporting or registering a complaint	

CONFIDENTIALITY

Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence (EA, s. 75.1, para. 3, subpara. 6)

Measures implemented to protect confidentiality
Measures to protect the confidentiality of any report or complaint disclosure concerning an act of bullying or violence shall include: • Staff is reminded that every incident and the ensuing follow-up must be kept confidential. This is done at least once each year. • Reports of bullying and / or violence are recorded on a digital database that has restricted access. • Use of intervention strategies that protect the anonymity of persons who report or provide information.
Information concerning students involved in the situation must be treated with confidentiality. For example, information on the nature of the actions or measures taken by or toward the student who is the instigator may not be sent to the parents of the student who is the victim.

Sexual violence

Confidentiality measures* to be put in place in the event of an act of sexual	

violence
* In accordance with the Youth Protection Act (CQLR, c. P-34.1, hereinafter YPA), a breach of professional secrecy is justified when a person contacts the DYP to make a report. It should be noted that the obligation of reporting to the DYP all situations of sexual abuse toward children and adolescents also applies to persons bound by professional secrecy, unless excluded (YPA, s. 41)

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Confidentiality measures to be put in place in the event of an act of bullying or violence based on the aforementioned motives	

Other information concerning confidentiality	

ACTIONS TO BE TAKEN FOLLOWING AN ACT OF BULLYING OR VIOLENCE

Actions to be taken when a student, teacher or other school staff member or any other person observes an act of bullying or violence or when a report or complaint is sent to the institution by the regional student ombudsman (EA, s. 75.1, para. 3, subpara. 5)

Actions to be taken by a student who is a witness or a confidant	Actions to be taken by a staff member who is a direct witness or a confidant (Stakeholder 1)	Actions to be taken by the person responsible for follow- up (Stakeholder 2)
The actions to be taken must be adapted to the situation. Any student who witnesses an act of bullying or violence has an obligation, as a responsible member of the school community, to intervene if the situation does not threaten their well-being, or to report the incident to school authorities. The following are the means through which a student may do so: • Inform a staff member on duty. • Inform administration. • Mention it to a teacher or staff member they trust. Tell parent/guardian.	The actions to be taken must be adapted to the situation. Any staff members who witness an act of bullying or violence must intervene immediately or as quickly as reasonable possible to address the issue. The immediate safety and security of all parties must be ensured. All incidents of bullying / violence must be reported to the principal, in a timely fashion. Bullying/violence incidents must be documented. The school principal or their designate must investigate all reports in a timely fashion, preferably within 24 hours (when possible) of receiving initial report.	The actions to be taken must be adapted to the situation. Take note of the necessary information and store it securely, especially for the purpose of sending a summary report to the director general, if applicable (EA, s. 96.12). The staff person responsible for investigating the report about the behaviour should: e) Interview student(s) exhibiting bullying behaviour and the target / victim(s) separately to avoid further victimization of the target. e) Engage the target / victim first and focus on his/her safety. e) Reassure them that the bullying behaviour will not be tolerated and that all possible steps will be taken to prevent a reoccurrence. e) Offer the victim counselling (if needed). e) Inform parents of the incident and subsequent intervention. (Details of the intervention or disciplinary actions are not to be shared in order to protect confidentiality).

School principal

- On receiving a complaint concerning bullying or violence, and after considering the best interest of the students directly involved, the principal shall promptly communicate with their parents to inform them of the measures in the anti-bullying and anti-violence plan. The principal shall also inform them of their right to request assistance from the person specifically designated by the school service centre for that purpose (EA, s. 96.12).

Name and contact information:

Note: The principal must be informed when a situation involves a school staff member, whether as the victim, instigator or witness of an act of bullying or violence. The principal shall analyze the situation to determine the supervisory or support measures as well as any

disciplinary measures, if applicable, in accordance with the legal frameworks, the applicable collective agreements, and the roles and responsibilities of the educational organization. If the staff member is a victim or a witness, the principal must also send the information to the institution's health and safety committee.

Sexual violence

Actions to be taken when an act of sexual violence is observed

By a student who is a witness or a confidant	By a staff member who is a direct witness or a confidant (Stakeholder 1)	By the person responsible for follow-up (Stakeholder 2)
The actions to be taken must be adapted to the situation.	Any adult in the educational institution who receives information concerning a situation of sexual violence must: - listen to the student and allow them to speak freely at their own pace, while respecting their silences - refrain from attempting to steer the conversation or question the student - take note of what the student as well as the adult confidant say - reassure the student that the situation is being taken care of - inform the principal of the educational institution - immediately report the situation to the DYP by calling the following number:	- Avoid having the student repeat their disclosure multiple times. - Take note of the necessary information and store it securely, especially for the purpose of sending a summary report to the director general and the regional student ombudsman, if applicable (EA, s. 96.12). **Other:**
	450 621-5600	
	Other:	

- In accordance with the Youth Protection Act (CQLR, c. P-34.1, hereinafter “YPA”), any school staff member is required to immediately report to the DYP any situation covered by the YPA that involves minors, including situations of sexual abuse. Furthermore, any person, regardless of their role, is required to immediately report to the DYP any situation of sexual abuse or physical abuse (YPA, ss. 39-39.1). The confidentiality of the identity of the persons who report a situation to the DYP is guaranteed (YPA, s. 44).

- In the case of a complaint concerning an act of sexual violence, the principal shall also inform the student who is the victim that it is possible to refer the complaint to the Commission des services juridiques. If the student is under 14 years of age, the principal also informs their parents of that option, and if the student is 14 years of age or over, the principal may also inform [their] parents of that option, with the student’s consent (EA, s. 96.12).

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Actions to be taken when an act of bullying or violence based on the aforementioned motives is observed

By a student who is a witness or a confidant	By a staff member who is a direct witness or a confidant (Stakeholder 1)	By the person responsible for follow-up (Stakeholder 2)
The actions to be taken must be adapted to the situation.	The actions to be taken must be adapted to the situation.	The actions to be taken must be adapted to the situation.

Other information concerning the actions to be taken when an act of bullying or violence is observed	

SUPERVISORY AND SUPPORT MEASURES

Supervisory and support measures for any student who is a victim of bullying or violence, for witnesses and for the perpetrator (EA, s. 75.1, para. 3, subpara. 7)

It is the responsibility of every adult staff member to use difficult / challenging situations opportunities to help students improve their social and emotional skills, accept personal responsibility for their learning environment, and understand consequences for poor choices and behaviours.

A clear distinction exists between ***remediation*** and ***consequences.***

a) ***Remediation,*** intended to counter or "remedy: a behavioural mistake, can be an effective prevention practice. Remediation measures are intended to correct the problem behaviour, prevent a reoccurrence, protect and provide support for the victim and take corrective action for documented systemic problems related to bullying and violence. Remediation measures allow the student an opportunity to reflect on behaviours, learn pro-social skills and make amends to those affected. Working with recovery plans and restorative justice practices are categorized as remediation.

b) ***Consequences*** communicate to a perpetrator that their behavior is their choice and their responsibility. A consequence respects the child's right to make a decision, even if it's not a good one. It's a matter-of-fact learning experience in which you maintain a better relationship with the child as you hold them accountable. Consequences are almost always enacted in conjunction with remediation measures and restorative practices. Measures should be applied on a case-by-case basis and take into consideration a number of factors including:

Student Considerations:

- Age and developmental maturity of the students involved;
- Nature, frequency and severity of the behaviours;
- Relationships of the parties involved;
- Context in which the alleged incidents occurred;
- Patterns of past or continuing behaviours;
- Other circumstances that may play a role.

School Considerations:

- School culture, climate and general staff management of the learning environment;
- Social, emotional and behavioural supports;
- Student-staff relationships and staff behaviour toward the student;
- Family, community and neighborhood situation;
- Alignment with policies and procedures.

Examples of remedial measures and consequences may include, but are not limited to, the examples listed below:

For the student who is the victim	For the student who is an instigator	For witnesses
Remediation Measures for Victims ▪ Meet with counsellor / mentor / special education technician / administrator / staff member to: o Create a safe environment to allow victim to explore feelings about incident. Maintain open lines of communication. o Develop a plan to ensure student's emotional and physical safety at school. o Ensure student does not feel responsible for the behaviour. o Ask student to log and report any and all future related incidents. o Offer counseling to help develop skills for overcoming the negative impact on self-esteem. ▪ A staff member will conduct scheduled follow-up meetings with the student to ensure the bullying or violence has stopped and to	**Remediation Measures for Student Exhibiting Bullying Behaviour** ▪ Develop an intervention plan with the student. Ensure the student has a voice in the outcome and can identify ways they can solve the problem and change behaviours. ▪ Meet with parent(s)/guardian(s) to develop a recovery plan agreement to ensure all understand school rules and expectations, as well as the long-term negative consequences of bullying or violence, on all involved, and to clearly outline the consequences if the behaviour continues. ▪ Meet with special education technician, school counsellor, social worker or psychologist to: o Explore mental health issues	**Remediation Measures for Witnesses** ▪ Following the incident, an intervention may be held with any witnesses to determine their role in the incident. If the incident witnessed is severe, witnesses are met, in a group or individually, to debrief the event, discuss their role and to determine more appropriate actions in the future. ▪ The school reserves the right to contact the parents/guardians of bystanders. ▪ As with victims, witnesses to acts of bullying or violence should have a reasonable expectation of feedback from intervening adult figures in a timely manner so as to guarantee a sense of safety and security in the school.

provide support to the student. The degree of support offered at these meetings and their frequency shall depend upon the feedback from the victim regarding the current circumstances. ▪ In all cases, it will be determined which members of the school staff must be made aware of the incident to ensure that the student is safe. ▪ Parents will be informed immediately following the incident and regularly updated until the situation is resolved.	or emotional disturbances – what is happening and why? ○ Offer additional social skills training such as impulse control, anger management, developing empathy and problem solving. ○ Arrange for apology – written is recommended. ○ Arrange for restitution – particularly if any personal items were damaged or stolen. ○ Determine restorative practices (age appropriate).	**Remediation Measures for Student Bystanders** ▪ Review Student Response Protocol. ▪ Explore reasons why they did not intervene or report the incident. ▪ Offer of coaching on how to safely intervene or help the situation.

Note: The principal must be informed when a situation involves a school staff member, whether as the victim, instigator or witness of an act of bullying or violence. The principal shall analyze the situation to determine the supervisory or support measures as well as any disciplinary measures, if applicable, in accordance with the legal frameworks, the applicable collective agreements, and the roles and responsibilities of the educational organization. If the staff member is a victim or a witness, the principal must also send the information to the institution's health and safety committee.

Sexual violence

Supervisory and support measures established and put in place following a needs analysis in relation to an act of sexual violence

For the student who is the victim	For the student who is an instigator	For witnesses
In addition to the above measures, the following actions will be taken: • Immediate referral to a school counselor or psychologist. • Safe space provided for the student to express themselves. • offer follow-ups to monitor emotional well-being.	In addition to the above measures, the following actions will be taken: • Individual meetings with adult to understand the behavior and its impact. • Implementation of a behavior intervention plan. • · Educational sessions on consent, respect, and	In addition to the above measures, the following actions will be taken: For Witnesses · Opportunity to speak with a trusted adult or counselor. · Education on how to respond to and report sexual violence. · Emotional support if the event caused distress. · Encouragement to participate in creating a respectful school climate.

• Adaptation of academic expectations if needed. • Collaboration with external support services if possible and available (e.g., CLSC, youth protection). • Confidentiality ensured throughout the process.	boundaries. • · Possible referral to external services for psychological evaluation. • · Close monitoring and supervision in school settings. •	

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Supervisory and support measures established and put in place following a needs analysis in relation to an act of bullying or violence based on the aforementioned motives

Commented [GH1]: In the previous Plan, there is no distinction between these types of violence and the actions taken. I need some guidance here.

For the student who is the victim	For the student who is an instigator	For witnesses
· Immediate intervention to ensure safety and emotional support. · Meetings with a counselor to address trauma and build resilience. · Restorative practices if appropriate and desired by the victim. · Inclusion in peer support groups or mentorship programs. · Monitoring of school climate and peer interactions.	· Educational sessions on diversity, inclusion, and empathy. · Reflection activities to understand the impact of their actions. · Behavior monitoring and consequences aligned with school policy. · Engagement with parents or guardians to reinforce values at home. · Possible referral to specialized services if behavior persists.	· Encouragement to report incidents safely and anonymously if needed. · Group discussions or workshops on racism and discrimination. · Support to process what they witnessed and reduce fear or guilt. · Empowerment to become allies and promote inclusion.

Other information concerning the supervisory and support measures	

DISCIPLINARY MEASURES

Disciplinary measures for acts of bullying or violence, according to their severity or repetitive nature (EA, s. 75.1, para. 3, subpara. 8)

Based on the severity and / or frequency of incidents and at the discretion of the administration as well as in collaboration with the School Board when applicable. The following disciplinary and / or corrective actions may include, but are not limited to:

- Parent/Guardian notification
- Behavior reminder / conference with student (verbal warning)
- Reflection activity or action
- Recovery plan ~ Restorative measures or practices
- Written warning and loss of privilege(s) / service(s)
- Restitution
- Mediation or conflict resolution (when deemed appropriate)
- Probation and letter of expectations
- Detention/ Relection
- In-school suspension
- Out-of-school suspension
- Tutoring (could take place via Zoom or Teams)
- Referral to alternative to suspension program for schools offering such a program
- Referral to counsellor, external social / medical agencies, for support
- Legal action / report to law enforcement, if required
- Signaling of Youth Protection - DPJ
- Discipline Committee Hearing at the school board (expulsion, transfer, return)

Sexual violence

Possible disciplinary measures, in the event of sexual violence, determined according to an analysis of the situation as well as the *nature, severity* and *frequency* of the acts committed

- Measures determined based on the severity, nature, and frequency of the acts.
- May include suspension, expulsion, or transfer to another school.

- If legal proceedings have taken place and a student was found guilty of a criminal offence, the educational institution may be required to apply the judicial measures imposed on the student.

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Possible disciplinary measures, in the event of bullying or violence based on the aforementioned motives, determined according to an analysis of the situation as well as the nature, severity and frequency of the acts committed

- Measures determined based on the severity, nature, and frequency of the acts.
- May include detention, suspension, or exclusion from certain activities.
- Restorative justice approaches when appropriate.
- If legal proceedings have taken place, judicial measures may be applied.

FOLLOW-UP ON ANY REPORT OR COMPLAINT

Required follow-up on any report or complaint concerning an act of bullying or violence (EA, s. 75.1, para. 3, subpara. 9) **The principal or their designate will ensure that each incident was properly followed up on and documented. Follow-up measures will include the following:**	
Measures taken to follow up on any report or complaint concerning an act of bullying or violence	▪ Verification that the incident has been properly documented. ▪ Verification that all parties immediately involved have been met with and that intervention protocols have been followed. ▪ Verification that parents/guardians of the victims and perpetrators have been contacted. ▪ Meeting with the victim and perpetrator to assess their well-being, and that the bullying / violence has ceased. ▪ Verification of the completion of all remedial measures for all parties concerned. ▪ Referral of parents to complaints procedure, should the parents/guardians express dissatisfaction with the course of action from the school administration.
For each complaint received concerning bullying or violence, the principal shall, as soon as possible, send the director general of the school service centre a summary report on the nature of the incident and the follow-up measures taken (EA, s. 96.12).	

Sexual violence

It is possible to make a report or file a complaint concerning an act of sexual violence to or with the regional student ombudsman and, for a person who is dissatisfied with the follow-up on a complaint filed with the institution, to use the complaint processing procedure provided for in the Act respecting the National Student Ombudsman.

Measures taken to follow up on any report or complaint concerning an act of sexual violence	▪ Entente Multi (legal will provide information) ▪ Verification that the incident has been properly documented. ▪ Verification that all parties immediately involved have been met with and that intervention protocols have been followed.

	▪ Verification that parents/guardians of the victims and perpetrators have been contacted. ▪ Meeting with the victim and perpetrator to assess their well-being, and that the bullying / violence has ceased. ▪ Verification of the completion of all remedial measures for all parties concerned. ▪ Referral of parents to complaints procedure, should the parents/guardians express dissatisfaction with the course of action from the school administration. ▪ In the case of a complaint concerning an act of sexual violence, the principal shall also inform the student who is the victim that it is possible to refer the complaint to the Commission des services juridiques. If the student is under 14 years of age, the principal also informs their parents/guardians of that option, and if the student is 14 years of age or over, the principal may also inform their parents/guardians of that option, with the student's consent.

For each report received relating to an act of sexual violence, the principal shall, as soon as possible, send the director general of the school service centre a summary report on the nature of the incident and the follow-up measures taken (EA, s. 96.12). The summary report concerning an act of sexual violence shall also be sent to the regional student ombudsman (EA, s. 96.12).

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Measures taken to follow up on any report or complaint concerning an act of bullying or violence based on the aforementioned motives
See above section.

OTHER ACTIONS SPECIFIC TO SEXUAL VIOLENCE

In addition to the elements prescribed above, a separate section of the anti-bullying and anti-violence plan must be for sexual violence. That section must include the following elements (EA, s. 75.1).	
Compulsory training activities for management and other personnel	Training to be provided by the MEQ
Safety measures to stop sexual violence	• General school climate and SEL practices

To address the area(s) of concern, the following measures aimed at putting an end to all forms of sexual violence include:	• Entente with Marie-Vincent • CCQ / Sexuality of Education Curriculum and support from Ped Consultant holding the dossier

RESOURCES

RESOURCES	OLWEUS anti-bullying program Human Resources • Social worker • 2 Special Education Technicians • Specialist in ASD from WQSB • Charlotte Becker from Jardin Educative Collection of Literature in Resource Room Reference Books for teachers

OTHER IMPORTANT INFORMATION

"83.1. Each year, the governing board shall evaluate the results achieved by the school with respect to preventing and dealing with bullying and violence. A document reporting on the evaluation must be distributed
to the parents/guardians, the school staff and the Regional Student Ombudsman in charge of accountability
assigned to the region in which the school is located."

To ensure the integrity of the Plan, the administration will conduct a yearly evaluation that reviews:
▪ The Data results. ▪ Review and analysis of GPI/ ISM (digital reporting platform) entries related to bullying and / or violence to assess decrease or increase in incidents of bullying and/or violence. ▪ The initiatives put in place for the year and assessment of effectiveness of the actions.

The National Student Ombudsman will receive a copy of the anti-bullying and anti-violence plan and any updated
version

*** Date of approval of the anti-bullying and anti-violence plan by the governing board (EA, s. 75.1):**	
Resolution number	
*** Date of annual evaluation of the results by the governing board (EA, s. 83.1)**	
*** Date of annual review of the anti-bullying and anti-violence plan (EA, s. 75.1)**	
Principal's signature	
Date	
Signature of the person who chairs the governing board	

Date	