Anti-Bullying and Anti-Violence plan

FOR A HEALTHY AND SAFE LEARNING ENVIRONMENT

G. Theberge School

2026-2027

Table of Contents

Introduction 1

Definitions 2

General Information 3

Elements of the Anti-Bullying and Anti-Violence Plan (EA, s. 75.1) 6

1. Analysis of the situation 6
2. Prevention measures 7
3. Collaboration with parents 7
4. Procedures for making a report or registering a complaint 8
5. Actions to be taken following an act of bullying or violence 11
6. Confidentiality 13
7. Supervisory and support measures 14
8. Disciplinary measures 15
9. Follow-up on any report or complaint 16

Other actions specific to sexual violence 17

Resources 18

Other Important Information 19

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 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 main purpose of the anti-bullying and anti-violence plan must be to prevent and put an end to all forms of bullying and violence targeting a student, a teacher or any other school staff member (EA, s. 75.1).
- 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 a school is the victim of bullying or violence (EA, s. 75.3).
- 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).

Definitions

Conflict, violence, bullying or sexual violence?

Conflict	Misunderstanding or disagreement between two or more individuals who do not share the same point of view, values, or interests. There are no victims, even if the individuals may feel like they are losing. A conflict may be resolved either through negotiation or mediation.
Violence	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).
Bullying	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 school

Name of the school	G. Theberge School
Name of the principal	Allison Boone
Level of instruction	Preschool, Elementary, Secondary
Number of students	135
Other characteristics	
Values identified in the educational project	At our school, we believe every child deserves to be seen, supported, and celebrated. Rooted in a strong sense of community and care, we are committed to meeting the needs of all our students—whether that means providing food, school supplies, clothing, or simply a safe and welcoming space to grow. No student is ever left behind. We offer every opportunity—academic, cultural, and extracurricular—to every student, without financial barriers. We believe that all children deserve access to rich learning experiences, regardless of their economic situation. Our staff are dedicated to the individual success of each student. We work closely with every child, recognizing their unique strengths, challenges, and goals. We value equity, kindness, and inclusion, and we are unwavering in our support for every student, regardless of their race, gender identity, or sexuality. In everything we do, we are guided by compassion, respect, and a belief in the potential of every child.
Objective(s) of the educational project in relation to the anti-bullying and anti-violence plan	A Safe, Supportive School Where Every Student Belongs At our school, safety, connection, and opportunity are at the core of student success. Through strong relationships between staff and students, we create a caring environment where every child feels seen, heard, and supported. Our anti-violence and anti-bullying plan is backed by

daily action—ensuring no student is left behind. We offer diverse extra-curricular activities for all interests and make sure every opportunity is accessible to every student, regardless of cost. When students feel safe and engaged, they thrive

Information about the committee

Name and role of the person responsible for coordinating the work of the committee: Allison Boone, Principal

Members of the committee

- Geralina Chayer, Special Education Technician
- Catherine Robinson, Teacher
- Sara Joyl-Durocher, Student Life Animator

Mandate of the committee

Facilitate the development of a safe learning community at G. Theberge School.

Frequency of committee meetings

3

Undertakings of the principal

Toward the student who is the victim and their parents

- Rapid communication with parents
- Implementation of support measures
- Appropriate follow-up with the student and their parents to ensure that the situation has ended

Toward the perpetrator and their parents

- Rapid communication with parents
- Ensuring that the student and the parents make a commitment to the principal to take action to prevent a recurrence of the bullying or violence
- Apply supervisory and disciplinary measures based on the act the act committed
- Implementation of support measures
- Appropriate follow-up with the student and their parents to ensure that the commitments have been honoured.

Elements of the Anti-Bullying and Anti-Violence Plan (EA, s. 75.1)

1. Analysis of the situation

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

- ISM memos (daily)
- Student Pulse Surveys (Winter and Spring)

Findings based on the analysis of the current situation

- Students have a strong sense of safety.
- More education is needed to define difference between conflict and bullying
- Implemented more supervision at recesses as well as specific zones for supervisors

Specific findings concerning sexual violence, if applicable

- No incidents reported last year

Priorities in relation to the overview and the analysis of the situation

- Concern for future: more education with Secondary students about online comments.

Specific priorities concerning sexual violence, if applicable

N/A

2. 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)

- Continued staff training in de-escalation and intervention
- Emphasis on staff documenting all incidents (ISM) and follow-up communication with parents
- Ensuring all supervisors are actively engaged when at their posts
- Use of programs or approaches that support social and emotional learning
- Activities to raise awareness about the responsible use of social media and technology
- Carrying out activities that bring students and staff together to reinforce a sense of belonging and a positive climate
- Zen Den (Primary)

Specific prevention measures put in place to put an end to sexual violence

- Seek support from the SQ to lead workshops to create awareness about dangers of sharing intimate images
- Continue supporting LGBTQ+ group at Secondary
- Provide school staff training on sexualized behaviours
- Provide an annual workshop on the concept of sexual consent for Secondary 3 students

3. 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)

- Open House meeting (September) to inform parents of the special activities planned for the school year and invite them to participate
- During Parent/Teacher interviews invite local organizations in to set up information booths explaining the support services they offer
- Offer activities that include parents throughout the year
- Regular, positive communication with parents

Specific measures planned to encourage parents to collaborate in preventing and stopping sexual violence

▪ Invite an organization in to hold a workshop (online?) for parents on sexual violence (possible topics to explore: knowing how to recognize this type of violence, responding to a disclosure by your child, etc)

Information to be disseminated

▪ A document explaining the anti-bullying and anti-violence plan must be distributed to the parents (EA, s. 75.1).	▪ September 23, 2026
▪ A document reporting on the annual evaluation of the anti-bullying and anti-violence plan must be distributed to parents (EA, s. 83.1).	▪
▪ The rules of conduct and the safety measures must be sent to the parents at the beginning of each school year (EA, s. 76).	▪ September 23, 2026
▪ 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).	▪ September 23, 2026

Specific information to be disseminated concerning sexual violence

▪ NB: The school must display, in a visible manner, a document provided by the National Student Ombudsman explaining who may file a complaint and how that right is to be exercised. This document must include the contact information of the regional student ombudsman to whom the complaints must be addressed. It informs students and their parents of the possibility of making a report or filing a complaint concerning an act of sexual violence with the regional student ombudsman (ANSO, s. 21).	▪ August 31, 2026

4. 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

- ISM memos for staff
- Email/Phone/ in person messages from parents
- Regular check-ins with students by staff (vulnerable students will have specific staff tagged to them)

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:

- Register an official complaint using the online form on the WQSB website with the Secretary General

NB: 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).

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

- The procedures prescribed in the previous section also apply for reporting, or registering a complaint concerning, an act of sexual violence.
- Contact the Principal (email or phone)
- 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: Report an act of sexual violence against a student
  - By telephone or text message: 1 833 420-5233;
  - By email: plaintes-pne@pne.gouv.qc.ca.
- 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: 1-800-567-6405
  - Contact information for the police department: 819-627-3378

5. 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)

By a student who is a witness or a confidant	▪ Take action to end the situation observed if it's safe to do so ▪ Report the incident to a trusted adult
By a staff member who is a direct witness or a confidant (Stakeholder 1)	▪ Put an end to the inappropriate behaviour immediately ▪ Describe the behaviour that is expected under the Code of Conduct ▪ Guide the student towards the expected behaviour ▪ Always verify how the victim is doing and assure them that the situation is being dealt with ▪ Record the relevant information (ISM Memos) and inform relevant staff to do follow-up
By the person responsible for follow-up (Stakeholder 2)	▪ Ensure the safety of the victim ▪ Support the people affected by the situation ▪ Gather information ▪ Meet with the victim, the instigators and the witnesses ▪ Inform the parents of the situation and encourage collaboration in finding solutions ▪ Evaluate and analyze the situation, such as the frequency and severity of the behaviours as well as the needs of the students involved. NB: Take note of the necessary information about the situation and store it securely.
By the school principal	NB: 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: Allison Boone aboone@wqb.qc.ca

Specific actions to be taken when an act of sexual violence is observed

By a student who is a witness or a confidant	▪ If possible to do so safely, take action to end the situation ▪ Seek help from a trusted adult ▪ Do not share information with other students, instead talk to an adult
By a staff member who is a direct witness or a confidant (Stakeholder 1)	▪ Listen to the student and allow them to speak freely at their own pace, while respecting their silences (make sure to protect their privacy by keeping the conversation in a secure location) ▪ Refrain from attempting to steer the conversation or question the student ▪ If needed ask only open-ended questions ▪ Take note of what the students says ▪ Reassure the student that the situation is being taken care of ▪ Inform the principal ▪ Immediately report the situation to the DYP by calling the following number: 1-800-567-6405.
By the person responsible for follow-up (Stakeholder 2)	▪ Avoid having the student repeat their disclosure multiple times NB: 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).
By the school principal	▪ Report the incident to the Secretary General ▪ If directed report the incident to the police NB: 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).
NB: **Any school staff member** is required to immediately report to the DYP any situation covered by the *Youth Protection Act* (CQLR, c. P-34.1, hereinafter "YPA") that involves minors, including situations of sexual abuse or a serious risk 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).	

NB: The principal must be informed when a situation involves a school staff member, whether as the victim, perpetrator 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 forward the information as per the procedures established by the school board.

6. 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)

- All staff reminded in August about importance of protecting confidentiality
- Staff acknowledge receipt of WQSB Code of Professional Ethics
- Specific areas designated for staff to meet with parents to protect privacy

NB: 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 perpetrator may not be sent to the parents of the student who is the victim.

Specific confidentiality measures to be put in place in the event of an act of sexual violence

- Ensure only the key people involved with the incident are informed of the situation
- Confidentially record only the necessary information and restrict access to ensure only the key people involved with the incident are able to access this information (ISM Memos sent only to the Principal)

NB: 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)

7. 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)

For the student who is the victim	▪ Listen to the victim and gather information about their needs ▪ Ensure the victim agrees to every action being taken that involves them ▪ Plan periodic follow-up meetings ▪ Work together with the student who is a victim to identify a location in the school where they feel safe and can access as needed
For the student who is a perpetrator	▪ Plan periodic follow-up meetings ▪ Provide workshops to support the development of social and emotional skills ▪ Provide activities that allow them to learn about the expected behaviours ▪ Provide adult supervision at specific times
For witnesses	▪ Address their feelings of safety by allowing them to express their emotions and thoughts ▪ Increase their awareness of their role as a witness and the impact they had ▪ If necessary plan periodic follow-up meetings

Specific supervisory and support measures concerning an act of sexual violence

For the student who is the victim	▪ Organize individual support meetings to help them manage emotions or anxiety ▪ Provide support as needed for any academic concerns that might arise
For the student who is a perpetrator	▪ Organize individual meetings designed to get the instigator to recognize and address what they did ▪ Provide any follow up education needed depending upon the incident (example: consent or healthy relationships)
For the students who are witnesses	▪ Evaluate individual needs ▪ Offer follow up meetings to assess what support they might need

8. 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)

- Restorative actions related to the act committed and the expectation of the victim
- Loss of privileges
- Removal from group
- Compensation for or replacement of items
- Written reflection
- Individual research and presentation
- Detention
- In-school or out of school suspension
- Expulsion
- Police complaint

Specific disciplinary measures that are possible in the event of sexual violence

- Restorative actions related to the act committed and the expectation of the victim
- Loss of privileges
- Removal from group
- Written reflection
- Individual research and presentation
- Detention
- In-school or out of school suspension
- Expulsion
- Police complaint

9. 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)

- Record information on the incident
- Ensure that the situation has ended
- Follow up with parents about the situation was addressed
- Inform the people involved about the developments in the managing of the incident while respecting confidentiality
- Verify that the people involved are satisfied with the interventions
- Verify that the support and supervisory measures properly meet the needs of the people involved and make any necessary adjustments
- Inform parents of the mechanisms that exist for filing a complaint if the incident has not been dealt with to their satisfaction.

NB: 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).

Specific measures taken to follow up on any report or complaint concerning an act of sexual violence

- Record information on the incident
- Ensure that the situation has ended
- Follow up with parents about the situation was addressed
- Inform the people involved about the developments in the managing of the incident while respecting confidentiality
- Verify that the people involved are satisfied with the interventions
- Verify that the support and supervisory measures properly meet the needs of the people involved and make any necessary adjustments
- Inform parents of the mechanisms that exist for filing a complaint if the incident has not been dealt with to their satisfaction.
- Even if the initial evaluation concludes that the student does not have immediate needs following the incident, their needs should be subsequently reassessed at different points in time
- Check in regularly with their parents

NB: 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).

Other actions specific to sexual violence

In addition to the nine 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

- Continue to seek staff training available in English

Safety measures to stop sexual violence

- Create a strategic supervision plan based on the needs of the school (students should never be left unsupervised)

Resources

- Info-Social 811 https://www.quebec.ca/sante/trouver-une-ressource/info-social-811
- Tel-Jeunes 1-800-361-5085 (for parents of teens) OR 1-800-263-2266 (teens)
- Sexual Violence Helpline 1-888-933-3007 https://sexualviolencehelpline.ca/

Other Important Information

Date of approval of the anti-bullying and anti-violence plan by the governing board	
Resolution number	
Date of annual evaluation of the results by the governing board	
Date of annual review of the anti-bullying and anti-violence plan	

Principal's signature **Date**