2026-2027

ANTI-BULLYING AND ANTI-VIOLENCE PLAN

Let's work on it together!

Approved by the Governing Board on: Distributed to Governing Board on				
School's name : St. Michael's High School	¬ HIGH SCHOOL	Date September 30, 2026	Number of students: 187	Principal : Debbie Picard School staff member responsible for coordinating the team's work: Nadine Reason, Amanda Drury, Lisa Kelly
Committee members: Debbie Picard, Nadine Reason, Amanda Drury, Lisa Kelly, Lynn Visentin				

Accomplishments and celebrations of 2025-2026
Local Junior Hockey Team – tickets to celebrate success
Be and Become – Music Mondays and Walk Tuesdays and Thursdays for our Juniors who deserve recognition and a treat to walk to the store (our juniors are not usually allowed off property at lunch)
The Ice Rescue Certification
Student Showcase Success
Christmas Basket Food Drive
First year with Boys Volleyball
Student Showcase – Celebrating the Arts at SMHS
Be & Become (leather care workshops, homework helpers, walks, grilled cheese & soup Wednesday)
Transition to Post Secondary: Post Secondary Fair
Senior Students – Job Fair, Cegep Visits, Western Quebec Career Centre Visits

Activities at Lunch: (lunch is identified as a hot spot for issues) So we provide many activities.
Intramurals in the gymnasium
Team Practices
Music Club
LGTBQ2S+ Pridehawks
Art Club
Chess Club/Card Games

<table>
<tr><th colspan="2">Analysis of the situation</th></tr>
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<td><u>Critical findings from the data obtained from</u>

Identified Hot spots:
• 30% of Students feel engaged at School
• 92% of Students feel a sense of belonging at school

<u>School-wide level:</u>
Components that are at a desired level of effectiveness:
• Established Bullying Prevention Committee
• Restorative Justice Initiative
• Questionnaire – student surveys
• Ensure that all staff are on the same page when it comes to school rules and expectations, reviewing and new Code of Conduct
• Assembly with students to introduce Code of Conduct and to define bullying
• Documents regarding Code of Conduct and Discipline Policy sent to parents, posted on website
• Rules are reinforced throughout the year, cell phone policy activated, code of conduct on website
• Celebrate Success as a school – All Green, Honour Roll, Principal’s List, Perseverance

Components that need to be enhanced:
• Assemblies to reinforce the rules and messages about tolerance and further define bullying and conflict
Track incidents of violence and bullying on GPI
Develop restorative justice practices to ensure respectful, relational, accountable and safe school culture</td>
<td><u>Classroom level:</u>

Components that are at a desired level of effectiveness:

• Circles – Restorative Justice and community circles are common practices in some classes
• Continue SCRUM – “Society Creating Respect Unity and Motivation” Staff, students, parents, elders and coordinators Abby Karos and Chuck Daly
• LGTBQ Pridehawks and Walk for Wenjack to promote diversity and acceptance.

Components that need to be enhanced:

• Assemblies to focus on being a positive member of the school community- celebrate individuals and classes
• Involve parents through newsletters and information sessions
• Demonstrate Restorative Justice strategies in-class
• Restorative justice circles and/or reflections during detentions or suspensions
• Invite our community officer, Cst. David in to do class presentations on bullying
• Share all pertinent workshop invitations with parents and encourage attendance – CHSSN Connexions, WQSB consultants, CISSS
• MADD – Weed out the Risk Presentations
• Guest speakers</td>
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<td><u>Individual Intervention level:</u>

Components that are at a desired level of effectiveness:
• Hold meetings with students involved in bullying – reintegration after suspension – restorative justice practices are put into place
• Parents and teachers are informed when a bullying incident occurs
• Individual intervention plans are developed for students with repeated bullying behavior
• Increased supervision in place at lunch and breaks

Components that need to be enhanced:
• Track incidents of bullying and discrimination on GPI incidences
• Teachers and supervisors need to be proactive in situations where bullying could occur- active supervision of students in identified hot spots
• Develop a list of situations that require intervention (name-calling, physical violence, homophobic slurs, etc) and how to intervene.
• Monthly check-in with supervisors to see where hot spots are – be proactive-assigned staff.</td>
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Annual goals				
Component	**2025-2026 Goals**	**Strategies and tasks**	**Indicators**	**Evaluation method**
School-Wide	**To develop an increased level of engagement amongst students** **New Code of Conduct developed and implemented.** **Continue to have a full time Academic Counsellor** **NEST – Nurturing Support Centre – continue to develop best practices** **Continue SCRUM with Parents, staff, students, elders and Principal to look at reducing bullying in our school community.** **Implement restorative justice practices in order to make diverse student population feel safe, accountable and connected.**	• **Promote school-wide empathy projects (e.g. holiday family baskets)** • **Promote student participation in extra-curricular activities** • **Awareness Weeks – Bell Let's talk, Autism Awareness week, Black History Month, Pride, Mental Health Youth Summit. Organized by Ms. Kelly with staff support as well as the SCRUM committee.** • **Random Acts of Kindness Promotion.**	• **Increase in school spirit Our School Survey (sense of belonging, Redhawk values and spirit, participation in school activities)** • **Increase in student participation (sports and clubs)** • **Improved attendance at school**	• **Observation** • **Feedback from students and parents** • **Attendance data from GPI** • **Repeat Student Voice Survey in Fall and Winter**
Classroom	**Regular discussions in-class, at assemblies, and with academic counsellor** **Discuss bullying and discrimination: ableism, homophobia, transphobia, racism etc. openly in classrooms with students.** **Regular discussions will include concepts of empathy, sympathy, support, respect for differences and human rights.** **Safe and respectful interventions will be explored and co-constructed with students.**	• **Students will feel comfortable sharing and discussing issues in classrooms. We will be proactive in looking for solutions in these areas. We will integrate student voice and work on building collective accountability, respect for diversity, and a sense of belonging.**	• **Decrease in bullying** • **Increase in positive behavior** • **Increase in positive engagements with school property.** • **Attendance in extra-curricular activities** • **Improved attendance both online and at school**	• **Regular classroom meetings/circles** • **Observation** • **Feedback from students and parents** • **Attendance data from GPI**

What is Bullying?

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 injured, hurts, oppresses, intimidates or ostracizes." Source - Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools

This definition includes three important components:

1. Bullying is aggressive behaviour that involves unwanted, negative actions.
2. Bullying involves a pattern of behaviour repeated over time.
3. Bullying involves an imbalance of power or strength.

Types of Bullying:

Bullying can take on many forms:

1. Verbal bullying including derogatory comments and name calling;
2. Bullying through social exclusion or isolation;
3. Physical bullying such as hitting, kicking, shoving, and spitting;
4. Bullying through lies and false rumours;
5. Having money or other things including and ie: personal property/belongings/possessions taken or damaged by students who bully;
6. Being threatened or being forced to do things by students who bully;
7. Racial bullying;
8. Sexual bullying, harassment, unwanted advances, inappropriate touching; and
9. Cyber-bullying (bullying behavior via cell-phone, Internet, etc.).

Racism - "Racism corresponds to the "set of ideas, attitudes and actions whose purpose is to make ethnocultural and national groups feel inferior socially, economically, culturally and politically, thereby preventing them from benefitting fully from the advantages to which all citizens are entitled. Racist discourse is usually based on real or presumed physical and cultural differences."

Discrimination - "Every person has a right to full and equal recognition and exercise of his human rights and freedoms, without distinction, exclusion or preference based on race, colour, sex, gender identity or expression, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, language, ethnic or national origin, social condition, a handicap or the use of any means to palliate a handicap. Discrimination exists where such a distinction, exclusion or preference has the effect of nullifying or impairing such right." Source - (Charter of Human Rights and Freedoms, section 10).

School Community Responsibilities At St. Michael's High School there is a culture where effective programs and policies communicate to all students and staff the message that bullying-type behaviour or violent behaviours will not be accepted or tolerated, consequences are clear. **Responsibilities of staff:** • To act as appropriate role models for all staff and students; • To take every precaution to ensure that students are supervised at all times; • To reinforce the message that bullying is not accepted or tolerated; • To be observant of signs of distress or suspected bullying incidences; • To treat all reports or observed incidences of bullying seriously by reporting them immediately to the appropriate administrator • To provide and foster an environment where students feel they can speak to staff about their concerns. Staff meet regularly to identify common negative behaviours in different classes and to develop a plan of action.	**Responsibilities of parents:** • To watch for signs that their child may be the victim of bullying; • To watch for signs that their child is exhibiting bullying behaviour; • To speak to a Support Staff, Supervisor, Teacher, or the Administrator if their child is being bullied, or if they suspect that this is happening; • To seek advice from a Staff member or Principal if they suspect that their child is bullying others; • To encourage open conversations with adults if they are bullied or suspect others are bullying; • To encourage their children to tell a responsible adult if they are bullied. **Responsibilities of students:** • To behave appropriately, respecting individual differences and diversity – to take a stand against bullying; • To participate in anti-bullying peer groups (to voice & release their comments/concerns/questions); • To attend anti-bullying information/training and participate in workshop/assemblies; • To report and inform (parents/guardians, school staff, friends) if they are being bullied or if they see someone else being bullied –whether it occurs at school or away from school; • Reporting and supporting; • To use strategies taught during a bullying situation (saying "stop" or get a teacher to help. Students can expect that their concerns will be responded to by the school staff and that they will be provided with appropriate support (for both the victims of and those responsible for the behaviour).

Prevention measures to put an end to all forms of bullying and violence	Measures to **encourage parents to collaborate** in preventing and stopping bullying and violence and in creating a healthy and secure learning environment	Procedures for **reporting, or registering a complaint concerning an act of bullying or violence**	**Measures to protect the confidentiality** of any report or complaint
Reporting procedures have been implemented to ensure early identification of potential victims so that these students can receive support, protection, education and when appropriate, therapy requests are made through our Academic Advisor**.** Reporting procedures have been implemented to ensure early identification of students prone to bullying or violent behaviours so that these students can receive appropriate interventions required to support change in their behaviour. Regular class meetings are held where students may explore the phenomena of bullying, the forms it may take, the roles that various people play in bullying, the critical role of the bystander and the strategies/actions to intervene in the situation are discussed and practiced. Ongoing staff training on how to intervene immediately in a situation of bullying or violence and of the Do's and Don'ts when intervening. Ongoing staff training on proper procedures for dealing with a reported or a suspected incident. Ensuring through grants and donations that food is always available to students as hunger can be a trigger for negative behaviour. **SAFETY MEASURES TO STOP SEXUAL VIOLENCE** To address the area(s) of concern, the following measures aimed at putting an end to all forms of sexual violence include: • General school climate • Sexuality Education Curriculum and support from pedagogical consultant • Training activities for management and other personnel include the following: Training to be provided by the MEQ.	Parent representatives will be members of the Anti- Bullying School committee. (Kindness Committee) The Anti-Violence/Anti-Bullying Plan will be presented at a Governing Board meeting and posted on the school website. At other parent functions materials will be visibly available ***Parents of a child who is victimized*** will be contacted as soon as a potential pattern of victimization is identified and will be asked for any observations of behaviour change at home. In addition, parents will be informed of the school's intervention and support that will be given to their child. The parents will be contacted periodically to ensure that interventions put in place have been successful. Parents will be encouraged to contact the principal or their delegate should they have any concerns, information or questions. The message that the school wishes to partner with them to ensure that their child is safe and happy at school will be clearly stated. A Parent Tip Sheet for Talking with their Child will be given to the parent(s). ***Parents of the child who is bullying or violent towards others*** will be contacted by the school principal or their designate to inform the parents of their child's behaviour. Consequences imposed will be discussed with the parent and when appropriate parents will be requested to come into the school for a meeting. Parents will be encouraged to contact the principal or their designate should they wish to discuss the situation further, have questions, have information or would like further advice and/or support. In such a situation the school will inform the parent of services available and may make contact on the parent's behalf if requested. ***Parents of a bystander who is actively involved*** in supporting the perpetrator parents will be contacted to inform them of their child's involvement and to inform them of the consequences that have been given. Parents are requested to inform the school of any information their child may share with them regarding the incident that would be helpful. ***Parents of a student who has witnessed a disturbing incident but was not actively supporting the perpetrator*** will be contacted to inform them of the situation and the actions the school has taken to support their child.	When a student witnesses an act of bullying or violence, the student may intervene if comfortable and where there is no threat of harm. Possible intervention strategies for students are discussed in class meetings. Regardless of whether students intervene or not they must report the incident to an adult at school and an adult at home. Intervention strategies will be discussed with bystanders when the principal or their delegate meets with them. (when deemed appropriate) When a teacher or other staff member witnesses an act of bullying or violence they must intervene immediately. Approach if there is no threat to their personal well-being. 911 will be called if warranted. **Complaint** For each complaint received the principal shall send the Director General of the school board a summary report on the nature of the incident and the follow-up measures taken. **Sexual Violence** For each complaint received concerning bullying or violence and each report received relating to an act of sexual violence, the principal shall send the director general of the school board a summary report on the nature of the incident and the follow-up measures taken. The summary report concerning an act of sexual violence shall also be sent to the regional student ombudsman. 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	Any reports or complaints concerning acts of Violence or Bullying are strictly confidential. Reporting sheets, once received by the Principal (or other designated person) are kept in a secure file, under lock and key, along with any other document(s) relating to this incident. Only the Principal (or their designate) may access the secure file. Any report or complaint made by a third party, including a parent or a student, that is documented or entered into an electronic filing system by a school staff member, shall not include the name of the person making the report or complaint. Only the information pertaining to their own child may be shared by school staff with parents or guardians. Information relating to other parties involved in the incident will not be disclosed. Any staff member that is involved in any way in an investigation following a report or complaint will take all measures necessary to protect its confidentiality. Staff members will be informed and periodically reminded of their obligation to protect the confidentiality of any report or complaint concerning an act of bullying or violence.

• Anti-bullying and anti-violence training • Guidelines on reporting any incidences of bullying or violence will be reviewed with all staff		complaint processing procedure provided for in the Act respecting the National Student Ombudsman. 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.	

<u>The actions to be taken</u> when a student, teacher, other school staff member or any other person **<u>witnesses an act of bullying or violence</u>**	**Supervisory or support measures**			**<u>Specific disciplinary sanctions according to their severity or repetitive nature</u>**
	For the victim	for ***witnesses***	for the ***perpetrator***	
When a student witnesses an act of bullying or violence, the student may intervene if comfortable and where there is no threat of harm. Possible intervention strategies for students are discussed in class meetings. Regardless of whether students intervene or not **they must report the incident to an adult at school and an adult at home**. Intervention strategies will be discussed with bystanders when the principal or their delegate meets with the bystanders (when deemed appropriate) When a teacher or other staff member witnesses an act of bullying or violence **they must intervene immediately if there is no threat to their personal well-being.** If appropriate, 911 will be called.	The student will meet with the appropriate individual (teacher they are closest to, principal or their delegate) to discuss the situation and to learn further information about bullying incidents. The student will be guaranteed confidentiality to ensure they feel safe about discussing the incidents and are not anxious about possible retaliation from the student who is bullying them. The student is informed of the follow-up that will occur with the student(s) involved. The student is informed that their parent(s) will be notified of the situation. The student's input is sought as to measures that could be implemented immediately to support the student. The student is consulted several times to ensure that the bullying has stopped. The student is encouraged to report any future incidents. Appropriate staff is informed to ensure that supervision of the individual is increased to ensure their safety. If additional resources to support the student are deemed appropriate the principal or their designate will ask the parent(s) to follow-up (counselling etc.)	The principal or their designate may meet with the bystanders individually or in a group depending on the circumstances. When students actively support the child who bullies, the principal or their designate meets with the individual student to discuss their behaviour, the School Rules and the Code of Conduct and the consequences that will be imposed for their active role. Future expectations for the student will be discussed and the student is advised that their parent(s) will be informed of the situation. Future escalating consequences will be discussed should another similar incident occur.	The perpetrator will be met with after a discussion has been held with the victim and the bystanders to ensure that the intervening adult has an accurate understanding of the situation. The perpetrator is given the opportunity to explain from their perspective. The perpetrator is informed of their knowledge of the incident, that the rules have been broken and what the consequences will be. The perpetrator is informed that his/her parent(s) will be contacted. The perpetrator is asked how they will ensure that this does not happen again. The principal or their delegate will inform the perpetrator and parent(s) that should any future incidences occur, the consequences will increase in severity. Regular follow-up with the perpetrator occurs to ensure the bullying has stopped. Appropriate staff members are informed to ensure the perpetrator is closely supervised and their behaviour redirected when appropriate.	Please refer to school Code of Conduct.