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COMMISSION SCOLAIRE WESTERN QUÉBEC SCHOOL BOARD

Anti-Bullying and Anti-Violence plan

FOR A HEALTHY AND SAFE LEARNING ENVIRONMENT

Onslow Elementary School / Western Quebec School Board

2026-2027

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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	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).
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	Onslow Elementary School
Name of the principal	Cathy Nugent
Level of instruction	Elementary school K-6
Number of students	78
Other characteristics	English Instruction
Values identified in the educational project	Open to Learning, Open to the World. We believe that all students have the potential to learn. We value student-centered learning, success in academics, and personal development.
Objective(s) of the educational project in relation to the anti-bullying and anti-violence plan	We are building upon our mandate to foster a warm, inclusive, and welcoming environment where all students and parents truly feel valued and respected. By strengthening relationships and promoting a sense of belonging, we aim to reduce incidents of bullying and violence within the school community.

Information about the committee

Name and role of the person responsible for coordinating the work of the committee

Anny Bourret

Lilou Delas

Cathy Nugent Principal

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Members of the committee

- **Anny Bourret**
- **Lilou Delas**
- **Brought to our Governing Board members of 2025-2026 and 2026-2027 October**

Mandates of the committee

The mandate of the ABAV Committee is to develop, implement, and monitor the school's plan to prevent and address bullying and violence. The committee works collaboratively to promote a warm, welcoming, and inclusive environment where all students and parents feel valued and respected. By fostering positive relationships, encouraging empathy, and ensuring consistency in expectations and interventions, the committee aims to strengthen our sense of community and reduce incidents of bullying and violence within the school.

Frequency of committee meetings

The ABAV Committee will meet regularly throughout the school year to review progress, analyze data, and adjust strategies as needed. Through consistent monitoring and shared responsibility, our school remains committed to fostering a positive, caring, and inclusive climate where every student feels safe, respected, and empowered to thrive. Our goal is to meet monthly.

Undertakings of the principal

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

• Communicate with parent(s) and student(s) in a timely manner and meet if need be 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 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.

Support and Referral
• Offer access to school-based support 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 perpetrator 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
• Communicate with parent(s) and student(s) in a timely manner and meet if need be to discuss the incident, listen to their perspective, and reinforce expectations for respectful behaviour.
• Communicate the school's response, applicable consequences, and the importance of repairing harm through restorative measures when appropriate.

Follow-Up and Monitoring
• Conduct 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 special education 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 support across settings.

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Support and Intervention

- Promote social skills and positive peer relationships.
- Consult with the school principal if additional measures or supports are required and maintain communication with parents throughout the process.

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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

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 based on 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.

Specific findings concerning sexual violence, if applicable

There have been reports of inappropriate touching. Incidents were investigated and followed up in accordance with school and board procedures. Actions were taken to ensure the safety and well-being of the students involved.

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

Promote Pro-Social Behaviour and Emotional Regulation
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 help students recognize and manage emotions proactively.

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 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.

Specific priorities concerning 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, 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.

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)

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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, Onslow 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 promptly when reported or observed. Appropriate follow-up is carried out by the staff member involved and/or the principal, as required.
- **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 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.

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

Prevention Measures Implemented:

- Reinforce respect for personal boundaries, body safety, and respectful interactions through age-appropriate discussions and social-emotional learning activities.
- Follow up promptly and collaboratively on any reports, ensuring safety and understanding.

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)

- The School's Code of Conduct will be communicated to parents/guardians and students, as appropriate.
- The ABAV Plan will be made available to parents/guardians.
- Ongoing communication between the principal and/or designate and parents/guardians of students involved in bullying or violence incidents.
- Periodic follow-up with students involved in bullying or violence incidents and their parent(s)/guardian(s), as appropriate, to support student well-being, accountability, and positive behaviour.

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

- Encourage parents/guardians to communicate concerns related to student safety to school administration promptly.
- Maintain collaborative communication with parents/guardians when incidents arise, while respecting confidentiality.
- Share information with parents/guardians regarding school procedures and supports that promote a safe and respectful learning environment.

Information to be disseminated

▪ A document explaining the anti-bullying and anti-violence plan must be distributed to the parents (EA, s. 75.1).	▪ December 2026

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▪ A document reporting on the annual evaluation of the anti-bullying and anti-violence plan must be distributed to parents (EA, s. 83.1).	▪ May 2027
▪ The rules of conduct and the safety measures must be sent to the parents at the beginning of each school year (EA, s. 76).	▪ On-going
▪ 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).	▪ 2026/09/30 ▪ Complaints – Western Quebec School Board

Specific information to be disseminated concerning sexual violence

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)	September 2026 ▪ School website ▪ Share digitally with all parents via email ▪ Complaints – Western Quebec School Board
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).	September 2026 ▪ School website ▪ Email to parents ▪ Complaints – Western Quebec School Board
▪ 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).	▪ November 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)

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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 Secretary General, Berthine Glouzon and 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

▪

Procedures implemented for registering a complaint

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).

Berthine Jean Glouzon, Secretary General

819-684-2336 – Ext: 500003

BGlouzon@wqsb.qc.ca

- Student Ombudsman

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- Online: Web complaint form
- Phone or text message: 1-833-420-5233
- Email: plaintes-pne@pne.gouv.qc.ca

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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.
- Ensure the immediate safety of all students.
- Report the incident to the principal immediately.
- Provide appropriate support to the student affected.
- Document the facts and follow established reporting and follow-up procedures.
- 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 (DPJ), 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 DPJ: **819-776-6631**
  - Contact information for the police department: **819-648-2141**

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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	▪ Acknowledge and receive the report respectfully. ▪ Provide age-appropriate support and reassurance. ▪ Inform the individual of the school's follow-up process. ▪ Maintain appropriate communication and support while respecting confidentiality.
By a staff member who is a direct witness or a confidant (Stakeholder 1)	▪ Receive the information in a supportive and professional manner, document the facts shared, and refer the matter to the principal or designate for follow-up. ▪ Ensure the student's immediate safety. ▪ Listen, support, and reassure without investigating. ▪ Report the incident immediately to administration. ▪ Document the facts and maintain confidentiality. ▪ **Immediately report the situation to the DPJ by calling the following number**: **819-776-6631** ▪ NB: **Any school staff member** is required to immediately report to the DPJ 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 DPJ any situation of sexual abuse or physical abuse (YPA, ss. 39-39.1).
By the person responsible for follow-up (Stakeholder 2)	• Provide appropriate support to the student(s) involved, as required. • Implement and monitor strategies or interventions identified through the school's follow-up process. • Maintain appropriate communication with students, and staff, and as directed, while respecting confidentiality requirements.

	• Share relevant information and observations with the principal or designate to support ongoing follow-up and intervention.
By the school principal	▪ Receive, review, and respond to reports or complaints in a timely manner. ▪ Ensure appropriate follow-up is conducted and that information is gathered from those involved while respecting confidentiality, privacy, and procedural fairness. ▪ Determine and implement appropriate supports, interventions, and measures to promote student safety and well-being. ▪ Communicate with parents/guardians and relevant staff, as appropriate, and monitor the situation to determine whether additional support or intervention is required. 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: • **Berthine Jean Glouzon, Secretary General** • 819-684-2336 – Ext: 500003 • BGlouzon@wqsb.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	▪ Students will be encouraged to seek assistance from a trusted adult if they witness or become aware of concerning behaviour. ▪ Students will be reassured that concerns related to safety and well-being will be taken seriously. ▪ Appropriate support will be provided to students throughout the follow-up process.

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	▪ Confidentiality and privacy will be respected, in accordance with school procedures and legal requirements.
By a staff member who is a direct witness or a confidant (Stakeholder 1)	▪ Ensure the student's immediate safety. ▪ Listen, support, and reassure without investigating. ▪ Report the incident immediately to administration. ▪ Document the facts and maintain confidentiality. Take reasonable steps to ensure the immediate safety and well-being of the student(s) involved. ▪ Receive the information in a supportive and professional manner. ▪ Document factual observations and information shared and maintain confidentiality. ▪ Refer the matter promptly to the principal or designate for follow-up. ▪ **Immediately report the situation to the DPJ by calling the following number: 819-776-6631** ▪ NB: **Any school staff member** is required to immediately report to the DPJ 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 DPJ any situation of sexual abuse or physical abuse (YPA, ss. 39-39.1)
By the person responsible for follow-up (Stakeholder 2)	▪ Provide appropriate support to the student(s) involved, taking into account their age, needs, and well-being. ▪ Assist in the implementation and monitoring of measures identified by the school administration to support student safety and well-being. ▪ Maintain appropriate communication with the student(s), and staff members, as directed, while respecting confidentiality and privacy requirements. ▪ Share relevant observations and information with the principal or designate to support ongoing follow-up and intervention. 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	▪ Receive, review, and respond promptly to reports, disclosures, or complaints related to sexual violence. ▪ Ensure appropriate follow-up is conducted and that information is gathered in a respectful, confidential, and procedurally fair manner. ▪ Implement and coordinate appropriate measures to support the safety, well-being, and dignity of those involved, in accordance with school board procedures and legal requirements. ▪ Communicate with parents/guardians, staff, and external agencies, as appropriate, and document and monitor follow-up actions. ▪ 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). ▪ **Name and contact information:** ▪ **Berthine Jean Glouzon, Secretary General** ▪ 819-684-2336 – Ext: 500003 ▪ BGlouzon@wqsb.qc.ca ▪ **Immediately report the situation to the DPJ by calling the following number**: **819-776-6631**
NB: **Any school staff member** is required to immediately report to the DPJ 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 DPJ 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)

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- The school protects the confidentiality of all reports and complaints concerning bullying or violence.
- Information is shared only with individuals directly involved in the intervention process.
- Records are kept securely, discussions are conducted privately, and the identities of complainants, witnesses, and students involved are protected to the greatest extent possible.
- Parents are informed about matters involving their child while respecting the privacy rights of others.

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

- In cases involving sexual violence, the school will take all reasonable measures to protect the confidentiality and dignity of the persons involved.
- Information will be shared strictly on a need-to-know basis, records will be securely maintained, interviews and follow-up meetings will be conducted privately, and the identities of complainants, victims, witnesses, and alleged instigators will be protected to the greatest extent possible while ensuring student safety and compliance with legal obligations.

NB: A breach of professional secrecy is justified when a person contacts the DPJ to make a report. It should be noted that the obligation of reporting to the DPJ all situations of sexual abuse toward children and adolescents also apply to persons bound by professional secrecy, unless excluded. (YPA, s. 41)

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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	▪ Ensure the student's immediate safety and well-being through increased supervision and check-ins ▪ with a trusted adult. ▪ Provide access to support services (SET, administrator, or other designated staff member). ▪ Develop a safety and support plan, when required, to help the student feel secure at school. ▪ Maintain communication with parents/guardians and monitor the student's well-being through follow-up meetings.
For the student who is a perpetrator	▪ Meet with the student to review the incident, school expectations, and the impact of their actions. ▪ Provide behavioural, social-emotional, or restorative interventions aimed at developing empathy, self-regulation, and conflict-resolution skills. ▪ Increase supervision and monitoring as appropriate to ensure student and school safety. ▪ Maintain communication with parents/guardians and establish goals and follow-up measures to support positive behavioural change.
For witnesses	▪ Provide opportunities for witnesses to discuss concerns and feelings with a trusted adult. ▪ Reinforce reporting procedures and encourage students to seek adult assistance when they observe bullying or violence. ▪ Offer support to address any feelings of fear, guilt, or anxiety resulting from the incident. ▪ Promote positive bystander behaviours through restorative discussions and school prevention activities.

Specific supervisory and support measures concerning an act of sexual violence

For the student who is the victim	▪ Ensure the student's immediate safety and well-being and implement appropriate protective measures, as required. ▪ Provide access to appropriate emotional, educational, and school-based supports, taking into account the student's age and needs.

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	▪ Maintain ongoing follow-up with the student and, where appropriate, their parent(s)/guardian(s), while respecting confidentiality and privacy requirements. ▪ Monitor the student's well-being and school experience and adjust support measures as needed.
For the student who is a perpetrator	▪ Implement appropriate supervisory measures to ensure the safety and well-being of all students involved. ▪ Provide age-appropriate interventions and support to address the behaviour and reinforce respectful interactions, personal boundaries, and expected conduct. ▪ Maintain communication with the student and parent(s)/guardian(s), as appropriate, regarding supports, interventions, and expectations. ▪ Monitor the student's progress and adjust supports, interventions, and supervision as needed.
For the students who are witnesses	▪ Provide age-appropriate support and reassurance to students who may have witnessed the incident. ▪ Offer opportunities for students to share concerns or seek assistance from a trusted adult, as appropriate. ▪ Maintain communication with students and, where appropriate, their parent(s)/guardian(s), while respecting confidentiality and privacy requirements. ▪ Monitor student well-being and provide additional support or referrals, as needed.

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)

- The implementation of corrective and educational interventions aimed at promoting respectful behaviour and restoring a positive school climate.
- Communication and collaboration with parents/guardians regarding concerns, expectations, and follow-up measures.
- Increased supervision, behavioural supports, and other appropriate interventions based on the student's needs and the nature of the incident.
- Disciplinary measures, including suspension where warranted, in accordance with the Education Act, school board policies, and the severity, frequency, and circumstances of the behaviour.

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

- Increased supervision and restrictions on participation in certain activities, as appropriate.
- Educational, behavioural, or restorative interventions aimed at addressing the behaviour and reinforcing expectations regarding respectful conduct and personal boundaries.
- Meetings with the student and parent(s)/guardian(s) to review concerns, expectations, and required corrective measures.
- Suspension or other disciplinary measures, where warranted, in accordance with the Education Act, school board policies, and the severity and circumstances of the situation.

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)

- Reports or complaints will be reviewed and addressed in a timely manner by the principal or designate.
- Appropriate follow-up will be conducted with the students involved and, where appropriate, their parent(s)/guardian(s), while respecting confidentiality and privacy requirements.
- Support measures, interventions, and/or supervisory measures will be implemented based on the needs of the students and the circumstances of the situation.
- The situation will be monitored, documented, and reviewed to determine whether additional follow-up, support, or intervention is required.

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

- Reports, disclosures, or complaints will be reviewed and addressed promptly by the principal or designate.
- Appropriate follow-up will be conducted with the students involved and, where appropriate, their parent(s)/guardian(s), while respecting confidentiality, privacy, and procedural fairness.

- Support measures, interventions, and safety plans will be implemented as required to promote student well-being and safety.
- The situation will be documented, monitored, and reviewed to determine whether additional support, intervention, or follow-up is required

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

- Participation in training required or recommended by the Western Québec School Board and the Ministère de l'Éducation regarding bullying, violence, and sexual violence prevention and intervention.
- Review of school and board procedures related to reporting, confidentiality, and follow-up.
- Ongoing professional development related to student safety, well-being, and respectful school environment

Safety measures to stop sexual violence

- Promote a safe, respectful, and inclusive school environment through age-appropriate learning opportunities and school-wide expectations.
- Ensure adequate supervision of students during instructional and non-instructional times.
- Inform students of trusted adults and reporting mechanisms available within the school.
- Provide training and awareness opportunities for staff regarding the prevention, identification, and reporting of sexual violence.

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Resources

- School-based support and follow-up for students affected by, witnessing, or engaging in inappropriate behaviour.
- Resources and prevention materials from the school's Anti-Bullying Toolkit.
- Consultation and support from school administration and designated support personnel.
- Referrals to board, community, health, social, and mental health resources, as appropriate.
- Information regarding complaint and reporting mechanisms, including the Regional Student Ombudsman.

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Other Important Information

Date of approval of the anti-bullying and anti-violence plan by the governing board	October 19th, 2026
Resolution number	G.B. 10-19-2026- 04.1
Date of annual evaluation of the results by the governing board	April 19th,2027
Date of annual review of the anti-bullying and anti-violence plan	May 17th, 2027

Cathy Nugent

Principal's signature

Oct. 15, 2026

Date

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