



School Name: South Hull Elementary School

ANTI-BULLYING ANTI-VIOLENCE PLAN:

FOSTER A HEALTHY AND SAFE ENVIRONMENT 2025-2026



For information

Name of school: South Hull Elementary School

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PREAMBLE

The development of the plan to combat bullying and violence is part of a set of actions implemented by the institution to ensure a healthy and safe environment. Preventing violence and bullying requires ongoing actions, including the consistent and coherent application of the Code of Conduct and security measures adopted by the Governing Board. Under the Public Education Act (LIP), these rules of conduct must include:

- The attitudes and behaviors that students must adopt at all times;
- Prohibited actions and interactions, regardless of the means used, including those occurring through social media and during the use of school transportation;
- Disciplinary sanctions applicable based on the severity or repetitive nature of the misconduct.

These rules of conduct must also be presented to students during a lesson, which the school principal must organize annually in collaboration with the school staff. They are also communicated to parents at the beginning of the school year (LIP, art. 76).

Often included in the institution's Code of Conduct, these rules aim to establish the best possible conditions for student success and the smooth operation of the school. They outline expected behaviors to promote harmonious coexistence (e.g., respect, civility).

The Anti-Bullying and Violence Prevention Plan aims to implement measures to prevent any incidents of violence or bullying and to outline the interventions to be deployed if such an incident occurs.

In this plan, the term “instigator” replaces the more commonly used term “perpetrator,” particularly in legal frameworks. The term “instigator” is used throughout this document except when quoting official sources.

INTRODUCTION

To clarify the duties and responsibilities of educational institutions and all school stakeholders involved in cases of violence and bullying, the Public Education Act (RLRQ, chapter I-13.3, hereinafter referred to as "LIP") requires each educational institution to develop a prevention and intervention plan. The goal of this plan is to prevent and combat all forms of bullying and violence, ensuring that the school remains a healthy and safe learning environment where every student can reach their full potential, free from any form of intimidation or violence. The LIP outlines the following key provisions:

- The school principal is responsible for implementing the Anti-Bullying and Violence Prevention Plan. They must promptly address any report or complaint regarding an act of bullying or violence that they receive or that is forwarded to them by the regional student ombudsperson (LIP, art. 96.12). The principal also supports the School Council in its roles and responsibilities, coordinating the development, review, and, if necessary, updating of the Anti-Bullying and Violence Prevention plan (LIP, art. 96.13). Additionally, the principal ensures that all school staff members are informed about the institution's Code of Conduct, safety measures, bullying and violence prevention strategies, and the procedures to follow when an incident occurs (LIP, art. 96.21);
- All school staff members must actively contribute to the implementation of the Anti-Bullying and Violence Prevention Plan and ensure that no student in their care is subjected to bullying or violence (LIP, art. 75.3);
- The School Council adopts the Anti-Bullying and Violence Prevention Plan, along with any necessary updates, in accordance with the format prescribed by the Minister of Education;
- A document explaining the Anti-Bullying and Violence Prevention Plan is distributed to parents. The School Council ensures that this document is written in clear and accessible language. It must also mention the possibility of reporting or filing a complaint about an act of sexual violence with the regional student ombudsperson, as well as the option for individuals dissatisfied with the handling of their complaint by the school to use the complaint resolution process outlined in the Student Ombudsman Act (LIP, art. 75.1);
- The Anti-Bullying and Violence Prevention Plan is reviewed annually and updated if necessary. The school principal submits a copy of the plan and any updates to the National Student Ombudsperson (LIP, art. 75.1);
- The School Council conducts an annual evaluation of the institution's performance in combating bullying and violence (LIP, art. 83.1);

- A document outlining the results of this evaluation is distributed to parents, school staff members, and the regional student ombudsperson (LIP, art. 83.1);

CONFLICT, VIOLENCE, BULLYING, SEXUAL VIOLENCE AND RACISM

Conflict	Violence	Bullying
A disagreement or conflict between two or more people who do not share the same point of view, values, or interests. There is no victim, even though individuals may feel like they are on the losing side. A conflict can be resolved either through negotiation or mediation.	The word “violence” means any intentional demonstration of verbal, written, physical, psychological, or sexual force which causes distress and injuries, hurts, or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property.	The word “bullying” means any repeated direct or indirect behavior, 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.
Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools		
Sexual Violence		
The concept of sexual violence as used in the Integrated Violence Strategy includes reference to issues of sexual assault, sexual exploitation, and sexual harassment, including their various manifestations. Anchored in a dynamic of power imbalance, exposing victims to multiple consequences and violating fundamental rights. <u>Contrer la violence sexuelle, la violence conjugale et Rebâtir la confiance - Stratégie gouvernementale intégrée 2022-2027 (quebec.ca)</u>		
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.” (MIDI, 2015)		
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, color, 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.” (Charter of Human Rights and Freedoms, section 10).		

GENERAL INFORMATION

CHARACTERISTICS OF THE EDUCATIONAL INSTITUTION

Name of establishment	South Hull Elementary School
Name of School Principal	Erick Tremblay
Type of establishment	Primary school (Kindergarten to grade 6)
Number of students	Approx. 400 (2025)
Other characteristics	Socio-economic Index : 2 # of FNMI students : 27 # of students with IEP: 114 # of students in French Immersion Program: 210 students # of students in the Regular English program: 179 students
Values identified for the project	As a school, we believe that learning can only be achieved when students are safe and cared for at school.
Objectives for the educational project that are aligned with the Anti-Bullying Anti-Violence Plan	Improve the climate of benevolence (goodwill), well-being, and safety of students (MEQ)

INFORMATION ABOUT THE COMMITTEE

Name of committee	ABAV Committee
Name and function of the person in charge of coordinating the task of the committee (LIP,art. 96.12)	Erick Tremblay (Principal)
Members of the committee	Jennifer Christie (Teacher), Chris Beauchamp (Teacher/staff Assistant), Elyse Clark (Teacher) and Erick Tremblay (Principal)
Mandats of the Committee	Updating the 2025-2026 ABAV Plan
Frequency of Committee meetings	Monthly (as required)

COMMITMENT OF MANAGEMENT (LIP,ART.75.2)

Towards students and parents	Communicate any actions taken by the school with students and parents to resolve the situation (s).
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Towards the student instigator and their parents/guardians	Follow-up with appropriate consequences/restorative practices and communicate them with the students and parents/guardians
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ELEMENT 1: ANALYSIS OF THE SITUATION

Analysis of the Situation of the Educational Institution Regarding Acts of Bullying and Violence (LIP, art. 75.1, para. 3, subpara. 1°)

Time of Data Collection, Tools Used to Create the Overview, and Information Collected	Student Survey (Power BI) in March 2025 for cycle 2 and 3 students. Survey questions related to student satisfaction, engagement, school climate. Bullying and belonging.
Findings from the Analysis of the Current Situation	84 % are satisfied/highly satisfied with their experience school. 66% are highly engaged at school. 85 % feel satisfied/highly satisfied with school climate on how the school follows-up on behavior. 14% of students are satisfied with physical comfort of the school (cleanliness) 29 % of students have been bullied at the time of the survey. 90 % of students have a sense of belonging at school
Priorities Related to the Overview and Situation Analysis	Improve results in regard to physical comfort. Increase supervision or staff presence during unstructured times.

SEXUAL VIOLENCE

Findings Regarding Sexual Violence, If Applicable	GPI memos: 0 acts of sexual violence
Priorities Related to the Overview and Situation Analysis Regarding Sexual Violence, If Applicable	N/A Acts of sexual violence will be dealt with promptly and effectively.

BULLYING OR VIOLENCE BASED ON GROUNDS SUCH AS COLOUR AND ETHNIC OR NATIONAL ORIGIN

Findings Regarding Bullying or Violence Based on the Above-mentioned Grounds, If Applicable	GPI memos: 0 acts of bullying or violence based on colour or ethnicity
Priorities Related to the Overview and Situation Analysis Regarding Bullying or Violence Based	N/A

on the Above-mentioned Grounds, If Applicable	Acts of racism will be dealt with promptly and effectively.
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ELEMENT 2: PREVENTION MEASURES

Prevention Measures Aimed at Countering Any Form of Bullying or Violence Motivated by Racism, Sexual Orientation, Gender Identity, Homophobia, Disability, Physical Characteristics, or Sexual Assault (LIP, art. 75.1, para. 3, subpara. 2°)

- Discussions in class
- awareness posters promoting conflict resolution and bullying prevention
- classroom presentation(s) by police educator (if necessary)
- Promotion of inclusion and empathy in everyday gestures, including:
 - monthly assemblies
 - staff developing relationships with all students (i.e., extra-curriculars)
 - enhanced supervision
- General school climate and SEL practices
- Entente with Marie-Vincent
- CCQ/Sexuality Education Curriculum and support from pedagogical consultant
- Training activities for management and other personnel provided by the MEQ
- Anti-bullying and anti-violence training
- Guidelines on reporting any incidents of bullying or violence will be reviewed

ELEMENT 3: COLLABORATION WITH PARENTS

The success of this plan depends on the understanding and support of all our stakeholders. School administrators and staff play a key role in developing programs and strategies to improve daily school life. Students also have a responsibility to promote and support positive behaviors. Parents/Guardians are equally important and necessary partners in this initiative.

Parents/Guardians are encouraged to be active advocates for their children and to be aware of changes in their behaviors and to contact the school when behaviours at home become a concern.

The following measures are aimed at encouraging parents/guardians to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure environment (LIP, art. 75, para. 3, subpara. 3°):

1. The School's Code of Conduct will be communicated with the parents/guardians (i.e., Meet the Teacher Night, school newsletter, and/or on school website).
2. The ABAV Plan will be made available to parents (school website).
3. Ongoing communication between principal and/or their designate and parents/guardians of children who are being bullied and those who are engaging in bullying behaviors until the resolution of the situation. Periodic communication with students who are bullied and their parent(s) to ensure that measures taken have been successful and the bullying has ceased.

Information to be distributed	Ways to distribute this information	Date
A document explaining the action plan is distributed to and signed by parents (LIP, art. 75.1).	ABAV will be made available on our school website	August 2025
A document reporting the annual evaluation of the results regarding the fight against bullying and violence is provided to parents (LIP, art. 83.1).	Information provided at our first Governing Board Committee meeting	May 2025
The Code of Conduct and safety measures are communicated to the parents of the student at the beginning of the school year (LIP, art. 76).	Code of conduct included on school website	August 2025
A school service center must, no later than September 30 of each year, inform students, children, and their parents of the possibility to file a	Parents are informed at General Assembly	September 18, 2025

complaint under the complaint handling procedure provided by this law (LPNE, art. 21).		
Other measures planned to involve parents and guardians to encourage their collaboration:	• open communication with parents/guardians to foster strong relationships; follow up with parents/guardians using ICF forms, e-mails, and/or phone calls • offer support when incidents occur • communicate with parents as needed; inform and involve parents/guardians • agenda items at Meet the Teacher Night to inform parents/guardians of Action Plan • continued inclusion of Action Plan on school website	Daily

ELEMENT 4: PROCEDURES FOR REPORTING

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 to maintain confidentiality.

It is possible to make a report or file a complaint concerning an act of bullying, violence or sexual violence to or with the regional student ombudsman and, for a person who is dissatisfied with the follow-up on a complaint filed with the institution, to use the complaint processing procedure provided for in the Act respecting the National Student Ombudsman (2022, chapter 17).

Procedures for Making a Report or Filing a Complaint Regarding an Act of Bullying or Violence at the Institution and, More Specifically, for Reporting the Use of social media or Communication Technologies for Cyberbullying (LIP, art. 75.1, para. 3, subpara. 4°)

- | |
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| <ul style="list-style-type: none">• the student confidentially speaks to a trusted staff member• the parent/guardian informs the homeroom teacher via e-mail, who will notify school administration, or parent/guardian informs the school administration directly• encourage students to speak with a trusted adult as soon as possible |
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Incidents will continue to be recorded in ISM when a complaint is received
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SEXUAL VIOLENCE

Specific Procedures for Making a Report or Filing a Complaint Regarding an Act of Sexual Violence
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| <ul style="list-style-type: none">• The procedures outlined in the previous section also apply for making a report or filing a complaint regarding an act of sexual violence.• It is also possible to directly make a report or file a complaint with the regional student ombudsman (LPNE, art. 33, para. 2°). This must be done in writing (LPNE, art. 31):<ul style="list-style-type: none">- Using the online form: File a complaint following dissatisfaction with a school service. |
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- By phone or text: 1 833 420-5233. - By email: plaintes-pne@pne.gouv.qc.ca.	
The victim or their relatives can, at any time, report the situation to the police or the Director of Youth Protection (DPJ), whether or not the incident has been reported to the educational institution or the regional student ombudsman. Reports and complaints made to the educational institution do not replace the work of the police and youth protection services.	
Contact Information for DPJ	819-776-6060
Contact information for the Police service	1-866-299-2002

Strategies to Distribute the Methods

Enter the location(s) where the document is displayed in the educational institution	Available to staff on Teams
Website address of the educational institution, if applicable	https://southhull.westernquebec.ca/
Other:	

BULLYING OR VIOLENCE BASED ON GROUNDS SUCH AS COLOUR, ETHNIC, OR NATIONAL ORIGIN

Specific Procedures for Making a Report or Filing a Complaint Regarding an Act of Bullying or Violence Based on the Grounds Mentioned Above	Mentioned above
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ELEMENT 5: INTERVENTIONS PROTOCOL

South Hull Elementary School is committed to providing a safe, caring, and positive climate. Adult indifference is not tolerated. School personnel must report and/or investigate all incidents of bullying and take appropriate action whether they personally observe incidents or learn of them by some other means. Reporting, investigating, and action must occur even if the victim does not file a formal complaint or does not express overt disapproval of the incident.

This *Intervention Protocol* establishes practices and procedures for observed and reported incidents of bullying and/or violence. For purposes of this Protocol, “Conduct” may include:

- Physical acts, such as inappropriate, unwanted, uninvited, or injurious physical contact with another; stalking; sexual assault; and destruction or damage to property of another;
- Written and electronic communication of any type that incorporates language or depictions that would constitute bullying, using any medium (including, but not limited to, cell phones, computers, websites, electronic networks, instant message, text messages and emails);
- Verbal threats made to another, including blackmail, extortion or demands for protection money;
- Direct or indirect, relationally aggressive behaviour such as social isolation, rumour spreading, or damaging someone’s reputation.
- When circumstances permit, any of the above conduct which occurs off school grounds when such creates, or can reasonably be expected to create, a substantial disruption in the social setting and/or at school-sponsored activities and events.

In addition to the conduct described above, examples of conduct that may constitute bullying or violence include the following:

- Blocking access to school property or facilities;
- Stealing, hiding, or defacing books, backpacks or other personal possessions;
- Repeated or pervasive taunting, name-calling, belittling, mocking putdowns, or demeaning humour relating to a student’s race, color, gender, sexual orientation, ancestry, religion, disability, or other personal characteristics, whether or not the student actually possesses them, that could reasonably be expected to result in the disruption of school activities or that results in a hostile educational environment for the student.

Conduct that would **not** ordinarily be considered bullying or violence includes

- Teasing

- “Talking trash”
- Trading of insults
- The expression of ideas or beliefs that are protected by the *Canadian Charter of Rights and Freedoms*, so long as such expression is not lewd, profane, or intended to intimidate or harass another.

Staff Protocol

Any staff members who witness an act of bullying or violence must intervene immediately or as quickly as reasonably possible to address the issue:

1. The immediate safety and security of all parties must be ensured;
2. All incidents of bullying or violence must be reported to the principal in a timely fashion;
3. A bullying or violence incident must be documented;
4. The school principal or their designate must investigate all reports in a timely fashion, preferably within 24 hours (when possible) of receiving the initial report;
5. The staff member responsible for investigating the report about the behaviour should:
 - a. Interview student(s) exhibiting bullying or violent behaviour and the target(s)/victim(s) separately to avoid further victimization;
 - b. Engage the target(s)/victim(s) first and focus on their safety;
 - c. Reassure the target/victim that the bullying or violent behaviour will not be tolerated and that all possible steps will be taken to prevent reoccurrence;
 - d. Offer the target(s)/victim(s) support, as needed;
 - e. Inform the parent(s)/guardian(s) of the incident and subsequent intervention(s). Details of the intervention(s) or disciplinary action(s) are not to be shared to protect confidentiality.

Student Response Protocol

Any student who witnesses an act of bullying or violence has an obligation, as a responsible member of the school community, to intervene if the situation does not threaten their well-being, or to report the incident to school authorities.

The following are the means through which a student may do so:

- Inform a staff member on duty;
- Inform administration;
- Speak to a trusted teacher or staff member;
- Speak to a parent/guardian

Parent/Guardian Response Protocol

- Report the incident to a school administrator or classroom teacher

At the discretion of the school principal or their designate, police intervention may be requested

ELEMENT 6: MEASURES TO ENSURE CONFIDENTIALITY

Measures to protect the confidentiality of any report or complaint disclosure concerning an act of bullying or violence shall include (LIP, art. 75.1, para. 3, subpara. 6°):

1. Staff are reminded that every incident and the ensuing follow-up must be kept confidential. This is done at least once each year;
2. Reports of bullying and/or violence are recorded on a digital database that has restricted access;
3. Use of intervention strategies that protect the anonymity of persons who report or provide information.

Information related to the students involved in the situation must be treated confidentially. For example, details regarding the nature of the actions or sanctions taken against the instigating student cannot be shared with the parents of the victim student.
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According to the Youth Protection Act (RLRQ, Chapter P-34.1, hereinafter "YPA"), a breach of professional secrecy is justified when an individual contacts the Director of Youth Protection (DPJ) to make a report. It should be noted that the obligation to report all cases of sexual abuse committed against children and adolescents to the DPJ applies even to individuals bound by professional secrecy, with exceptions (YPA, art. 41).

ELEMENT 7: SUPERVISORY AND SUPPORT MEASURES

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

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

- a) *Remediation*, intended to counter or “remedy: a behavioural mistake, can be an effective prevention practice. Remediation measures are intended to correct the problem behaviour, prevent a reoccurrence, protect, and provide support for the victim and take corrective action for documented systemic problems related to bullying and violence. Remediation measures allow the student an opportunity to reflect on behaviors, learn pro-social skills and make amends to those affected. Working with recovery plans and restorative justice practices are categorized as remediation.
- b) *Consequences* communicate to a perpetrator that their behaviour is their choice and their responsibility. A consequence respects the child’s right to make a decision, even if it’s not a good one. It’s a matter-of-fact learning experience in which you maintain a better relationship with the child as you hold them accountable. Consequences are almost always enacted in conjunction with remediation measures and restorative practices. Measures should be applied on a case-by-case basis and take into consideration a number of factors including:

STUDENT CONSIDERATIONS

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

SCHOOL CONSIDERATIONS

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

Examples of remedial measures and consequences may include, but are not limited to, the

examples listed below:

REMEDIATION MEASURES FOR VICTIMS

Meet with staff member to:

- Create a safe environment to allow the victim to explore feelings about the incident;
- Maintain open lines of communication;
- Develop a plan to ensure student's emotional and physical safety at school;
- Ensure student does not feel responsible for the behaviour;
- Ask student to report any and all future related incidents;
- Offer support to help develop skills for overcoming the negative impact on self-esteem;
- Any adult within the educational institution who receives information about a situation involving sexual violence must:
 - Listen to the student and allow them to speak freely, respecting their pace and silences;
 - Avoid asking the student to repeat their disclosure;
 - Avoid directing the conversation or questioning the student;
 - If necessary, ask only open-ended questions using the student's words (i.e. "Tell me more about the person who touched you there..." or "Tell me everything about the secret games.")
 - Take note of the student's words and those of the trusted adult;
 - Note the necessary information and store it securely, especially with the intent of providing a summary report to the school director and the regional student protector, if applicable (LIP, art. 96.12).
 - Reassure the student about the handling of the situation;
 - Notify the school administration of the situation;
 - Report the situation immediately to the Youth Protection Services (DPJ) at the following number: 819-776-6060
 - These steps are essential in ensuring that the student feels heard, supported, and protected, and that the proper authorities are notified to address the situation swiftly.

In the case of sexual assault, these additional steps are critical for ensuring the process is handled respectfully and confidentially, protecting the student's dignity, and complying with legal requirements for documentation and reporting:

- A staff member will conduct scheduled follow-up meetings with the student to ensure the bullying or violence has stopped and to provide support to the student. The degree of support offered at these meetings and their frequency shall depend upon the feedback from the victim regarding the current circumstances;

- In all cases, it will be determined which members of the school staff must be made aware of the incident to ensure the student is safe;
- Parent(s)/guardian(s) will be informed immediately following the incident and regularly updated until the situation is resolved.

REMEDATION MEASURES OF STUDENT EXHIBITING BULLYING BEHAVIOUR

- Develop an intervention plan with the student to ensure they have a voice in the outcome and can identify ways they can solve the problem and change behaviours;
- Meet with parent(s)/guardian(s) to develop a recovery plan agreement to ensure all understand school rules and expectations, as well as the long-term negative consequences of bullying or violence on all involved, and to clearly outline consequences if the behaviour continues;
- The student will meet with a trusted staff member to:
 - Explore SEL dialogue (what is happening and why);
 - Offer additional social skills training, such as impulse control, anger management, developing empathy, and problem solving;
 - Arrange for apology (written is recommended);
 - Arrange for restitution, particularly if any personal items were damaged or stolen;
 - Determine (age appropriate) restorative practices;
 - A referral to the school board social worker can be made.

REMEDATION MEASURES FOR WITNESSES

- Following the incident, an intervention may be held with any witnesses to determine their role in the incident. If the incident witnessed is severe, witnesses are met, in a group or individually, to debrief the event, discuss their role, and to determine more appropriate actions in the future;
- The school reserves the right to contact the parent(s)/guardian(s) of bystanders;
- As with victims, witnesses to acts of bullying or violence should have a reasonable expectation of feedback from intervening adult figures in a timely manner to guarantee a sense of safety and security in the school;
- Explore reasons why they did not intervene or report the incident;
- Offer coaching on how to safely intervene or help the situation.

School Administration:

The principal of the educational institution, upon receiving a complaint regarding an act of bullying or violence, must, after considering the best interests of the students directly involved, promptly communicate with their parents to inform them of the measures outlined in the plan to combat bullying and violence. The principal must also inform the

parents of their right to request the assistance of the person designated by the school service center specifically for this purpose (LIP, art. 96.12).

Note: When the situation involves a staff member of the educational institution, whether as a victim, instigator, or witness of an act of bullying or violence, the school administration must be informed. The administration will need to analyze the situation to determine the appropriate support and supervision measures, as well as any applicable sanctions, in accordance with legal frameworks, applicable collective agreements, and the roles and responsibilities of the school organization. In the case of a staff member who is a victim or witness, the administration must also relay the information to health and safety.

- According to the Youth Protection Act (RLRQ, chapter P-34.1, hereafter "YP Act"), all school staff members are required to report immediately to Youth Protection Services (DPJ) any situations covered by the YP Act involving minors, including situations of sexual abuse. Additionally, anyone, regardless of their position, is obligated to report immediately to the DPJ any situations of sexual abuse and physical abuse (YP Act, sections 39 and 39.1).
- The confidentiality of the identity of individuals who report to the DPJ is guaranteed (YP Act, section 44).
- In the case of a complaint involving a sexual violence act, the school administration must inform the victimized student of the possibility of contacting the Legal Aid Commission. If the student is under 14 years old, the administration must also inform the student's parents. If the student is 14 or older, the administration can, with the student's consent, also inform the parents (LIP, article 96.12).

These legal obligations are crucial to ensuring that instances of abuse are handled promptly and that the rights of the affected students are respected, while maintaining confidentiality and providing appropriate legal support.

ELEMENT 8: SPECIFIC DISCIPLINARY SANCTIONS

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

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

Disciplinary sanctions applicable to acts of bullying or violence, based on their severity or repetitive nature (LIP, art. 75.1, para. 3, item 8°).
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SEXUAL VIOLENCE

In cases of sexual violence, possible disciplinary sanctions will be determined based on the analysis of the situation and upon considering the nature, severity, and frequency of the actions taken.

If legal proceedings have taken place and a student has been found guilty of a criminal offense, the educational institution may be required to implement the judicial measures imposed on them.
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BULLYING OR VIOLENCE BASED ON FACTORS SUCH AS COLOUR, ETHNIC ORIGIN, OR NATIONAL ORIGIN

Possible disciplinary sanctions in cases of bullying or violence based on the factors mentioned above, determined based on the analysis of the situation and considering the nature, severity, and frequency of the actions taken.

ELEMENT 9: FOLLOW-UP PROTOCOL ON ANY REPORT OR COMPLAINT

The principal or their designate, will ensure that each incident was properly followed up on and documented. Follow-up measures will include the following:

- Verification that the incident has been properly documented;
- Verification that all parties immediately involved have been met with and that intervention protocols have been followed;
- Verification that parents/guardians of the victims and perpetrators have been contacted;
- Meeting with the victim and perpetrator to assess their well-being, and that the bullying/violence has ceased;
- Verification of the completion of all remedial measures for all parties concerned;
- Referral of parents to complaints procedure, should the parents/guardians express dissatisfaction with the course of action from the school administration;
- For each complaint received concerning bullying or violence 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.

OTHER ACTIONS SPECIFIC TO SEXUAL VIOLENCE

Training activities for management and other personnel include the following:

- training to be provided by the MEQ

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 and SEL practices
- Entente with Marie-Vincent
- CCQ/Sexuality Education curriculum
- Support from PED consultant holding the dossier

COMPLAINT PROCEDURES

Sexual Violence

Specific Procedures for Making a Report or Filing a Complaint Regarding an Act of Sexual Violence	
• The procedures outlined in the previous section also apply for making a report or filing a complaint regarding an act of sexual violence. • It is also possible to directly make a report or file a complaint with the regional student ombudsman (LPNE, art. 33, para. 2°). This must be done in writing (LPNE, art. 31): - Using the online form: File a complaint following dissatisfaction with a school service. - By phone or text: 1 833 420-5233. - By email: plaintes-pne@pne.gouv.qc.ca.	
The victim or their relatives can, at any time, report the situation to the police or the Director of Youth Protection (DPJ), whether or not the incident has been reported to the educational institution or the regional student ombudsman. Reports and complaints made to the educational institution do not replace the work of the police and youth protection services.	
Contact Information for DPJ	819-776-6060
Contact information for the Police service	1-866-299-2002

Entente Multi (legal will provide information)

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 will also inform their parents/guardians of that option. And, if the student is 14 years of age or older, the principal may also inform their parents/guardians of that option, with the student's consent.

STUDENTS AND TECHNOLOGY

Teachers and school staff are responsible for supporting students in ethical citizenship in using information communication technologies. [The Western Quebec School Board's Digital Action Plan \(DAP\) focused on four pillars:](#)

- **Understanding Issues**, including information literacy, advertising and marketing, and online safety and digital footprint
- **Ethical Implication**, including plagiarism and copyright, and cyberbullying
- **Impact on Physical and Psychological Well-Being**
- **Behaving Ethically**, including taking into consideration social, cultural, and philosophical diversity, online communication, and online purchasing and selling

Staff provide guidance to students related to technology and have a role to play in supporting, educating, preventing, and intervening with young people about appropriate use of technology. Additionally, school staff may also provide students with information about sexting, non-consensual sharing, and the legal implications of both practices.

While the prevention and intervention approaches below are specific to sexuality and technology, these strategies can also apply to other inappropriate uses of technology:

Prevention Approaches

Proactively educate students about sexuality and prevention to help them develop the skills to have healthy and egalitarian relationships, become aware of real and perceived peer pressure, assert themselves, respect their boundaries, and make informed choices. Making parents aware of this reality can lead to concerted intervention, both in prevention and in situations involving sexting.

In schools, a comprehensive and positive approach to sexuality and social behaviour is essential. It is important to choose interventions that promote respect for individual rights and the development of students' ability to take charge of their own health and well-being. The following actions illustrate this approach:

- Foster an open-minded and empathetic attitude to encourage dialogue
- Make students aware of the rights and responsibilities involved in privacy
- Teach the ethical use of technology
- Promote the adoption of safe and healthy behaviours concerning sexuality
- Encourage students to respect their boundaries and those of others
- Ensure that students understand the concept and implications of free and informed consent
- Support students in making decisions that enable them to have a positive relationship with sexuality that is respectful of themselves and others
- Invite students to think of an adult to whom they can refer when needed

- Be open to students confiding in you by listening in a non-judgmental way

Intervention Approaches

When a situation involving sexting or the non-consensual sharing of intimate images arises, it is essential to first ensure the physical and emotional safety of the students involved. An attentive and empathetic attitude will foster trust with the students and will have a considerable effect on what happens next.

Staff members must analyze the situation and plan their actions depending on the context. When there is evidence to suggest that a student's safety or development may be compromised, external partners can also provide insight and contribute to the analysis of the situation. However, school staff remain key players, even when situations involve partners. School staff are required to:

- Support student victims, witnesses, and perpetrators, and provide appropriate help in a timely manner
- Restore the climate in the classroom and at the school, depending on the situation
- Keep the adults and students involved informed of the status of the case (only necessary and relevant information) while maintaining confidentiality
- Establish and maintain collaboration with the parents of the students concerned
- Check regularly to make sure the situation is resolved
- Record interventions and follow-ups
- Take the opportunity to educate and equip students (teach them about the role of witnesses, consent, egalitarian relationships, etc.) depending on the situation

It is important to remember that each situation is unique and takes place in its own context. A structured, concerted analysis of the situation will make it possible to determine interventions to protect, support, and guide student victims, perpetrators, and witnesses, as intended in the anti-bullying and anti-violence plan.

END OF YEAR REVIEW

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

To ensure the integrity of the Plan, the administration will conduct a yearly evaluation that reviews:

- The data results;
- An analysis of GPI/ISM (digital reporting platform) entries related to bullying and/or violence to assess decrease or increase in incidents of bullying and/or violence
- The initiatives put in place for the year and assessment of effectiveness of the actions

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

OTHER IMPORTANT INFORMATION

*Date of adoption of the action plan by the governing board (LIP, art. 75.1).	November 6 th , 2024
Resolution number.	5.2
*Date of annual evaluation of the results by the governing board (LIP, art. 83.1).	May 2026
*Date of annual revision of the action plan (LIP, art. 75.1).	September 2026
Signature of the principal.	
Date	November 6 th , 2024
Signature of the Governing Board Chair	Chloé O'Shaughnessy
Date	November 6 th , 2024



Québec 