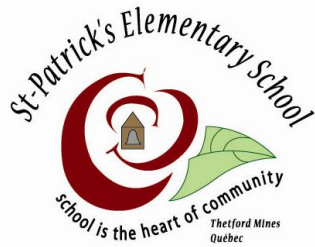




COMMISSION SCOLAIRE CENTRAL QUÉBEC  
CENTRAL QUÉBEC SCHOOL BOARD

## Anti-Bullying and Anti-Violence Plan



St-Patrick's Elementary School  
A.S.J. Memorial High School



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**Coordinator:**

**Ann-Marie Campbell**

**ABAV Committee  
Members:**

**Guylaine Marcoux, SETs**

**Approved by Governing  
Board:**

**January 30<sup>th</sup>, 2024**

**Resolution:**

**See last page**

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# Anti-Bullying and Anti-Violence Plan

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# GOALS OF THE ABAV PLAN

In compliance with s. 75.1 of the Education Act, this plan specifies the duties and responsibilities of the relevant school stakeholders and their partners. It also stipulates that school boards must see to it that each of their schools provides a healthy and secure learning environment that allows every student to develop his or her full potential, free from any form of bullying or violence.

The plan is designed to support the optimal conditions required to guarantee the fundamental right to dignity, equality, and integrity, while respecting the unique character of each individual.

- Every student is entitled to a high-quality educational experience, affirming and free from discrimination, bullying, or violence based on perceived race, color, ethnicity, religion, language, gender identity, sexual orientation, ability, or ancestry.\*
- Every employee is entitled to work in an environment that is affirming and free from discrimination, bullying, or violence based on perceived race, color, religion, gender identity, sexual orientation, ability, or ancestry.\*
- Every visitor is entitled to participate in an environment that is affirming and free from discrimination, bullying, or violence based on perceived race, color, religion, gender identity, sexual orientation, ability, or ancestry.\*

(\*Extracted from Portland (Oregon) Public Schools Anti-Racist & Anti-Oppression Learning Communities, Board Policy 2.10.015-P. p.1.)

*Adapted from a document created by LBPSB*

## How to identify intimidation and bullying

- Actions, attitudes, and words that are negative and targeted towards a certain person repeatedly.
- A physical, verbal, and social power imbalance between the persons concerned.
- When there is a difference between the emotions felt by the perpetrator (feeling of superiority, excitement, amusement...) and the victim (fear, pain, embarrassments...).

# DEFINITIONS

## Bullying

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*The word “bullying” implies 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.*

Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools

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## Violence

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*The word “violence” means 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.*

Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools

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## Sexual Violence

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*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.*

Contre la violence sexuelle, la violence conjugale et Rebâtir la confiance - Stratégie gouvernementale intégrée 2022-2027 (quebec.ca)

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## Racism

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*“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)*

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## Discrimination

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*“ 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.” (Charter of Human Rights and Freedoms, section 10).*

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# Elements of the ABAV Plan

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- Element 1** An analysis of the situation prevailing at the school with respect to bullying and violence;
- Element 2** 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;
- Element 3** Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment;
- Element 4** Procedures of reporting, or registering a complaint concerning, an act of bullying or violence to or with the institution and, more particularly, procedures for reporting the use of social media or communication technologies for cyberbullying purposes;
- Element 5** The 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 when a report or complaint is sent to the institution by the regional student ombudsman;
- Element 6** Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence;
- Element 7** Supervisory or support measures for any student who is a victim or bullying or violence, for witnesses and for perpetrator, (and bystander);
- Element 8** Specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature, and;
- Element 9** The required follow-up on any report or complaint concerning an act of bullying or violence;
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Element 1

**ANALYSIS OF THE SITUATION PREVAILING AT THE SCHOOL WITH RESPECT TO BULLYING AND VIOLENCE**

**School Portrait**

<b>School's socio-economic index:</b>	In 2022, SPES: 6.37 In 2022, ASJ: 7.43
<b>Student population:</b>	In 2023, SPES: 210 In 2023, ASJ: 104
<b>Other pertinent information:</b>	Many new immigrants (~10%)

**Analysis**

An analysis of the situation prevailing at the school with respect to bullying and violence is conducted each year using the following indicators:

- Results from the latest *COMPASS survey*
- Results from the latest *Our School Survey* (formerly *Tell Them From Me*)

**Students with a positive sense of belonging (*Our School Survey*)**

Feeling accepted and valued by their peers and others at school:

	Spring 2023			
SPES grades 4-6	51%			
ASJ	47%			

**Students with moderate or high levels of anxiety (*Our School Survey*)**

Students who have intense feelings of fear, intense anxiety or worry about particular events or social situations:

	Spring 2023			
SPES grades 4-6	38%			
ASJ ( <i>Our School Survey/Compass</i> )	40% / 31%			

**Bullying and Exclusion | (*SPES Our School Survey*)**

	Spring 2022			
Victim of bullying	40%			
Feeling safe attending the school as well as going to and from school	36%			

**Bullying and Exclusion (ASJ Compass)**

	Spring 2023			
Feeling safe at their school	73%			
Proportion of students who declared (past 30 days) not being bullied by other students	76%			
Being physically bullied by other students	1%			
Being cyberbullied by other students	3%			
Being verbally bullied by other students	20%			
Being socially bullied by other students	11%			
Having their things broken or stolen by other students	0%			
<b>NOT</b> having bullied other students	94%			

**Places where bullying occurs**

	Spring 2023			
School corridors	33%			
School property	33%			
In class	17%			
Changin rooms	6%			
School bus	6%			
Outside of school	6%			

**Discrimination**

	Spring 2023				
Declared being a victim or discrimination at least a few times a month in their everyday life	66%				
Main reasons for discrimination	origin	6%			
	race	7%			
	height	13%			
	weight	11%			
	gender	4%			
	age	0%			
	other aspect of physical appearance	15%			
	other	65%			

**Students with moderate/high levels of depression (ASJ)**

Students who have prolonged periods when they feel sad, discouraged, and inadequate:

	Spring 2023			
Our School Survey	36%			
Compass	32%			



## Element 2 PREVENTION MEASURES

To address the area(s) of concern, the following preventative measures aimed at putting 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 include:

1 -	Creating a wellness bulletin board in the staircase leading to ASJ
2-	Active supervision of common spaces and traffic areas during breaks (outside, hallways, washrooms, gym...)
3 -	Installation of surveillance cameras around the school. SETs have access to the cameras from their computers
4 -	Creating activities promoting inclusion of immigrants
5 -	Workshops (GRIS, Securite-T, CALACS, VJay...)
6 -	Objective 4 in the educational project (promoting a sense of belonging to the school; a safe and caring environment)

### **Element 3      MEASURES FOR PARENT/GUARDIAN COLLABORATION**

The success of this plan depends on the understanding and support of all of 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 behaviors 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.

1. The School's Code of Conduct will be communicated with the parents/guardians (agenda, curriculum night, bulletins/memos, and/or on school website).
2. The ABAV Plan will be made available to parents. It will be posted on the school website, under the tab "ABAV".
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 behaviours until the resolution of the situation. Periodic communication with students who are bullied and their parent(s) to ensure that measures taken have been successful and the bullying has ceased.

## 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 so as 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).

For students, parent(s)/guardian(s), staff members and partners (volunteers, bus drivers, other), the procedures for reporting are:

- Via email
- Written communication
- Phone call
- Verbal to principal or staff representative
- Via website (using the Microsoft forms)

## Element 5 INTERVENTION PROTOCOL

Saint-Patrick's Elementary School and A.S.J. Memorial High School want to provide 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, rumor 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 of facilities;
- Stealing or hiding or otherwise defacing books, backpacks or other personal possessions;
- Repeated or pervasive taunting, name-calling, belittling, mocking putdowns, or demeaning humor 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 reasonable possible to address the issue.

1. The immediate safety and security of all parties must be ensured.
2. All incidents of bullying / violence must be reported to the principal, in a timely fashion.
3. A bullying/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 initial report.
5. The staff person responsible for investigating the report about the behaviour should:
  - a) Interview student(s) exhibiting bullying behaviour and the target / victim(s) separately to avoid further victimization of the target.
  - b) Engage the target / victim first and focus on his/her safety.
  - c) Reassure them that the bullying behaviour will not be tolerated and that all possible steps will be taken to prevent a reoccurrence.
  - d) Offer the victim counselling (if needed).
  - e) Inform parents of the incident and subsequent intervention. (Details of the intervention or disciplinary actions are not to be shared in order to protect confidentiality).

## **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.
- Mention it to a teacher or staff member they trust.
- Tell parent/guardian.

## **PARENT / GUARDIAN RESPONSE PROTOCOL**

- Report the incident to a school administrator or classroom teacher.

**\*At the discretion of the principal or his/her delegate, police intervention may be requested.**

**Element 6**

**MEASURES TO ENSURE AND PROTECT CONFIDENTIALITY OF ANY REPORT OR COMPLAINT CONCERNING AN ACT OF BULLYING OR VIOLENCE**

Measures to protect the confidentiality of any report or complaint disclosure concerning an act of bullying or violence shall include:

1. Staff is 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.

## Element 7

### SUPERVISORY AND SUPPORT MEASURES (for the victim, bully, witness & bystander)

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

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

- a) **Remediation**, intended to counter or “remedy: a behavioral mistake, can be an effective prevention practice. Remediation measures are intended to correct the problem behavior, 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 behavior is their choice and their responsibility. A consequence respects the child’s right to make a decision, even if it’s not a good one. It’s a matter-of-fact learning experience in which you maintain a better relationship with the child as you hold them accountable. Consequences are almost always enacted in conjunction with remediation measures and restorative practices. Measures should be applied on a case-by-case basis and take into consideration a number of factors including:

#### **Student Considerations:**

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

#### **School Considerations:**

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

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

### **Remediation Measures for Victims**

- Meet with counsellor / mentor / special education technician / administrator / staff member to:
  - Create a safe environment to allow victim to explore feelings about 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 behavior.
  - Ask student to log and report any and all future related incidents.
  - Offer counseling to help develop skills for overcoming the negative impact on self-esteem.
- A staff member will conduct scheduled follow-up meetings with the student to ensure the bullying or violence has stopped and to provide support to the student. The degree of support offered at these meetings and their frequency shall depend upon the feedback from the victim regarding the current circumstances.
- In all cases, it will be determined which members of the school staff must be made aware of the incident to ensure that the student is safe.
- Parents will be informed immediately following the incident and regularly updated until the situation is resolved.

### **Remediation Measures for Student Exhibiting Bullying Behavior**

- Develop an intervention plan with the student. Ensure the student has a voice in the outcome and can identify ways they can solve the problem and change behaviors.
- Meet with parent(s)/guardian(s) to develop a recovery plan agreement to ensure all understand school rules and expectations, as well as the long term negative consequences of bullying or violence, on all involved, and to clearly outline the consequences if the behavior continues.
- Meet with special education technician, school counsellor, social worker or psychologist to:
  - Explore mental health issues or emotional disturbances – what is happening and why?
  - Offer additional social skills training such as impulse control, anger management, developing empathy and problem solving.
  - Arrange for apology – written is recommended.
  - Arrange for restitution – particularly if any personal items were damaged or stolen.
  - Determine restorative practices (age appropriate).



## **Remediation Measures for Witnesses**

- Following the incident, an intervention may be held with any witnesses to determine their role in the incident. If the incident witnessed is severe, witnesses are met, in a group or individually, to debrief the event, discuss their role and to determine more appropriate actions in the future.
- The school reserves the right to contact the parents/guardians of bystanders.
- As with victims, witnesses to acts of bullying or violence should have a reasonable expectation of feedback from intervening adult figures in a timely manner so as to guarantee a sense of safety and security in the school.

## **Remediation Measures for Student Bystanders**

- Review Student Response Protocol.
- Explore reasons why they did not intervene or report the incident.
- Offer of coaching on how to safely intervene or help the situation.

## **Element 8      SPECIFIC DISCIPLINARY ACTIONS**

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
- In-school suspension
- Out-of-school suspension
- Homebound Tutoring (could take place via Teams)
- Referral to alternative to suspension program for schools offering such a program
- Referral to counsellor, external social / medical agencies, for support
- Legal action / report to law enforcement, if required
- Signaling of youth protection
- Convocation to a disciplinary hearing at the school board
- School transfer
- Expulsion
- Referral to MAJF; Pivot or any other community organization

**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.

## SEXUAL VIOLENCE

Elements 1 to 9 of the present ABAV plan apply to acts of sexual violence, as adapted considering the circumstances.

### PREVENTATIVE / SAFETY MEASURES TO STOP ACTS OF SEXUAL VIOLENCE

In addition to the prevention measures mentioned in Element 2, the following training activities for management and other personnel specific to acts of sexual violence include the following:

To address the area(s) of concern, the following measures aimed at putting an end to all forms of sexual violence include:

1 -	General school climate
2 -	Reaching out to Marie-Vincent Foundation
3 -	CCQ / Sexuality of Education Curriculum and support from consultant holding the dossier
4 -	Signaling Youth Protection

### INTERVENTION PROTOCOL

For acts of sexual violence involving a perpetrator of 12 years of age or older, the administration must contact the pertinent department of the Central Quebec School Board prior to applying the intervention protocol (Element 5) and the Supervisory and Support Measures (Element 7) mentioned herein. Specific measures might be required in certain cases and the board will be of assistance to the administration as to the steps to follow.

### FOLLOW-UP PROTOCOL

In addition to the follow-up protocol mentioned herein (Element 9), and more specifically, to the possibility of filing a report or making a complaint, 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.

## EXTRACURRICULAR SERVICES OR IMPLEMENTATION OF THE SPECIAL SCHOOL PROJECT

In addition to the measures mentioned above, the following measures will be included in all agreements between the school and a body or person providing extracurricular services or carrying out a special school project for the provision of services other than educational services:

PREVENTION MEASURES TO PREVENT AND STOP ANY FORM OF BULLYING OR VIOLENCE DURING THE PROVISION OF AND, WHERE APPLICABLE (Art.215 Bill 9)

1 -	Anti-bullying and anti-violence training by persons who would be required to work with minor students and persons regularly in contact with minor students
2 -	Guidelines on reporting any incidents of bullying, violence and or sexual violence will be reviewed by the administration of the school.
3 -	Service agreement

## ANNEXES

### 1<sup>st</sup> Notice

#### Actions taken:

- Student reports the incident, or adult refers student to the SHARP room. A SET meets with all parties involved separately.
- The SET records all the information in the student file.
- Bullying/intimidation protocol applied, and the principal is informed.

### Consequences and Support

#### Perpetrator

1. Reviewing with the student the school code of conduct;
2. The SET will contact student's parents and send the 1<sup>st</sup> notice letter is sent home (email or phone call);
3. Additional support offered if necessary (psychosocial counselor, social worker, 811);
4. Information recorded in student file.

#### Victim

1. The SET will contact the parents (email or phone call);
2. Additional support offered if necessary (psychosocial counselor, social worker, 811);
3. Information recorded in student file

#### Witness

The witness (es) will meet with the SET (gather information) when applicable.

## **2<sup>nd</sup> Notice**

### **Actions taken:**

- Student reports the incident, or adult refers student to the SHARP room. A SET meets with all parties involved separately.
- The SET records all the information in the student file.
- Bullying/intimidation protocol applied, and the principal is informed.

## **Consequences and Support**

### **Perpetrator**

1. Reiterating to the student the school code of conduct;
2. In school suspension
3. The SET will contact student's parents and send the 2<sup>nd</sup> notice letter is sent home (email or phone call);
4. Student contract
5. Referral to *Mesures Alternatives Jeunesse* or *Sûreté du Québec*
6. Additional support offered if necessary (psychosocial counselor, social worker, 811);
7. Information recorded in student file.

### **Victim**

1. The SET will contact the parents (email or phone call);
2. Additional support offered if necessary (psychosocial counselor, social worker, 811);
3. Information recorded in student file

### **Witness**

The witness (es) will meet with the SET (gather information) when applicable.

## **3<sup>rd</sup> Notice**

### **Actions taken:**

- Student reports the incident, or adult refers student to the SHARP room. A SET meets with all parties involved separately.
- The SET records all the information in the student file.
- Bullying/intimidation protocol applied, and the principal is informed.

## **Consequences and Support**

### **Perpetrator**

1. Referral to *Mesures Alternatives Jeunesse* or the *Sûreté du Québec*;
2. Out of school suspension
3. Meeting scheduled with the parents, principal, other professionals and the student;
4. Write up of an action plan;
5. Additional support offered if necessary (psychosocial counselor, social worker, 811);
6. Information recorded in student file and transmitted to the school board

#### **Possible Actions**

- Psychosocial evaluation;
- Referral to a school professional (ie: psychoeducator, psychologist)
- Outside professional support (CISSSCA)

### **Victim**

1. The principal will contact the student's parents: evaluation of needs and referral if necessary;
2. Information recorded in student file

### **Witness**

The witness (es) will meet with the SET (gather information) when applicable.



## **4<sup>th</sup> Notice**

### **Actions taken:**

- Student reports the incident, or adult refers student to the SHARP room. A SET meets with all parties involved separately.
- The SET records all the information in the student file.
- Bullying/intimidation protocol applied, and the principal is informed.

## **Consequences and Support**

### **Perpetrator**

1. School suspension (5 days);
2. Report to the DPJ
3. Case study: refer to options
4. Information recorded in student file and transmitted to the school board

### **Victim**

1. The principal will contact the student's parents: evaluation of needs and referral if necessary;
2. Information recorded in student file

### **Witness**

The witness (es) will meet with the SET (gather information) when applicable.

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## **Outside of School**

An incident that happens outside of school hours, parents are encouraged to contact the police department. This includes all forms of bullying, including cyberbullying.

## **Cyberbullying**

Cyberbullying cases will be dealt with if there is enough evidence. If so, it will be treated as a bullying and /or violence incident. The protocol will be applied.



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Saint-Patrick's Elementary School  
ASJ Memorial High School  
GOVERNING BOARD  
2023-2024

## Anti-Bullying and Anti-Violence (ABAV) Plan Resolution

January 30<sup>th</sup>, 2024

Saint-Patrick's Elementary School and ASJ Memorial High School  
Governing Board approves the proposed ABAV plan.

Proposed by: Natasha Scott

Seconded by: Lee Tetreault

Vote Outcome unanimous

Chair signature: [Signature]

Principal: Ann-Marie Campbell