



St. Patrick's Elementary School and A.S. Johnson Memorial School

CENTRAL QUEBEC SCHOOL BOARD

ANTI-BULLYING AND ANTI-VIOLENCE PLAN

FOR A HEALTHY AND SAFE LEARNING ENVIRONMENT

2025-2026

Québec 

For information

St. Patrick's Elementary School and A.S. Johnson Memorial School

418-335-5366

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1 PREAMBLE

Original text in French

The development of an anti-bullying and anti-violence plan is one process among a set of actions implemented by the educational institution to ensure a healthy and safe environment. The prevention of violence and bullying requires ongoing actions that depend, in particular, on the continuous and consistent application of the rules of conduct and safety measures approved by the governing board. In accordance with the Education Act (EA), the rules of conduct must specify, in particular:

- the attitudes and conduct that are required of students at all times
- the behaviours and verbal or other exchanges that are prohibited at all times, including during school transportation, regardless of the means used, including social media
- the applicable disciplinary measures, according to the severity or repetitive nature of the prohibited act

Furthermore, the rules of conduct and the safety measures must be presented to the students during a civics session held each year by the principal in collaboration with the school staff. They must also be sent to the parents at the beginning of each school year (EA, s. 76). Often outlined in the educational institution's code of conduct, these rules of conduct are intended to ensure the best possible conditions for success and the proper operation of the school. They establish the expected everyday behaviours for fostering community life (e.g. respect, civility). The objective of the anti-bullying and anti-violence plan is to develop ways of preventing the occurrence of any situation of bullying or violence, and to plan out the actions to be taken when such a situation unfortunately arises.

In this template for the anti-bullying and anti-violence plan, the term "instigator" replaces the more widely used term "author", particularly in legal frameworks. The term "instigator" is thus used in this document except when those legal frameworks are cited.

2 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 institution¹ 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 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 the school is the victim of bullying or violence (EA, s. 75.3).
- The governing board is responsible for approving the anti-bullying and anti-violence plan, and any updated version of the plan, proposed by the principal (EA, s. 75.1).
- 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).

2.1 Conflict, violence or bullying?

Conflict	Violence	Bullying
<p>Misunderstanding or disagreement between two or more individuals who do not share the same point of view, values or interests. There are no victims, even if the individuals may feel like they are losing. A conflict may be resolved either through negotiation or mediation.</p>	<p>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).</p>	<p>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 individuals concerned and which causes distress and injures, hurts, oppresses, intimidates or ostracizes (EA, s. 13).</p>

Sexual violence
<p>The <i>Education Act</i> does not provide a definition of sexual violence. However, reference to the following definition is suggested:</p> <p>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 (<i>Act to prevent and fight sexual violence in higher education institutions</i> [CQLR, c. P-22.1]).</p>

Racism
<p>"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 " (<i>Ministère de l'Éducation du Québec: Violence and Intercultural Relationships</i>).</p>

Discrimination
<p>" 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 " (<i>Charter of Human Rights and Freedom: Section 10</i>).</p>

3 GENERAL INFORMATION

3.1 CHARACTERISTICS OF THE EDUCATIONAL INSTITUTION

Name of the educational institution	St. Patrick's Elementary School and A.S. Johnson Memorial High School
Name of the CSS/CS	Central Quebec School Board
Type of instruction	Youth Education System
Number of students	ASJ: 96 students SPES: 186 students
Other characteristics	Location of the school: Remote area Socio-Economic Environment Index of the school: ASJ 7.28 SPES 6.58 Type of school environment: K4 to Sec. 5 % of students on IEPs: 23% % of students with official MEQ code: 9%
Values identified in the educational project	We believe in everyone's right to learn. We believe that students learn best when they feel a sense of belonging to their school, so we strive to create bonds with each of them. We believe that " <i>we are how we treat each other</i> ". We foster community involvement, volunteerism and living with a sense of service. We strive to create a safe, caring, learning environment that promotes empathy and attachment.
Objective(s) of the educational project in relation to the anti-bullying and anti-violence plan	To ensure students feel a strong sense of belonging to our school (level of anxiety and depression)

3.2 INFORMATION ABOUT THE COMMITTEE

Name of the committee	School Climate Committee
Name and role of the person responsible for coordinating the work of the committee (EA, s. 96.12)	Annabelle Dussault, psychoeducator
Members of the committee (name and role) (EA, s. 96.12)	Ann-Marie Campbell, principal Guylaine Marcoux, guidance counselor Jason Poulin-Gosselin, SET Melissa Guay, SET Cassandra Bizier, SET Xavier Rouleau, SET Laura Wood, teacher
Mandates of the committee	Write documents related to the action plan; Share the information from the anti-bullying plan with the entire school team;

	Support the implementation of the measures listed in the action plan; Align the anti-bullying plan with the educational project
Frequency of committee meetings	2 meetings per year

3.3 UNDERTAKING OF THE PRINCIPAL (EA, s. 75.2)

Toward the student who is the victim and their parents	I, Ann-Marie Campbell, principal of Saint-Patrick's Elementary School and ASJ Memorial High School, am committed to ensuring that the following undertakings will be carried out:
Toward the instigator and their parents	I, Ann-Marie Campbell, principal of Saint-Patrick's Elementary School and ASJ Memorial High School, am committed to ensuring that the following undertakings will be carried out:

4 ELEMENTS OF THE ANTI-BULLYING AND ANTI- VIOLENCE PLAN (EA, s. 75.1)

4.1 ANALYSIS OF THE SITUATION (OVERVIEW)

Analysis of the situation prevailing at the school with respect to bullying and violence (EA, s. 75.1, para. 3, subpara. 1)

<p>Time of data collection, tool(s) used to produce the overview and information gathered</p>	<p>SPES:</p> <ul style="list-style-type: none"> - OurSchool Survey - Data collected through event reporting - School staff observations <p>ASJ:</p> <ul style="list-style-type: none"> - OurSchool Survey - COMPASS - Data collected through event reporting - School staff observation
<p>Findings from the analysis of the current situation</p>	<p>SPES:</p> <ul style="list-style-type: none"> - Sense of belonging: In winter 2025, 60% of students reported having a high sense of belonging to the school—up 7% from the previous year. - Feel safe: In winter 2025, 48% of students reported feeling safe at school—up 8% from the previous year. - Bullying and exclusion: In winter 2025, 22% of students reported moderate to severe bullying—down 10% from the previous year. - Most bullying and violence happen during recess in the schoolyard or during hallway transitions. <p>ASJ:</p> <ul style="list-style-type: none"> - Sense of belonging: In winter 2025, 79% of students reported having a high sense of belonging to the school—same as the previous year. - Feel safe: In winter 2025, 86% of students reported feeling safe at school—same as the previous year. - Bullying, exclusion, and harassment: In winter 2025, 19% of students reported moderate to severe bullying—down 2% from the previous year. - 33% of incidents of bullying occur at the lockers while 22% occur in class and 17% occur in the cafeteria and outside of school.
<p>Priorities in relation to the overview and the analysis of the situation</p>	<p>SPES:</p> <ol style="list-style-type: none"> 1. Decrease the number of incidents happening during recess or hallway transitions. 2. Increase student's feeling of safety in the school. <p>ASJ:</p> <ol style="list-style-type: none"> 1. Increase student's sense of belonging to the school. 2. Decrease the number of incidents happening during recess or hallway transitions.

Sexual violence

Findings with respect to sexual violence, if applicable	<p>SPES:</p> <ul style="list-style-type: none"> - Incidents reported were generally centered on discrimination of sexual orientation or sexual identity. - For the younger students, situations of sexual violence were mostly caused by inappropriate or worrisome exploration of sexuality. <p>ASJ:</p> <ul style="list-style-type: none"> - Incidents reported were generally centered on discrimination of sexual orientation or sexual identity. - For high school students, situations of sexual violence were mostly caused by insults, teasing, mimicking, imitating
Priorities in relation to the overview and the analysis of the situation with respect to sexual violence, if applicable	<p>SPES:</p> <ol style="list-style-type: none"> 1. Promote inclusion and diversity throughout the curriculum at all levels. 2. Create an inclusion group, promote the kindness club, use bulletin boards to promote inclusion, build an infographic 3. Encourage staff to be attentive to language used by students <p>ASJ</p> <p>Promote inclusion and diversity throughout the curriculum at all levels.</p> <ol style="list-style-type: none"> 1. Promote inclusion and diversity throughout the curriculum at all levels. 2. Use bulletin board space to promote inclusion, 3. Encourage staff to be attentive to language used by students

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Findings with respect to bullying or violence based on the aforementioned motives, if applicable	<p>SPES: NA</p> <p>ASJ: NA</p>
Priorities in relation to the overview and the analysis of the situation with respect to bullying or violence based on the aforementioned motives, if applicable	<p>SPES:</p> <ol style="list-style-type: none"> 1. Promote greater understanding and appreciation of diversity. 2. Develop students' verbal interaction skills when they communicate with each other and with school staff." <p>ASJ:</p> <ol style="list-style-type: none"> 1. Promote greater understanding and appreciation of diversity. 2. Develop students' verbal interaction skills when they communicate with each other and with school staff."

4.2 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)

Prevention measures to prevent and put an end to all forms of bullying or violence at school

For SPES and ASJ:

- Placing QR code posters throughout the school and making them accessible to parents.
- Offering workshops given by external partners (e.g.: SQ, Espace Chaudière-Appalaches, La Gîtée, Centre Alter-Agir, GRIS, La Maison Jean-Lapointe, CALACS, MAJF).
- Organizing an anti-bullying week by the CLC coordinator.
- Organizing community events at school to promote a stronger sense of belonging.
- Non-acceptance of pretended violent behaviors (pretending to punch, fake guns)
- Publication of the rules of conduct and the policy on violence and bullying in students' agendas.
- Implementation and application of intervention pathways in collaboration with external partners.
- Supervision in hallways and common areas.
- Use of the camera surveillance system.
- Awareness and intervention with students to encourage respectful language among peers.
- Explicit teaching of expected behaviors to students to develop their social skills.

For SPES:

- Giving the HORS-PISTE (OFF-TRAIL) program.
- Ensuring active supervision of the schoolyard (Caring Schoolyard Training has been given to all staff members) and of common areas.
- Schoolyard expectations will be presented to all students at the beginning of the school year and prior to a season change.

ASJ:

- Giving the HORS-PISTE (OFF-TRAIL) program
- Giving resources to high school students on the wellness bulletin board.

Sexual violence

Prevention measures put in place with regard to sexual violence

For SPES and ASJ:

1. Giving CCQ and sex.ed. Content
2. Offering workshops to students given by external partners (e.g.: Gris Chaudière-Appalaches, SQ, CALACS, Maison Jean-Lapointe)
3. Collaborating with the school nurse.
4. Training offered by DYP and Fondation Marie-Vincent

	<p>For ASJ only:</p> <ol style="list-style-type: none"> 1. Continuing to use the Sexto Toolkit. 2. Collaborating with the sexual exploitation key person (Guylaine Marcoux). 3. Collaborating with the school nurse. 4. Offering workshops to students given by external partners.
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Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Prevention measures put in place with regard to bullying or violence based on the aforementioned motives	<p>For SPES and ASJ:</p> <ol style="list-style-type: none"> 1. Creating activities to promote the inclusion of immigrants and other minority communities. 2. Offering workshops to students on inclusion and diversity. 3. Addressing civility and respect throughout the curriculum.
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Other information concerning updated promotion and prevention measures to prevent bullying and violence in the educational institution	<p>SPES and ASJ:</p> <ul style="list-style-type: none"> - Utilizing the surveillance cameras installed around and in the school. - Giving resources to parents about bullying and violence so they feel better equipped to intervene with their child. <p>SPES:</p> <ul style="list-style-type: none"> - Creating a safe space for students (the Wave). - The use of Moozoom to increase socio-emotional competencies in students and to enhance common language throughout the school.
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4.3 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)


Measures planned to involve parents and encourage them to collaborate

During an active situation of bullying or violence:


1. We value the involvement of parents in the reflection around support measures and actions to take with their child.
2. Ongoing communication between the principal or their designate and parent(s) or guardian(s) of children who are being bullied or of those who are engaging in bullying behaviours until the resolution of the situation.
3. Periodic communication with students who are bullied and their parent(s) or guardian(s) to ensure that measures taken have been successful and the bullying has ceased.
4. Referral to external services when needed.

Other general measures in prevention of bullying and violence situation:

5. Share links and resources to increase awareness and to facilitate parent collaboration in interventions and strategies. Parents will also be made aware of the values being spotlighted.

Information to be shared	Strategies for sharing this information	Date
A document explaining the anti-bullying and anti-violence plan must be distributed to the parents (EA, s. 75.1).	Upload the document to the school's newsletter. Upload the document to the school website.	October and in every newsletter following until June
A document reporting on the annual evaluation of the anti-bullying and anti-violence plan must be distributed to parents (EA, s. 83.1).	Upload the document to the school's newsletter. Upload the document to the school website.	End of June
The rules of conduct and the safety measures must be sent to the parents at the beginning of each school year (EA, s. 76).	School's agenda	August
A school board 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).	Upload the document to the school's newsletter. Upload the document to the school website. 	September
Other:		

Sexual violence

<p>Measures planned to involve parents and encourage them to collaborate</p>	<p>Sharing explanatory pamphlets on different topics (e.g.: CCQ curriculum, healthy sexuality, sexting, protecting your children online, etc.).</p>
<p>Information to be shared</p> <p>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)</p> <p>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).</p>	<p>Strategies for sharing this information</p>  <p><small>*Note that Regional Student Ombudsmen can receive complaints even though the first two steps do not occur.</small></p> <p><small>1. The first two steps are steps and not that to ensure the situation adequately or the measures for preventing the complaint during the working day, when under their immediate jurisdiction.</small></p> <p><small>2. The complaint concerns an act of sexual violence.</small></p> <p><small>*Regional Student Ombudsmen have 20 working days to receive the complaint and send the conclusion. The National Student Ombudsman has the working days to follow the Regional Student Ombudsman and provide a final report to complete the complaint. If the decision is made to require the complaint, the Regional Student Ombudsman has 20 working days to their reporting level. If the decision is made to require the Regional Student Ombudsman, the Regional Student Ombudsman's conclusion and recommendations can be replaced by the National Student Ombudsman's conclusion and recommendations.</small></p>
<p>Other:</p>	

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Measures planned to involve parents and encourage them to collaborate	Promoting the ABAV plan	
Information to be shared	Strategies for sharing this information	Date
Reporting methods and actions to be taken following an act of violence or bullying.”	Sharing the ABAV plan online and by emails to parents	November 2025
Other information concerning collaboration with parents		

4.4 PROCEDURES FOR MAKING A REPORT OR REGISTERING A COMPLAINT

Procedures for reporting, or registering a complaint concerning, an act of bullying or violence to or with the institution and, more particularly, for reporting the use of social media or communication technologies for cyberbullying purposes (EA, s. 75.1, para. 3, subpara. 4)

Procedures implemented for reporting incidents

- A system (QR code) has been put in place to support students, parents and staff members to report any situation of bullying and violence that they are a part of (victim, instigator or witness) or that they are made aware of.
- In person reporting is also available through the designated staff member(s): Annabelle Dussault, Ann-Marie Campbell, Cassandra Bizier, Jason Poulin-Gosselin, and Guylaine Marcoux.

Strategies for sharing these procedures

1. Posters are available throughout the school.
2. The system is presented to students, parents and staff at the beginning of the school year.
3. Including the QR code in agenda
4. Newsletter sent to parents on a regular basis.

Procedures implemented for registering a complaint

A person who is dissatisfied with the follow-up on a report or complaint concerning an act of bullying or violence may follow these procedures to file a complaint:

Procedures implemented for reporting incidents

Ann-Marie Campbell, principal
ann-marie.campbell@cgsb.qc.ca
 418-335-5366 extension 8710

Strategies for sharing these procedures

Newsletter and school website

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).

Sexual violence

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.
- 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: File a complaint if you are dissatisfied with a school service
 - By telephone or text message: 1-833-420-5233
 - By email: plaintes-pne@pne.gouv.qc.ca.

Other procedures

- A person who is a victim or those close to them may, at any time, report the situation to the police or to the director of youth protection (DYP), whether or not they have made a report to the educational institution or to the regional student ombudsman. Reports and complaints filed to or with the educational institution do not replace the work carried out by the police department and the director of youth protection:

Contact information for the DYP	1-800-461-9331 Signalementdpjciassca@ssss.gouv.qc.ca
Contact information for the police department	For emergencies: 911 For non-emergencies: 418-338-0111

Strategies for sharing these procedures

The place(s) where the document is posted in the educational institution	In the entry and in the hallways.
Website of the educational institution, if applicable	Anti-Bullying and Anti-Violence Plan - St-Patrick's Elementary School and A.S. Johnson Memorial High School
Other	

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Specific procedures for reporting, or registering a complaint concerning, an act of bullying or violence based on the aforementioned motives	<ul style="list-style-type: none"> - A system (QR code) has been put in place to support students, parents and staff members to report any situation of bullying and violence that they are a part of (victim, instigator or witness) or that they are made aware of. - In person reporting is also available through the designated staff member(s): Annabelle Dussault, Ann-Marie Campbell, Cassandra Bizier, Jason Poulin-Gosselin, and Guylaine Marcoux.
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Strategies for sharing these procedures

Strategies for sharing these procedures	<ol style="list-style-type: none"> 1. Posters are available throughout the school. 2. The system is presented to students, parents and staff at the beginning of the school year. 3. Newsletter sent to parents on a regular basis.
Other information concerning the procedures for reporting or registering a complaint	

4.5 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)

Measures implemented to protect confidentiality

1. Staff is reminded that every incident and the ensuing follow-up must be kept confidential.
 - a. This reminder 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 individual(s) who report or provide information.

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 instigator may not be sent to the parents of the student who is the victim.

Sexual violence

Confidentiality measures* to be put in place in the event of an act of sexual violence

- If a situation involves a student under 14 years of age, parents should be informed, as soon as possible, this should be done in collaboration with DYP (when applicable).
- If a situation involves a student of 14 years of age and older, parents should be informed of the situation with the consent of the student, this action does not replace the obligation to report the situation to DYP (when applicable).
- If a situation involves an adult instigator, the principal of the school needs to inform the Human resources department, as soon as possible. This action does not replace the obligation to report the situation to DYP.
- Resource person that is responsible for addressing these situations in collaboration with the administration of the school and the person reporting the situation.

* In accordance with the Youth Protection Act (CQLR, c. P-34.1, hereinafter YPA), a breach of professional secrecy is justified when a person contacts the DYP to make a report. It should be noted that the obligation of reporting to the DYP all situations of sexual abuse toward children and adolescents also applies to individuals bound by professional secrecy, unless excluded (YPA, s. 41).

** It is the responsibility of the first stakeholder to report the situation to the DYP; see section **actions to be taken when an act of sexual violence is observed** for more details.

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Confidentiality measures to be put in place in the event of an act of bullying or violence based on the aforementioned motives

- Raise staff awareness about actions to ensure confidentiality.
- Identify a confidential location to meet with the individuals involved.
- Raise awareness among stakeholders about the proper use of communication tools.

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Other information concerning confidentiality	
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4.6 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)

Actions to be taken by a student who is a witness or a confidant	Actions to be taken by a staff member who is a direct witness or a confidant (Stakeholder 1)	Actions to be taken by the person responsible for follow- up (Stakeholder 2)
<p>The actions to be taken must be adapted to the situation.</p> <ol style="list-style-type: none"> 1. Intervene to stop the situation if it can be done safely. 2. Seek the help of an adult. 3. Report the situation by telling an adult or through the QR code. 	<p>The actions to be taken must be adapted to the situation.</p> <ol style="list-style-type: none"> 1. Intervene to stop/diffuse the situation. 2. State school expectations and code of conduct. 3. Verify how the victim is doing and assure them that the situation is being dealt with. 4. Record and report the situation to the ABAV designated staff member. 5. If applicable, investigate and act. 6. If applicable, refer to specific trajectories or school protocols already in place by the school. 	<p>The actions to be taken must be adapted to the situation.</p> <p>Take note of the necessary information and store it securely, especially for the purpose of sending a summary report to the director general, if applicable (EA, s. 96.12).</p> <ol style="list-style-type: none"> 1. Ensure the victim's safety. 2. Meet and support all students involved in the situation. 3. Collect the necessary information to intervene. 4. Analyze the situation (gravity, severity, recurrence, etc.) to choose the adapted sanction and measures to apply. 5. Inform the parents of the situation and the measures that will be put in place. 6. If applicable, refer to specific trajectories or school protocols already in place by the school.

School principal

- 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:

Melanie Simard: rtp_prc@cqsbc.qc.ca

Note: The principal must be informed when a situation involves a school staff member, whether as the victim, instigator 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 send the information to the institution's health and safety committee.

Sexual violence

Actions to be taken when an act of sexual violence is observed

By a student who is a witness or a confidant	By a staff member who is a direct witness or a confidant (Stakeholder 1)	By the person responsible for follow-up (Stakeholder 2)
<p>The actions to be taken must be adapted to the situation.</p> <ol style="list-style-type: none"> 1. Remain calm, attentive and supportive of your friend. 2. Invite your friend to report the situation to an adult. 	<p>If the situation permits before taking any actions mentioned here: Refer to the designated ABAV staff member of your school that is trained to intervene in situations of sexual violence (see person responsible for follow-up). If this is not possible please follow the next steps:</p> <p>Any adult in the educational institution who receives information concerning a situation of sexual violence must:</p> <ol style="list-style-type: none"> 1. In private and staying calm, ask open-ended questions: "Tell me everything about..." and "Tell me more about..." and repeat the exact sentence the child said (e.g. "Tell me more about the person who touched you," "Tell me everything about the secret games") and let them speak freely. 2. Tell the child you believe what they're saying, they did the right thing by talking to you, that you're taking charge of the situation and that they can talk to you or with a professional at the school about it anytime they need to. 3. Avoid promising to keep what they told you secret. 4. As soon as possible, write down the child's exact words of the student. 5. Make a report to the DYP. *It is the first stakeholder's responsibility to report the situation to DYP. Support can be requested and offered to this person by the stakeholder 2. <p>*At any time, refrain from attempting to steer the conversation or question the student</p> <p>*Inform the principal of the school (see intervention protocol)</p>	<p>Refer to the Intervention Protocol in a situation of sexual violence and follow the steps</p> <p>Other:</p> <ul style="list-style-type: none"> - Avoid having the student repeat their disclosure multiple times. - 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).

Other:	
	<p>See document: intervention protocol in a situation of Sexual Violence in a school context. See document: Receiving a disclosure of sexual assault.</p> <p>SPES: If pertinent, apply protocol: Disclosure of sexual abuse (extra-familial) or worrisome and problematic sexual behaviour (12 years old and younger) If pertinent, apply protocol: Sexto-Elementary</p> <p>ASJ: If pertinent, apply protocol: Disclosure of an act of sexual violence (extra-familial) If pertinent, apply protocol: Sexto-High school If pertinent, apply protocol: Sexual exploitation</p>
<ul style="list-style-type: none"> In accordance with the Youth Protection Act (CQLR, c. P-34.1, hereinafter "YPA"), any school staff member is required to immediately report to the DYP any situation covered by the YPA that involves minors, including situations of sexual abuse. Furthermore, any person, regardless of their role, is required to immediately report to the DYP any situation of sexual abuse or physical abuse (YPA, ss. 39-39.1). The confidentiality of the identity of the individual who report a situation to the DYP is guaranteed (YPA, s. 44). 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). 	

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Actions to be taken when an act of bullying or violence based on the aforementioned motives is observed

By a student who is a witness or a confidant	By a staff member who is a direct witness or a confidant (Stakeholder 1)	By the person responsible for follow-up (Stakeholder 2)
<p>The actions to be taken must be adapted to the situation.</p> <ol style="list-style-type: none"> Intervene to stop the situation if it can be done safely. Seek the help of an adult. Report the situation by telling an adult or through the QR code. 	<p>The actions to be taken must be adapted to the situation.</p> <ol style="list-style-type: none"> Intervene to stop/diffuse the situation. State school expectations and code of conduct. Verify how the victim is doing and assure them that the situation is being dealt with. Record and report the situation to the ABAV designated staff member. If applicable, investigate and act. 	<p>The actions to be taken must be adapted to the situation.</p> <ol style="list-style-type: none"> Ensure the victim's safety. Meet and support all students involved in the situation. Collect the necessary information to intervene. Analyze the situation (gravity, severity, recurrence, etc.) to choose the adapted

	<p>6. If applicable, refer to specific trajectories or school protocols already in place by the school.</p>	<p>sanction and measures to apply.</p> <p>5. Inform the parents of the situation and the measures that will be put in place.</p> <p>6. If applicable, refer to specific trajectories or school protocols already in place by the school.</p>
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Other information concerning the actions to be taken when an act of bullying or violence is observed

4.7 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	For the student who is an instigator	For witnesses
<p>Apply measures according to the situation:</p> <ul style="list-style-type: none"> • Listen to the victim and gather information about their needs. • Ensure victims agree to every action being taken that involves them. • Plan periodic follow-up meetings. • Provide individual or group workshops to support the development of social and emotional skills (e.g.: emotional regulation, self-assertion, confidence, etc.). • Provide the opportunity to pair up with another student. • Work together with the victim to identify a location in the school where they feel safe and may be allowed specific access privileges if they want. 	<p>Apply measures according to the situation:</p> <ul style="list-style-type: none"> • Create an action plan for the student. • Create a student crisis intervention protocol to help prevent reoccurring situations. • Plan periodic follow-up meetings. • Provide individual or group workshops to support the development of social and emotional competencies (e.g.: conflict resolution, emotional regulation, empathy, etc.). • Provide activities allowing them to learn about the expected behaviours in detail. • Ensure the student leaves the classroom later than the other students. • Provide adult supervision at specific times. • Offer sheltered recesses or supervised breaks. 	<p>Apply measures according to the situation:</p> <ul style="list-style-type: none"> • Address their feeling of safety by allowing them to express their emotions and thoughts. • Increase their awareness of their role as a witness and the impact of this role. • Explore how they reacted to the situation, how they would have liked to react, how they could react next time, etc. • Increase their knowledge about confidentiality: explain to them that what they witnessed must remain confidential. • Provide activities allowing them to learn about the expected behaviours in detail. • If necessary, plan periodic follow-up meetings.

Note: The principal must be informed when a situation involves a school staff member, whether as the victim, instigator 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 send the information to the institution's health and safety committee.

Sexual violence

Supervisory and support measures established and put in place following a needs analysis in relation to an act of sexual violence

For the student who is the victim	For the student who is an instigator	For witnesses
Apply measures according to the situation:	Apply measures according to the situation:	Apply measures according to the situation:

<ul style="list-style-type: none"> • Collaborate with DYP and other external partners when applicable. • Offer individual support. • Offer alternative working setting if applicable • Offer alternatives to the communal bathrooms and changing room if applicable. 	<ul style="list-style-type: none"> • Collaborate with DYP and other external partners when applicable. • Offer individual or subgroup support to develop specific skills (e.g.: consent, egalitarian relationships, emotional regulation, etc.). • Offer alternative working setting if applicable • Offer alternatives to the communal bathrooms and changing room if applicable. • Refer to external services for specialized interventions. 	<ul style="list-style-type: none"> • Evaluate individual needs. • Provide workshops or activities on related subjects (e.g.: consent, egalitarian relationships, emotional regulation, etc.). • Offer alternative working setting if applicable • Offer alternatives to the communal bathrooms and changing room if applicable. • Refer to external services for specialized interventions.
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Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Supervisory and support measures established and put in place following a needs analysis in relation to an act of bullying or violence based on the aforementioned motives

For the student who is the victim	For the student who is an instigator	For witnesses
<p>Apply measures according to the situation:</p> <ul style="list-style-type: none"> • Listen to the victim and gather information about their needs. • Ensure victims agree to every action being taken that involves them. • Plan periodic follow-up meetings. • Provide individual or group workshops to support the development of social and emotional skills (e.g.: emotional regulation, self-assertion, confidence, etc.). • Provide the opportunity to pair up with another student. • Work together with the victim to identify a location in the school where they feel safe and may be allowed specific access privileges if they want. 	<p>Apply measures according to the situation:</p> <ul style="list-style-type: none"> • Work to be provided to the student (according to their age) regarding racism (e.g.: unconscious biases, systemic racism, etc.). • Help students reflect on their actions and their impact on others. 	<p>Apply measures according to the situation:</p> <ul style="list-style-type: none"> • Address their feeling of safety by allowing them to express their emotions and thoughts. • Increase their awareness of their role as a witness and the impact of this role. • Explore how they reacted to the situation, how they would have liked to react, how they could react next time, etc. • Increase their knowledge about confidentiality: explain to them that what they witnessed must remain confidential. • Provide activities allowing them to learn about the expected behaviours in detail. • If necessary, plan periodic follow-up meetings.

Other information concerning the supervisory and support measures	<p>Student Considerations:</p> <ul style="list-style-type: none"> • 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. <p>School Considerations</p> <ul style="list-style-type: none"> • 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
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4.8 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)

Possible disciplinary measures, determined according to an analysis of the situation as well as the nature, severity and frequency of the acts committed

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

1. Parent or guardian notification
2. Admonishment or conference with student (verbal warning)
3. Reflection activity or action
4. Restorative measures or practices
5. Written warning
6. Restitution
7. Mediation or conflict resolution (when deemed appropriate)
8. Probation (student contract) and letter of expectation
9. Detention
10. In-school preventative retreat
11. Out of school preventative retreat (with reintegration plan)
12. In-school suspension
13. Out-of-school suspension (with reintegration plan)
14. For schools offering a suspension program: Referral to alternative to suspension program.
15. Homebound tutoring
16. Convocation to a disciplinary hearing at the school board
17. School transfer
18. Expulsion

*** These actions DO NOT replace the legal obligation to Signal to Youth Protection or to contact the law enforcement when applicable.

- Collaboration with Youth Protection (support measures)
- Legal action / reporting to law enforcement and collaboration with these instances.

Sexual violence

Possible disciplinary measures, in the event of sexual violence, determined according to an analysis of the situation as well as the *nature, severity and frequency* of the acts committed.

Same as above may apply accordingly to the different trajectory of services (see decisional tree document)

1. Collaboration with Youth Protection (support measures)
2. Legal action / reporting to law enforcement and collaboration with these instances.

Elementary School:

- Children under 12 years old who are engaged in problematic or worrisome sexual behaviours are not recognized as “perpetrators of sexual assault”, neither legally nor in the psychological, emotional, or sexual sense of the term. Educational interventions and preventive measures are the preferred method for dealing with children who have been subject to or witnessed behaviours. Collaboration with specialized resources and complementary services should be used to determine the best approach to take with the student.

High School:

- The preferred approach for students who are instigators of sexual violence is one based on increased accountability and education. An educational approach is used by specialized organizations that offer therapies to these young students and by the justice system. Collaboration with specialized resources and complementary services should be used to determine the best approach to take with the student.

- If legal proceedings have taken place and a student was found guilty of a criminal offence, the educational institution may be required to apply the judicial measures imposed on the student.

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Possible disciplinary measures, in the event of bullying or violence based on the aforementioned motives, determined according to an analysis of the situation as well as the nature, severity and frequency of the acts committed

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

1. Parent or guardian notification
2. Admonishment or conference with student (verbal warning)
3. Reflection activity or action
4. Restorative measures or practices
5. Written warning
6. Restitution
7. Mediation or conflict resolution (when deemed appropriate)
8. Probation (student contract) and letter of expectation
9. Detention
10. In-school preventative retreat
11. Out of school preventative retreat (with reintegration plan)
12. In-school suspension
13. Out-of-school suspension (with reintegration plan)
14. For schools offering a suspension program: Referral to alternative to suspension program.
15. Homebound tutoring
16. Convocation to a disciplinary hearing at the school board
17. School transfer
18. Expulsion

*** These actions DO NOT replace the legal obligation to Signal to Youth Protection or to contact the law enforcement when applicable.

- Collaboration with Youth Protection (support measures)

Legal action / reporting to law enforcement and collaboration with these instances.

Other information concerning disciplinary measures

4.9 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)	
Measures taken to follow up on any report or complaint concerning an act of bullying or violence	<ul style="list-style-type: none"> Record information on the incident. Ensure that the situation has ended. Follow up with parents about how the situation was addressed. Inform the individuals involved about developments in the management of the incident, while maintaining confidentiality. Verify that the individuals involved are satisfied with the interventions that have taken place. Ensure that the student instigator and their parents have lived up to any commitments they may have made. Verify that the support and supervisory measures properly meet the needs of the individuals involved and make any necessary adjustments. Inform parents of the mechanisms that exist for filing a complaint if the incident has not been dealt with to their satisfaction
For each complaint received concerning bullying or violence, the principal shall, as soon as possible, send the director general of the school board a summary report on the nature of the incident and the follow-up measures taken (EA, s. 96.12).	

Sexual violence

Measures taken to follow up on any report or complaint concerning an act of bullying or violence

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 board 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).
Same as above.

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Measures taken to follow up on any report or complaint concerning an act of bullying or violence based on the aforementioned motives
Same as above

Other information concerning the follow-up on any report or complaint	
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4.10 OTHER ACTIONS SPECIFIC TO SEXUAL VIOLENCE

In addition to the 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

Training “Sexualized Behaviour Problems and Sexual Assault Disclosures Among Children Aged 6 to 12 in School Setting” to come offered by the Central Quebec School Board in collaboration with the Marie-Vincent Foundation.

Safety measures to stop sexual violence

5 RESOURCES

RESOURCES

CALACS, Fondation Marie-Vincent and other community organisations

6 OTHER IMPORTANT INFORMATION

*** Date of approval of the anti-bullying and anti-violence plan by the governing board (EA, s. 75.1)**

November 17th, 2025

Resolution number

November 17th minutes (point 5.2)

*** Date of annual evaluation of the results by the governing board (EA, s. 83.1)**

June 9th, 2026

***Date of annual review of the anti-bullying and anti-violence plan (EA, s. 75.1)**

May 2026

Principal’s signature

Ann-Marie Campbell

Date

November 17th, 2025

Signature of the person who chairs the governing board

Lisa Vachon

Date

November 17th, 2025



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