



ANTI-BULLYING AND ANTI-VIOLENCE PLAN

202 – 202

School logo



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School name:	
Coordinator:	
ABAV Committee:	
Date of approval by Governing Board:	
Resolution:	

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DEFINITIONS

BULLYING

" The word "bullying" means 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.

VIOLENCE

" 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.

SEXUAL VIOLENCE

" The concept of sexual violence, as used in the *Integrated Violence Strategy*, includes references 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. "

Gouvernement du Québec – Secrétariat à la condition féminine: Contrer la violence sexuelle, la violence conjugale et rebâtir la confiance – Stratégie gouvernementale intégrée 2022-2027 (quebec.ca).

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. "

Ministère de l'Éducation du Québec: Violence and Intercultural Relationships

DISCRIMINATION

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

Charter of Human Rights and Freedom: Section 10.

ELEMENT 1

Analysis of the situation prevailing at the school with respect to bullying and violence

SCHOOL PORTRAIT

School's socio-economic index:	
Student population:	
Other pertinent information:	

ANALYSIS

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

- Review of the QR code incidents reported to our Intervention Team;
- Review and analysis of GPI / ISM (*digital reporting platform*) entries related to bullying and violence;
- Results from the latest OurSCHOOL Survey, COMPASS.

Students with a positive sense of belonging:

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Students with moderate or high levels of anxiety:

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ELEMENT 1

Analysis of the situation prevailing at the school with respect to bullying and violence

Bullying and exclusion:

Priorities:

Other elements considered:

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 or targeting:

- Racism;
- Sexual orientation;
- A handicap;
- Homophobia;
- Sexual identity;
- A physical characteristic.

1 Placing QR code posters throughout the school;

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ELEMENT 2

Prevention measures

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ELEMENT 3

Measures for parent or guardian's 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 behaviours;
- Parents and guardians are equally important and necessary partners in this initiative.

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

The following measures are aimed at encouraging parents and 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 or guardians (*agendas, curriculum nights, bulletins/memos, etc.*) and on school website;

2 The **ABAV Plan** will be made available to parents;

3 **Ongoing communication between principal or their designate and parents or guardians** of children who are being bullied or of those who are engaging in bullying behaviours until the resolution of the situation.

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 **Other measures offered to facilitate parent or guardian's collaboration:**

ELEMENT 4

Procedures for reporting

The school will take the necessary measures to ensure confidentiality for all parties.

When parents or guardians have been informed about a bullying situation or about 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 or 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.

- An incident of bullying 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.

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 in the **Act respecting the National Student Ombudsman** (Chapter 17, 2022).

Other procedure(s) for reporting:

ELEMENT 5

Intervention protocol

is committed to providing a safe, caring and positive climate. Adult indifference is not tolerated.

School personnel must report 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 VIOLENCE.

For purposes of this Protocol, “Conduct” may include:

1 Physical acts, such as:

- Inappropriate, unwanted, uninvited, or injurious physical contact with another;
- Stalking;
- Sexual assault;
- Destruction or damage to property of another;

2 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;
- Emails;

3 Verbal threats made to another, including:

- Blackmail;
- Extortion;
- Demands for protection money;

ELEMENT 5

Intervention protocol

4 Direct or indirect relationally aggressive behaviour, such as:

- Social isolation;
- Rumor spreading;
- Damaging someone's reputation;

5 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 or at school-sponsored activities and events.

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

- Blocking access to school property of facilities;
- Stealing, 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.

Conducts that would not ordinarily be considered bullying or violence include:

- 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 member who witnesses 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 and violence must be reported to the principal in a timely fashion;

3 A bullying and violence incident must be documented;

ELEMENT 5

Intervention protocol

- 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(s) or victim(s) **separately** to avoid further victimization of the target.
 - B. Engage the target or the victim first and focus on their 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. If needed, offer the victim counselling.
 - E. Inform parents or guardians of the incident and subsequent intervention. **Details of the intervention or disciplinary actions are not to be shared in order to protect confidentiality.**
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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 or guardian;
 - **For elementary students, *when accessible*, use the QR code to report incident;**
 - **For high school students, use the QR code to report the incident.**
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PARENT OR GUARDIAN RESPONSE PROTOCOL

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

At the discretion of the principal or of their 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 or 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 behaviours.

A clear distinction exists between remediation and consequences:

Remediation:

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;
- Take corrective action for documented systemic problems related to bullying and violence.

Remediation measures allow the student an opportunity to reflect on behaviours, learn pro-social skills and make amends to those affected. Working with recovery plans and restorative justice practices are categorized as remediation.

Consequences:

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;

ELEMENT 7

Supervisory and support measures (For the victim, bully, witness & bystander)

- 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:

1 Meet with counsellor, mentor, special education technician, administrator or 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 behaviour;
- 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;

2 A staff member will conduct scheduled follow-up meetings (minimum 2) 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;

ELEMENT 7

Supervisory and support measures (For the victim, bully, witness & bystander)

- 3 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;
- 4 Parents will be informed immediately following the incident and regularly updated until the situation is resolved;
- 5 **Other remediation measures for victims:**

Remediation measures for students exhibiting bullying behaviour:

- 1 **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 behaviours;
- 2 **Meet with parent(s) or guardian(s)** to develop a recovery plan agreement to ensure all understand school rules, school expectations and the long term negative consequences of bullying or violence on all involved, and to clearly outline the consequences if the behaviour were to continue;
- 3 **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*);

ELEMENT 7

Supervisory and support measures (For the victim, bully, witness & bystander)

4 Other remediation measures for students exhibiting bullying behaviour:

Remediation measures for witnesses:

1 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;

2 The school reserves the right to contact the parents or guardians of bystanders;

3 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;

4 Other remediations measures for witnesses:

ELEMENT 7

Supervisory and support measures (For the victim, bully, witness & bystander)

Remediation measures for student bystanders:

- 1** Review Student Response Protocol.
- 2** Explore reasons why they did not intervene or report the incident.
- 3** Offer of coaching on how to safely intervene or help the situation.
- 4** **Other remediations measures for student bystanders:**

ELEMENT 8

Specific disciplinary actions

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 disciplinary or corrective 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 **Recovery plan:**
Restorative measures or practices;
- 5 Written warning and deprivation of privilege(s) or service(s);
- 6 Restitution;
- 7 Mediation or conflict resolution (*when deemed appropriate*);
- 8 Probation and letter of expectations;
- 9 Detention;
- 10 In-school suspension;
- 11 Out-of-school suspension;
- 12 Homebound Tutoring (*could take place via Teams*);
- 13 **For schools offering a suspension program:**
Referral to alternative to suspension program;

ELEMENT 8

Specific disciplinary actions

14 Referral to counsellor or external social / medical agencies, for support;

15 Legal action / report to law enforcement, if required;

16 Signaling of youth protection;

17 Convocation to a disciplinary hearing at the school board;

18 School transfer;

19 Expulsion;

20 Other specific disciplinary actions:

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:

- 1 Verification that the incident has been properly documented;
- 2 Verification that all parties immediately involved have been met with and that intervention protocols have been followed;
- 3 Verification that parents or guardians of the victims and perpetrators have been contacted in a reasonable delay;
- 4 Meeting with the victim and perpetrator to assess their well-being and assess that the bullying or violence has ceased;
- 5 Verification of the completion of all remedial measures for all parties concerned;
- 6 **Should the parents or guardians express dissatisfaction with the course of action from the school administration:**

Referral of parents or guardians to complaint procedure on cqsbc.gc.ca.
- 7 **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 AND 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:

- Training to be provided by the *MEQ*.

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 and *SEL* practices;
- 2 Entente with *Marie-Vincent Foundation*;
- 3 *Sexuality of Education Curriculum (CCQ)* and support from consultant holding the dossier;
- 4 Signaling *Youth Protection*;
- 5 Other measures aimed at putting an end to all forms of sexual violence:

SEXUAL VIOLENCE

INTERVENTION PROTOCOL

1 For all acts of sexual violence:

The person who sees or receives the information must report the event to *Youth Protection* as soon as possible. All students involved (*perpetrator(s)* and *victim(s)*) must be reported.

Contact informations of the DYP – Reporting a situation to the Director of Youth Protection (DYP)

(Gouvernement du Québec, quebec.ca)

- If one is unsure of whether or not to report to *Youth Protection*, one must do an Info-Consultation with *Youth Protection*;
- Parents of the victim must be informed as soon as possible and should be made aware of the next steps they can take (*Element 9*);

2 For acts of sexual violence involving a perpetrator of 18 years of age and younger, parents of the perpetrator should only be informed on recommendation from *Youth Protection*.

For acts of sexual violence involving a perpetrator of 18 years of age and older or a staff member, the person who sees or receives the information must, as soon as possible, report the event the principal of the school, who must then report the event to *Human Resources*.

3 Apply intervention protocol (*Element 5*);

4 Apply supervisory and support measures (*Element 7*);

FOLLOW-UP PROTOCOL

In the case of a complaint concerning an act of sexual violence:

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**, the principal shall also inform the student who is the victim that it is possible to refer the complaint to either:

- **Police** – to report a adult perpetrator and to pursue a formal complaint, or;
- **National Student Ombudsman** – 1 833 420-5233, plaintes-pne@pne.gouv.qc.ca.

If the student is under 14 years of age, the principal also informs their parents or guardians of that option.

If the student is 14 years of age or over, the principal may also inform their parents or 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 (*Bill 9: Section 215*):

- 1** Anti-bullying and anti-violence training by people who would be required to work with minor students and people 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;
- 4** Other extracurricular services:

END-OF-YEAR EVALUATION

" Each year, the governing board shall evaluate the results achieved by the school with respect to preventing and dealing with bullying and violence. " (*Education Act: Section 83.1*)

A document reporting on the evaluation must be distributed to parents or guardians, school staff and the **National Student Ombudsman** responsible for accountability assigned to the region in which the school is located.

To ensure the integrity of this plan, our school administration conducts an annual evaluation that goes over:

- 1** The results of the OurSCHOOL Survey;
- 2** QR code entries related to bullying and violence by reviewing and analysing them, in order to assess the reduction or increase in the amount of incidents of bullying and violence;
- 3** The initiatives implemented for the year, in addition to creating an evaluation of the effectiveness of actions.