



Mauricie English Elementary School

CENTRAL QUEBEC SCHOOL BOARD

ANTI-BULLYING AND ANTI-VIOLENCE PLAN

FOR A HEALTHY AND SAFE LEARNING ENVIRONMENT

2025-2026

Québec 

For information

Mauricie English Elementary School

819-376-7676

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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 adopted 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.

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 adopting 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).

Conflict, violence or bullying?

Conflict	Violence	Bullying
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.	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).	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).

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>

GENERAL INFORMATION

CHARACTERISTICS OF THE EDUCATIONAL INSTITUTION

Name of the educational institution	Mauricie English Elementary School
Name of the CSS/CS	Central Quebec School Board
Type of instruction	Elementary public school
Number of students	391
Other characteristics	Located in the Mauricie region, K4-grade 6, 20% IEPs, socioeconomic index 8, 21 coded students
Values identified in the educational project	Faire des écoles et des centres des espaces accueillants/bienveillance
Objective(s) of the educational project in relation to the anti-bullying and anti- violence plan	Améliorer le climat de bienveillance, de bien-être et de sécurité des élèves

INFORMATION ABOUT THE COMMITTEE

Name of the committee	Wellness committee
Name and role of the person responsible for coordinating the work of the committee (EA, s. 96.12)	Kim Kiolet
Members of the committee (name and role) (EA, s. 96.12)	Éloïse Boisvert (readaptation officer), Kim Kiolet (vice-principal), Catherine Dulong (special education technician), Eleonore Baron-Manningham (teacher), Jessica Cyrenne (teacher)
Mandates of the committee	Ensure the proper functioning and the well-being of students and staff.
Frequency of committee meetings	Approximately once a month

UNDERTAKING OF THE PRINCIPAL (EA, s. 75.2)

Toward the student who is the victim and their parents	I, Elana MacDougall, principal of Mauricie English Elementary School, am committed to ensuring that the following undertakings will be carried out: Communicate with parents, meet and ensure follow up with students
Toward the instigator and their parents	I, Elana MacDougall, principal of Maurice English Elementary School, am committed to ensuring that the following undertakings will be carried out: Communicate with parents, meet and ensure follow up with students, enforce logical consequences

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

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)

Time of data collection, tool(s) used to produce the overview and information gathered	Our School Survey/ data collected through event reporting/School staff observations
Findings from the analysis of the current situation	<p>Sense of Belonging -66% of students in this school had a high sense of belonging (the Canadian norm for these grades is 72%). -71% of the girls and 66% of the boys in this school had a high sense of belonging (the Canadian norm for girls is 70% and for boys is 75%).</p> <p>Bullying and Exclusion -45% of students in this school were victims of moderate to severe bullying in the previous month (the Canadian norm for these grades is 30%). -41% of the girls and 47% of the boys in this school were victims of moderate to severe bullying in the previous month (the Canadian norm for girls is 27% and for boys is 33%).</p> <p>Feel safe attending school -47% of students felt safe attending the school (the Canadian norm for these grades is 62%). -54% of the girls and 43% of the boys felt safe attending the School (the Canadian norm for girls is 63% and for boys is 62%). Compared to the previous year, bullying rates have slightly decreased, but the feeling of safety remains below the national norm. Continued focus on recess supervision and inclusive climate initiatives is needed.</p>
Priorities in relation to the overview and the analysis of the situation	-Increasing sense of safety of students in the school yard -Decreasing the number of out of class incidents during unstructured times

Sexual violence

Findings with respect to sexual violence, if applicable	-Strengths: In class workshops on sexual violence, visit of community police officer -Weaknesses: System for students to report
Priorities in relation to the overview and the analysis of the situation with respect to sexual violence, if applicable	-Train all staff to recognize and intervene in a situation of sexually problematic behavior in school context

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	Strengths: Cultural activities, library books and different assemblies/ceremonies (National Truth and Reconciliation Day ceremony) that promote diversity Weaknesses: Better services for our newcomers (i.e. English as a Second Language classes)
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	-Work on inclusion and acceptance of diversity throughout the curriculum at all levels. The school will continue integrating multicultural literature in classrooms and assemblies to foster representation and empathy.

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

-Behaviour tracking forms, supervisor notes, Teams behaviour reporting.
 -Social-emotional learning and skills programs:

- Moozoom,
- Rainbow
- Monthly assemblies will highlight social-emotional themes such as respect, empathy, and inclusion. - Supervision: Active hallway supervision, transition supervision, daycare ratios.

-Specific initiatives:

- Jeunes Leaders recess animation program for morning recesses
- Bully box,
- Pink Shirt Day,
- Anti-Bullying Assembly.

-Inclusion/Diversity: Diverse library collection, cultural representation books.
 -Specialized support: SEEDS classes (early intervention), Rainbow Room breakfast club, Break passes.
 -Recess plan: Clubs and organized play.

Sexual violence

Prevention measures put in place with regard to sexual violence

CCQ and sexual education content

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

Schoolbeats activities focused on difference, diversity and inclusivity

Other information concerning updated promotion and prevention measures to prevent bullying and violence in the educational institution

Not applicable

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. Click or tap here to enter text.

Other general measures in prevention of bullying and violence situation:

1. The discipline policy was introduced to parents during the school assembly on the first day of school. Parents, students and the school principal sing the community agreement
2. The School's Code of Conduct will be communicated with the parents or guardians (agendas, curriculum nights, bulletins/memos, etc.) and on school website

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).	Email to all parents	End of November, 2025
A document reporting on the annual evaluation of the anti-bullying and anti-violence plan must be distributed to parents (EA, s 83.1).	End of year evaluation via email	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).	Community agreement was sent via teachers to distribute to their students; the parents sign them and return them to school	Beginning of September
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).	Sent by school board	No later than September 30 th , 2025
Other:		

Sexual violence

Measures planned to involve parents and encourage them to collaborate	Encourage open communication between school and families through newsletters, parent meetings, and the use of Dojo messages. Parents are invited to share any concerns or changes in behaviors observed at home.
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Information to be shared	Strategies for sharing this information
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)	Email to parents.
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).	Email to parents.
Other:	

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	Encourage open communication between school and families through newsletters, parent meetings, and the use of Dojo messages. Parents are invited to share any concerns or changes in behaviour observed at home.
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Information to be shared	Strategies for sharing this information	Date
Parents are invited to participate in cultural celebration days and to share aspects of their heritage to support inclusion initiatives. Information on how to report discrimination is shared in the school newsletter.		

Other information concerning collaboration with parents	
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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 including QR codes, the bully box, and direct communication with any staff member 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): The re-adaptation officers, principal or vice-principal

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. [Click or tap here to enter text.](#)

Procedures implemented for registering a complaint

Please contact school principal (Elana MacDougall):
819-376-7676 elana.macdougall@cgsb.qc.ca

Or fill out this online report: [Report - Bullying and Violent Event / Signalement - situation de violence et d'intimidation – Remplir le formulaire](#)

Report - Bullying and Violent
Event / Signalement - situation de
violence et d'intimidation



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

When parents or guardians have been informed

Strategies for sharing these procedures

The **ABAV Plan** will be made available to parents.

<p>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.</p> <p>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.</p> <p>An incident of bullying or violence can be reported verbally (<i>in person or by phone</i>) or in writing (<i>by email or by letter, addressed to school administration</i>). Students who wish to write a note to report an incident are encouraged to include their name for follow-up;</p> <p>Staff members who receive a report must document the information and submit the information to administration for follow-up.</p>	<p>Reviewed with students during the September assembly.</p> <p>Newsletter shared with parents via emails</p>
<p>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).</p>	

Sexual violence

<p>Specific procedures for reporting, or registering a complaint concerning, an act of sexual violence</p>
<ul style="list-style-type: none"> • 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): <ul style="list-style-type: none"> • 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.
<p>Other procedures</p>

- 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	1-800-567-8520 option 3
Contact information for the police department	819-691-2929, poste 6

Strategies for sharing these procedures

The place(s) where the document is posted in the educational institution	Newsletter shared with parents via emails
Website of the educational institution, if applicable	School facebook
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 including QR codes, the bully box, and direct communication with any staff member 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): The re-adaptation officers, principal or vice-principal
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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. Click or tap here to enter text.
Other information concerning the procedures for reporting or registering a complaint	

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.
4. [Click or tap here to enter text.](#)

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.
- [Click or tap here to enter text.](#)

* 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

Same confidentiality standards apply:

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.

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Other information concerning confidentiality	
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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>Students have a duty to act responsibly when they witness or become aware of bullying or violence.</p> <p>They are expected to communicate what they saw or heard to a trusted adult.</p>	<p>The actions to be taken must be adapted to the situation.</p> <p>All staff members are legally required to intervene, document, and report any act of bullying or violence they witness or are told about.</p> <p>1. Meet with the victim</p> <ul style="list-style-type: none"> • Create a safe environment to allow victim to explore feelings about incident. Maintain open lines of communication. • Ensure student does not feel responsible for the behaviour; • Ask student to log and/or report any and all future related incidents; <p>2. Document and the situation via the QR code.</p> <p>3. Promptly inform the BT (via TEAMS) that you have filled out a Bullying and Violent Event Report</p>	<p>The actions to be taken must be adapted to the situation.</p> <p>1. Meet with the victim</p> <ul style="list-style-type: none"> • 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/or report any and all future related incidents; • Offer counseling to help develop skills for overcoming the negative impact on self-esteem; <p>2. Meet with the perpetrator</p> <ul style="list-style-type: none"> • Discuss what is happening and why; • Arrange for apology and/or restitution, particularly if any personal items were damaged or stolen;

		<ul style="list-style-type: none"> • Determine restorative practices (<i>age appropriate</i>); <p>**Following the incident, an intervention <i>may</i> be held with any witnesses to gain more information and determine their role in the incident.</p> <ol style="list-style-type: none"> 3. 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). 4. Inform admin of the situation for further disciplinary measures and/or for them to contact parents 5. The parents of the victim and the perpetrator will be informed immediately following the incident. 6. The BT will conduct scheduled follow-up meeting(s) with the student to ensure 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 circumstance.
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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 center 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

Reports or complaints regarding acts of sexual violence may also be filed directly with the Regional Student Ombudsman.

- Using the online form
- By telephone or text message: 1-833-420-5233
- By email: plaintes-pne@pne.gouv.qc.ca

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)
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<p>Students have a duty to act responsibly when they witness or become aware of bullying or violence.</p> <p>They are expected to communicate what they saw or heard to a trusted adult.</p>	<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 *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).
<p>Other:</p>		
	<p>See document: intervention protocol in a situation of Sexual Violence in a school context. See document: Receiving a disclosure of sexual assault.</p>	

- 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>Students have a duty to act responsibly when they witness or become aware of bullying or violence.</p> <p>They are expected to communicate what they saw or heard to a trusted adult.</p>	<p>The actions to be taken must be adapted to the situation.</p> <p>All staff members are legally required to intervene, document, and report any act of bullying or violence they witness or are told about.</p> <ol style="list-style-type: none"> Meet with the victim <ul style="list-style-type: none"> • Create a safe environment to allow victim to explore feelings about incident. Maintain open lines of communication. • Ensure student does not feel responsible for the behaviour; • Ask student to log and/or report any and all future related incidents; Document and the situation via the QR code. Promptly inform the BT (via TEAMS) that you have filled out a Bullying and Violent 	<p>The actions to be taken must be adapted to the situation.</p> <ol style="list-style-type: none"> Meet with the victim <ul style="list-style-type: none"> • 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/or report any and all future related incidents; • Offer counseling to help develop skills for overcoming the negative impact on self-esteem; Meet with the perpetrator

	<p>Event Report</p> <ul style="list-style-type: none"> • Discuss what is happening and why; • Arrange for apology and/or restitution, particularly if any personal items were damaged or stolen; • Determine restorative practices (<i>age appropriate</i>); have the student work on project to fight racism. <p>**Following the incident, an intervention <i>may</i> be held with any witnesses to gain more information and determine their role in the incident.</p> <ol style="list-style-type: none"> 5. 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). 6. Inform admin of the situation for further disciplinary measures and/or for them to contact parents 7. The parents of the victim and the perpetrator will be informed immediately following the incident. <p>The BT will conduct scheduled follow-up meeting(s) with the student to ensure 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.</p>
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Other information concerning the actions to be taken when an act of bullying or violence is observed

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>Meet with counsellor, mentor, special education technician, administrator or staff member to:</p> <ul style="list-style-type: none"> • 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; <p>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.</p> <ul style="list-style-type: none"> • The degree of support offered at these meetings and their frequency shall depend upon the • feedback from the victim regarding the current circumstances; 	<p>Develop an intervention plan with the student.</p> <ul style="list-style-type: none"> • Ensure the student has a voice in the outcome and can identify ways they can solve the problem and change behaviours <p>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;</p> <p>Meet with special education technician, school counsellor, social worker or psychologist to:</p> <ul style="list-style-type: none"> • 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 (<i>written is recommended</i>); • Arrange for restitution, particularly if any personal items were damaged or stolen; • Determine restorative practices (<i>age appropriate</i>); 	<p>Following the incident, an intervention may be held with any witnesses to determine their role in the incident.</p> <p>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</p> <p>The school reserves the right to contact the parents or guardians of bystanders</p> <p>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</p>

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
<p>Act accordingly to the recommendations of DYP and in collaboration with them.</p> <p>Meet with counsellor, mentor, special education technician, administrator or staff member to:</p> <ul style="list-style-type: none"> • 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; <p>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.</p> <ul style="list-style-type: none"> • The degree of support offered at these meetings and their frequency shall depend upon the • feedback from the victim regarding the current circumstances; 	<p>Act accordingly to the recommendations of DYP and in collaboration with them.</p> <p>Develop an intervention plan with the student.</p> <ul style="list-style-type: none"> • Ensure the student has a voice in the outcome and can identify ways they can solve the problem and change behaviours <p>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;</p> <p>Meet with special education technician, school counsellor, social worker or psychologist to:</p> <ul style="list-style-type: none"> • 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 (<i>written is recommended</i>); • Arrange for restitution, particularly if any personal items were damaged or stolen; • Determine restorative practices (<i>age appropriate</i>); 	<p>Following the incident, an intervention may be held with any witnesses to determine their role in the incident.</p> <p>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</p> <p>The school reserves the right to contact the parents or guardians of bystanders</p> <p>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</p>

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>Meet with counsellor, mentor, special education technician, administrator or staff member to:</p> <ul style="list-style-type: none"> • 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; <p>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.</p> <ul style="list-style-type: none"> • The degree of support offered at these meetings and their frequency shall depend upon the • feedback from the victim regarding the current circumstances; 	<p>Develop an intervention plan with the student.</p> <ul style="list-style-type: none"> • Ensure the student has a voice in the outcome and can identify ways they can solve the problem and change behaviours <p>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;</p> <p>Meet with special education technician, school counsellor, social worker or psychologist to:</p> <ul style="list-style-type: none"> • 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 (<i>written is recommended</i>); • Arrange for restitution, particularly if any personal items were damaged or stolen; • Determine restorative practices (<i>age appropriate</i>); 	<p>Following the incident, an intervention may be held with any witnesses to determine their role in the incident.</p> <p>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</p> <p>The school reserves the right to contact the parents or guardians of bystanders</p> <p>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</p>

<p>Other information concerning the supervisory and support measures</p>	<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 <p>Click or tap here to enter text.</p>
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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 engage 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.

<ul style="list-style-type: none">• Collaboration with Youth Protection (support measures) Legal action / reporting to law enforcement and collaboration with these instances.
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Other information concerning disciplinary measures	
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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

- 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
- Click or tap here to enter text.

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



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	Marie-Vincent's foundation training
Safety measures to stop sexual violence	As part of the CCQ class, students will be educated on their rights, safety strategies, and available reporting systems. All staff members will reinforce this learning by addressing and applying it with students in relevant real-life situations.

RESOURCES

RESOURCES	
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OTHER IMPORTANT INFORMATION

* Date of approval of the anti-bullying and anti-violence plan by the governing board (EA, s. 75.1)	Nov. 26, 2025
Resolution number	7.
* Date of annual evaluation of the results by the governing board (EA, s. 83.1)	June 2026
*Date of annual review of the anti-bullying and anti-violence plan (EA, s. 75.1)	Dec. 5 th , 2025
Principal's signature	
Date	Nov. 26, 2025
Signature of the person who chairs the governing board	
Date	Nov. 26, 2025



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