



# **RIVERSIDE REGIONAL HIGH SCHOOL CENTRAL QUEBEC SCHOOL BOARD**

**ANTI-BULLYING AND ANTI-VIOLENCE PLAN**

**FOR A HEALTHY AND SAFE LEARNING ENVIRONMENT**

2025-2026

Québec 

**For information**

Riverside Regional High School

418-548-3191

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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 institution<sup>1</sup> 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

The *Education Act* does not provide a definition of sexual violence. However, reference to the following definition is suggested:

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 (*Act to prevent and fight sexual violence in higher education institutions* [CQLR, c. P-22.1]).

### 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, color, sex, gender identity or expression, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, language, ethnic or national origin, social condition, a handicap or the use of any means to palliate a handicap. Discrimination exists where such a distinction, exclusion or preference has the effect of nullifying or impairing such right " (*Charter of Human Rights and Freedom: Section 10*).



### 3 GENERAL INFORMATION

#### 3.1 CHARACTERISTICS OF THE EDUCATIONAL INSTITUTION

Name of the educational institution	Riverside Regional High School
Name of the CSS/CS	Central Quebec School Board
Type of instruction	High School level (grade 7 to 11)
Number of students	165
Other characteristics	40% of our students have an IEP, Regional School, only English school in primarily francophone region. 30-45% of our student population is from military families.
Values identified in the educational project	Student wellness, success and sense of community
Objective(s) of the educational project in relation to the anti-bullying and anti-violence plan	Improve the sense of well-being reported by the students.

#### 3.2 INFORMATION ABOUT THE COMMITTEE

Name of the committee	ABAV Committee
Name and role of the person responsible for coordinating the work of the committee (EA, s. 96.12)	Pier-Olivier Tremblay
Members of the committee (name and role) (EA, s. 96.12)	Gabrielle Marchand Pier-Olivier Tremblay Karen Knight Dorianne Gatien Aur�lie Collard Jamie Kirlin
Mandates of the committee	To analyze the portrait of bullying and violence in the school and to plan actions accordingly, in order to prevent and diminish the occurrence of these situations.
Frequency of committee meetings	3 times a year. September, January and May.

### 3.3 UDERTAKING OF THE PRINCIPAL (EA, s. 75.2)

Toward the student who is the victim and their parents	<p>I, Jamie Kirlin, principal of Riverside Regional High School, am committed to ensuring that the following undertakings will be carried out:</p> <ul style="list-style-type: none"><li>• Rapid communication with parents.</li><li>• Implementation of support measures.</li><li>• Appropriate follow-up with the student and their parents to ensure that the situation has been resolved.</li></ul>
Toward the instigator and their parents	<p>I, Jamie Kirlin, principal of Riverside Regional High School, am committed to ensuring that the following undertakings will be carried out:</p> <ul style="list-style-type: none"><li>• Rapid communication with parents.</li><li>• Ensuring that the student and the parents make a commitment to the principal to take action to prevent a recurrence of bullying or violence.</li><li>• Applying supervisory and disciplinary measures based on the act committed and the evolution of consequences.</li><li>• Implementation of support measures.</li></ul> <p>Appropriate follow-up with the student and their parents to ensure that the commitments have been respected.</p>

## 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)

Time of data collection, tool(s) used to produce the overview and information gathered	<ul style="list-style-type: none"> <li>• Our school survey</li> <li>• Compass Survey</li> <li>• School form to report a situation of bullying.</li> <li>• School staff observations and/or discussions with students, OIM (Mozaik)...</li> </ul>
Findings from the analysis of the current situation	<ol style="list-style-type: none"> <li>1. Definition of the different types of bullying must be made clearer to students and students would like to know about what leads to bullying.</li> <li>2. Most students have witnessed bullying in school (Elementary or other schools).</li> <li>3. To stop bullying if you are victim or a witness, most students answered, "tell a teacher or parent" and "stand up to it." Yet, they struggle to do it when necessary.</li> <li>4. Students are scared that the situation will get worse when the situation is brought to an adult.</li> <li>5. Most students answered "no" to the question, "Have you ever been bullied?"</li> <li>6. Some other problems that have been highlighted in the school are the need for a quiet place to relax, the noise level in class, and gossiping.</li> <li>7. As for solutions, the students think that more consequences for the instigator would help stop it. Many students mentioned that posters are useless.</li> <li>8. Students have a feeling that nothing is done when denouncing bullying.</li> </ol>
Priorities in relation to the overview and the analysis of the situation	<ol style="list-style-type: none"> <li>1. Inform and educate students and stakeholders.</li> </ol> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Hold discussion group sessions for students during classes.</li> <li>2. Provide appropriate tools for teachers and students.</li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Ensure that teachers are aware of the protocol for intervening in a situation of bullying (see</li> </ul>



	<p>School Procedure Document). Objectives for students:</p> <ul style="list-style-type: none"> <li>• Build a procedure for students who witness bullying.</li> </ul> <p>3. Implement practices and approaches that will be followed on a school-wide level.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Reduce from 10% to 5% the rate of students who are victims of bullying at school.</li> <li>• Increase from 89% to 95% the rate of students who feel safe at school as well as going to and from school.</li> <li>• Increase understanding of what bullying is and dispel misconceptions about what happens when a situation is reported.</li> </ul>
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#### Sexual violence

<b>Findings with respect to sexual violence, if applicable</b>	<ul style="list-style-type: none"> <li>• Low tolerance from student population in regard to LGBTQ+ challenges.</li> </ul>
<b>Priorities in relation to the overview and the analysis of the situation with respect to sexual violence, if applicable</b>	<ul style="list-style-type: none"> <li>• To work on inclusion and acceptance of diversity throughout the curriculum at all levels.</li> <li>• Train all staff to recognize and intervene in a situation of sexual diversity, intolerance/disrespect.</li> <li>• Continue collaboration with our regional resource working with LGBTQ+ rights.</li> <li>• Educate students on other cultural beliefs.</li> </ul>

#### Bullying or violence based on motives related, in particular, to skin colour and ethnicity or nationality

<b>Findings with respect to bullying or violence based on the aforementioned motives, if applicable</b>	<p>Cultural diversity is minimal in our school; there are a lot of inappropriate jokes and comments based on race, color, and religion.</p>
<b>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</b>	<ul style="list-style-type: none"> <li>• Equip and train school staff to intervene in a situation of racism.</li> <li>• To work on inclusion and acceptance of diversity throughout the curriculum at all levels.</li> <li>• Increasing student's ability to act and report when they witness a situation.</li> </ul>

## 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

- Zero tolerance policy.
- Everyone is encouraged to report incidents to a person they trust or through our anonymous online form.
- All reported cases are investigated to clarify the situation and identify the form of bullying or violence.
- Parents are notified that there has been an incident.
- Immediate actions taken. Consequences are applied accordingly.
- Session about cyberbullying with the Saguenay Police Service and Equijustice.
- Behavior Technician keeps very detailed files on all incidents.
- Email sent to all parents that includes relevant information on our school procedures, Bill 56, process for complaints to Ombudsman, etc.
- *"How to Stop a Situation of Bullying/Violence in the school hallways?"* sheet distributed and discussed with staff.
- Participation in Groupe Relais (Anti-Bullying group with experts from across the Saguenay - Lac-Saint-Jean).
- Online reporting tool for students who are victim of bullying and for students who witness bullying, accessible from all CQSB computers.
- Presentation on Bill 56 to all students early in the year.
- Hors-Piste program implementation.

### Sexual violence

Prevention measures put in place with regard to sexual violence

- Mandatory content on Sexual Education.
- *La Chambrée* (help center) presentation with our students (Radar).
- *Sexto* toolkit with specific and trained staff members.

**Bullying or violence based on motives related, in particular, to skin colour and ethnicity or nationality**

<b>Prevention measures put in place with regard to bullying or violence based on the aforementioned motives</b>	<ul style="list-style-type: none"><li>• Black History Month discussions and activities.</li><li>• Encourage teachers to include diversity in their planning when possible.</li></ul>
<b>Other information concerning updated promotion and prevention measures to prevent bullying and violence in the educational institution</b>	Addressing civility and respect throughout the curriculum.

## 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	<p>During an active situation of bullying or violence:</p> <ol style="list-style-type: none"> <li>1. We value the involvement of parents in the reflection around support measures and actions to take with their child.</li> <li>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 behaviors until the resolution of the situation.</li> <li>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.</li> <li>4. Referral to external services when needed.</li> </ol>	
	<p>Other general measures in prevention of bullying and violence situation:</p> <ol style="list-style-type: none"> <li>5. During parent-teacher's meeting, hold informative kiosks with community partners.</li> </ol>	
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).	<ul style="list-style-type: none"> <li>Email to parents.</li> </ul>	November 30 <sup>th</sup>
A document reporting on the annual evaluation of the anti-bullying and anti-violence plan must be distributed to parents (EA, s 83.1).	<ul style="list-style-type: none"> <li>Email to parents.</li> </ul>	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).	<ul style="list-style-type: none"> <li>Email to parents.</li> </ul>	November 30 <sup>th</sup>
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).	<ul style="list-style-type: none"> <li>Email to parents.</li> <li>Visits in class from the Behavior Technician.</li> </ul>	<p>Students: September 30<sup>th</sup></p> <p>Parents: November 30<sup>th</sup></p>
Other:		

### Sexual violence



<b>Measures planned to involve parents and encourage them to collaborate</b>	The information on the different workshops organized in school is sent to parents.	
<b>Information to be shared</b>	<b>Strategies for sharing this information</b>	
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)	<ul style="list-style-type: none"> <li>• Presentation of the information in all the classes.</li> <li>• Information is sent to parents by email in November.</li> </ul>	
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).	<ul style="list-style-type: none"> <li>• Information is sent to parents by email in November.</li> </ul>	
Other:		

**Bullying or violence based on motives related, in particular, to skin colour and ethnicity or nationality**

<b>Measures planned to involve parents and encourage them to collaborate</b>	The information on the different workshops organized in school is sent to parents.	
<b>Information to be shared</b>	<b>Strategies for sharing this information</b>	<b>Date</b>
Black History Month	Information is sent to parents by email.	February.
<b>Other information concerning collaboration with parents</b>		



## 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)**

<b>Procedures implemented for reporting incidents</b>	<ul style="list-style-type: none"> <li>- An online form has been made available 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.</li> <li>- In person reporting is also available through the designated staff member(s): The principal, Mr. Jamie Kirlin or the Behavior Technician, Mr. Pier-Olivier Tremblay.</li> </ul>
<b>Strategies for sharing these procedures</b>	<ol style="list-style-type: none"> <li>1. Posters are available throughout the school.</li> <li>2. The form is introduced to students, parents and staff at the beginning of the school year.</li> <li>3. Students are reminded of the existence of the form through the year.</li> </ol>

<b>Procedures implemented for registering a complaint</b>	
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:	
<b>Procedures implemented for reporting incidents</b>	<b>Strategies for sharing these procedures</b>
Contact the principal, Mr. Jamie Kirlin, 418-548-3131, ex 1900 or use the online form.	Agenda insert, posters in the school and emails to parents.
A person who is dissatisfied with the follow-up on a report or complaint regarding 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

<b>Specific procedures for reporting, or registering a complaint concerning, an act of sexual violence</b>
<ul style="list-style-type: none"> <li>• The procedures prescribed in the previous section also apply for reporting, or registering a complaint concerning, an act of sexual violence.</li> <li>• 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"> <li>• Using the online form: File a complaint if you are dissatisfied with a school service</li> <li>• By telephone or text message: 1-833-420-5233</li> </ul> </li> </ul>

- By email: [plaintes-pne@pne.gouv.qc.ca](mailto: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:

<b>Contact information for the DYP</b>	418-549-4853
<b>Contact information for the police department</b>	418-699-6000

#### Strategies for sharing these procedures

<b>The place(s) where the document is posted in the educational institution</b>	
<b>Website of the educational institution, if applicable</b>	
<b>Other</b>	

#### Bullying or violence based on motives related, in particular, to skin colour and ethnicity or nationality

<b>Specific procedures for reporting, or registering a complaint concerning, an act of bullying or violence based on the aforementioned motives</b>	<ul style="list-style-type: none"> <li>- An online form 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.</li> <li>- In person reporting is also available through the designated staff member(s): Pier-Olivier Tremblay</li> </ul>
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#### Strategies for sharing these procedures

**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.

**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 members are 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.

\* 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 ethnicity or nationality**

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

- Staff members are reminded that every incident and the ensuing follow-up must be kept confidential.
  - This reminder is done at least once each year.
- Reports of bullying and violence are recorded on a digital database that has restricted access.
- Use of intervention strategies that protect the anonymity of individual(s) who report or provide information.

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<b>Other information concerning confidentiality</b>	
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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. Here are a few examples:</p> <ul style="list-style-type: none"> <li>• Intervene to stop the situation if it can be done safely.</li> <li>• Seek the help of an adult.</li> <li>• Report the situation by telling an adult or through the online form.</li> </ul>	<p>The actions to be taken must be adapted to the situation. Here are a few examples:</p> <ul style="list-style-type: none"> <li>• Intervene to stop/diffuse the situation. State school expectations and code of conduct.</li> <li>• Check-in with how the victim is doing and assure them that the situation is being dealt with.</li> <li>• Record and report the situation to the Anti-Bullying and Anti-Violence Pivot agent.</li> <li>• Investigate and act.</li> <li>• Refer to specific trajectories/school protocols that your school has in place.</li> </ul>	<p>The actions to be taken must be adapted to the situation.</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Ensure the victim's safety.</li> <li>• Meet and support all students involved in the situation.</li> <li>• Collect the necessary information</li> <li>• Inform the parents of the situation and the measures that will be put in place.</li> <li>• Analyze the situation (gravity, severity, recurrence, etc.) to choose the adapted sanction and measure to apply.</li> <li>• Refer to specific trajectories/school protocols that the school has in place.</li> </ul>

**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](mailto: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> <p>For example:</p> <ul style="list-style-type: none"> <li>• Remain calm, attentive, and supportive of your friend.</li> <li>• Invite your friend to tell an adult / report the situation to an adult.</li> </ul>	<p><b>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:</b></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"> <li>1. <b>In private and staying calm, ask open-ended questions: “Tell me everything about...” and “Tell me more about...” and repeat the exact sentence the student said (e.g. “Tell me more about the person who touched you,” “Tell me everything about the secret games”) and let them speak freely.</b></li> <li>2. <b>Tell the student 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.</b></li> <li>3. <b>Avoid promising to keep what they told you secret.</b></li> <li>4. <b>As soon as possible, write down the student’s exact words.</b></li> </ol>	<p><b>Refer to the Intervention Protocol in a situation of sexual violence and follow the steps</b></p> <p>Other:</p> <ul style="list-style-type: none"> <li>- <b>Avoid having the student repeat their disclosure multiple times.</b></li> <li>- 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).</li> </ul>

	<p>5. <b>Make a report to the DYP.</b> *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> <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>	
<b>Other:</b>		
	<p>See document: intervention protocol in a situation of Sexual Violence in a school context.</p> <p>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 reports 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 ethnicity or nationality**

#### **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> <p>Here are a few examples:</p> <ul style="list-style-type: none"> <li>• Intervene to stop the situation if it can be done safely.</li> <li>• Seek the help of an adult.</li> <li>• Report the situation by telling an adult or through the online form.</li> </ul>	<p>The actions to be taken must be adapted to the situation.</p> <p>Here are a few examples:</p> <ul style="list-style-type: none"> <li>• Intervene to stop/diffuse the situation</li> <li>• State school expectations and code of conduct.</li> <li>• Verify how the victim is doing and assure them that the situation is being dealt with.</li> <li>• Record and report on the situation to the ABAV designated staff member. Investigate and act.</li> <li>• You can refer to specific trajectories/school protocols that your school already has.</li> </ul>	<p>The actions to be taken must be adapted to the situation.</p> <p>Here are a few examples:</p> <ul style="list-style-type: none"> <li>• Ensure the victim’s safety.</li> <li>• Meet and support all students involved in the situation.</li> <li>• Collect the necessary information to intervene.</li> <li>• Inform the parents of the situation and the measures that will be put in place.</li> <li>• Analyze the situation (gravity, severity, recurrence, etc.) to choose the adapted sanction and measure to apply.</li> <li>• Refer to specific trajectories/school</li> </ul>



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

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
<ul style="list-style-type: none"> <li>• Collaborate with DYP and other external partners when applicable.</li> <li>• Offer individual support</li> <li>• Offer alternative working setting if applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with DYP and other external partners when applicable.</li> <li>• Offer individual or subgroup support to develop specific skills (consent, egalitarian relationships, emotion regulation, etc.)</li> <li>• Offer alternative settings to work if applicable.</li> <li>• Refer to <i>external</i> service for specialized intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate individual needs.</li> <li>• Provide workshops or activities on consent, sexual education, egalitarian relationships, etc.</li> <li>• Provide psychological and emotional support to students who feel they need it after witnessing or hearing a disclosure.</li> </ul>

## Bullying or violence based on motives related, in particular, to skin colour and ethnicity or nationality

**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
<ul style="list-style-type: none"> <li>• Listen to the student who is a victim of bullying and gather information about their needs.</li> <li>• Ensure that they agree to every action being taken that involves them.</li> <li>• Plan periodic follow-up meetings.</li> <li>• Provide individual and group workshops to support the development of social and emotional skills (management of emotions, self-assertion, etc.).</li> <li>• Provide the opportunity to</li> </ul>	<ul style="list-style-type: none"> <li>• Create an action plan for the student.</li> <li>• Create a student crisis intervention protocol to help prevent a reoccurring situation.</li> <li>• Plan periodic follow-up meetings.</li> <li>• Provide individual and group workshops to support the development of social and emotional skills (conflict management, management of emotions, empathy development, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Address their feeling of safety by allowing them to express their emotions and thoughts.</li> <li>• Increase their awareness of their role as witnesses and the impact of this role.</li> <li>• Explore how they reacted to the situation, how they would have liked to react, how they could react next time.</li> <li>• Increase their knowledge about the concept of</li> </ul>



pair up with another student. <ul style="list-style-type: none"> <li>• Work together with the student who is a victim to identify a location in the educational institution where they feel safe and may be allowed specific access privileges, if they want.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide activities allowing them to learn about the expected behaviors in detail.</li> <li>• Ensure that the student leaves class later than other students.</li> <li>• Provide adult supervision at specific times.</li> <li>• Offer sheltered recess/supervised breaks.</li> </ul>	confidentiality: explain to them that what they have seen must remain confidential. <ul style="list-style-type: none"> <li>• Provide activities allowing them to learn about the expected behaviors in detail.</li> <li>• If necessary, plan periodic follow-up meetings.</li> </ul>
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<b>Other information concerning the supervisory and support measures</b>	<b>Student Considerations:</b> <ul style="list-style-type: none"> <li>• Age and developmental maturity of the students involved.</li> <li>• Nature, frequency and severity of behaviors.</li> <li>• Relationships of the parties involved.</li> <li>• Context in which the alleged incidents occurred.</li> <li>• Patterns of past or continuing behaviors.</li> <li>• Other circumstances that may play a role.</li> </ul> <b>School Considerations</b> <ul style="list-style-type: none"> <li>• School culture, climate and general staff management of the learning environment.</li> <li>• Social, emotional and behavioral support.</li> <li>• Student-staff relationships and staff behavior toward the student.</li> <li>• Family, community and neighborhood context.</li> <li>• Alignment with policies and procedures</li> </ul>
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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 ethnicity or nationality

**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**

- 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 ethnicity or nationality**

**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**



## 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).

<b>Compulsory training activities for management and other personnel</b>	Incoming capsules.
<b>Safety measures to stop sexual violence</b>	<ul style="list-style-type: none"> <li>• Review the availability and layout of bathrooms and locker rooms that are accessible to staff and students.</li> <li>• Create a strategic supervision plan based on the needs of the school. Restrict access to some locations or in certain contexts.</li> <li>• Provide guidelines for meetings between school staff and students (e.g. hold these meetings in public spaces whenever appropriate). Implement guidelines for the ways school staff and students should interact on social media.</li> </ul>

## 5 RESOURCES

<b>RESOURCES</b>	CAVACS, Director of Youth Protection, Aire Ouverte.
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## 6 OTHER IMPORTANT INFORMATION

<b>* Date of approval of the anti-bullying and anti-violence plan by the governing board (EA, s. 75.1)</b>	2012-12-01
<b>Resolution number</b>	2012-12.01
<b>* Date of annual evaluation of the results by the governing board (EA, s. 83.1)</b>	To be determined
<b>* Date of annual review of the anti-bullying and anti-violence plan (EA, s. 75.1)</b>	To be determined
<b>Principal's signature</b>	
<b>Date</b>	11/12/2025
<b>Signature of the person who chairs the governing board</b>	
<b>Date</b>	11/12/2025





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