



ÉCOLE Royal Charles
Royal Charles SCHOOL



Commission scolaire **Riverside**
Riverside School Board

ANTI-BULLYING AND ANTI-VIOLENCE PLAN

FOR A HEALTHY AND SAFE LEARNING ENVIRONMENT

2025 - 2026

For information

Établissement : 009
Téléphone : 450-672-4010

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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 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.

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, 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).

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 persons 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 and Discrimination

Racism:
 A set of ideas, attitudes, and actions that aim to or result in the inferiorization of ethnocultural and national groups in social, economic, cultural, and political terms, thus preventing them from fully benefiting from the advantages granted to all citizens. (Concerted Action Plan 2020-2025)

Discrimination:
 Every person has a right to full and equal recognition and exercise of his human rights and freedoms, without distinction, exclusion or preference based on race, colour, sex, gender identity or expression, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, language, ethnic or national origin, social condition, a handicap or the use of any means to palliate a handicap. Discrimination exists where such a distinction, exclusion or preference has the effect of nullifying or impairing such right. *Charter of Human Rights and Freedoms* section 10.

GENERAL INFORMATION

CHARACTERISTICS OF THE EDUCATIONAL INSTITUTION

Name of the educational institution	Royal Charles School
Name of school board	Riverside School Board
Name of the Principal	Elizabeth Ford
Type of instruction	Elementary
Number of students	121
Other characteristics	<ul style="list-style-type: none"> We are located in Saint-Hubert, Quebec and our student population lives in close proximity to the school. --- of our students take one of our two buses. Socio-Economic Environment Index (SEI) is 5. We are a suburb of Montreal, which is approximately a 20 minute drive from us. 31 % of students have individualized education plans or learning assistance plans. 16 % of students with been identifies as having disabilities, social maladjustments or learning difficulties.
Objective(s) of the educational project in relation to the anti-bullying and anti-violence plan	Improving the climate of caring, well-being, student safety, through the building of autonomy for students grade 1 to 6.

INFORMATION ABOUT THE COMMITTEE

Name of the committee	Royal Charles School ABAV Committee
Name and role of the person responsible for coordinating the work of the committee (EA, s. 96.12)	Elizabeth Ford, principal
Members of the committee (name and role) (EA, s. 96.12)	<p>Britany Lucas, Special Education Technician Linda Meindersma, School Secretary Debbie Bradner, Daycare Technician Kristie Bridges, Teacher Sean Durnin, Teacher Janet Benwell, attendant</p>
Mandates of the committee	<ul style="list-style-type: none"> The school will use data from the OSS/ISM/SOI and Internal Incident Report Form to create a profile of the school. Raise awareness on the data found and brainstorm preventative strategies to address the findings. Write documents related to the anti-bullying and anti-violence plan that meet the needs of the school. Communicate information on the plan to the entire school. Support the implementation of the prevention measures in the action plan. Put in place a process aimed at improving the school climate.

	<ul style="list-style-type: none"> • Ensure that the actions taken are consistent with the institution’s educational project. • Review school’s Code of Conduct published annually in the student agenda.] 								
Frequency of committee meetings	Ideally, at least three meetings per school year and include dates below.								
	<table border="1"> <tr> <td>First: Beginning the process</td> <td>Wednesday, October 29, 2025</td> </tr> <tr> <td>Second: Analyze the portrait and write the ABAV plan</td> <td>Tuesday, December 2, 2025</td> </tr> <tr> <td>Third: Discuss potential second portrait and fill out End-of-Year Report</td> <td>Friday, May 1, 2026</td> </tr> <tr> <td>Other – if needed:</td> <td>Thursday, June 25, 2026</td> </tr> </table>	First: Beginning the process	Wednesday, October 29, 2025	Second: Analyze the portrait and write the ABAV plan	Tuesday, December 2, 2025	Third: Discuss potential second portrait and fill out End-of-Year Report	Friday, May 1, 2026	Other – if needed:	Thursday, June 25, 2026
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UNDERTAKING OF THE PRINCIPAL (EA, S. 75.2)

Toward the student who is the victim and their parents	<p>An instance of a student who is a victim:</p> <p>The principal of this school is committed to ensuring that the following undertakings will be carried out:</p> <ul style="list-style-type: none"> • Timely communication with parents/guardians • Implementation of support measures • Appropriate follow-up with the student and their parents to ensure that the situation has stopped. • Ensuring the event is recorded using the school’s Incident Report form • Inform school Multi-Disciplinary Team Lead and as needed, set up consultation with members of the M-DT. <p>* These instances are not limited to the above-mentioned points and can be further elaborated depending on the specific circumstances.]</p> <p>96.12 Ed Act: 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 the principal receives or that the regional student ombudsman sends to the principal.</p>
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Toward the instigator/perpetrator and their parents	<p>The principal of this school is committed to ensuring that the following undertakings will be carried out:</p> <ul style="list-style-type: none"> • Timely communication with parents. • Collaboration with the student and the parents to create and agree to an action plan to prevent the recurrence of bullying or violence. • Applying supervisory and disciplinary measures based on the act committed. • Inform school Multi-Disciplinary Team Lead and as needed, set up consultation with members of the M-DT. • Implementation of support measures.
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- Follow-up with the student and their parents/guardians to ensure that the established plan has been respected and has been effective.]

96.12 Ed Act: 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 the principal receives or that the regional student ombudsman sends to the principal.

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

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	<p>Data collection throughout the school year:</p> <ul style="list-style-type: none"> Information gathering tools that have been validated by our school board. OurSchool Survey (each year in May, grade 4 - 6) Educational Project data, which includes student survey developed in-house (November & May, grade 1 – 6) Other data : number of incident reports submitted to principal (begun in 2025 – 2026 school year) Perception data, which reflects individual or group viewpoints. (e.g. information shared with the principal by staff members and/or discussed between staff members, or at a staff meeting).
Findings from the analysis of the current situation	<ul style="list-style-type: none"> The OurSchool survey indicates a high sense of belonging (79%) and positive relationships with peers (91%). Students rated teacher-student relationships 8.2/10. These exceed the Canadian norms. 70% of students felt safe attending our school. 39% of students report having experienced moderate to severe bullying, which is higher than the Canadian norm of 30%. Staff discussions reveal that students often report having been bullied when they have been involved in a disagreement or when a conflict is a one-time occurrence. 46% of students, which is significantly above the Canadian norm of 29%, report moderate to high levels of anxiety. This includes twice as many girls as boys. Staff observations concur with this. Data surrounding bullying and violence is being collected through the Incident Reports and will be collected and analyzed in June.
Priorities in relation to the overview and the analysis of the situation	<ul style="list-style-type: none"> Help students to differentiate bullying from isolated conflict, an angry reaction, or a disagreement, and to navigate these situations effectively. Increase staff awareness of prevention of violence and bullying. Maintain school clubs, in-school events, and motivational displays to provide alternatives to unstructured recess times and support positive school environment and belonging. Continue to emphasize respect and kindness in all interactions between staff, staff and students, and students. Continue to provide scheduled breaks with supporting staff to students who can become overwhelmed and/or dysregulated.

Sexual Violence

Findings with respect to sexual violence, if applicable	<ul style="list-style-type: none">• Not applicable – no incidents
Priorities in relation to the overview and the analysis of the situation with respect to sexual violence, if applicable	<ul style="list-style-type: none">•

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

<p>Findings with respect to bullying or violence based on the aforementioned motives, if applicable</p>	<ul style="list-style-type: none"> • Not applicable – no incidents
<p>Priorities in relation to the overview and the analysis of the situation with respect to bullying or violence based on the aforementioned motives, if applicable</p>	

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)

<p>Prevention measures to prevent and put an end to all forms of bullying or violence at school</p>	<ul style="list-style-type: none"> • Implementing SEL/Growth Mindset learning initiative for the 2025-2026 academic year. • Implementing SEL for adults developed in collaboration with the Centre of Excellence for School Climate and with CASEL. • Continuing to explore and try ways of using and developing our playground areas to support collaborative play, relaxation, and connection. • Providing activities helping students to learn about expected behaviours and apply them. • Media Smarts – Providing activities to raise awareness about the responsible use of social media and technology. • Carrying out activities that bring people together and reinforce a sense of belonging and a positive school climate. • Maintaining a safe space (Oasis Room). • Involving multiple stakeholders in applying prevention measures: daycare, school transportation, extracurricular activities, etc. • Maintaining preventative discussions about body boundaries and personal space. • Maintaining initiatives: preventative discussions about inclusion and diversity and the harms of name-calling and slurs.
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Sexual Violence

<p>Prevention measures put in place with regard to sexual violence</p>	<ul style="list-style-type: none"> • CCQ / Sexuality of Education Curriculum and support from the Pedagogical Consultant holding the dossier. • Entente with Marie-Vincent Foundation. • Sexto Project - With the help of a specialized organization, raise student awareness about sharing intimate images (sexting). • Missing Children’s Network SHINE program – Providing activities in prevention of sexual exploitation
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Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

<p>Prevention measures put in place with regard to bullying or violence based on the aforementioned motives</p>	<ul style="list-style-type: none"> • Involvement of a counsellor or local organizations specialized in intercultural climate. • Workshops for students on positive self-affirmation and appropriate responses when faced with discriminatory statements or actions. • Continue to increase out libraries’ (school and classroom libraries) collection of books that provide diverse perspectives and representations. • Continuer à enrichir les collections de livres de nos bibliothèques (bibliothèques scolaires et bibliothèques de classe) qui offrent des perspectives et des représentations diverses.
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<p>Other information concerning updated promotion and prevention measures to prevent bullying and violence in the educational institution</p>	<p> </p>
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COLLABORATION WITH PARENTS/GUARDIANS

Measures to encourage parents/guardians 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/guardians and encourage them to collaborate

General information:

- Communicate with parents/guardians to inform of the special activities planned during the school year and invite them to help organize, conduct, and/or participate in these events.
- Through the school, provide activities intended for parents/guardians, offered in partnership with members of the community or community organizations.

During situations of bullying or violence:

- Involve parents/guardians in solution-focused discussions and process.
- Guide parents/guardians throughout the process, provide them with support, and, if necessary, refer them to organizations that can meet their needs.
- Remind parents/guardians and community partners about the school's roles and responsibilities. Clarify what the school expects of parents/guardians and the other parties involved.
- Plan to provide parents/guardians with support (e.g. liaison officer, community stakeholder, social services).

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"> • Email • RSB Website • Presentation to Governing Board 	Wednesday, December 17, 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).	<ul style="list-style-type: none"> • Website 	Friday, January 30, 2026
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"> • Agenda 	Tuesday, September 2, 2025
A school service centre 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"> • Website 	Friday, January 30, 2026
Other:		Click or tap to enter a date.

Sexual Violence

Measures planned to involve parents/guardians and encourage them to collaborate	<ul style="list-style-type: none"> Organize a conference for parents/guardians on sexual violence, which can be held by a specialized community organization. (Marie-Vincent Foundation, CISSS)
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Information to be shared	Strategies for sharing this information
A document informing the students and their parents/guardians of the possibility of making a report or filing a complaint concerning an act of sexual violence to or with the regional student ombudsman (ANSO, s. 21)	<p>A document provided by the National Student Ombudsman explaining who may file a complaint and how that right is to be exercised must be posted visibly in each educational institution (ANSO, s. 21).</p> <ul style="list-style-type: none"> Administrative office Main entry doors <p>Information about posting on a website:</p> <ul style="list-style-type: none"> The Riverside School Board website.
A document specifying the contact information of the regional student ombudsman to whom the complaint must be referred. This document, provided by the National Student Ombudsman, must also explain who may file a complaint and how that right is to be exercised (ANSO, s. 21).	<p>Information about posting the document:</p> <p>A document provided by the National Student Ombudsman explaining who may file a complaint and how that right is to be exercised must be posted visibly in each educational institution (ANSO, s. 21).</p> <ul style="list-style-type: none"> Administrative office Main entry doors <p>Information about posting on a website:</p> <ul style="list-style-type: none"> The Riverside School Board website.
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	<ul style="list-style-type: none"> Ensure that there is two-way communication with families 	
Information to be shared	Strategies for sharing this information	Date
<ul style="list-style-type: none"> Communicate with parents/guardians to inform of the special activities planned during the school year and invite them to help organize, conduct, and/or participate in these events. 	<p>Emails to parents, School Newsletter, communications from teachers, PPO communications</p>	
Other information concerning collaboration with parents		

PROCEDURES FOR MAKING A REPORT OR REGISTERING A COMPLAINT

<p>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)</p>	
<p>Procedures implemented for reporting incidents</p>	<ul style="list-style-type: none"> • Report the incident to a school administrator.
<p>Strategies for sharing these procedures</p>	<ul style="list-style-type: none"> • At a welcome meeting for new students at the beginning of the academic year • At the AGA at the beginning of the school year • On the RSB website • In a newsletter
<p>Procedures implemented for registering a complaint</p>	
<p>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:</p>	
<p>Procedures implemented for reporting incidents</p>	<p>Strategies for sharing these procedures</p>
<p>Garry Tennant, Complaints Officer complaintsofficer@rsb.qc.ca, 450-672-4010 ext.5541</p>	<p>https://www.rsb.qc.ca/flowchart-complaint-process</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

Specific procedures for reporting or registering a complaint concerning an act of sexual violence

- The procedures prescribed in the previous section also apply for reporting, or registering a complaint concerning, an act of sexual violence.
- Reporting, or filing a complaint concerning, an act of sexual violence to or with the regional student ombudsman directly is also an option (ANSO, s. 33, para. 2). This complaint must be filed in writing (ANSO, s. 31):
- Using the online form: File a complaint if you are dissatisfied with a school service
- By telephone or text message: 1-833-420-5233
- By email: plaintes-pne@pne.gouv.qc.ca

Other procedures

- Staff members willing to receive reports and complaints (Elizabeth Ford, Principal; Kristie Bridges, Staff Assistant).
- Method for making reports and filing complaints include by email, telephone, in-person meeting.

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

DYP Santé Montérégie
1-800-361-5310

Contact information for the police department

Service de police de l'agglomérations de Longueuil (450)463-7011

Strategies for sharing these procedures

The place(s) where the document is posted in the educational institution

- Administrative office
- Main entry doors

Website of the educational institution, if applicable

- Riverside School Board website.

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">• Staff members willing to receive reports and complaints (Elizabeth Ford, Principal; Kristie Bridges, Staff Assistant).• Method for making reports and filing complaints include by email, telephone, in-person meeting.
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Strategies for sharing these procedures

Strategies for sharing these procedures	<ul style="list-style-type: none">• This information will be shared via email, newsletters, and the school board website• Dissemination of information during parent meetings and evenings.
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Other information concerning the procedures for reporting or registering a complaint	
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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

- Increase staff awareness of the actions that must be taken to protect confidentiality.
- Identify a private location for a meeting with the people who are involved.
- Staff are reminded to keep every incident and the ensuing follow-up confidential. This is done at least once each year.
- Reports of bullying and/or violence are recorded on a digital database that has restricted access.
- Written incident reports are kept in the principal's office.
- Use intervention strategies that protect the anonymity of the person(s) who report or provide information.
- Communication to parents done only through school board email and not third-party platforms.
- Communications to parents do not identify the names of other children that were involved in the incident or include details of disciplinary actions.

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

- Do not use radio handsets to discuss the situation, for example, following a disclosure.
- Ensure that only the key people involved with the incident are informed of the situation.
- Confidentially record only the necessary information and restrict access to ensure that only the key people involved with the incident can access this information.

*** 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 persons bound by professional secrecy, unless excluded (YPA, s.41)**

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

- Do not use radio handsets to discuss the situation, for example, following a disclosure.
- Ensure that only the key people involved with the incident are informed of the situation.
- Confidentially record only the necessary information and restrict access to ensure that only the key people involved with the incident are able to access this information.

Other information concerning confidentiality

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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>Information for a student who is a witness:</p> <p>Any student who witnesses an act of bullying or violence has an obligation, as a responsible member of the school community, to intervene if the situation does not threaten their well-being and/or report the incident to school staff.</p>	<p>The actions to be taken must be adapted to the situation.</p> <p>Any staff members who witness an act of bullying or violence must intervene immediately or as quickly as reasonably possible to address the issue,</p>	<p>The actions to be taken must be adapted to the situation.</p> <p>Take note of the necessary information and store it securely, especially for the purpose of sending a summary report to the director general, if applicable (EA, s. 96.12). Follow up with all stakeholders.</p>
<ul style="list-style-type: none"> • Call to the student to stop the bullying or violent behaviour, if it is safe to do so. • Ask a school staff member nearby for help. • Tell a trusted staff member. • Tell the principal. • Tell a parent. • Tell a trusted adult • Do not share private information with other students.] 	<ul style="list-style-type: none"> • Ensure the immediate safety and security of all parties. • Put an end to the inappropriate behaviour. • Guide the student(s) towards the expected behaviour. • Always verify how the victim is doing and assure them that the situation is being dealt with. • Document the incident. • Report the incident to the principal in a timely manner. 	<ul style="list-style-type: none"> • Ensure the safety of all stakeholders. • Support the people affected by the situation. Reassure the victim that the bullying behaviour will not be tolerated. • In a timely manner, gather information through separately interviewing students involved: the victim, the students who were instigators/perpetrators and the witnesses. • Inform the parents/guardians of the situation and encourage a solution-focused approach. Follow confidentiality measures. • Offer support services, if needed, to any student involved. • Evaluate and analyze the situation, such as the frequency and severity of the behaviours as well as the needs of the students involved. • Systematically intervene by raising everyone’s awareness of the consequences bullying. •

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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 centre for that purpose (EA, s. 96.12).

Name and contact information:

Garry Tennant, Complaints Officer
complaintsofficer@rsb.qc.ca, 450-672-4010 ext.5541

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)
<ul style="list-style-type: none"> • Take action to end the situation observed, for example, by: <ul style="list-style-type: none"> ○ Attempting to create a distraction to end the situation ○ Asking an adult for help. • Tell a staff member. • Tell the principal. • Tell a parent. • Tell a trusted adult • Do not share private information with other students; instead talk to an adult.] 	<p>Any adult in the educational institution who receives information concerning a situation of sexual violence must address it.</p> <ul style="list-style-type: none"> • Listen to the student and allow them to speak freely at their own pace, while respecting their silences. • Refrain from attempting to steer the conversation or question the student. • Take note of what the student says and, if applicable, what the adult confidant says. • Reassure the student that the situation is being taken care of. • Do not promise students that you will keep the disclosure a secret. • Inform the principal. <p>Not all sexualized behaviours that take place in a school environment should be considered sexual violence, though they should all be addressed and students supported.</p> <div style="border: 2px solid red; padding: 5px; margin-top: 10px;"> <p>Immediately report the situation to the DYP by calling the following number:</p> <p>DYP Santé Montérégie 1-800-361-5310</p> </div>	<p>Avoid having the student repeat their disclosure multiple times.</p> <p>Take note of the necessary information and store it securely, especially for the purpose of sending a summary report to the director general and the regional student ombudsman, if applicable (EA, s. 96.12).</p> <ul style="list-style-type: none"> • Ensure the safety of all stakeholders. • Support the people affected by the situation. • In a timely manner, gather information through separately interviewing students involved: the victim, the students who were instigators/perpetrators and the witnesses. • Inform the parents/guardians of the situation and encourage a solution-focused approach. Follow confidentiality measures. • Offer support services, if needed, to any student involved. • Evaluate and analyze the situation, such as the frequency and severity of the behaviours as well as the needs of the students involved. <p>Note: This may be the responsibility of the DYP.</p>

Other: []	Other: []	Other: []

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 persons 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)
	<i>The actions to be taken must be adapted to the situation.</i>	<i>The actions to be taken must be adapted to the situation.</i>
<ul style="list-style-type: none"> • Call to the student to stop the bullying or violent behaviour, if it is safe to do so. • Ask a school staff member nearby for help. • Tell a trusted staff member. • Tell the principal. • Tell a parent. • Tell a trusted adult <p>Do not share private information with other students.]</p>	<ul style="list-style-type: none"> • Ensure the immediate safety and security of all parties. • Put an end to the inappropriate behaviour. • Guide the student(s) towards the expected behaviour. • Always verify how the victim is doing and assure them that the situation is being dealt with. • Document the incident. • Report the incident to the principal in a timely manner. 	<ul style="list-style-type: none"> • Ensure the safety of all stakeholders. • Support the people affected by the situation. • In a timely manner, gather information through separately interviewing students involved: the victim, the students who were instigators/perpetrators and the witnesses. • Prioritize individual meetings, encourage dialogue and avoid losing sight of a person's individuality by falsely equating them with a group. • Inform the parents/guardians of the situation and encourage a solution-focused approach. Follow confidentiality measures. • Offer support services, if needed, to any student involved. • Evaluate and analyze the situation, such as the frequency and severity of the behaviours as well as the needs of the students involved. • Systematically intervene in the event of discriminatory statements or actions by raising everyone's awareness of the consequences of these statements.

Other information concerning the actions to be taken when an act of bullying or violence is observed

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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"> • Listen to the victim and gather information about their needs. • Ensure that victim agrees to every action being taken that involves them. • Plan periodic follow-up meetings. • Provide individual and group workshops to support the development of social and emotional skills (management of emotions, self-assertion, etc.). • Work together with the student who is a victim to identify a location in the educational institution where they feel comfortable and may be allowed specific access privileges, if they need.] 	<ul style="list-style-type: none"> • Plan periodic follow-up meetings. • Provide individual and group workshops to support the development of social and emotional skills (conflict management, management of emotions, empathy development, etc.). • Provide activities allowing them to learn about the expected behaviours in detail. • Provide adult supervision and/or support at specific times, when needed.] 	<ul style="list-style-type: none"> • Allow them to express their emotions and thoughts. • Increase their awareness of their role as witnesses and the impact of this role. • Increase their knowledge about confidentiality. Explain to them that what they have seen must remain confidential. • Provide activities allowing them to learn about the expected behaviours in detail. • If necessary, plan periodic follow-up meetings.]

Note: The principal must be informed when a situation involves a school staff member, whether as the victim, instigator or witness of an act of bullying or violence. The principal shall analyze the situation to determine the supervisory or support measures as well as any disciplinary measures, if applicable, in accordance with the legal frameworks, the applicable collective agreements, and the roles and responsibilities of the educational organization. If the staff member is a victim or a witness, the principal must also send the information to the institution's health and safety committee.

Sexual Violence

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

For the student who is the victim	For the student who is an instigator/ perpetrator	For witnesses
<ul style="list-style-type: none"> • Listen to the victim and gather information about their needs. • Ensure that victim agrees to every action being taken that involves them. • Organize individual support meetings, as needed. • Provide accommodations, if needed. • Work together with the student who is a victim to identify a location in the educational institution where they feel comfortable and may be 	<ul style="list-style-type: none"> • Organize individual meetings designed to get the instigator/perpetrator to recognize and address what they did. • Provide individual or group workshops. • If necessary, refer students to external specialized organizations] 	<ul style="list-style-type: none"> • Evaluate individual needs. • Provide individual or group workshops on healthy and egalitarian relationships. • Offer awareness-raising and educational activities for all students involved when the situation is known to many students within the educational institution. • Provide psychological or emotional support to people

<p>allowed specific access privileges, if they need.</p> <ul style="list-style-type: none"> • If necessary, refer students to external specialized organizations. 		<p>who feel they need it after hearing a disclosure.</p>
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Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

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

For the student who is the victim	For the student who is an instigator/perpetrator	For witnesses
<ul style="list-style-type: none"> • Listen to the victim and gather information about their needs. • Ensure that the victim agrees to every action being taken that involves them. • Plan periodic follow-up meetings. • Provide individual and group workshops to support the development of social and emotional skills (management of emotions, self-assertion, etc.). • Work together with the student who is a victim to identify a location in the educational institution where they feel comfortable and may be allowed specific access privileges, if they need. 	<ul style="list-style-type: none"> • Provide guidance for the student to lead them to understand their actions and the negative consequences for the person/people targeted. • Provide individual or group workshops. • Provide adult supervision and/or support at specific times, when needed. • Plan periodic follow-up meetings 	<ul style="list-style-type: none"> • Evaluate individual needs. • Provide individual or group workshops on healthy and egalitarian relationships. • When the situation is known to many students within the educational institution, offer awareness-raising and educational activities for all students involved. • Provide psychological or emotional support to people who feel they need it.

Other information concerning the supervisory and support measures	
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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

Due to the broader context of bullying and violence, it is important to remember the role of education. As punitive action can sometimes exacerbate the situation, it is better to conduct a detailed analysis to appropriately assess the impact of the disciplinary measures.

When appropriate, and after ensuring that the student victim agrees, mediation and restorative action should be prioritized.

Based on the severity and/or frequency of incidents and at the administration's discretion and in collaboration with the School Board when applicable. The following disciplinary and/or supportive/corrective actions may include, but are not limited to:

- Parent/Guardian notification
- Conference with student (discussion and warning)
- Reflection activity
- Recovery plan - Restorative measures or practices
- Restitution
- Mediation or conflict resolution
- Temporary loss of privilege(s) / service(s)
- In-school suspension
- Out-of-school suspension
- Homebound Tutoring (supportive measure that could take place via Zoom or Teams)
- Referral to an alternative to suspension program for schools offering such a program
- Referral to a counsellor, external social/medical agencies, for support
- Legal action/report to law enforcement, if required
- Collaboration with youth protection (support measure)
- Convocation to a disciplinary hearing at the school board
- School transfer
- Expulsion

Filing a complaint with the police Youth Criminal Justice Act: The Youth Criminal Justice Act (S.C. 2002, c. 1) governs the justice system when an adolescent aged 12 to 18 breaks a federal law or is suspected of having committed a criminal offence. The criminal justice system for adolescents encourages rehabilitation and reintegration. The educational institution may be responsible for the enforcement of extrajudicial sanctions applicable to people who are instigators of violence in school contexts.

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

The preferred approach for students who are instigators/perpetrators of sexual violence is one based on increased accountability and education. Moreover, an educational approach is used by specialized organizations that offer therapies to these young people and by the justice system. Contacting specialized resources may help educational institutions determine whether or not a disciplinary measure would be beneficial for a student (e.g. the Centre d'expertise Marie-Vincent, integrated health and social services centres [CISSS] and Integrated University Health and Social Services Centres [CIUSSS], an organization that provides services to adolescents who have instigated sexual violence).

Recall that children under 12 years of age who exhibit worrisome or problematic sexual behaviours (see page 3 for the definition) towards others are not recognized as “perpetrators of sexual assault,” neither legally nor in the psychological, emotional or sexual sense of the term. Educational interventions are the preferred method for dealing with children engaging in these behaviours, and support measures may be necessary for children who have been subject to or witnessed these behaviours. |

*** 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

Due to the broader context of discriminatory violence, it is important to remember the role of education. As punitive action can sometimes exacerbate the situation, it is better to conduct a detailed analysis to appropriately assess the impact of the disciplinary measures.

When appropriate, and after ensuring that the student victim agrees, mediation and restorative action should be prioritized. |

Other information concerning disciplinary measures

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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 people involved about developments in the incident management, while maintaining confidentiality.
- Ensure that the student instigator/perpetrator and their parents/guardians have lived up to any commitments they may have made.
- Verify that the support and supervisory measures properly meet the needs of the people involved and make any necessary adjustments.
- Inform parents/guardians 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 service centre 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 service centre 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).

Even if the initial evaluation concludes that the student does not have immediate needs following the situation, their needs should be subsequently reassessed at different points in time (e.g. with the help of observations from teachers, by speaking directly to the student).

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:
<p>The terminology used in the follow-up provided to parents may be interpreted in different ways by some groups. Using neutral and factual terms (descriptions of behaviour) helps maintain an open dialogue.</p>

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

<p>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).</p>	
Compulsory training activities for management and other personnel	<p>In addition to the online training provided by the Ministère de l'Éducation on violence and bullying (available in French only), which discusses reporting to the DYP and the related obligations, among other topics, other training sessions may also be relevant. Provide information on the training session(s) completed by the staff (e.g. duration, format, goals, who provided the training and who participated). Specify the methods used to document the training that staff members have completed.</p> <p>Centre d'expertise Marie-Vincent – “Sexualized Behaviour Problems and Sexual Assault Disclosures Among Children Aged 6 to 12 in School Setting”</p> <p>Centre d'aide et de lutte contre les agressions à caractère sexuel (Sexual Assault Centres, CALACS) in each region – “Training for school staff Empreinte: Agir ensemble contre les agressions à caractère sexuel”</p> <p>UQAM – Tel-jeunes – Direction régionale de santé publique de Montréal – “Sparx - For positive romantic and intimate relationships – Training on positive romantic relationships and violence in intimate relationships”</p>
Safety measures to stop sexual violence	<ul style="list-style-type: none"> • Review the availability and layout of bathrooms and locker rooms that are accessible to staff and students. • Create a strategic supervision plan based on the needs of the school. • Restrict access to some locations or in certain contexts • Provide guidelines for meetings between school staff and students (e.g. hold these meetings in public spaces whenever appropriate). • Implement guidelines for how school staff and students interact on social media.

RESOURCES

RESOURCES	<p>Educational institutions are asked to make a list of regional or province-wide resources that are relevant for implementing prevention, support or supervisory measures, along with other assistance resources that may be helpful. The Resource Directory in the Anti-Bullying and Anti-Violence in Schools Plan may be useful for guiding educational institutions towards resources contenu/education/soutien-eleves/Bottin-ressources-PPVI.pdf</p>
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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)	Tuesday, December 16, 2025
Resolution number	2539
* Date of annual evaluation of the results by the governing board (EA, s. 83.1)	Friday, June 19, 2026
* Date of annual review of the Anti-Bullying and Anti-Violence Plan (EA, s. 75.1)	Wednesday, December 16, 2026
Principal's signature ⇨	Elizabeth Ford
Date ⇨	Friday, January 16, 2026
Signature of the person who chairs the governing board ⇨	Peggy Koutlakis
Date ⇨	Friday, January 16, 2026



Quebec