Educational Institution

ANTI-BULLYING AND ANTI-VIOLENCE PLAN

FOR A HEALTHY AND SAFE LEARNING ENVIRONMENT

2025 - 2026

Québec

For information

Établissement : 885
Téléphone : 450-621-5600

© Educational institution, 2025

TABLE OF CONTENTS

PREAMBLE 1

INTRODUCTION 2

- Conflict, violence or bullying? 3

GENERAL INFORMATION 4

- Characteristics of the Educational Institution 4
- Information About the Committee 4
- Undertaking of the Principal (EA, s. 75.2) 5

ELEMENTS OF THE ANTI-BULLYING AND ANTI-VIOLENCE PLAN (EA, s. 75.1) 6

- Analysis of the Situation (OVERVIEW) 6
- Prevention Measures 7
- Collaboration with Parents 9
- Procedures for Making a Report or Registering a Complaint 12
- Confidentiality 15
- Actions to be Taken Following an Act of Bullying or Violence 16
- Supervisory and Support Measures 22
- Disciplinary Measures 24
- Follow-Up on any Report or Complaint 26
- Other Actions Specific to Sexual Violence 27

RESOURCES 28

OTHER IMPORTANT INFORMATION 28

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 institution[1] 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
Misunderstanding or disagreement between two or more individuals who do not share the same point of view, values or interests. There are no victims, even if the individuals may feel like they are losing. A conflict may be resolved either through negotiation or mediation.	Any intentional demonstration of verbal, written, physical, psychological or sexual force which causes distress and injures, hurts or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property (EA, s. 13).	Any repeated direct or indirect behaviour, comment, act or gesture, whether deliberate or not, including in cyberspace, which occurs in a context where there is a power imbalance between the persons concerned and which causes distress and injures, hurts, oppresses, intimidates or ostracizes (EA, s. 13).

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	**Our Lady of Peace Elementary School**
Name of the Principal	**Sir Wilfrid Laurier School Board**
Type of instruction	**Elementary** **Principal: Robertina Janzic**
Number of students	201 students
Other characteristics	**Examples for the "Other characteristics" section:** • OLP is a small Elementary school situated in Fabreville, Laval. • The Socio-Economic Environment Index (SEI) of our school is a 6 out of 10. It was a 4 out of 9 last year. • The percentage of students with individualized education plans or learning assistance plans is at 23%. • The percentage of students with disabilities, social maladjustments or learning difficulties is at 11% • OLP does not share buses with the high school and only has 1 campus. We do not have a cafeteria, and our building only has 1 floor. Our maximum number of homerooms is 13. • We have 47 students who have an IEP which is equivalent to 23% of our population. 23 students have an MEQ code.
Values identified in the educational project	The mission of Our Lady of Peace Elementary School is to respect the individual needs of students, foster a caring, creative, and innovative environment, with an emphasis on the social, emotional, physical, and intellectual development of each student through a child-centered interdisciplinary approach.
Objective(s) of the educational project in relation to the anti-bullying and anti-violence plan	To improve the overall school climate and students' sense of safety (sense of belonging, positive behavior, and anxiety).

INFORMATION ABOUT THE COMMITTEE

Name of the committee	**OLP ABAV Committee**
Name and role of the person responsible for coordinating the work of the committee (EA, s. 96.12)	**Robertina Janzic, Principal**
Members of the committee (name and role) (EA, s. 96.12)	96.12 Ed Act: The principal shall set up an anti-bullying and anti-violence team and designate a school staff member to coordinate its work as part of his/her regular duties. **Sylvia Arenal, Daycare Technician** **Jessica Niro, Special Education Technician**
Mandates of the committee	**Examples of the committee's mandates:** • The school/centre will use OSS/ISM/OIM data to create

	the school portrait. • 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/centre. • Communicate information on the plan to the entire school/centre. • Support the implementation of the prevention measures in the action plan. • Put in place a process aimed at improving the school climate. • Ensure that the actions taken are consistent with the institution's educational project.	
Frequency of committee meetings	Ideally, at least three meetings per school year and include dates below. *(Measure 15031 can be used at the principal's discretion for release if needed.)*	
	First: Beginning the process Special Education Technician conducts Our School Survey with Grade 4-5-6 students	**Monday, October 13, 2025**
	Second: Analyze the portrait and write the ABAV plan	**Tuesday, February 3, 2026**
	Third: Discuss potential second portrait and fill out **End-of-Year Report**	**Monday, May 11, 2026**
	Other – if needed:	**Friday, February 13, 2026**

UNDERTAKING OF THE PRINCIPAL (EA, S. 75.2)

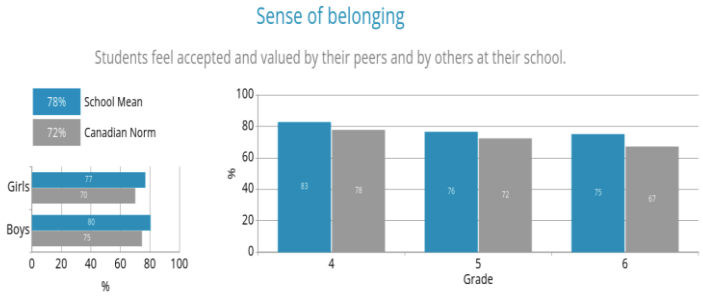
Toward the student who is the victim and their parents	**An instance of a student who is a victim:** **The principal of this school/centre is committed to ensuring that the following undertakings will be carried out:** • Rapid communication with parents/guardians • Implementation of support measures • Appropriate follow-up with the student and their parents to ensure that the situation has ended • Recording the event in ISM/OIM *** These instances are not limited to the above-mentioned points and can be further elaborated depending on the specific circumstances.** 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.

Toward the instigator/perpetrator and their parents	**The principal of this school/centre is committed to ensuring that the following undertakings will be carried out:** • Rapid communication with parents. • Ensuring that the student and the parents make a commitment to the principal to take action to prevent the recurrence of bullying or violence. • Applying supervisory and disciplinary measures based on the act committed. • Implementation of support measures. • Appropriate follow-up with the student and their parents/guardians to ensure that the commitments/established plan have been respected. 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.

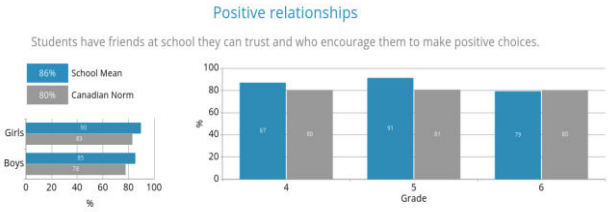
ELEMENTS OF THE ANTI-BULLYING AND ANTI-VIOLENCE PLAN (EA, s. 75.1)

ANALYSIS OF THE SITUATION (OVERVIEW)

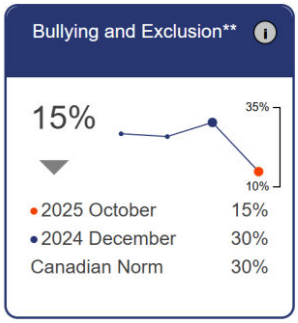
Analysis of the situation prevailing at the school with respect to bullying and violence (EA, s. 75.1, para. 3, subpara. 1)

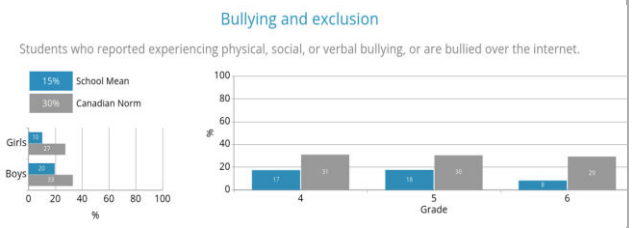
Time of data collection, tool(s) used to produce the overview and information gathered	**Data collection throughout the school year:** • Our School Survey (OSS) will be conducted once per year in • October for a current school climate portrait and comparison • with last year's survey. • The OSS was conducted by our Special Education Technician with our grade 4-5 and 6 students. The survey was administered to 80 students between October 14th, 2025 and October 20th, 2025. • Both OIM and ISM data will be collected and summarized to • indicate the grade level and nature of incidents (Bullying & • Violence) that occur in the school. • Reflection Forms (pink slips) will be utilized for parent communication of incidents that occur. Values Matrix is included in the communication. • Implementation of behavior logs for certain students which creates a communication between staff members and parents also allowing us to monitor progress. This data is also entered in OIM.
Findings from the analysis of the current situation	• **Vulnerabilities:** • • 

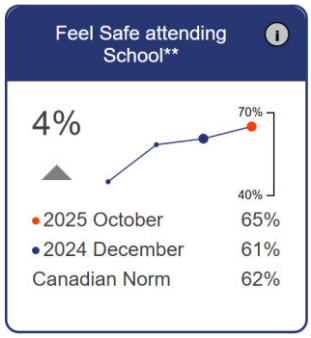
Positive Relationships**
2%
95%
80%
2025 October 86%
2024 December 89%
Canadian Norm 80%

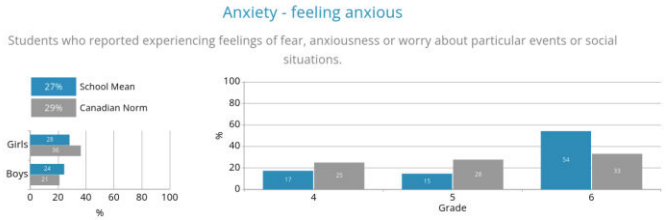

Positive relationships
Students have friends at school they can trust and who encourage them to make positive choices.
86% School Mean
80% Canadian Norm
Girls
Boys
0 20 40 60 80 100
%
100
80
60
40
20
0
%
4
5
6
Grade

- **Strengths**


Bullying and Exclusion**
15%
35%
10%
2025 October 15%
2024 December 30%
Canadian Norm 30%


Bullying and exclusion
Students who reported experiencing physical, social, or verbal bullying, or are bullied over the internet.
15% School Mean
30% Canadian Norm
Girls
Boys
0 20 40 60 80 100
%
100
80
60
40
20
0
%
4
5
6
Grade

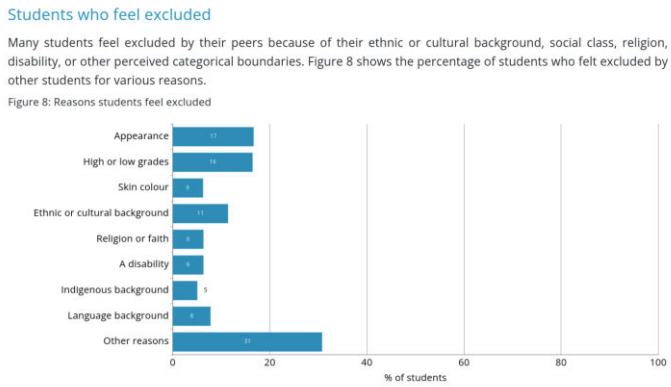

Feel Safe attending School**
4%
70%
40%
2025 October 65%
2024 December 61%
Canadian Norm 62%

	    
Priorities in relation to the overview and the analysis of the situation	• Increase students' feeling of belonging • Increase staff and student awareness of violence and bullying.

Sexual Violence

Findings with respect to sexual violence, if applicable	• There were 3 incidents of sexual aggression in 2025-26. • This is a decrease from 2024-25 which had 4 incidents. • Incidents are usually confined to name-calling and inappropriate use of sexual vocabulary. These are reported quite readily.
Priorities in relation to the overview and the analysis of the situation with respect to sexual violence, if applicable	• Continued interventions through CCQ curriculum – sexuality component • CLSC intervention/education • Support from Special Education Technician

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

Findings with respect to bullying or violence based on the aforementioned motives, if applicable	**There are some recorded incidents of discrimination based on ethnicity or skin color. The OSS data confirmed this.**  •
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	• Decrease the number of discriminatory events pertaining to ethnic backgrounds by looking into starting initiatives.

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	• Implementing SEL • Carrying out activities that bring people together and reinforce a sense of belonging and a positive school climate. Leadership program • Working with community organizations to work on specific topics relating to bullying and violence (Panda, 4 Korners). • Creating a safe space (Special Education Technician's Room). • More space for student to play by adding Nicole Park as a zone for Cycle 3 • Fluppy program in preschool • Involving multiple stakeholders in applying prevention measures: daycare, school transportation, extracurricular activities, etc • Restorative practices -helping students develop empathy, communication and conflict resolution techniques. .

Sexual Violence

Prevention measures put in place with regard to sexual violence	• CCQ / Sexuality of Education Curriculum and support from the Pedagogical Consultant holding the dossier. • Entente with Marie-Vincent Foundation. • Provide some school staff members with training on sexualized behaviors.

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

Prevention measures put in place with regard to bullying or violence based on the aforementioned motives	• 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. • Class meetings and problem box • Class discussions / CCQ program • Orange Shirt Day – lessons in classroom •

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

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:** • Inform parents/guardians of the special activities planned for the school year and invite them to help organize and conduct these events. Parents participate in school-based activities • Ask for parent volunteers when needed • Preschool initiatives for parent participation in school often offered in partnership with members of the community or community organizations. (CLC/Social Worker) • Review communications to ensure they are as personalized as possible. **During situations of bullying or violence:** • Involve parents/guardians in solution-focused discussions and process. • Support parents/guardians and refer them to resources and tools if necessary. • 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).

Information to be shared	Strategies for sharing this information	Date
A document explaining the anti-bullying and anti-violence plan must be distributed to the parents (EA, s. 75.1).	• Email • Website	Tuesday, March 24, 2026
A document reporting on the annual evaluation of the anti-bullying and anti-violence plan must be distributed to parents (EA, s 83.1).	• Website	Tuesday, June 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).	• Agenda • Website	Monday, August 31, 2026
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).	• Website • Link provided to School Board Website	Monday, August 31, 2026

Other:		Click or tap to enter a date.

Sexual Violence

Measures planned to involve parents/guardians and encourage them to collaborate	• Provide parents with relevant documents explaining the sexual education program section of the CCQ program.

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)	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). • Administrative office • Main entry doors • If the educational institution does not have a website, there is no obligation to create one for this purpose. • The school service centre or school board must post this information on its website, whether or not the educational institution does so.
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).	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). • Administrative office • Main entry doors • If the educational institution does not have a website, there is no obligation to create one for this purpose. • The school service centre or school board must post this information on its website, whether or not the educational institution does so.
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	• Ensure that there is two-way communication with allophone families	
Information to be shared	**Strategies for sharing this information**	**Date**
		Click or tap to enter a date.

Other information concerning collaboration with parents	

PROCEDURES FOR MAKING A REPORT OR REGISTERING A COMPLAINT

Procedures for reporting, or registering a complaint concerning, an act of bullying or violence to or with the institution and, more particularly, for reporting the use of social media or communication technologies for cyberbullying purposes (EA, s. 75.1, para. 3, subpara. 4)	
Procedures implemented for reporting incidents	• Report the incident to a school administrator • Communication can be done through website contact email, Principal

	email, telephone message.

Strategies for sharing these procedures	• At a welcome meeting for new students at the beginning of the academic year • On the website • Student Agenda: Code of Conduct

Procedures implemented for registering a complaint	
A person who is dissatisfied with the follow-up on a report or complaint concerning an act of bullying or violence may follow these procedures to file a complaint:	
Procedures implemented for reporting incidents	**Strategies for sharing these procedures**
Robertina Janzic (450) 680-3031 ext. 6410 rjanzic@swlauriersb.qc.ca	• Website
A person who is dissatisfied with the follow-up on a report or complaint concerning an act of bullying or violence made to a principal of an educational institution may file a complaint with the person in charge of processing complaints (ANSO, s. 24, para. 2).	

Sexual Violence

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

Other procedures
• Provide the names of staff members willing to receive reports and complaints (Staff Assistant, Principal). • Provide more than one method for making reports and filing complaints (e.g. by email or telephone).

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 Laval 450-975-4000 DYP Laurentians 1 800-361-8665 DYP Lanaudiere 1 800 665-1414
Contact information for the police department	

Strategies for sharing these procedures

The place(s) where the document is posted in the educational institution	• Administrative office (School Board)
Website of the educational institution, if applicable	• The school service centre or school board must post this information on its website, whether or not the educational institution does so.
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	**Robertina Janzic – (450) 680-3031 ext 6410** **rjanzic@swlauriersb.qc.ca** •

Strategies for sharing these procedures

Strategies for sharing these procedures	• This information will be shared via email and the school website

Other information concerning the procedures for reporting or registering a complaint	

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. • Use intervention strategies that protect the anonymity of the person(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	• 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	

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)
Information for a student who **is a witness:** Workshops, presentations or activities on the role of the witness and the confidant are probably provided by your educational institution, your school/centre or your school board. Ideally, use the same terminology when recording actions related to the role of a student who is a witness, whether at the educational institution, at the adult education centre or online.	**The actions to be taken must be adapted to the situation.** Information for a staff member who is a witness: It is important that everyone involved at an educational institution is aware of the emergency protocol and intervention methods during situations of violence and bullying. Effective communication tools can also ensure more rapid intervention.	**The actions to be taken must be adapted to the situation.** 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).
Student who is a witness: • Ask a school staff member for help.	**Staff member who is a witness:** • Put an end to the inappropriate behaviour. • Describe the behaviour that is expected under the code of conduct. • Guide the student towards the expected behaviour. • Always verify how the victim is doing and assure them that the situation is being dealt with. • Record the relevant information and pass it along. • Inform Administration immediately, both verbally and in writing about the incident.	**Principal follow-up:** • Ensure the safety of all stakeholders. • Support the people affected by the situation. • Gather information. • Meet with the student who was a victim, the students who were instigators/perpetrators and the witnesses. • Inform the parents/guardians of the situation and encourage a solution focus approach. • Evaluate and analyze the situation, such as the frequency and severity of the behaviours as well as the needs of the students involved.

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:	

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)
Take action to end the situation observed, for example, by: • Attempting to create a distraction to end the situation • Asking an adult for help. Do not share private information with other students; instead talk to an adult.	**Any adult in the educational institution who receives information concerning a situation of sexual violence must:** • **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 as well as the adult confidant say.** • **Reassure the student that the situation is being taken care of** • **Inform the principal of the school/centre.**	**Avoid having the student repeat their disclosure multiple times.** **Take note of the necessary information and store it securely, especially for the purpose of sending a summary report to the director general and the regional student ombudsman, if applicable (EA, s. 96.12).**
	Immediately report the situation to the DYP by calling the following number: DYP Laval 450-975-4000 DYP Laurentians 1-800-361-8665 DYP Lanaudiere 1-800-665-1414	• Ensure the safety of all stakeholders. • Support the people affected by the situation. • Gather information. • Meet with the student who was a victim, the students who were instigators/perpetrators and the witnesses. • Inform the parents/guardians of the situation and encourage a solution-focused collaboration.
	• All sexualized behaviours that take place in a school environment should be addressed. For children under the age of 12, the interventions can take various forms based on the categories below of observable sexualized behaviour: • Healthy behaviours: normalize them, reassure students who are curious about sexuality, provide guidance, etc.	Evaluate and analyze the situation (note that this may be the responsibility of the DYP, depending on the context): the frequency and severity of the behaviours, the needs of the students involved, etc.

	• Behaviours that are inappropriate in the school setting: reframe the behaviour through basic intervention that references the code of conduct, be clear about the rules to be followed and the expected behaviours, guide students towards other methods for managing their emotions, etc. • Worrisome or problematic behaviour: stop the behaviour immediately using specific instructions, remind students of the rules to be followed, meet with the child or children involved, etc. • If necessary, refer to any relevant guides or protocols that have been put in place in the educational institution (protocol for disclosures of situations of sexual violence, protocol in cases of sexualized behaviour, guide for making reports to the DYP, toolkit to be used for dealing with sexting or non-consensual sharing of intimate images, etc.). • Adopt a reassuring and open-minded attitude. • Facilitate eye contact with the student, for example, by positioning yourself at their level. Moderate your reaction; do not minimize or exaggerate the situation. • Use vocabulary appropriate for the student. • Do not promise students that you will keep the disclosure a secret. • Help the student understand that, to ensure their safety, the adult must provide information to people responsible for ensuring children and adolescents' safety (the DYP).	
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)
	The actions to be taken must be adapted to the situation.	***The actions to be taken must be adapted to the situation.***
Take action to end the situation observed by doing the following: • Attempting to create a distraction to end the situation. • Asking an adult for help. Do not share private information with other students; instead, talk to an adult.	• Systematically intervene in the event of discriminatory statements or actions by raising everyone's awareness of the consequences of these statements. • Work towards a consistent and fair application of the school's code of conduct and rules of conduct. • Prioritize individual meetings, encourage dialogue and avoid losing sight of a person's individuality by falsely equating them with a group. • Speak with the student who was a victim to verify how they feel.	• Ensure the safety of all stakeholders. • Support the people affected by the situation. • Gather information. • Meet with the student who was a victim, the students who were instigators/perpetrators and the witnesses. • Speak with the student who was the instigator/perpetrator to verify what is behind their statements or actions, which may provide information about this student's preconceived ideas, prejudices, etc.

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

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
• Listen to the victim and gather information about their needs. • Ensure that victims agree 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.). • Provide the opportunity to pair up with another student. • Work together with the student who is a victim to identify a location in the educational institution where they feel good and may be allowed specific access privileges, if they want.	• 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. • Ensure that the student leaves class later than other students. • Provide adult supervision at specific times.	• Address their feeling of safety by allowing them to express their emotions and thoughts. • Increase their awareness of their role as witnesses and the impact of this role. Explore what they would have liked to do, how they would have liked to do it, etc. • 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
• Organize individual support meetings, for example, to help them manage emotions, anxiety or insomnia. • Provide tools to improve. concentration and academic motivation. • If necessary, refer students to external specialized organizations.	• Organize individual meetings designed to get the instigator/perpetrator to recognize and address what they did. • Provide individual or group. workshops, for example, on curiosity and healthy sexual exploration, consent, egalitarian relationships or anger management.	• 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, as in a case of non-

	• If necessary, refer students to external specialized organizations (local resources could be listed here).	consensual sharing of intimate images. • Provide psychological or emotional support to people who feel they need it after hearing a disclosure.

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
One way to reframe a general statement such as "This school is racist" is to learn more about the student's perception, for example, by asking them a question to verify what they have experienced, and then, if necessary, provide information on the school's position regarding discrimination. For example:" Are you telling me that you feel you are being treated unequally because you are originally from another country?" followed by "If that's the case, that is a form of discrimination, and our action plan includes support measures to ensure that you are heard and that the situation is addressed."	• Provide guidance for the student to lead them to understand that a joke based on racial stereotypes is a racist action with negative consequences for the person targeted. • Starting from the instigator/perpetrator's preconceived ideas or prejudices, suggest a different way of expressing their point of view that leaves aside any prejudices.	• 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	

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 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 ▪ Admonishment / conference with student (verbal warning) ▪ Reflection activity or action ▪ Recovery plan ~ Restorative measures or practices ▪ Written warning and deprivation of privilege(s) / service(s) ▪ Restitution ▪ Mediation or conflict resolution (when deemed appropriate) ▪ Probation and letter of expectations ▪ Detention ▪ 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

Information on disciplinary measures in the case of sexual violence (can be the same as above):

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

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

Other information concerning disciplinary measures	

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	**Examples for follow-up:** • 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).
Examples for follow-up in the case of sexual violence: 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:
Information: 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.

Other information concerning the follow-up on any report or complaint	

OTHER ACTIONS SPECIFIC TO SEXUAL VIOLENCE

In addition to the elements prescribed above, a separate section of the anti-bullying and anti-violence plan must be for sexual violence. That section must include the following elements (EA, s. 75.1).	
Compulsory training activities for management and other personnel	**Information on training:** 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. Centre d'expertise Marie-Vincent – "Sexualized Behaviour Problems and Sexual Assault Disclosures Among Children Aged 6 to 12 in School Setting" 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" 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"
Safety measures to stop sexual violence	**Examples of safety measures for countering sexual violence:** • 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	**Information:** 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

OTHER IMPORTANT INFORMATION

*** Date of approval of the Anti-Bullying and Anti-Violence Plan by the Governing Board (EA, s. 75.1)**	**Monday, March 23, 2026**
Resolution number	**OLP 25-26-49**
*** Date of annual evaluation of the results by the governing board (EA, s. 83.1)**	**Monday, June 22, 2026**
*** Date of annual review of the Anti-Bullying and Anti-Violence Plan (EA, s. 75.1)**	**Friday, October 30, 2026**
Principal's signature ⇨	R. Janzic
Date ⇨	Click or tap to enter a date.
Signature of the person who chairs the governing board ⇨	
Date ⇨	Click or tap to enter a date.

Quebec