Anti-Bullying and Anti-Violence plan

FOR A HEALTHY AND SAFE LEARNING ENVIRONMENT

PINEWOOD ELEMENTARY SCHOOL

2026-2027

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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 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 main purpose of the anti-bullying and anti-violence plan must be to prevent and put an end to all forms of bullying and violence targeting a student, a teacher or any other school staff member (EA, s. 75.1).
- The principal shall see to the implementation of the anti-bullying and anti-violence plan, and shall promptly deal with any report or complaint concerning an act of bullying or violence that they receive or that the regional student ombudsman sends to the principal (EA, s. 96.12). The principal shall assist the governing board in the exercise of its functions and powers and, for that purpose, they shall coordinate the development, the review and, if necessary, the updating of the anti-bullying and anti-violence plan (EA, s. 96.13). The principal shall see to it that all school staff members are informed of the school's rules of conduct, safety measures and anti-bullying and anti-violence measures, and of the procedure to be followed when an act of bullying or violence is observed (EA, s. 96.21).
- Every school staff member shall collaborate in implementing the anti-bullying and anti-violence plan and shall see to it that no student in a school is the victim of bullying or violence (EA, s. 75.3).
- 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).

Definitions

Conflict, violence, bullying, sexual violence, racism or discrimination?

Conflict	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.
Violence	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).
Bullying	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	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. (MIDI 2015)
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 school

Name of the school	PINEWOOD ELEMENTARY SCHOOL
Name of the principal	ANDRE GIONET
Level of instruction	PRE-K to GRADE 6
Number of students	427 (160 participated in the survey: 56 grade 4, 53 grade 5, 55 grade 6 students)
Other characteristics	**Examples for the "Other characteristics" section:** • CAMPUS A- 412 CHEMIN DES ANGLAIS, MASCOUCHE, QC. J7L3R1 • CAMPUS B- 1728 THACKER, MASCOUCHE, QC, J7L2G8 • Socio-Economic Environment Index (SEI) **4** • Rural environment • Percentage of students with individualized education • plans or learning assistance plans. 44/427 (8.9%) • Percentage of students with disabilities, social • maladjustments or learning difficulties. 10 (2.3%) • The school does not share buses with the high school • We share two campuses
Values identified in the educational project	RESPECT, PERSERVERANCE, SAFTETY, TEAMWORK- To prioritize the well-being of all staff and students. To support academic success for diverse learners at risk students.

Objective(s) of the educational project in relation to the anti-bullying and anti-violence plan	To improve school climate using positive behavior frameworks. To enhance teaching practices and strengthen the interventions, prevention strategies, and support provided by all staff members.

Information about the committee

Name and role of the person responsible for coordinating the work of the committee: Alexandra Roy- Grade 5 teacher

Members of the committee

Esther J Luceno- Vice-Principal

- Loretta Cianci- K teacher
- Jahira Torres Leon
- Sara Michos
- Marie-France Hamel

Mandates of the committee

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.

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

List of two meetings per school year. *(Measure 15031 can be used at the principal's discretion for release if needed.)*

- October 26, 2026
- April 14, 2027

Undertakings of the principal

Toward the student who is the victim and their parents

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.

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 if needed
- Appropriate follow-up with the student and their parents to ensure that the situation has ended
- Recording the event in ISM

Toward the perpetrator and their parents

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.

Examples: the student who is a perpetrator:
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.

Elements of the Anti-Bullying and Anti-Violence Plan (EA, s. 75.1)

1. Analysis of the situation

Analysis of the situation prevailing at the school with respect to bullying, violence and discrimination (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:

- Information gathering tools that have been validated by our school board: OurSCHOOL Survey, ISM (GRICS)
- Recordings of events, annual report, educational project, additional surveys developed in-house, moderated and structured discussion groups.
- 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 based on the analysis of the current situation

Example of findings Oct. 2026:

- Sense of Belonging (Pinewood 71% Canadian Norm 72%)
- Positive Relationships (PW 80% CN 80%)
- Values Schooling Outcomes (PW 91% CN 91%)
- Positive Behavior at School (PW 91% CN 90%)
- Students try hard to succeed in their learning (PW 89% CN 88%)
- Anxiety-Feeling Anxious (PW 27% CN 29%)
- Self-Regulation (PW 77% CN 79%)
- Bullying and Exclusion (PW 20% CN 30%)
- Feel Safe at School (PW 52% CN 62%)

- Advocacy at School (PW 5.5% CN 6.3%)

Specific findings concerning sexual violence, if applicable

Examples of findings:
No findings present

Priorities in relation to the overview and the analysis of the situation

Examples of priorities:

- Increase students' sense of safety and belonging at school.
- Increase staff and student awareness of factors that contribute to a positive school climate.
- Reduce incidents of bullying, violence, discrimination, and harassment.
- Improve students' knowledge of how and where to report concerns or seek help.
- Promote respectful, inclusive, and caring relationships among students and staff.
- Improve staff capacity to prevent, recognize, document, and respond to concerning situations.

Specific priorities concerning sexual violence, if applicable

2. Prevention measures

Prevention measures to put an end to all forms of bullying and violence, in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic (EA, s. 75.1, para. 3, subpara. 2)

Examples of other prevention measures regarding bullying, violence and discrimination:

- Implementing Social Emotional Learning

- Working on implementing SEL for adults developed in collaboration with the Centre of Excellence for School Climate and with CASEL.
- Increase the quality of adult supervision during recess and daycare.
- Activities promoting students to learn about expected behaviours such as Pinewood Behavior Matrix
- 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.
- Working with community organizations to work on specific topics relating to bullying and violence
- Increase student engagement in class
- Creating a safe space for students
- Continue to implement Pinewood's Behavior Matrix and Climate Flowchart and ensure all staff use the same procedures and language so that students understand expected behavior.
- Prevention measures, interventions, procedures and protocols.
- Foster and promote the development of conflict resolution skills that cultivate positive relationships with others.
- Encourage and foster community connectedness.

Specific prevention measures put in place to put an end to sexual violence

Examples

- CCQ / Sexuality of Education Curriculum and support from the Pedagogical Consultant holding the dossier.
- Entente with Marie-Vincent Foundation.
- Reporting ISM
- SEL practices

3. Collaboration with parents

Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment (EA, s. 75.1, para. 3, subpara. 3)

Examples of measures to promote parent/guardian collaboration:

General information:

- Inform parents/guardians of the special activities planned for the school year and invite them to help organize and conduct these events.
- During days set aside for parent-teacher meetings, have PPO, HandS or local community organizations set up information booths.
- In the school/centre, activities or workshops intended for parents/guardians could be 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).

Specific measures planned to encourage parents to collaborate in preventing and stopping sexual violence

Examples of measures to encourage collaboration:

- Organize workshops for parents/guardians on sexual violence, which can be held by a specialized community organization. (Marie-Vincent Foundation, CISSS)

Information to be disseminated

▪ A document explaining the anti-bullying and anti-violence plan must be distributed to the parents (EA, s. 75.1).	▪ Nov. 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).	▪ May 2027
▪ The rules of conduct and the safety measures must be sent to the parents at the beginning of each school year (EA, s. 76).	▪ August 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).	▪ August 2026
▪ Pinewood Elementary School Climate Matrix	▪ August 2026

Specific information to be disseminated concerning sexual violence

▪ NB: The school must display, in a visible manner, a document provided by the National Student Ombudsman explaining who may file a complaint and how that right is to be exercised. This document must include the contact information of the regional student ombudsman to whom the complaints must be addressed. It informs students and their parents of the possibility of making a report or filing a complaint concerning an act of sexual violence with the regional student ombudsman (ANSO, s. 21).	▪ August 2026

4. Procedures for making a report or registering a complaint

Procedures for reporting, or registering a complaint concerning, an act of bullying or violence to or with the institution and, more particularly, for reporting the use of social media or communication technologies for cyberbullying purposes (EA, s. 75.1, para. 3, subpara. 4)

Procedures implemented for reporting incidents

Report the incident to a school administrator.

Examples of sharing procedures:

- At a welcome meeting at the beginning of the academic year
- On the school website

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:

Example of procedures: SWLSB Website online form

Contact: Frederique Gascon 450 621-5600 1477 fgascon@swlauriersb.qc.ca

NB: 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).

Specific procedures for reporting, or registering a complaint concerning, an act 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: Report an act of sexual violence against a student
- By telephone or text message: 1 833 420-5233;
- By email: plaintes-pne@pne.gouv.qc.ca.
  - 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 Lanaudière: 1-800-665-1414**
- Contact information for the police department: Service De Police De La Ville De Mascouche QC J7K 2X3

  822, rue Brien, edifice Andre-Duval

  drobert@ville.mascouche.qc.ca

  450 474-4133 post 5340

5. Actions to be taken following an act of bullying, violence or discrimination

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)

By a student who is a witness or a confidant	**Examples for a student who is a witness:** • Ask a school staff member for help • Tell the teacher • Tell the principal
By a staff member who is a direct witness or a confidant (Stakeholder 1)	**Examples for a 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 ensure the principal is aware of the incident
By the person responsible for follow-up (Stakeholder 2)	**Examples for the person responsible for the 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 NB: Take note of the necessary information about the situation and store it securely.
By the school principal	• NB: 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). • Frederique Gascon • fgascon@swlauriersb.qc.ca 450 621-5600 ext. 1477

Specific actions to be taken when an act of sexual violence is observed

By a student who is a witness or a confidant	**Examples for a student who is a witness or confidant:** • 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
By a staff member who is a direct witness or a confidant (Stakeholder 1)	**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.

	Examples for a staff member who is a witness or confidant: • 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. • 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) **Immediately report the situation to the DYP by calling the following number**: 450 756-4555 or 1 800-665-1414 or 911

By the person responsible for follow-up (Stakeholder 2)	**Examples for the person responsible for the 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-focused collaboration. 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. NB: 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).
By the school principal	NB: 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 (514 873-3562). 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).
NB: **Any school staff member** is required to immediately report to the DYP any situation covered by the *Youth Protection Act* (CQLR, c. P-34.1, hereinafter "YPA") that involves minors, including situations of sexual abuse or a serious risk 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).	

NB: The principal must be informed when a situation involves a school staff member, whether as the victim, perpetrator 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 forward the information as per the procedures established by the school board.

6. 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)

Examples of measures intended to protect confidentiality:

- Increase staff awareness of the actions that must be taken to protect confidentiality.
- Provide staff the Law of Confidentiality document at the beginning of the year.
- 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 reminder is done at least once or twice a year.
- Reports of bullying and/or violence are recorded on ISM.

Use intervention strategies that protect the anonymity of the person(s) who report or provide information.

***NB: 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 perpetrator may not be sent to the parents of the student who is the victim.**

Specific confidentiality measures to be put in place in the event of an act of sexual violence

Examples of confidentiality measures:

- 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.
- Record only the necessary information and restrict access to ensure that only the key people involved with the incident can access this information.

NB: 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)

7. Supervisory and support measures

Supervisory and support measures for any student who is a victim of bullying or violence, for witnesses and for the perpetrator (EA, s. 75.1, para. 3, subpara. 7)

For the student who is the victim	**Examples of measures for students who are victims:** • 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 circles or sessions 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.
For the student who is a perpetrator	**Examples of measures for the student who is an instigator**: • Plan periodic follow-up meetings. • Provide individual and group restorative sessions 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.
For witnesses	**Examples for witnesses**: • 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.

Specific supervisory and support measures concerning an act of sexual violence

For the student who is the victim	**Examples of measures for students who are victims:** • 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
For the student who is a perpetrator	**Examples of measures for the student who is an instigator/ perpetrator:** • Organize individual meetings designed to get the instigator/perpetrator to recognize and address their actions and behavior. • Provide individual or group. workshops, for example, on curiosity and healthy sexual consent, egalitarian relationships or anger management. • If necessary, refer students to external specialized organizations
For the students who are witnesses	**Examples of measures for witnesses:** • 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-consensual sharing of intimate images. • Provide emotional support to people who feel they need it after hearing a disclosure.

8. Disciplinary measures

Disciplinary measures for acts of bullying or violence, according to their severity or repetitive nature (EA, s. 75.1, para. 3, subpara. 8)

Examples of disciplinary measures:

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
- In-school suspension
- Out-of-school suspension
- Homebound Tutoring (supportive measure that could take place via Zoom or Teams)
- Referral to an external social/medical agency, 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

Specific disciplinary measures that are possible in the event of sexual violence

Information on disciplinary measures in the case of sexual violence:

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.

9. Follow-up on any report or complaint

Required follow-up on any report or complaint concerning an act of bullying or violence (EA, s. 75.1, para. 3, subpara. 9)

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.

NB: 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).

Specific measures taken to follow up on any report or complaint concerning an act of sexual violence

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).

NB: 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).

Other actions specific to sexual violence

In addition to the nine 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, 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"

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

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

https://www.google.com/aclk?sa=L&ai=DChsSEwjP8O65teXAxX2MwgFHcTvMMcYACICCAEQAhoCbWQ&ae=2&aspm=1&co=1&ase=2&gclid=CjwKCAjw9PvWBhAxEiwAddzYyXGpz4ATlRwadPtryyT8X0Pv7hd0bJmUr3NBEQ0iVYuwHlyxZO389xoC6hoQAvD_BwE&cid=CAASWeRoPf05hiWr9y5Mc_TcINDATYGUkKsTcBfDkqfva2mWh5IKpEUwtuQavAFoiUZ_uDa8cr7Q4YEMsWYe1fq6Il7EwUaI9MSrXO_oEWCJDRhoYVKJCYTnuLMB&cce=2&category=acrcp_v1_35&sig=AOD64_0zUQHpLoxE_UWNIpshadtKjB33A&q&nis=4&adurl&ved=2ahUKEwiLgem5-teXAxVNAHkGHQcxHmQQ0Qx6BAgREAE

http://www.kidshelpphone.ca/

https://www.pinkshirtday.ca

https://www.google.com/aclk?sa=L&ai=DChsSEwjP8O65teXAxX2MwgFHcTvMMcYACICCAEQAhoCbWQ&ae=2&aspm=1&co=1&ase=2&gclid=CjwKCAjw9PvWBhAxEiwAddzYyXGpz4ATlRwadPtryyT8X0Pv7hd0bJmUr3NBEQ0iVYuwHlyxZO389xoC6hoQAvD_BwE&cid=CAASWeRoPf05hiWr9y5Mc_TcINDATYGUkKsTcBfDkqfva2mWh5IKpEUwtuQavAFoiUZ_uDa8cr7Q4YEMsWYe1fq6Il7EwUaI9MSrXO_oEWCJDRhoYVKJCYTnuLMB&cce=2&category=acrcp_v1_35&sig=AOD64_0zUQHpLoxE_U5WNIpshadtKjB33A&q&nis=4&adurl&ved=2ahUKEwiLgem5-teXAxVNAHkGHQcxHmQQ0Q

Other Important Information

Date of approval of the anti-bullying and anti-violence plan by the governing board	Tuesday, October 28, 2026
Resolution number	20261027-03
Date of annual evaluation of the results by the governing board	May 2027
Date of annual review of the anti-bullying and anti-violence plan	April 14, 2027

	November 2, 2026
Principal's signature	**Date**