



# ANTI-BULLYING ANTI-VIOLENCE ACTION PLAN

**School:** GARDENVIEW

**Date Approved by  
Governing Board:** January 16, 2025

Regional Director approval for schools without a Governing Board



**Commission scolaire English-Montréal**  
**English Montreal School Board**

# ABAV COMMITTEE MEMBERS

The principal shall set up an anti-bullying and anti-violence team and designate a school staff member to coordinate its work (S. 96.12 EA.), who will be herein after called the “ABAV Coordinator”.

COORDINATOR NAME	JOB TITLE
Elena Zervas	Principal
COMMITTEE MEMBER NAME	JOB TITLE
Laura Fundaro	Vice-Principal
Tara Fogel	Teacher
Guila Luck	Teacher
Emilia Luciano	Teacher
Ernestina Oppong	Teacher
Vasiliki Bonos	Special Education Technician
Mariah Descartes	Special Education Technician
Carolina Choy	Personal Development and Community Involvement Animator (PDCIA)
Victoria Della Cioppa	School Climate & Violence Prevention

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# DEFINITIONS

Based on the information available, it is highly possible that definitions of “violence and bullying,” including “sexual violence,” will be issued following the adoption and coming into force of the Act respecting the National Student Ombudsman. Any definition issued by the National Ombudsman, or otherwise established by law or regulation, takes precedence in the event of any contradiction between it and the definitions established in the ABAV plan.

## BULLYING

The word “bullying” means 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.

*S. 13(1.1) EA*

## VIOLENCE

The word “violence” means 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.

*S. 13(1.1) EA*

## SEXUAL VIOLENCE

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.

*C. 32 (a.1) P-22.1*

# ELEMENTS OF THE ABAV PLAN

## **Element 1**

Analysis of the situation prevailing at the school with respect to bullying and violence;

## **Element 2**

Prevention measures to put an end to all forms of bullying and violence, particularly those motivated by racism or that target individuals based on sexual orientation, gender identity, physical characteristics, or disabilities;

## **Element 3**

Measures to encourage parent(s)/guardian(s) to collaborate with schools in preventing and reducing bullying and violence and in creating a healthy and safe learning environment;

## **Element 4**

Procedures for reporting or registering a complaint concerning an act of bullying and violence to or with the institution;

## **Element 5**

Actions to be taken when a student, teacher, other school staff member or any other person observes an act of bullying and/or violence or when a complaint is sent to the institution by the regional student ombudsman;

## **Element 6**

Measures to protect the confidentiality of any complaint concerning an act of bullying and/or violence;

## **Element 7**

Supervisory or support measures for any student who is a target/victim of bullying and/or violence, and for a student who is a perpetrator, witness, and bystander;

## **Element 8**

Disciplinary actions for acts of bullying and/or violence, according to the severity or repetitive nature, and;

## **Element 9**

Required follow-up on any complaint concerning an act of bullying and/or violence.

# ELEMENT 1

## ANALYSIS OF THE SITUATION PREVAILING AT THE SCHOOL WITH RESPECT TO BULLYING AND VIOLENCE

### SCHOOL PORTRAIT

<b>Student population:</b>	661
<b>Other pertinent information:</b>	700 rue Brunet Saint-Laurent, Québec H4M1Y2

### ANALYSIS

An analysis of the situation prevailing at the school with respect to bullying and violence is conducted each year by using the following indicators:

<input checked="" type="checkbox"/>	Results from the latest <i>Our School Survey</i> (formerly <i>Tell Them From Me</i> )
<input checked="" type="checkbox"/>	Incident reports
<input checked="" type="checkbox"/>	Anonymous reporting
<input checked="" type="checkbox"/>	Reports from the transportation (i.e., bus) and/or daycare staff
<input checked="" type="checkbox"/>	Analysis of last year's action plan
<input checked="" type="checkbox"/>	In-house surveys for parent(s)/guardian(s), staff, and community partners
<input checked="" type="checkbox"/>	The school's <i>Educational Project</i>
<input type="checkbox"/>	Other: <div style="background-color: #f0f0f0; height: 100px; width: 100%;"></div>

## Key patterns that emerge at the school with respect to bullying and violence

*These findings should help the ABAV committee gain valuable insights into the school's climate and culture.*

Bullying and violence in schools are important issues that can have significant social, emotional, and academic consequences for students. While every school is unique, certain key patterns and factors often emerge in relation to bullying and violence. These patterns may include:

Verbal Bullying: Insults, teasing, name-calling, or spreading rumors.

Physical Bullying: Hitting, kicking, pushing, or other forms of physical aggression.

Social Bullying: Exclusion, gossip, or damaging someone's reputation.

Cyberbullying: The rise of technology has introduced new forms of bullying through social media, texting, and online platforms.

Gardenview has anti-bullying and violence prevention programs in place to address these issues.

It's important for our school, our parents, and our community to work together to create a safe and supportive environment for students. This involves not only addressing individual cases of bullying and violence but also addressing the underlying factors that contribute to these patterns in the school environment. Education, prevention, and intervention strategies can help mitigate the negative impact of bullying.

# ELEMENT 2

## PREVENTION MEASURES

To effectively address bullying and violence, it is crucial to implement prevention measures designed to tackle the specific areas of concern, particularly those motivated by racism and that target individuals based on their sexual orientation, gender identity, physical characteristics, or disabilities.

The primary objective of these prevention measures is to create a safe and inclusive environment that fosters positive attitudes and behaviours. Based on the analysis of the situation prevailing at the school with respect to bullying and violence, each school must identify specific priorities and prevention measures that they commit to put into practice.

PRIORITIES	PREVENTION MEASURES
<p><b>1- Safe school environment</b></p>	<ul style="list-style-type: none"> <li>▪ Entente with SPVM socio-community officer</li> <li>▪ Annual review of school's Code of Conduct</li> <li>▪ Entente with DYP</li> </ul> <div style="background-color: #f0f0f0; padding: 5px;"> <ul style="list-style-type: none"> <li>- Guest speakers/workshops from approved EMSB organizations</li> <li>- Pink shirt day</li> <li>- Collaboration with school behaviour technicians for conflict resolution strategies</li> <li>- Social emotional learning workshops to promote self-regulation</li> <li>- School staff on supervision during recess</li> <li>- Collaboration with our PDCIA to develop social groups and find ways to spread kindness.</li> <li>- This360 - workshop with leadership students to promote kindness and empathy at school</li> </ul> </div>
<p><b>2- Promoting well-being and healthy habits</b></p>	<ul style="list-style-type: none"> <li>▪ Workshops/presentations from EMSB approved organizations and professionals</li> </ul> <div style="background-color: #f0f0f0; padding: 5px;"> <ul style="list-style-type: none"> <li>-Integrate comprehensive health education into the curriculum to teach students about nutrition, physical activity, mental health, and the importance of healthy habits</li> <li>- Art therapy as a creative and therapeutic lunchtime activity to support students' emotional expression and relaxation</li> <li>- Soccer skill-building lunchtime activity to encourage physical activity and enhance students' athletic skills in a fun and engaging environment.</li> <li>-Ensure students have access to quality physical education classes that promote physical fitness and a love for sports and physical activity</li> <li>-Counseling services and mental health workshops to address stress, anxiety, and other emotional issues that may affect students' well-being</li> </ul> </div>





<p><b>3- Conflict resolution</b></p>	<ul style="list-style-type: none"> <li>- Conflict Resolution Education: Integrate lessons on communication, empathy, active listening, and problem-solving techniques into the curriculum to help students effectively navigate and resolve conflicts.</li> <li>-Early Intervention: Introduce Epiq's Kind Kids Workshops in kindergarten to foster social-emotional learning and promote positive interpersonal skills from an early age.</li> <li>-Social-Emotional Learning (SEL) Programs: Implementing SEL programs to help students develop skills like empathy, self-awareness, and emotional regulation, which are essential for resolving conflicts peacefully.</li> <li>- Peer Mediation Program: Train students to act as peer mediators, empowering them to help classmates resolve disputes in a safe, supportive, and constructive manner.</li> </ul>
<p><b>4- Equity, diversity, inclusion, and respect</b></p>	<ul style="list-style-type: none"> <li>▪ Programming and activities</li> <li>▪ Participation in cultural celebrations</li> <li>▪ Raising cultural awareness and sensitivity about Indigenous Peoples in Canada</li> </ul> <ul style="list-style-type: none"> <li>-Offer curriculum that reflects diverse cultures and perspectives. This helps students appreciate and respect differences.</li> <li>- Collaborate with diverse community organizations and leaders to promote equity, diversity, and respect throughout the year</li> <li>- Involve families and the community in diversity and inclusion efforts</li> <li>- Celebrating Black History month : Guest speakers ; student-led projects ; invite parents in our community to share stories.</li> <li>- Celebrating culture and heritage of First Nations: organizing traditional celebrations and ceremonies</li> <li>- Étoile du mois - selecting students based on principles of respect and kindness</li> <li>- Continuing to highlight empathy and kindness our school's monthly newsletters</li> <li>- Collaborate with the PDCIA to expand our network of speakers for the various events through out the year</li> </ul>
<p><b>5- Digital Citizenship</b></p>	<ul style="list-style-type: none"> <li>▪ Media Literacy Week</li> <li>▪ Classroom-based lessons and activities</li> </ul> <ul style="list-style-type: none"> <li>- Teach our students effective online research methods, emphasizing the evaluation of sources for accuracy and reliability</li> <li>- An increased focus on digital citizenship and digital literacy to prevent cyber-bullying and to raise awareness, particularly for cycle 2 and 3 students ( SPVM)</li> <li>- Provide students with lessons on internet safety, including how to recognize and avoid online dangers, phishing, and the responsible use of social media. (OMETZ)</li> <li>- Emphasize online etiquette (netiquette) and proper behavior when communicating online.</li> <li>- Encourage respectful and constructive online interactions.</li> <li>- Offer workshops for parents focused on promoting the safe, responsible, and healthy use of digital tools and social media.</li> </ul>



PRIORITIES	PREVENTION MEASURES
<p>6-</p> <div style="background-color: #f0f0f0; height: 100px; width: 100%;"></div>	<div style="background-color: #f0f0f0; height: 100px; width: 100%;"></div>
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# ELEMENT 3

## MEASURES FOR COLLABORATING WITH PARENT(S) / GUARDIAN(S)

Improving daily school life requires the active involvement of school administrators, staff, students, and families. Students also have a responsibility to support and promote positive behaviour within the school community. Parent(s)/guardian(s) are equally important partners in this initiative; they should be aware of any changes in their child's behaviour and contact the school when necessary.

The following measures aim to promote transparency and encourage the collaboration of schools with parent(s)/guardian(s) in preventing and reducing bullying and violence:

1. The School's Code of Conduct will be communicated to the parent(s)/guardian(s), for example, via the school agenda, curriculum night, bulletins/memos, and/or on school website.
2. The ABAV plan will be made available to parent(s)/guardian(s) on each school's website.
3. The complaint forms will be made available to parent(s)/guardian(s) on each school's website.
4. S. 96.12 EA states that "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."
5. The school will work to build relationships with parent(s)/guardian(s) through school-initiated actions.

### Insert actions:

- Parent Workshops: Host workshops and information sessions on topics relevant to bullying prevention, resilience and online safety
- Regular case conferences with parents, school personnel, administration
- Establish clear communication channels, such as newsletters, emails, school website, and social media, to keep parents informed about school events, policies, and important updates.

6. Other means for collaborating with parent(s)/guardian(s).

### Insert here:

- Encourage parent participation in school life, Home and School and Governing Board.
- Foster a culture of collaboration between parents and staff to jointly support students' learning and development.
- Invite parents for celebrations, field trips and informal conversations

# ELEMENT 4

## PROCEDURES FOR REPORTING

The school will implement the necessary measures to ensure confidentiality for all parties involved.

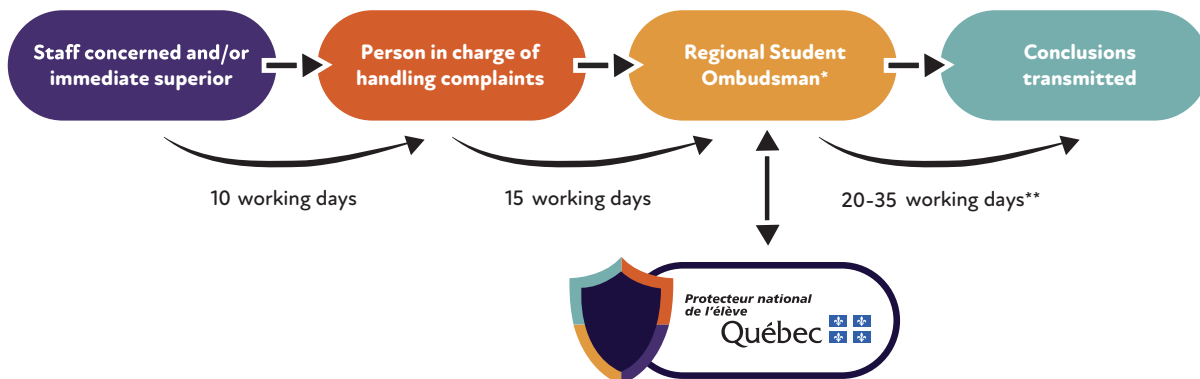
1. An incident of bullying and/or violence can be reported verbally (in-person or by phone) or in writing (complaint form, email, or letter addressed to school administration) to any school personnel. Students are encouraged to include their name for future follow-ups when reporting an incident of bullying and/or violence in writing.
2. S. 33 of the Act Respecting the National Student Ombudsman states that in the case of sexual violence, the complainant may file their complaint directly with the Regional Student Ombudsman.

### Government of Quebec - Complaints

3. Any student who witnesses an act of bullying and/or violence has a responsibility to report the incident to school staff, while also considering their physical and emotional safety.

The following are the means through which a student may do so:

- » Inform a staff member.
  - » Inform school administration.
  - » Mention it to a teacher or staff member they trust.
  - » Tell parent(s)/guardian(s).
  - » Anonymous reporting, as specified by the school.
4. Any parent/guardian who witnesses or is made aware of an act of bullying/and or violence is encouraged to report the incident to a school administrator or staff member.



\*Note that Regional Student Ombudsmen can examine complaints even though the first two steps did not occur, if:



1. They feel that these two steps are not likely to correct the situation adequately or the timeframe for processing the complaint during the preceding two steps makes their intervention pointless;
2. The complaint concerns an act of sexual violence.

\*\* Regional Student Ombudsmen have 20 working days to examine the complaint and draft the conclusions. The National Student Ombudsman has five working days to inform the Regional Student Ombudsman of whether he/she intends to examine the complaint. If the decision is made to examine the complaint, the National Student Ombudsman has 10 working days to finish examining it and, if he/she deems it appropriate, the Regional Student Ombudsman's conclusions and recommendations are replaced by his/hers.

# FLOWCHART COMPLAINT PROCESS

## THE ACT RESPECTING THE NATIONAL STUDENT OMBUDSMAN

Complaints by students, homeschooled children and their parents who are dissatisfied with a service they received, are receiving, ought to have received or require from the School Board.

TYPE OF COMPLAINT			
STEPS	REGULAR COMPLAINTS	BULLYING COMPLAINTS	SEXUAL VIOLENCE COMPLAINTS
Step 1	Complain to the <b>person directly concerned or that person's immediate supervisor</b> . If a complaint is regarding school/centre staff, the principal or centre director must be informed.		
	The person directly concerned (or their immediate supervisor) has ten (10) days to process your complaint.		
	<b>If you are not satisfied with the outcome, go to Step 2.</b>		
Step 2	<p>Complain to the <b>person in charge of processing complaints</b> at the school board.</p> <p>The complaint must be in writing using the prescribed form. The person in charge of processing complaints at the school board is:</p> <p>Name: Nathalie Lauzière            Email: <a href="mailto:nlauziere@emsb.qc.ca">nlauziere@emsb.qc.ca</a></p> <p>You have the right to be heard. The person in charge of processing complaints must process the complaint within <b>fifteen (15) working days</b>. If the complaint is of a disciplinary nature, the file is referred to the Human Resources Manager and the complainant is notified.</p>	<p><b>You may go to Step 2 directly</b> (or go through Step 1 if desired) <b>if you are dissatisfied with the follow-up by the principal regarding a complaint for an act of bullying or violence.</b></p>	
	<p>The person in charge of processing complaints examines the complaint.</p> <p>If the complaint concerns a <b>serious fault or derogatory act</b>, the Minister of Education is notified without delay. The complainant is also notified.</p> <p>The person in charge of processing complaints continues the analysis of the complaint.</p> <p>A written opinion on the merits of the complaint is provided and corrective measures deemed appropriate by the person in charge of processing complaints are proposed.</p>		

<p><b>Step 3</b></p>	<p>If you are dissatisfied with the opinion or if it was not processed <b>within fifteen (15) working days</b> of receiving the complaint, or the complaint concerns sexual violence, you may refer your complaint to the Regional Student Ombudsman. Complaints concerning sexual violence are processed on an urgent basis.</p> <p>The complaint must be made in <b>writing</b>. Here is the contact information for the Regional Student Ombudsman having jurisdiction over your school board:</p> <p>Name: Sarah-Beth Trudeau</p> <p>Email: <a href="mailto:sarah-beth.trudeau@pne.gouv.qc.ca">sarah-beth.trudeau@pne.gouv.qc.ca</a></p> <p>The Regional Student Ombudsman will make an initial assessment of your complaint and may decide to refuse your complaint but must do so in writing.</p> <p>You and the person directly concerned by the complaint, or their immediate supervisor, have the right to be heard.</p> <p>A decision must be made <b>within twenty (20) working days</b>. The Regional Student Ombudsman sends his opinion to the <b>National Student Ombudsman</b> who has <b>five (5) working days</b> to reexamine or confirm the regional student ombudsman’s decision.</p>		<p><b>You may go to Step 3 directly</b> (or go through Step 1 and 2 if desired).</p>
<p><b>Step 4</b></p>	<p><b>The Regional Student Ombudsman informs the School Board of their decision. The school board has ten (10) working days to inform the complainant and the regional student ombudsman, in writing, of the actions it intends to take or of the grounds for any refusal to take action on a recommendation or conclusion.</b></p>		

**Other types of complaints** consult the By-law adopted under the Education Act section 220.2.

**Complaint processing procedure**

Other means for reporting, determined at school level.

**Insert here:**

- Incident documentation form
- Staff incident reports to administration
- Bus reports

# ELEMENT 5

## INTERVENTION PROTOCOL

Our school is committed to providing a safe, caring, and positive school climate. School personnel must report and/or investigate all incidents of bullying and/or violence and take appropriate action whether they personally observe the incidents or learn of them by some other means. We will address all complaints, investigate, and take appropriate actions even if the target(s)/victim(s) does not file a formal complaint or does not express overt disapproval of the incident.

This protocol below establishes practices and procedures for observed and reported incidents of bullying and/or violence.

### STAFF PROTOCOL

Staff members who witness an act of bullying and/or violence must intervene immediately or as quickly as possible to address the issue.

- The immediate safety and security of all parties must be ensured.
- All incidents of bullying and/or violence must be reported to the principal, in a timely manner.
- All incidents of bullying and/or violence must be documented.
- The school administration must investigate all complaints, in a timely manner.
- The school administrator responsible for investigating the complaint about the behaviour should:
  - a. Conduct separate interviews with the target(s)/victim(s) and the perpetrator(s).
  - b. Engage the target(s)/victim(s) first and focus on their safety. Create a safety plan if needed.
  - c. Reassure the target(s)/victim(s) that the bullying behaviour will not be tolerated and that all possible steps will be taken to prevent a recurrence.
  - d. Offer counselling to the target(s)/victim(s) and perpetrator(s) (if needed).
  - e. Inform parent(s)/guardian(s) of the incident and subsequent intervention. Details of the intervention or disciplinary actions that compromise the confidentiality of an individual are not to be shared.

A complaint to the police and the DYP may be made depending on the situation.

## INCIDENT OF BULLYING AND/OR VIOLENCE HAS BEEN WITNESSED OR REPORTED TO STAFF MEMBER

Report incident to principal

Document information related to incident



## INVESTIGATION BY SCHOOL ADMINISTRATION

Conduct separate interviews with victim/target and perpetrator

Create safety plan (if needed)



## CONTACT PARENT(S)/GUARDIAN(S)

Inform them of the incident and subsequent intervention, without compromising the confidentiality of the individuals involved





# ELEMENT 6

## MEASURES TO ENSURE AND PROTECT CONFIDENTIALITY OF ANY REPORT OR COMPLAINT CONCERNING AN ACT OF BULLYING AND/OR VIOLENCE

Considering that personal information will be received and collected by various school employees (principal, teacher, etc.), it is important to ensure general compliance with the provisions of the Act respecting Access to documents held by public bodies and the Protection of personal information.

The following steps will be taken to ensure and protect the confidentiality of any report or complaint disclosure concerning an act of bullying and/or violence:

1. School staff will be reminded, by the administration, at least once a year of their school-specific procedures for maintaining confidentiality of all incidents and the ensuing follow-ups.
2. Reports or complaints will be documented, with physical and/or electronic copies filed in a secure manner.
3. Intervention strategies will be employed to ensure and protect the anonymity of individuals who report or provide information.
4. Other measures to ensure and protect confidentiality, determined at school level.

**Insert here:**

- Implement an anonymous reporting system that allows students, staff, and parents to report bullying incidents without revealing their identity. This can be done through suggestion boxes.
- Train school staff, students, and parents on the importance of confidentiality to encourage a culture of respect for privacy.
- Create designated safe spaces where students can speak privately with a trusted adult about bullying incidents without fear of being overheard.

# ELEMENT 7

## SUPERVISORY AND SUPPORT MEASURES (for the victim, bully, witness and bystander)

It is the responsibility of every staff member to respond to difficult/challenging situations as opportunities to help students improve their social and emotional skills, develop a sense of personal responsibility towards their learning environment, and understand consequences of choices and behaviours.

A clear distinction exists between **remediation** and **consequences**.

a. **Remediation**, intended to counter or “remedy”: Remediation measures aim to correct behavioural problems, and can serve as an effective prevention practice. These measures are designed to prevent the recurrence of problematic behaviour, protect and support the target(s)/victim(s), and take corrective action against systemic issues related to bullying and/or violence. By working with re-integration plans and restorative practices, remediation provides students with opportunities for learning, to reflect on their behaviours, develop pro-social skills, and make amends to those affected.

b. **Consequences** communicate to the perpetrator that their behaviour is their responsibility and that their choices may result in negative outcomes. Consequences are typically implemented alongside remediation measures and restorative practices; they should be applied on a case-by-case basis and take into consideration a number of factors including:

### Student Considerations:

- Age and developmental maturity of the students involved.
- Nature, frequency, and severity of the behaviours.
- Relationship(s) of the parties involved.
- Context in which the incidents occurred.
- Patterns of past or continuing behaviours.
- Other circumstances that may play a role, such as factors outside the school.

### School Considerations:

- School culture, climate, and general staff management of the learning environment.
- Social, emotional, and behavioural supports.
- Student-staff relationships and staff behavior toward the student.
- Family, community, and neighborhood situation.
- Alignment with policies and procedures.

Examples of remedial measures and consequences may include, but are not limited to:

## Target(s)/Victim(s)

1

**Arrange meeting with qualified personnel, such as a counsellor, behavioural technician, administration, or staff member to:**

- Establish a safe environment where the target(s)/victim(s) can share their feelings about the incident and maintain open lines of communication.
- Develop a plan that ensures the student's emotional and physical safety.
- Assure the student that they are not responsible for the behaviour of the perpetrator.
- Ask student to keep any evidence related to the incidents.
- Offer counselling services to help the target(s)/victim(s) build skills to cope with the negative impact on their self-esteem and well-being.

2

**A staff member will schedule follow-up meetings with the student to ensure that the bullying and/or violence has ceased. The frequency and level of support offered at these meetings shall depend on the target(s)/victim(s) feedback and current circumstances.**

## Student(s) Exhibiting Bullying and/or Violent Behaviour

1

**Develop an intervention plan with the student that allows them to voice their perspective and contribute to identifying ways to solve the problem and change their behaviour.**

2

**Meet with the student's parent(s)/guardian(s) to establish a re-integration plan agreement that emphasizes the school's rules and expectations, as well as the long-term negative consequences/impacts of bullying and/or violence on all parties involved, and that clearly outlines the consequences if the behaviour persists.**

3

**Consult with behavioural technician, school counsellor, social worker or psychologist to:**

- Investigate underlying mental health or emotional issues to better understand what is happening and why.
- Offer additional social skills training, such as managing impulsivity and anger, and developing empathy and problem-solving abilities.
- Arrange for restitution, especially if any personal belongings were destroyed or stolen.
- Determine age-appropriate restorative measures.

## Witness(es)

1

Following the incident, witness(es) may be called in for an intervention to understand their involvement in the event. If the incident is severe, witness(es) may be met with individually or as a group to debrief the situation.

2

Offer counselling services if deemed necessary.

3

Provide updates in a timely manner to ensure a sense of safety and security for witness(es).

4

The school reserves the right to contact the parent(s)/guardian(s) of witness(es), at its discretion.

## Student Bystander(s)

1

Review procedures for reporting an incident of bullying and violence.

2

Encourage student bystander(s) to denounce incident to school staff.

3

Offer guidance.

# ELEMENT 8

## DISCIPLINARY ACTIONS

The administration, in consultation with the School Board when appropriate, has the responsibility to impose disciplinary and corrective measures based on the severity and/or frequency of incidents, and in accordance with the Student Code of Conduct. Disciplinary and corrective actions may include, but are not limited to the following:

- Notifying parent(s)/guardian(s)
- Verbal warning or a meeting with the student(s)
- Limiting participation to particular activities (e.g., sports activities, school outings, etc.)
- Restitution
- School contract
- Detention
- In-school suspension
- Out-of-school suspension
- Referral to alternative to suspension program
- Other disciplinary or corrective measures, adopted at the school-level

**Insert here:**

- Provide counseling and support services for both the victim and the perpetrator if necessary, to address underlying issues and promote social and emotional development.
- Develop behaviour contracts outlining the expectations for the perpetrator's behavior, consequences for further bullying, and potential rewards for improved behavior.
- Implement restorative justice practices, such as peer mediation, where the victim and the student exhibiting bullying behaviours can discuss the situation and work towards a resolution.
- Continuously monitor student exhibiting bullying behaviours and conduct follow-up meetings to ensure they do not persist.

# ELEMENT 9

## FOLLOW-UP PROTOCOL ON ANY COMPLAINT

The school administration will ensure that each incident was properly followed up on and documented.

Follow-up measures will include the following:

- Verification that the incident has been properly documented.
- Verification that all parties immediately involved have been met with and that intervention protocols have been followed.
- Verification that parent(s)/guardian(s) of the target(s)/victim(s) and perpetrator(s) have been contacted.
- Meeting with the target(s)/victim(s) and perpetrator(s) separately to assess their well-being, and that the bullying and/or violence has ceased.
- Verification of the completion of remedial measures for all parties concerned.
- Refer parent(s)/guardian(s) to complaints procedure outlined in the Act Respecting the National Student Ombudsman should they express dissatisfaction with the course of action from the school administration.

Gouvernement du Québec – Complaints

# SEXUAL VIOLENCE

Elements 1 to 9 of the present ABAV plan apply to acts of sexual violence, as adapted considering the circumstances. In addition to the prevention measures mentioned in Element 2, the following training will be mandatory to all management and school personnel:

- Training provided by the Ministère de l'Éducation du Québec (MEQ)

In addition to the required MEQ training, the following measures can be implemented to support the prevention of sexual violence:

1. Training by Marie-Vincent Foundation
2. Implementing the Sexuality Education Plan
3. Support from the Student Services Department and Educational Services

## INTERVENTION PROTOCOL

For acts of sexual violence, the administration must contact the Student Services Department. Specific measures might be required in certain cases and the board will be of assistance to the administration as to the steps to follow.

## FOLLOW-UP PROTOCOL

In addition to the follow-up protocol mentioned herein (Element 9), and more specifically, to the possibility of filing a complaint, in the case of a complaint concerning an act of sexual violence, the school administration 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 school administration also informs their parent(s)/guardian(s) of that option, and if the student is 14 years of age or over, the school administration may also inform their parent(s)/guardian(s) of that option, with the student's consent.





Commission scolaire English-Montréal

English Montreal School Board

# ANTI-BULLYING ANTI-VIOLENCE ACTION PLAN

