



# Heritage Regional High School



ANTI-BULLYING AND ANTI-VIOLENCE PLAN

FOR A HEALTHY AND SAFE LEARNING ENVIRONMENT

**2025 - 2026**

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**For information**

**Établissement :** xxx  
**Téléphone :** 450-672-4010

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# PREAMBLE

Original text in French

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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<sup>1</sup> to develop a plan aimed at preventing and putting an end to all forms of bullying and violence and, more specifically, at making the institution a healthy and safe learning environment, so that every student attending it can develop their full potential, free from any form of bullying or violence. In addition, the adoption of the Act respecting the National Student Ombudsman (S.Q., 2022, c. 17, hereinafter, "ANSO") has led to further amendments to the EA.

In particular, the EA therefore stipulates the following:

- The principal shall see to the implementation of the anti-bullying and anti-violence plan and shall promptly deal with any report or complaint concerning an act of bullying or violence that they receive or that the regional student ombudsman sends to the principal (EA, s. 96.12). The principal shall assist the governing board in the exercise of its functions and powers and, for that purpose, 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	Heritage Regional High School
Name of the Principal	Sujata Saha
Type of instruction	High School
Number of students	1750
Other characteristics	<p>The school's geographical zone covers 77 municipalities including both rural and suburban communities. Nearly 30% of our students are considered "special needs" or "at-risk". Our socio-economic ranking is 2, which is considered favorable.</p> <p>Our diverse programs are a source of pride which better help us meet students' needs. In addition to our General Studies pathway, these programs include the International Baccalaureate Middle Years, Sports Excellence, Fine Arts Focus, iCan, Evolutions, Modified, 15+, CFER and New Directions.</p> <p>44% of students speak English at home  16% of students speak French at home  4% of students speak other languages at home  29% of students speak English and French at home  7% of students speak English and another language at home</p>
Values identified in the educational project	<p>Our educational project emphasizes the development of executive function skills. Specifically, we aim to strengthen skills such as impulsivity control, organization, relationship building, time management, and resilience. We firmly believe that intentionally fostering these competencies at each grade level will not only create stronger learners but also help adolescents become better equipped to navigate diverse challenges and situations.</p>
Objective(s) of the educational project in relation to the anti-bullying and anti-violence plan	<p>The executive function skills targeted in this project are closely aligned with our Anti-Bullying and Anti-Violence (ABAV) plan. For example, focusing on impulsivity encourages students to pause and reflect before reacting, which can reduce incidents of bullying or violence. Similarly, promoting healthy relationships equips students with strategies to manage interactions and resolve conflicts constructively. Our ultimate goal is to ensure that when students encounter relational challenges, they apply de-escalation techniques and seek positive resolutions.</p>



## INFORMATION ABOUT THE COMMITTEE

Name of the committee	Heritage ABAV committee	
Name and role of the person responsible for coordinating the work of the committee (EA, s. 96.12)	Andrea Schellenberg, Vice Principal	
Members of the committee (name and role) (EA, s. 96.12)	Caroline Mullin (Chair of Teacher Council), Melanie Seow (Social Work Technician)	
Mandates of the committee	<ul style="list-style-type: none"> <li>The school will use ISM data to create the school portrait.</li> <li>Raise awareness on the data found and brainstorm preventative strategies to address the findings.</li> <li>Communicate information on the plan to the entire school.</li> <li>Support the implementation of the prevention measures in the action plan.</li> <li>Put in place a process aimed at improving the school climate.</li> <li>Ensure that the actions taken are consistent with the institution's educational project.</li> </ul>	
Frequency of committee meetings	Ideally, at least three meetings per school year and include dates below.	
	<b>First:</b> Beginning the process	Wednesday, October 29, 2025
	<b>Second:</b> Analyze the portrait and write the ABAV plan	Monday, December 1, 2025
	<b>Third:</b> Discuss potential second portrait and fill out <u>End-of-Year Report</u>	Monday, May 11, 2026
	<b>Other – if needed:</b>	Click or tap to enter a date.

## UNDERTAKING OF THE PRINCIPAL (EA, S. 75.2)

Toward the student who is the victim and their parents	<p>The principal of this school is committed to ensuring that the following undertakings will be carried out:</p> <ul style="list-style-type: none"> <li>Rapid communication with parents/guardians</li> <li>Implementation of support measures</li> <li>Appropriate follow-up with the student and their parents to ensure that the situation has ended</li> <li>Recording the event in ISM</li> </ul> <p>96.12 Ed Act: The principal shall see to the implementation of the anti-bullying and anti-violence plan and shall promptly deal with any report or complaint concerning an act of bullying or violence that the principal receives or that the regional student ombudsman sends to the principal.</p>
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**Toward the instigator/perpetrator and their parents**

**Towards 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.

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	<b>Data collection throughout the school year:</b> <ul style="list-style-type: none"><li>Information gathering tools that have been validated by our school board. OurSchool Survey, ISM (GRICS)</li></ul>
Findings from the analysis of the current situation	<ul style="list-style-type: none"><li>39% of students feel safe at school.</li><li>54% of students have a high sense of belonging.</li><li>27% of our students have been victims of moderate to severe bullying.</li></ul>
Priorities in relation to the overview and the analysis of the situation	<ul style="list-style-type: none"><li>Increase students' feelings of safety.</li><li>Increase staff and student awareness of violence and bullying.</li></ul>

## Sexual Violence

Findings with respect to sexual violence, if applicable	<ul style="list-style-type: none"><li>17.4% of girls and 15.2% of boys felt that they had been sexually harassed in the 30 days prior to the Our School Survey being taken.</li><li>Last year more boys felt sexually harassed than girls</li></ul>
Priorities in relation to the overview and the analysis of the situation with respect to sexual violence, if applicable	<ul style="list-style-type: none"><li>Decrease the number of incidents of sexual violence.</li><li>Maintain initiatives, should the findings indicate no events of sexual violence in the school.</li></ul>

## 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	<ul style="list-style-type: none"> <li>11% of Heritage students feel excluded by peers because of Ethnic or Cultural Background.</li> </ul>
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	<ul style="list-style-type: none"> <li>Decrease the number of discriminatory events pertaining to ethnic background.</li> <li>Maintain initiatives should the findings indicate no incidence of ethnic discrimination.</li> </ul>

## 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	<ul style="list-style-type: none"> <li>To address ongoing issues with students vaping in bathrooms, inside the school, and on school grounds. Vaping is done often in groups and the groups can be intimidating for younger students.</li> <li>To ensure all incident reports are investigated as soon as possible.</li> <li>To educate students on the consequences of sharing inappropriate media (through photos and/or video) which can include police intervention and investigations.</li> <li>To educate students on appropriate/safe use of online platforms.</li> <li>Maintain sensitization meetings in collaboration with our community liaison officer for students involved in ongoing/recurring incident reports and/or physical violence or intimidation in various forms.</li> <li>Maintain vigilance when it comes to vaping, especially in washrooms, and on buses.</li> <li>Maintain vaping seminars for Sec. 1 students in collaboration with McGill to educate students and community about the harmful effects of vaping. (Sensitization)</li> <li>Offer information/awareness sessions in collaboration with our community liaison officer for Secondary 1 to 5 students.</li> </ul>
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	<ul style="list-style-type: none"><li>• Offer information sessions given by community liaison police officer, for all Secondary 1,2 and 3 students to educate them about sexual violence, specifically the sharing of inappropriate pictures.</li></ul>
	<ul style="list-style-type: none"><li>• To improve students' understanding of the meaning and implications of consent.</li></ul>
	<ul style="list-style-type: none"><li>• Monitor crowding in bathrooms to ensure safe spaces.</li></ul>

## Sexual Violence

Prevention measures put in place with regard to sexual violence	<ul style="list-style-type: none"><li>• CCQ / Sexuality of Education Curriculum and support from the Board Consultants/Social Services Officers- Claude Morin and Eva Kudzman-Blais.</li><li>• Entente with Maison Jonathan.</li><li>• Sexto Project - With the help of a specialized organization, raise student awareness about sharing intimate images (sexting).</li><li>• Club offered to students who identify as LGBTQ+</li><li>• School nurse- offering sessions</li></ul>
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## 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	<ul style="list-style-type: none"><li>• Workshops for students on positive self-affirmation and appropriate responses when faced with discriminatory statements or actions.</li><li>• Student assemblies in September and January where the subject of respect for all students is discussed</li></ul>
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**

Effective communication with parents is essential to the success of our ABAV Plan. Parents, guardians, and community members are our strongest partners in creating a safe and caring environment at Heritage. By sharing the ABAV Plan and consistently using its language and concepts in conversations with families, we help build a shared understanding of our values and priorities.

When engaging with the parents or guardians of both victims and perpetrators of bullying, it is especially important to reference the ABAV Plan. Doing so helps depersonalize our actions and interventions, reinforcing that our approach is rooted in fairness, consistency, and equity for all students.

We promote awareness of the ABAV Plan by making it accessible on our school website and by actively referencing it during parent meetings and school events.

Information to be shared	Strategies for sharing this information	Date
A document explaining the anti-bullying and anti-violence plan must be distributed to the parents (EA, s. 75.1).	<ul style="list-style-type: none"> <li>Email</li> <li>School website</li> </ul>	Monday, January 19, 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).	<ul style="list-style-type: none"> <li>Email</li> <li>School website</li> </ul>	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).	<ul style="list-style-type: none"> <li>School website</li> </ul>	Monday, September 15, 2025
A school service centre must, not later than September 30 each year, inform the students, children and their parents of the possibility of filing a complaint under the complaint processing procedure provided for by this Act (ANSO, s. 21).	<ul style="list-style-type: none"> <li>School website</li> </ul>	Tuesday, September 30, 2025
Other:		Click or tap to enter a date.



## Sexual Violence

Measures planned to involve parents/guardians and encourage them to collaborate	<ul style="list-style-type: none"> <li>• Same measures noted on previous page</li> </ul>	
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)	<ul style="list-style-type: none"> <li>• Parents and students will be made aware that this document is posted on the website of the Riverside School Board.</li> </ul>	
A document specifying the contact information of the regional student ombudsman to whom the complaint must be referred. This document, provided by the National Student Ombudsman, must also explain who may file a complaint and how that right is to be exercised (ANSO, s. 21).	<ul style="list-style-type: none"> <li>• Parents and students will be made aware that this document is posted on the website of the Riverside School Board.</li> </ul>	
Other:		

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

Measures planned to involve parents and encourage them to collaborate	<ul style="list-style-type: none"> <li>• Same measures noted on previous page</li> <li>• Ensure that there is two-way communication with culturally diverse families</li> </ul>	
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 and school website	Monday, January 19, 2026
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	<p>Bullying or violence can be reported by communicating with an administrator directly or by completing an incident report.</p> <p>Heritage uses the Safe Schools Alert which is an anonymous tool for students and stakeholders to communicate concerns with the school. This</p>

	<p>tool is found on the Heritage website on the top right of the homepage.  <a href="https://rsb-qcca.safeschoolsalert.com/">https://rsb-qcca.safeschoolsalert.com/</a>.</p> <p>Those wishing to inform us using the Safe Schools Alert can do so by text, email, on the web and by phone.</p>
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<b>Strategies for sharing these procedures</b>	<ul style="list-style-type: none"> <li>• Student assemblies in September and in January</li> <li>• On the school website</li> <li>• Community newsletters to parents</li> </ul>
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<b>Procedures implemented for registering a complaint</b>	
<p><b>A person who is dissatisfied with the follow-up on a report or complaint concerning an act of bullying or violence may follow these procedures to file a complaint:</b></p>	
<b>Procedures implemented for reporting incidents</b>	<b>Strategies for sharing these procedures</b>
<p>Garry Tennant, Complaints Officer  <a href="mailto:complaintsofficer@rsb.qc.ca">complaintsofficer@rsb.qc.ca</a>, 450-672-4010 ext.5541</p>	<p><a href="https://www.rsb.qc.ca/flowchart-complaint-process">https://www.rsb.qc.ca/flowchart-complaint-process</a></p>
<p>A person who is dissatisfied with the follow-up on a report or complaint concerning an act of bullying or violence made to a principal of an educational institution may file a complaint with the person in charge of processing complaints (ANSO, s. 24, para. 2).</p>	



## Sexual Violence

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

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

### Other procedures

Incidents of sexual violence can be reported by communicating with an administrator directly or by completing an incident report.

Heritage uses the Safe Schools Alert which is an anonymous tool for students and stakeholders to communicate concerns with the school. This tool is found on the Heritage website on the top right of the homepage. <https://rsb-qcca.safeschoolsalert.com/>.

Those wishing to inform us using the Safe Schools Alert can do so by text, email, on the web and by phone.

**A person who is a victim or those close to them may, at any time, report the situation to the police or to the director of youth protection (DYP), whether or not they have made a report to the educational institution or to the regional student ombudsman. Reports and complaints filed to/or with the educational institution do not replace the work carried out by the police department and the director of youth protection:**

Contact information for the DYP

DYP Santé Montérégie  
1-800-361-5310

Contact information for the police department

Please contact your local police department.

### Strategies for sharing these procedures

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

The document is posted on our website.

Website of the educational institution, if applicable

<https://www.hrhs.rsb.qc.ca/>

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

Bullying or violence of this nature can be reported by communicating with an administrator directly or by completing an incident report.

Heritage uses the Safe Schools Alert which is an anonymous tool for students and stakeholders to communicate concerns with the school. This tool is found on the Heritage website on the top right of the homepage. <https://rsb-qcca.safeschoolsalert.com/>.

Those wishing to inform us using the Safe Schools Alert can do so by text, email, on the web and by phone.

### Strategies for sharing these procedures

#### Strategies for sharing these procedures

- Student assemblies in September and in January
- On the website
- Community newsletters to parents

#### 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**

- 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**

- 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)
<p><b>Information for a student who is a witness:</b></p> <p>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.</p>	<p><b>The actions to be taken must be adapted to the situation.</b></p> <p>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.</p>	<p><b>The actions to be taken must be adapted to the situation.</b></p> <p>Take note of the necessary information and store it securely, especially for the purpose of sending a summary report to the director general, if applicable (EA, s. 96.12).</p>
<ul style="list-style-type: none"> <li>• Inform a staff member on duty.</li> <li>• Inform administration.</li> <li>• Mention it to a teacher or staff member they trust.</li> <li>• Tell parent/guardian.</li> </ul>	<ul style="list-style-type: none"> <li>• Put an end to the inappropriate behaviour.</li> <li>• Describe the behaviour that is expected under the code of conduct.</li> <li>• Record the relevant information and pass it along to administration.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the safety of all stakeholders.</li> <li>• Support the people affected by the situation.</li> <li>• Gather information.</li> <li>• Meet with the student who was a victim, the students who were instigators/perpetrators and the witnesses.</li> <li>• Inform the parents/guardians of the situation and encourage a solution focus approach.</li> <li>• Evaluate and analyze the situation, such as the frequency and severity of the behaviours as well as the needs of the students involved.</li> </ul>

#### **School principal**

On receiving a complaint concerning bullying or violence, and after considering the best interest of the students directly involved, the principal shall promptly communicate with their parents to inform them of the measures in the anti-bullying and anti-violence plan. The principal shall also inform them of their right to request assistance from the person specifically designated by the school service centre for that purpose (EA, s. 96.12).

#### **Name and contact information:**

Gary Tennant, Complaints Officer  
[complaintsofficer@rsb.qc.ca](mailto:complaintsofficer@rsb.qc.ca), 450-672-4010 ext.5541

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

## Sexual Violence

### *Actions to be taken when an act of sexual violence is observed*

By a student who is a witness or a confidant	By a staff member who is a direct witness or a confidant (Stakeholder 1)	By the person responsible for follow-up (Stakeholder 2)
<p>Take action to end the situation observed, for example, by:</p> <ul style="list-style-type: none"> <li>• Actively seeking help from an adult.</li> </ul> <p>Do not share private information with other students; instead talk to an adult.</p>	<p>Any adult in the educational institution who receives information concerning a situation of sexual violence must:</p> <ul style="list-style-type: none"> <li>• Listen to the student and allow them to speak freely at their own pace, while respecting their silences.</li> <li>• Refrain from attempting to steer the conversation or question the student.</li> <li>• Take note of what the student as well as the adult confidant say.</li> <li>• Reassure the student that the situation is being taken care of</li> <li>• Inform the principal of the school/centre.</li> </ul>	<p>Avoid having the student repeat their disclosure multiple times.</p> <p>Take note of the necessary information and store it securely, especially for the purpose of sending a summary report to the director general and the regional student ombudsman, if applicable (EA, s. 96.12).</p>
	<p>Immediately report the situation to the DYP by calling the following number:</p> <p>DYP Santé Montréal 1-800-361-5310</p>	<ul style="list-style-type: none"> <li>• Ensure the safety of all stakeholders.</li> <li>• Support the people affected by the situation.</li> <li>• Gather information.</li> <li>• Meet with the student who was a victim, the students who were instigators/perpetrators and the witnesses.</li> <li>• Inform the parents/guardians of the situation and encourage a solution-focused collaboration.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Do not promise students that you will keep the disclosure a secret.</li> <li>• Help the student understand</li> </ul>	<p>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.</p>

	that, to ensure their safety, the adult must provide information to people responsible for ensuring children and adolescents' safety (the DYP).	
Other: <input type="text"/>	Other: <input type="text"/>	Other: <input type="text"/>

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)
	<b><i>The actions to be taken must be adapted to the situation.</i></b>	<b><i>The actions to be taken must be adapted to the situation.</i></b>
<p>Take action to end the situation observed by doing the following:</p> <ul style="list-style-type: none"> <li>• Actively seek help from an adult.</li> </ul> <p>Do not share private information with other students; instead, talk to an adult.</p>	<ul style="list-style-type: none"> <li>• Systematically intervene in the event of discriminatory statements or actions by raising everyone's awareness of the consequences of these statements.</li> <li>• Work towards a consistent and fair application of the school's code of conduct and rules of conduct.</li> <li>• Prioritize individual meetings, encourage dialogue and avoid losing sight of a person's individuality by falsely equating them with a group.</li> <li>• Inform the school principal of the incident.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the safety of all stakeholders.</li> <li>• Support the people affected by the situation.</li> <li>• Gather information.</li> <li>• Meet with the student who was a victim, the students who were instigators/perpetrators and the witnesses.</li> <li>• 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.</li> </ul>
<p><b>Other information concerning the actions to be taken when an act of bullying or violence is observed</b></p>		

## 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
<p>Meet with counsellor / mentor / special education technician / administrator / staff member to:</p> <ul style="list-style-type: none"> <li>• Create a safe environment to allow victim to explore feelings about incident. Maintain open lines of communication.</li> <li>• Develop a plan to ensure student's emotional and physical safety at school.</li> <li>• Ensure student does not feel responsible for the behaviour.</li> <li>• Ask student to log and report any and all future related incidents.</li> <li>• Offer counseling to help develop skills for overcoming the negative impact on self-esteem.</li> </ul> <p>A staff member will conduct scheduled follow-up meetings with the student to ensure the bullying or violence has stopped and to provide support to the student. The degree of support offered at these meetings and their frequency shall depend upon the feedback from the victim regarding the current circumstances.</p> <p>In all cases, it will be determined which members of the school staff must be made aware of the incident to ensure that the student is safe.</p> <p>Parents/Guardians will be informed immediately following the incident and regularly updated until the situation is resolved.</p>	<p>Develop an intervention plan with the student. Ensure the student has a voice in the outcome and can identify ways they can solve the problem and change behaviours.</p> <p>Meet with parent(s)/guardian(s) to develop a recovery plan agreement to ensure all understand school rules and expectations, as well as the long term negative consequences of bullying or violence, on all involved, and to clearly outline the consequences if the behaviour continues.</p> <p>Meet with special education technician, school counsellor, social worker or psychologist to:</p> <ul style="list-style-type: none"> <li>• Explore mental health issues or emotional disturbances – what is happening and why?</li> <li>• Offer additional social skills training such as impulse control, anger management, developing empathy and problem solving.</li> <li>• Arrange for apology – written is recommended.</li> <li>• Arrange for restitution – particularly if any personal items were damaged or stolen.</li> <li>• Determine restorative practices (age appropriate).</li> </ul>	<p>Address their feeling of safety by allowing them to express their emotions and thoughts.</p> <p>Increase their awareness of their role as witnesses and the impact of this role.</p> <p>Witnesses to bullying who may have directly or indirectly contributed to escalating a situation will be made aware of the implications of their actions and may be consequence.</p> <p>Increase their knowledge about confidentiality. Explain to them that what they have seen must remain confidential.</p> <p>Provide activities allowing them to learn about the expected behaviours in detail.</p> <p>If necessary, plan periodic follow-up meetings.</p>

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



a witness, the principal must also send the information to the institution's health and safety committee.

## Sexual Violence

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

For the student who is the victim	For the student who is an instigator/ perpetrator	For witnesses
<ul style="list-style-type: none"> <li>Organize individual support meetings, for example, to help them manage emotions, anxiety or insomnia.</li> <li>Provide tools to improve concentration and academic motivation.</li> <li>If necessary, refer students to external specialized organizations:</li> </ul> <p>Police - 911  DYP - 1-800-361-5310  <b>Sexual Violence Helpline</b> - 1-888-933-9007 (<a href="https://sexualviolencehelpline.ca/">https://sexualviolencehelpline.ca/</a>)  <b>Quebec Coalition of Sexual Assault Help Centers (RQCALACS)</b> - 1 877 717-5252 (<a href="https://rqcalacs.qc.ca/en/">https://rqcalacs.qc.ca/en/</a>)  <b>Fondation Marie-Vincent</b> - 514-285-0505 (<a href="https://marie-vincent.org/en/">https://marie-vincent.org/en/</a>)  <b>CALACS Longueuil</b> - 450-616-8580 (<a href="https://www.calacslongueuil.org/">https://www.calacslongueuil.org/</a>)  <b>La Traversée</b>: 450 465-5263 (<a href="https://www.latraversee.qc.ca/en/">https://www.latraversee.qc.ca/en/</a>)  <b>CAVAS</b> (St-Hyacinthe &amp; Sorel) : 1-844-778-9992 (<a href="https://cavas-info.org/">https://cavas-info.org/</a>)</p>	<ul style="list-style-type: none"> <li>Organize individual meetings designed to get the instigator/perpetrator to recognize and address what they did.</li> <li>If necessary, refer students to external specialized organizations.</li> </ul> <p><b>CIVAS Montérégie</b>(Longueuil et Sorel) : <a href="https://civasmonteregie.ca/programme-pour-la-clientele-adolescente/">https://civasmonteregie.ca/programme-pour-la-clientele-adolescente/</a>  <b>Programme à Pinel</b> : <a href="https://pinel.qc.ca/programme-pour-adolescents-auteurs-de-transgression-sexuelle/">https://pinel.qc.ca/programme-pour-adolescents-auteurs-de-transgression-sexuelle/</a></p>	<ul style="list-style-type: none"> <li>Evaluate individual needs.</li> <li>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.</li> <li>Provide psychological or emotional support to people who feel they need it after hearing a disclosure.</li> </ul>

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

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

For the student who is the victim	For the student who is an instigator/perpetrator	For witnesses
<ul style="list-style-type: none"> <li>Organize individual support meetings to help them manage emotions or anxiety concerning the incident.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Starting from the</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate individual needs.</li> <li>When the situation is known to many students within the educational institution, offer awareness-raising and educational activities for all students involved.</li> </ul>

	instigator/perpetrator's preconceived ideas or prejudices, suggest a different way of expressing their point of view that leaves aside any prejudices.	<ul style="list-style-type: none"> <li>• Provide psychological or emotional support to people who feel they need it.</li> </ul>

Other information concerning the supervisory and support measures	
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## DISCIPLINARY MEASURES

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

**Possible disciplinary measures, determined according to an analysis of the situation as well as the nature, severity and frequency of the acts committed**

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 a disciplinary measure would be beneficial for a student. See above for possible disciplinary action.

**\* 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**

- Verify that all information has been recorded by all parties involved.
- Ensure that the situation has ended.
- Follow up with parents about how the situation was addressed.
- Inform the people involved about developments in the incident management, while maintaining confidentiality.
- Ensure that the student instigator/perpetrator and their parents/guardians have lived up to any commitments they may have made.
- Verify that the support and supervisory measures properly meet the needs of the people involved and make any necessary adjustments.
- Inform parents/guardians of the mechanisms that exist for filing a complaint if the incident has not been dealt with to their satisfaction.

**For each complaint received concerning bullying or violence, the principal shall, as soon as possible, send the director general of the school service centre a summary report on the nature of the incident and the follow-up measures taken (EA, s. 96.12).**

### Sexual Violence

***Measures taken to follow up on any report or complaint concerning an act of bullying or violence***

**For each report received relating to an act of sexual violence, the principal shall, as soon as possible, send the director general of the school service centre a summary report on the nature of the incident and the follow-up measures taken (EA, s. 96.12). The summary report concerning an act of sexual violence shall also be sent to the regional student ombudsman (EA, s. 96.12).**

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



## 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


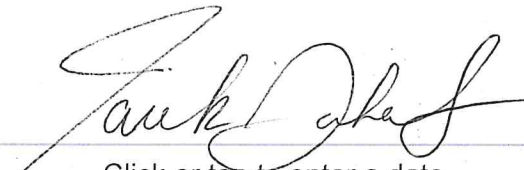
In addition to the elements prescribed above, a separate section of the anti-bullying and anti-violence plan must be for sexual violence. That section must include the following elements (EA, s. 75.1).

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

## RESOURCES

RESOURCES	<p><b>Information:</b></p> <p>Educational institutions are asked to make a list of regional or province-wide resources that are relevant for implementing prevention, support or supervisory measures, along with other assistance resources that may be helpful. The Resource Directory in the Anti-Bullying and Anti-Violence in Schools Plan may be useful for guiding educational institutions towards <a href="#">resources contenu/education/soutien-eleves/Bottin-ressources-PPVI.pdf</a></p>
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## OTHER IMPORTANT INFORMATION

* Date of approval of the Anti-Bullying and Anti-Violence Plan by the Governing Board (EA, s. 75.1)	Thursday, January 15, 2026
Resolution number	GB-04-011526-09
* Date of annual evaluation of the results by the governing board (EA, s. 83.1)	TBD
* Date of annual review of the Anti-Bullying and Anti-Violence Plan (EA, s. 75.1)	TBD
Principal's signature ⇒	
Date ⇒	Monday, January 19, 2026
Signature of the person who chairs the governing board ⇒	
Date ⇒	Click or tap to enter a date.

JANUARY 20th 2026



Quebec