



ANTI-BULLYING ANTI-VIOLENCE PLAN

FOR A HEALTHY AND SAFE LEARNING ENVIRONMENT

NAME OF SCHOOL:

YEAR:

DATE OF GOVERNING BOARD APPROVAL:

What is the ABAV Plan?

In accordance with the Education Act (s. 75.1), all elementary and high schools must develop an anti-bullying and anti-violence plan aimed at fostering a safe school environment. The focus is to prevent and put an end to all forms of bullying and violence and, more specifically, at make the school a healthy and safe learning environment. This plan includes nine elements to address bullying and violence in schools as well as sexual violence and violence based on motives related, in particular to, skin color and ethnic or national background.

The nine elements are:

- Analysis of the situation
- Prevention measures
- Collaboration with parents
- Procedures for making a report or registering a complaint
- Confidentiality
- Actions to be taken following an act of bullying or violence
- Supervisory and support measures
- Disciplinary measures
- Follow-up on any report or complaint

How is the school's plan developed?

The principal has set up a anti-bullying anti-violence committee and designated a school staff member to coordinate its work to **analyze the situation** and set priorities related to identified challenges.

The committee ensures that the action plan is **implemented** to achieve the priorities in the plan and to measure their impacts throughout the year so that our school remains a healthy and safe environment.

The ABAV committee also conducts an **annual review** of the prevention measures to ensure the maintenance of a safe school environment.

The ABAV Plan must be **approved annually** by the school's Governing Board or Regional Director, in cases where a Governing Board is not in place.

Definitions

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: is an ideology that either directly or indirectly asserts that one group is inherently superior to others. It can be openly displayed in racial jokes and slurs or hate crimes but it can be more deeply rooted in attitudes, values and stereotypical beliefs. In some cases, these are unconsciously held and have become deeply embedded in systems and institutions that have evolved over time. Racism operates at a number of levels, in particular, individual, systemic and societal (Ontario Human Rights Commission)

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

Analysis of the Situation

Analysis of the situation prevailing at the school with respect to bullying and violence (EA, s. 75.1, para. 3, subpara. 1). Based on our analysis, some priorities may include, but are not limited to:

Priorities: Bullying and Violence

1. Create a safe school environment
2. Promote well-being and healthy habits
3. Increase the use of conflict resolution skills
4. Raise awareness about digital citizenship
5. Foster a culture where speaking up is supported

Priorities: Sexual Violence

1. Raise awareness about healthy relationships
2. Sensitize on the importance of consent
3. Develop understanding on the risks of sexting
4. Foster a culture where speaking up is supported

Priorities: Skin colour and ethnic or national background

1. Include educational programming to help students and staff understand and address bias and hate, and that focuses on the importance of equity, diversity, inclusion, and respect
2. Equip school staff with tools for intervening when there is bullying or violence driven by certain causes like prejudice or hate
3. Equip students with tools so that they can respond appropriately when they are witnesses or victims of acts of violence driven by prejudice

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 sexualorientation, sexual identity, a handicap or a physical characteristic (EA, s. 75.1, para. 3, subpara. 2)

Prevention Measures: Bullying and Violence

1. Entente with SPVM socio-community officer; entente with DYP; MEQ staff training videos on bullying, violence, sexual violence
2. Workshops and initiatives led by Project Development Officer (Student Services Department) and PDCIA support
3. Crisis Prevention Intervention (CPI) training; restorative practices; non-violent communication (NVC)
4. Media Literacy Week; classroom-based lessons and activities (including how to recognize and avoid online dangers, phishing, and the responsible use of social media)
5. Annual review of school's Code of Conduct
6. Pink Shirt Day awareness and workshops
7. Collaboration with school special education technician to develop conflict resolution strategies
8. Parent workshops focused on promoting the safe, responsible and healthy use of digital tools and social media
9. Workshops for students provided by the SPVM Socio-Community officer

Prevention Measures: Sexual Violence

1. Workshops on consent and healthy relationships; staff training (PDCIA, Missing Children's Network, Ometz)
2. Culture et citoyenneté québécoise/sexuality education curriculum and support from Educational Services
3. Make reporting tools simple and accessible

Prevention Measures: Skin colour and ethnic or national background

1. Programming and activities by PDCIA; sensitivity training about Indigenous Peoples of Canada; in-depth training on the various forms identity-based violence and bullying can take (e.g., slurs, symbols, physical violence), the impact/harm on individuals and groups and education about history of violence motivated by a person or groups' race, religion, ethnic, or national background
2. Build relationships with community partners (e.g. author Lori Wong presentation)
3. Informing victims and/or witnesses of the reporting procedure; learn how to engage in ally behavior when faced with or witnessing bias and bullying
4. Offer inclusive classroom materials
5. Celebrate Black History Month with guest speakers, student-led projects, parent participation, and artistic activities (theatre, dance).
6. Highlight and celebrate acts of kindness and empathy through assemblies

Collaboration with Parents

Each school must include measures to encourage parent collaboration to prevent bullying and violence, and in creating a healthy, safe learning environment.

Examples:

- The School's Code of Conduct will be communicated to the parent(s)/guardian(s)
- The ABAV Plan summary will be made available to parent(s)/guardian(s) on the school's website
- The complaint forms will be made available to parent(s)/guardian(s) on the school board's website
- 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 board for that purpose."
- Parent(s)/guardian(s) are encouraged to inform the school of any incident pertaining to bullying and violence
- The school will work to build relationships with parent(s)/guardian(s) through school-initiated actions
- Support parent(s)/guardian(s) and refer them to applicable resources and organizations, if necessary

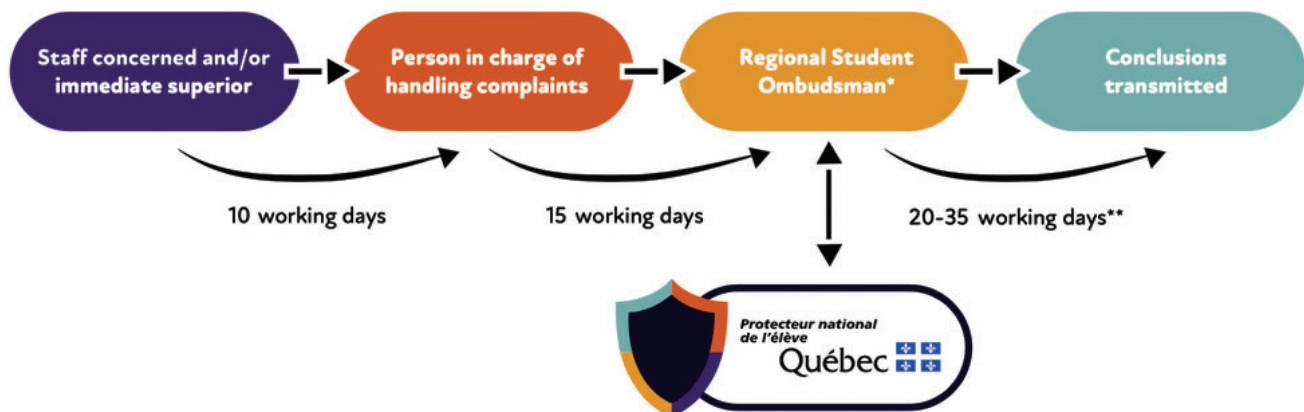
Procedures for Reporting

It is important to promptly report any incident of bullying or violence and to report any act of sexual violence to the school administration, so that follow-up can be carried out quickly. Based on the situation, the school will implement appropriate interventions outlined in the plan.

For sexual violence, it is also possible to file a report directly with the Regional Student Ombudsman (Protecteur régional de l'élève).

Complaints

An incident of bullying and/or violence can be reported **verbally** or in **writing** to the school administration. In the event of dissatisfaction with the follow-up, you can file a complaint using the following procedure:



For further information regarding complaints, please visit the EMSB website.

<https://www.emsb.qc.ca/emsb/services/central-services/Complaint>

Sexual Violence

In the event of an act of sexual violence committed against a student attending an EMSB educational institution, a report can be made directly to the Regional Student Ombudsman.

Online complaint form: [click here](#)

Phone or text: 1-833-420-5233

Email: plaintes-pne@pne.gouv.qc.ca

Confidentiality

The school makes every effort to ensure the confidentiality of all reports of bullying or violence. All actions will be carried out as discreetly as possible. For example, reports or complaints will be documented, with physical and/or electronic copies filed in a secure manner. Intervention strategies will be employed to ensure and protect the anonymity of individuals who report or provide information. Last, 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.

Actions To Be Taken Following An Act Of Bullying Or Violence

- The immediate safety and security of all parties must be ensured
- Conduct separate interviews with the target(s)/victim(s) and the instigator(s)
- Ensure that all pertinent information is duly recorded and forwarded to the administration for further action, in a timely manner
- While maintaining their own safety, bystanders can directly intervene, or they can seek help from a trusted adult
- Offer counselling to the target(s)/victim(s) and instigator(s) (if needed) or refer to external services
- Follow-up on measures put in place

Supervisory and Support Measures

These measures refer to the support the school provides to students involved (e.g., victim, instigator, witness). To ensure effectiveness, school personnel should consider the context, severity, and frequency of the behavior. External partners may also be involved to support these measures for students.

Disciplinary Measures

Possible disciplinary measures (96.27), determined according to the nature, severity and frequency of the acts committed. Disciplinary measures may include, but are not limited to the following:

- Meeting with student(s)
- Educational approach
- Restitution
- School contract
- Detention
- In-school suspension
- Out of school suspension

When determining the duration of suspension, the principal shall take into account the student's best interest, the severity of the incident, and any previously taken measures.



Resources

[Overture with the Arts](#)

[EQUITAS](#)

[ENSEMBLE](#)

Black Community Resource Centre ([BCRC](#))

Centre for the Prevention of Radicalization Leading to Violence ([CPRLV](#))

[Polarization Clinic](#)

[SHERPA University Clinic](#)

[Marie-Vincent Foundation](#)

Indemnisation des victimes d'actes criminels ([IVAC](#))

Centre d'aide aux victimes d'actes criminels ([CAVAC](#))

[Commission des services juridiques](#)

Department of Youth Protection ([DYP](#))

Regroupement des organismes québécois pour les hommes agressés sexuellement ([ROQHAS](#))

Promoting Relationships and Eliminating Violence Network ([PREVNet](#))

[CommonSense Media](#)

[MediaSmarts](#)

[Project 10](#)

[Ligne RENFORT](#)

[CIUSSS List](#)

[Missing Children's Network](#)

OMETZ