



# ANTI-BULLYING ANTI-VIOLENCE ACTION PLAN

School: John F Kennedy High School

Date Approved by  
Governing Board: May 19<sup>th</sup>, 2026

Regional Director approval for schools without a Governing Board



Commission scolaire English-Montréal

English-Montréal 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
Laura Fiumidinisi	Principal
COMMITTEE MEMBER NAME	JOB TITLE
Metaxia Daras	Vice Principal
Gerry Tullio	Project Development Officer
Betty Stamatakos	Guidance Counselor
Anthony Tonin	Teacher
Megan Dow-Allnut	Teacher
Stefan Kazamias	Teacher

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*Elements 1 to 9 are in accordance with S. 75.1 EA*

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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 behavior, 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, behaviors 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

Student population:	232
Other pertinent information:	High special needs population. High percentage of low-income families. Multicultural.

### 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 (formerly Tell Them From Me)</i>
<input checked="" type="checkbox"/>	Incident reports
<input checked="" type="checkbox"/>	Anonymous reporting
<input 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 checked="" type="checkbox"/>	Other: <ul style="list-style-type: none"> <li>Reports to SCA</li> <li>Reports to PDO</li> <li>Girls club and boys club reporting</li> <li>Reports to teachers, behavior technicians &amp; attendants</li> </ul>

## 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.*

Percentage derived from OURschool survey. The percentages provided were from the 2023 and 2024 surveys. A new survey will be conducted in September 2026.

Bullying at JFK falls in line with the Canadian norms:

- Verbal and Social bullying have the highest percentage at 26% (28% - 2023) and 21% (24% - 2023) respectively, of bullying by type.
- 20% (34% - 2023) of students feel that bullying occurs outside of school, whereas 10% feel that it occurs in the hallways
- From our survey 64% (34% - 2023) of students say that bullying occurs after school
- 22% (27% - 2023) of students respond to bullying by reporting it to an adult (parent or staff). However, 27% (41% - 2023) of student reported that they ignore it. 22% (32% - 2023) say that they tell a friend, whereas 49% say they don't do anything
- Students feel that staff is available to help and respond quickly.
- A high percentage of sexual harassment among female students (7.2%). Of all students feeling sexually harassed 10% (26% - 2023) reported that they do not do anything about it.
- Overall, 25.4% (20.8% - 2023) of girls and 21% (17.8% - 2023) of boys in John F Kennedy indicated that they did not feel safe at school. However, according to our survey much of this is attributed to students overhearing about problems, trouble and altercations.

# 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 behaviors. 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
1- Safe school environment	<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>-Gender Sexuality Alliance Club</li> <li>-Orange Shirt Day with guest speakers</li> <li>-CAEO- Silk Program (LGBTQ acceptance and awareness program)</li> <li>-Administration, teaching and support staff presence</li> </ul> </div>
2- Promoting well-being and healthy habits	<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>-extensive ECA and sports programs</li> <li>-school sports teams</li> <li>-cooking programs</li> <li>-fitness rooms</li> <li>-Fit to Fight Program</li> <li>-Art club</li> <li>-School wide presentations and guest speakers</li> </ul> </div>



<p>3- Conflict resolution</p>	<ul style="list-style-type: none"> <li>-Teachers and support staff mediation</li> <li>-Student support centre (SSC)</li> <li>-filling out of incident forms.</li> <li>-student reflection forms</li> <li>-Guidance and Youth counselor interventions</li> <li>-sensory and wellness rooms</li> <li>-conferences with parents</li> </ul>
<p>4- Equity, diversity, inclusion, and respect</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>-YWCA Workshops on relationships</li> <li>-Kairos Blanket activity</li> <li>-Herzl family clinic sexuality workshops</li> <li>-All gender washroom available</li> <li>-Gender Sexuality Alliance Club</li> <li>-CAEO- Silk Program (LGBTQ acceptance and awareness program)</li> <li>-Orange Shirt Day with guest speakers</li> </ul>
<p>5- Digital Citizenship</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>- Media program from sec 1-5</li> <li>-Sexting workshops</li> <li>-cyber bullying workshops</li> <li>-cell phone policy</li> </ul>



# 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 behavior 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 behavior 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:

- Regular emails
- Phone calls and conferences
- Student support in the SSC
- Governing Board

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

Insert here:

# ELEMENT 4

## PROCEDURES FOR REPORTING

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

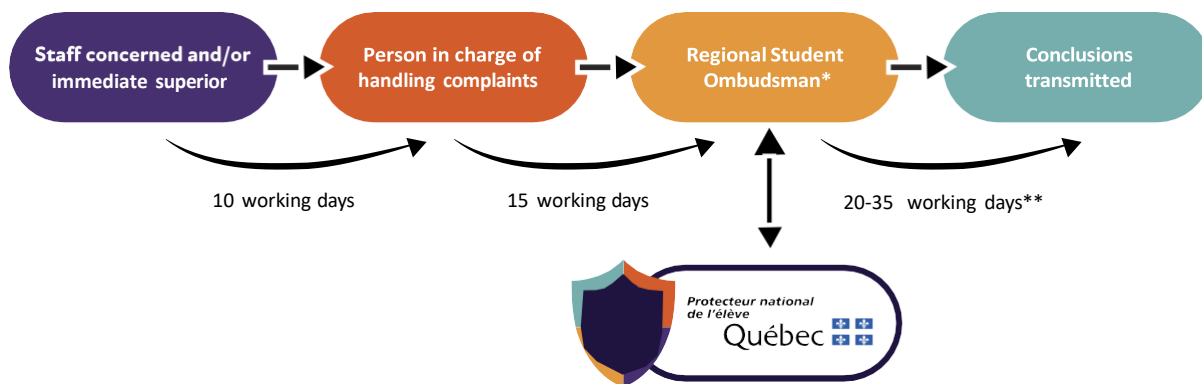
1. An incident of bullying and/or violence can be reported verbally (in-person or by phone) or in writing (complaint form, email, or letter addressed to school administration) to any school personnel. Students are encouraged to include their name for future follow-ups when reporting an incident of bullying 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 person directly concerned or that person's immediate supervisor. 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.  If you are not satisfied with the outcome, go to Step 2.		
	Complain to the person in charge of processing complaints at the school board.  The complaint must be in writing using the prescribed form. The person in charge of processing complaints at the school board is:  Name: Nathalie Lauzière Email: <a href="mailto:nlauziere@emsb.qc.ca">nlauziere@emsb.qc.ca</a>  You have the right to be heard. The person in charge of processing complaints must process the complaint within fifteen (15) working days. If the complaint is of a disciplinary nature, the file is referred to the Human Resources Manager and the complainant is notified.	You may go to Step 2 directly (or go through Step 1 if desired) if you are dissatisfied with	

<p><b>Step 2</b></p>	<p>The person in charge of processing complaints examines the complaint.</p> <p>If the complaint concerns a serious fault or derogatory act, 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>the follow-up by the principal regarding a complaint for an act of bullying or violence.</p>	
<p><b>Step 3</b></p>	<p>If you are dissatisfied with the opinion or if it was not processed within fifteen (15) working days 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 writing. Here is the contact information for the Regional Student Ombudsman having jurisdiction over your school board:</p> <p>Phone number: 1-833-420-5233</p> <p>Email: <a href="mailto:plaints-pne@pne.gouv.qc.ca">plaints-pne@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 within twenty (20) working days. The Regional Student Ombudsman sends his opinion to the National Student Ombudsman who has five (5) working days to reexamine or confirm the regional student ombudsman's decision.</p>		<p>You may go to Step 3 directly (or go through Step 1 and 2 if desired).</p>
<p><b>Step 4</b></p>	<p>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.</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.

# 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 behavior 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 behavior 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.

# 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 behaviors.

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

a. *Remediation*, intended to counter or “remedy”: Remediation measures aim to correct behavioral problems, and can serve as an effective prevention practice. These measures are designed to prevent the recurrence of problematic behavior, 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 behaviors, develop pro-social skills, and make amends to those affected.

b. *Consequences* communicate to the perpetrator that their behavior 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 behaviors.
- Relationship(s) of the parties involved.
- Context in which the incidents occurred.
- Patterns of past or continuing behaviors.
- 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 behavioral 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, behavioral 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 behavior 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

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 behavior 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

# 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

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