



# Royal Vale School

# English Montreal School Board

ANTI-BULLYING AND ANTI-VIOLENCE PLAN

FOR A HEALTHY AND SAFE LEARNING ENVIRONMENT

2025-2026

Québec 

**For information**

Establishment:

Telephone:

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# PREAMBLE

Original text in French

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, they shall coordinate the development, the review and, if necessary, the updating of the anti-bullying and anti-violence plan (EA, s. 96.13). The principal shall see to it that all school staff members are informed of the school’s rules of conduct, safety measures and anti-bullying and anti-violence measures, and of the procedure to be followed when an act of bullying or violence is observed (EA, s. 96.21).
- Every school staff member shall collaborate in implementing the anti-bullying and anti-violence plan and shall see to it that no student in 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	Discrimination
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)	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. <u>Charter of Human Rights and Freedoms section 10</u>

# GENERAL INFORMATION

## CHARACTERISTICS OF THE EDUCATIONAL INSTITUTION

Name of the educational institution	Royal Vale
Name of the principal	Despina Michakis
Type of instruction	Elementary, Secondary
Number of students	869
Other characteristics	<ul style="list-style-type: none"> <li>• 5851 Somerled</li> <li>• Royal Vale's IMSE (Socioeconomic Environment Index-SEI) is a 4 (10 represents the most disadvantaged and 1 the most advantaged)</li> <li>• Description of the environment: Status 240 school – French immersion, enriched Math and Science program from pre-K to secondary 5</li> </ul>
Values identified in the educational project	To decrease the rate of students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 22% in 2023 to 18% in 2027.
Objective(s) of the educational project in relation to the anti-bullying and anti-violence plan	To decrease the rate of students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 29% in 2023 to 25% in 2027.

## INFORMATION ABOUT THE COMMITTEE

Name of the committee	Royal Vale – ABAV Committee
Name and role of the person responsible for coordinating the work of the committee (EA, s. 96.12)	Chris Lagakos; Vice-Principal
Members of the committee (name and role) (EA, s. 96.12)	Despina Michakis; Principal Ivan Spilak; Vice-Principal Sarah Laroche; High School Teacher Stella Halaris; High School Teacher Bill Charalampous; High School Teacher Tanya Saad; Behaviour Ed. Technician Sarah Nabi; Elementary Teacher Desiree Kregar; High School Teacher Zdenka Lipic-Tokic; Behaviour Ed. Technician
Mandates of the committee	<ul style="list-style-type: none"> <li>• Draft the ABAV plan</li> <li>• Communicate the ABAV plan to school community, including staff, students, and parents</li> <li>• Promote the implementation of the ABAV plan within the school</li> </ul>

	<ul style="list-style-type: none"> <li>• Assure that the proper documents have been affixed in the school</li> <li>• Ensure that the actions taken are consistent with the institution's Educational Project</li> <li>• Annual review and update of the ABAV plan</li> </ul>
Frequency of committee meetings	<ul style="list-style-type: none"> <li>• 2-3 meetings annually: at the beginning of the school year to draft the ABAV plan; a mid-year meeting to make adjustments; and at the end of the school year to evaluate the ABAV plan</li> <li>• Additional meetings as needed</li> </ul>

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

Toward the student who is the victim and their parents	<p>Royal Vale makes every effort to ensure the following measures are put in place:</p> <ul style="list-style-type: none"> <li>• Communication with parent(s)/guardian(s) without delay</li> <li>• The implementation of the actions listed in this plan</li> <li>• Proper investigation and documentation of the incident that ensures confidentiality is maintained</li> <li>• A satisfactory follow-up with both students and parent(s)/guardian(s) - aiding students and parents accessing appropriate resources and/or filing a complaint</li> <li>• Contact SSD and ES for additional support, if necessary</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>
Toward the instigator and their parents	<p>Royal Vale makes every effort to ensure the following measures are put in place:</p> <ul style="list-style-type: none"> <li>• Communication with parent(s)/guardian(s) without delay</li> <li>• Ensuring that the student and their parent(s)/guardian(s) work collaboratively with the school to prevent a reoccurrence of the bullying or violent incident</li> <li>• The implementation of the actions listed in this plan</li> <li>• Proper investigation and documentation of the incident that ensures confidentiality is maintained</li> <li>• A satisfactory follow-up with both students and parent(s)/guardian(s)</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>

# 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)**

<b>Time of data collection, tool(s) used to produce the overview and information gathered</b>	<ul style="list-style-type: none"><li>• Our School Survey collected in November of each year</li><li>• In-house surveys for parents/guardians, and/or staff, community partners</li><li>• Incident reports</li><li>• Anonymous reports</li><li>• Transportation reports</li><li>• Educational Project</li><li>• Number of suspensions (in-school, out of school, or alternative to suspension)</li><li>• Analysis of previous ABAV plans</li></ul>
<b>Findings from the analysis of the current situation</b>	<ul style="list-style-type: none"><li>• Strengths (e.g., working with community partners; use of internal resources)</li><li>• Challenges (e.g., feeling of safety at school)</li><li>• The sense of belonging</li><li>• Prevalence of bullying/violence</li></ul>
<b>Priorities in relation to the overview and the analysis of the situation</b>	<ol style="list-style-type: none"><li>1. Create a safe school environment</li><li>2. Promote well-being and healthy habits</li><li>3. Increase the use of conflict resolution skills</li><li>4. Raise awareness about digital citizenship</li></ol>

## Sexual violence

<b>Findings with respect to sexual violence, if applicable</b>	<ul style="list-style-type: none"><li>• Reports to the Regional Student Ombudsman (RSO) or National Student Ombudsman (NSO)</li><li>• Prevalence of incidents</li><li>• Contacts made to DYP</li><li>• Prevalence of incidents of bullying or violence based on sexual orientation, gender identity or gender expression compared to the previous year(s)</li></ul>
<b>Priorities in relation to the overview and the analysis of the situation with respect to sexual violence, if applicable</b>	<ol style="list-style-type: none"><li>1. Raise awareness about healthy relationships</li><li>2. Sensitize on the importance of consent</li><li>3. Develop understanding on the risks of sexting</li></ol>

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

<b>Findings with respect to bullying or violence based on the aforementioned motives, if applicable</b>	Prevalence of incidents of bullying or violence based on motives related, in particular, to skin colour and ethnic or national background compared to the previous year(s)
<b>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</b>	<ol style="list-style-type: none"> <li>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</li> <li>2. Equip school staff with tools for intervening when there is bullying or violence driven by certain causes like prejudice or hate</li> <li>3. Equip students with tools so that they can respond appropriately when they are witnesses or victims of acts of violence driven by prejudice or hate</li> </ol>

## 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)**

<b>Prevention measures to prevent and put an end to all forms of bullying or violence at school</b>	<ol style="list-style-type: none"> <li>1. Entente with SPVM socio-community officer; annual review of school Code of Conduct; Entente with DYP; MEQ staff training videos on bullying, violence, sexual violence (Priority 1) Mentoring programs, increased support staff on duty, effective early intervention and classroom management, student presentations/activities to promote awareness, communication with community</li> <li>2. Workshops and initiatives led by Project Development Officer and PDCIA support (Priority 2)</li> <li>3. Crisis Prevention Intervention (CPI) training; restorative practices; Non-violent Communication (NVC) (Priority 3) Working with staff and parents to address conflicts collaboratively</li> <li>4. Workshops provided by Behaviour Management Specialist for Social-Emotional Learning (SEL) designed to support students in developing essential skills for understanding emotions, managing reactions, and building positive relationships with others.</li> <li>5. Media Literacy Week; classroom-based lessons and activities (e.g. <u>CommonSense Media</u>) (Priority 4) Providing resources to support student online activities (ex. workshops) to raise awareness of the implication of their digital footprint</li> </ol>
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## Sexual violence

### Prevention measures put in place with regard to sexual violence

1. Workshops on consent and healthy relationships; staff training (Priority 1) School Code of Conduct, assemblies
2. CCQ/Sexuality of Education Curriculum and support from Educational Services (Priority 2)
3. Use of SEXTO protocol in high school (Priority 3)
4. SPVM presentations – Mission Techno-Logical, Connais-tu ta loi?, Mission Safe-T, SEXTO presentation (Priority 4)

## 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

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 (Priority 1)
2. Build relationships with community partners (e.g., Overture with the Arts) (Priority 2)  
Targeted presentations and days/weeks/months to raise awareness (ex. Pink Shirt Day, Black History Month, Neurodiversity Week)
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 (Priority 3)
4. Lessons on online safety and responsible behaviour integrated in each grade curriculum (Priority 4)

### Other information concerning updated promotion and prevention measures to prevent bullying and violence in the educational institution

Add additional priorities and measures from the previous version of the ABAV plan, if needed (e.g., priorities 6-10)

Promote equity, diversity, inclusion and respect (Priority 5)

- Raise awareness of how to report acts of violence or bullying that might be witnessed (procedures)

Strengthen engagement (Priority 6)

- Various opportunities to be involved within the school community: Student Life, Governing Board, Equity and Diversity Focus Group

Reviewing action plans and adjusting them as necessary based on staff, student and parent reports

## COLLABORATION WITH PARENTS

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

<b>Measures planned to involve parents and encourage them to collaborate</b>	<ol style="list-style-type: none"><li>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</li><li>2. The ABAV plan summary will be made available to parent(s)/guardian(s) on each school's website</li><li>3. The complaint forms will be made available to parent(s)/guardian(s) on each school's website</li><li>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 board for that purpose.”</li><li>5. The school will work to build relationships with parent(s)/guardian(s) through school-initiated actions<ul style="list-style-type: none"><li>- Information sessions on issues related to bullying prevention</li><li>- Workshops and resources to raise awareness, recognize signs of distress, increase parental understanding of social media use, understanding the difference between conflict and bullying, report suspected acts of bullying or violence</li></ul></li><li>6. Support parents and refer them to applicable resources and organizations, if necessary<ul style="list-style-type: none"><li>- acting as a liaison for additional support for social worker services</li></ul></li><li>7. Inform parent(s)/guardian(s) of the complaint</li></ol>
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	<p>process</p> <ul style="list-style-type: none"> <li>- transparent communication and immediate feedback with families</li> <li>- ongoing communication (email, telephone, or agenda) between school personnel and parents of children involved in bullying interactions to achieve a resolution and for periodic follow-ups</li> </ul>
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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).	<p>Posted on school website</p> <p>Send via email</p> <p>Presented to parents during welcome/ curriculum night</p>	August 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).	<p>Posted on school website</p> <p>Send via email</p> <p>Presented to parents during welcome/ curriculum night</p>	August 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).	<p>Posted on school website</p> <p>Send via email</p> <p>Printed in the student agenda</p> <p>Presented to parents during welcome/ curriculum night</p>	August 2026
A school service centre must, not later than September 30 each year, inform the students, children and their parents of the possibility of filing a complaint under the complaint processing procedure provided for by this Act (ANSO, s. 21).	<p>Posted on school website</p> <p>Send via email</p> <p>Presented to parents during welcome/ curriculum night</p>	August 2026

## Sexual violence

<p><b>Measures planned to involve parents and encourage them to collaborate</b></p>	<ol style="list-style-type: none"> <li>1. Workshops and resources for parent(s)/guardian(s) on how to talk to their child about healthy relationships, consent, and sexual violence (e.g., in collaboration with Marie-Vincent Foundation)</li> <li>2. Share resources with parent(s)/guardian(s) through a resource page on the school website:             <ol style="list-style-type: none"> <li>a. <u>Commission des services juridiques</u></li> <li>b. <u>Department of Youth Protection</u></li> <li>c. Regroupement des Organismes Quebecois pour les Hommes agressés sexuellement <u>ROQHAS</u></li> <li>d. <u>Marie-Vincent Foundation</u></li> </ol> </li> <li>3. In collaboration with Educational Services, distribute the Sexuality Education Plan to parent(s)/guardian(s)</li> </ol>
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Information to be shared	Strategies for sharing this information
<p>A document informing the students and their parents 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)</p>	<p>Flowchart of the complaint process is posted on the school board website  Send flowchart to parents via email  Flowchart is presented to parents during welcome/curriculum night</p>
<p>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).</p>	<p>Posted on the school board website  Send via email to parents  Presented to parents during welcome/curriculum night</p>

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

<b>Measures planned to involve parents and encourage them to collaborate</b>	<ul style="list-style-type: none"><li>• Collaborate and develop relationships with community partners</li><li>• Sensitization for parent(s)/guardian(s) on how they can support their child</li><li>• Involvement of parent(s)/guardian(s) through PDCIA initiatives/activities</li><li>• Share measures, policies, and programming that are in place to address with parents and caregivers</li><li>• Reiterate how the incident has violated school values, outline steps being taken in response, and provide means for community involvement</li><li>• Set-up avenues for written or verbal feedback following an incident</li><li>• Monitor students for changes in behaviour. If changes are observed, promptly contact their parent(s)/guardian(s) to share concerns and collaboratively develop a support plan.</li></ul>
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# 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, subparagraph. 4)**

<b>Procedures implemented for reporting incidents</b>	<ol style="list-style-type: none"><li>1. An incident of bullying and/or violence can be reported verbally (in-person or by phone) or in writing (email or letter) to the school administration. Students are encouraged to include their name for future follow-ups when reporting an incident of bullying and/or violence in writing</li><li>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</li><li>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:<ul style="list-style-type: none"><li>• Inform a teacher or staff member they trust</li><li>• Inform school administration</li><li>• Tell parent(s)/guardian(s)</li><li>• Anonymous reporting, as specified by the school</li></ul></li><li>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</li></ol>
<b>Strategies for sharing these procedures</b>	<ul style="list-style-type: none"><li>• Posted on the school and the school board website</li><li>• Emailed to parent(s)/guardian(s)</li><li>• Presentation during welcome/curriculum night</li></ul>

<b>Procedures implemented for registering a complaint</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:	
Procedures implemented for reporting incidents	Strategies for sharing these procedures
Follow step 2 of the Flowchart Complaint Process <b>(Complaint Processing Procedure)</b>	Posted on school and school board website
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).	

## Sexual violence

<b>Specific procedures for reporting, or registering a complaint concerning, an act of sexual violence</b>
<ul style="list-style-type: none"> <li>The procedures prescribed in the previous section also apply for reporting, or registering a complaint concerning, an act of sexual violence.</li> <li><b><u>Report or Complaint Concerning An Act of Sexual Violence</u></b></li> <li>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): <ul style="list-style-type: none"> <li>Using the online form: File a complaint if you are dissatisfied with a school service</li> <li>By telephone or text message: 1-833-420-5233</li> <li>By email: plaintes-pne@pne.gouv.qc.ca.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>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:</li> </ul>
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<b>Contact information for the DYP</b>	Batshaw: 514-935-6196
<b>Contact information for the police department</b>	911

### Strategies for sharing these procedures

The place(s) where the document is posted in the educational institution	Posted on the school and the school board website Emailed to parents
Website of the educational institution, if applicable	<a href="https://www.emsb.qc.ca/">https://www.emsb.qc.ca/</a>
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	<ol style="list-style-type: none"> <li>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) to the school administration. Students are encouraged to include their name for future follow-ups when reporting an incident of bullying and/or violence in writing</li> <li>2. 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: <ul style="list-style-type: none"> <li>• Inform a teacher or staff member they trust.</li> <li>• Inform school administration.</li> <li>• Tell parent(s)/guardian(s).</li> <li>• Anonymous reporting, as specified by the school</li> </ul> </li> <li>3. Any parent(s)/guardian(s) 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</li> </ol>
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### Strategies for sharing these procedures

Strategies for sharing these procedures	Posted on the school board website Emailed to parent(s)/ guardian(s) Presentations during welcome/curriculum night
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# 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

The following steps will be taken to ensure and protect the confidentiality of any report or complaint 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 - written reports will leave identifying information out on copies provided to anyone other than the victim or designated individual
3. Intervention strategies will be employed to ensure and protect the anonymity of individuals who report or provide information – conduct separate interviews with targeted victim(s) and perpetrator(s)

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**

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
  - Students are provided with confidential, safe and age-appropriate ways to report an incident
  - Sensitivity to the fears and feelings of all parties must be kept in mind in all instances and procedures

\* 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**

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

# 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>The actions to be taken must be adapted to the situation.</p> <p>While maintaining their own safety, bystanders can directly intervene, or they can seek help from a trusted adult</p> <ul style="list-style-type: none"> <li>- Incidents should be reported to a staff member in a timely manner</li> </ul>	<p>The actions to be taken must be adapted to the situation.</p> <p>The immediate safety and security of all parties must be ensured</p> <p>Take immediate and effective measures to cease the inappropriate behavior</p> <p>Enforce the code of conduct</p> <p>Ensure that all pertinent information is duly recorded and forwarded to the administration for further action, in a timely manner</p> <p>Continuously monitor the well-being of the victim and provide reassurance that the situation is being properly addressed</p>	<p>The actions to be taken must be adapted to the situation.</p> <p>The immediate safety and security of all parties must be ensured</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; see <b><u>Anti-Bullying Anti-Violence Incident Form</u></b>)</p> <p>The school administrator responsible for investigating the complaint about the behaviour should:</p> <ol style="list-style-type: none"> <li>a. Conduct separate interviews with the target(s)/victim(s) and the instigator(s).</li> <li>b. Engage the target(s)/victim(s) first and focus on their safety. Create a safety plan if needed.</li> <li>c. Reassure the target(s)/victim(s) that the bullying behaviour will not be tolerated and that all possible steps will be taken to prevent a recurrence.</li> <li>d. Offer counselling to the target(s)/victim(s) and instigator(s) (if needed) or refer to external services</li> <li>e. Inform parent(s)/guardian(s)</li> </ol>

		<p>of the incident and subsequent intervention while maintaining confidentiality</p> <p>Details of the intervention or disciplinary actions that compromise the confidentiality of an individual are not to be shared</p> <p>If additional support is required, administration may consult with the School Climate Team</p> <p>A complaint to the police and/or DYP may be made depending on the situation.</p>
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#### **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: PRINCIPAL OF SCHOOL Despina Michakis**

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>The actions to be taken must be adapted to the situation.</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></ul>	<ul style="list-style-type: none"><li>- Avoid having the student repeat their disclosure multiple times.</li><li>- 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).</li></ul> <p><b>Other:</b></p>
<p>While maintaining own safety, bystanders can directly intervene, or they can seek help from a trusted adult</p>		

	<ul style="list-style-type: none"> <li>- take note of what the student as well as the adult confidant says</li> <li>- reassure the student that the situation is being addressed, inform them that you are contacting DYP for a consultation regarding their situation</li> <li>- inform the principal of the educational institution</li> <li>- immediately report the situation to the DYP by calling the following number: 514-935-6196 and/or the police (it is recommended that you advise your principal of the report)</li> </ul> <p>Please see <b><u>Report or Complaint Concerning An Act of Sexual Violence</u></b></p> <p><b><u>EMSB Sexual Violence Protocol</u></b></p>	<p>The immediate safety of the victim should be ensured. Avoid having the student repeat their disclosure multiple times.</p> <p>Meet with the victim, instigator, and bystander separately. Inform the parent(s)/guardian(s) of those involved while maintaining confidentiality and a sense of collaboration.</p> <p>Continuously monitor the well-being of the victim and provide reassurance that the situation is being properly addressed</p> <p>Verify that support services are offered as required</p> <p>Consult with Student Services and contact Regional Office for follow-up</p> <p>Complete a summary report and submit to the Regional Office and the Director of Student Services</p>

- 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)
The actions to be taken must be adapted to the situation.	The actions to be taken must be adapted to the situation.	The actions to be taken must be adapted to the situation.
While maintaining own safety, bystanders can directly intervene, or they can seek help from a trusted adult	<p>The immediate safety and security of all parties must be ensured</p> <p>Enforce the code of conduct</p> <p>Ensure that all pertinent information is duly recorded and forwarded to the administration for further action, in a timely manner</p> <p>Continuously monitor the well-being of the victim and provide reassurance that the situation is being properly addressed</p>	<p>The immediate safety and security of all parties must be ensured</p> <p>Denounce the act in clear, unambiguous terms to students, staff, and parent(s)/guardian(s). It may be posted on the school website in the code of conduct.</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; see <b><u>Anti-Bullying Anti-Violence Incident Report</u></b>)</p> <p>The school administrator responsible for investigating the complaint about the behaviour should:</p> <ul style="list-style-type: none"> <li>a. Conduct separate interviews with the target(s)/victim(s) and the instigator(s).</li> <li>b. Engage the target(s)/victim(s) first and focus on their safety. Create a safety plan if needed.</li> <li>c. Reassure the target(s)/victim(s)</li> </ul>

		<p>that the behaviour will not be tolerated and that all possible steps will be taken to prevent a recurrence.</p> <p>d. Direct the target(s)/victim(s) and instigator(s) to counselling (if needed).</p> <p>e. Inform parent(s)/guardian(s) of the incident and subsequent intervention while maintaining confidentiality.</p> <p>Details of the intervention or disciplinary actions that compromise the confidentiality of an individual are not to be shared</p>
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# 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>Arrange a meeting with qualified school staff, such as a psychologist, special education technician, or other staff member to:</p> <p>Establish a safe environment where the target(s)/victim(s) can share their feelings about the incident and maintain open lines of communication</p> <p>Develop a plan that ensures the student's emotional and physical safety</p> <p>Reassess the structure of adult supervision in the school</p> <p>Assure the student(s) that they are not responsible for the behaviour of the instigator</p> <p>Ask the student(s) to keep any evidence related to the incident(s)</p> <p>Direct target(s)/victim(s) to counselling services to build skills such as coping with the negative impact on their self-esteem and well-being</p> <p>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; check-ins with student to ensure well-being and to prevent escalation or retaliation</p>	<p>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</p> <p>Meet with the student's parent(s)/guardian(s) to establish a re-integration plan that emphasizes the school's rules and expectations, as well as the long-term negative consequences/impacts of bullying and/or violence on all parties involved, and that clearly outlines the consequences if the behaviour persists (ex. behaviour contract)</p> <p>Consult with a school mental health professional to investigate potential issues to better understand what is happening and why</p> <p>Offer additional social skills training, such as managing impulsiveness and anger, and developing empathy and problem-solving abilities</p> <p>Arrange for restitution, especially if any personal belongings were destroyed or stolen</p> <p>Determine age-appropriate restorative measures</p>	<p>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</p> <p>Direct student to counselling services, if deemed necessary</p> <p>Provide updates in a timely manner to ensure a sense of safety and security for witness(es)</p> <p>The school reserves the right to contact the parent(s)/ guardian(s) of witness(es), at its discretion</p> <p>Encourage student bystander(s) to denounce the incident to school staff</p> <p>Providing educational services to the wider school population if the incident reflects a larger problem within the school</p>

Ensure that victim(s) agree to every action being taken that involves them	Reassess the structure of adult supervision in the school	
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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	For witnesses
<p>Contact DYP and apply the instructions given</p> <p>Please see <a href="#"><u>EMSB Sexual Violence Protocol</u></a></p> <p>Assure the student that they are not responsible for the behaviour of the instigator, while reassuring them that the situation is being taken care of</p> <p>Direct target(s)/victim(s) to counselling services to build skills such as coping with the negative impact on their self-esteem and well-being</p> <p>When appropriate, direct the student to external resources</p>	<p>Contact DYP and apply the instructions given</p> <p>Provide direct support to students about consent, healthy relationships, or anger management</p> <p>When appropriate, direct the student to external resources</p> <p>Contact police socio-comm. Officer if needed</p>	<p>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</p> <p>Direct to counselling services if deemed necessary</p> <p>Offer workshops to students about consent and healthy relationship</p> <p>Encourage student bystander(s) to denounce the incident to school staff</p>

**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	For witnesses
<p>Reassure the student that they are not responsible for the behaviour of the instigator</p> <p>Direct target(s)/victim(s) to counselling services to build skills such as coping with the negative impact on their self-esteem and well-being</p> <p>Facilitate sessions for affected students to talk about their experiences and feelings</p> <p>Inform the victim and their parent(s)/guardian(s) about victim advocacy and services</p> <p>When appropriate, direct the student to external resources</p>	<p>Workshops on equity, diversity, inclusion, and respect</p> <p>Provide guidance for the student, for example, to lead them to understand that a joke based on racial stereotypes is a racist action with negative consequences for the person targeted</p> <p>Enforce the Code of Conduct</p> <p>Consult with a school mental health professional to investigate potential issues to better understand what is happening and why</p> <p>Help the student to determine age-appropriate restorative measures</p> <p>When appropriate, direct the student to external resources</p>	<p>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</p> <p>Direct the student to counselling services, if deemed necessary</p> <p>Facilitated sessions for affected students to talk about their experiences and feelings</p> <p>Offer workshops to students about equity, diversity, inclusion, and respect</p> <p>Encourage student bystander(s) to denounce incident to school staff</p> <p>Schoolwide prevention initiatives that promote unity and inclusion</p>

<b>Other information concerning the supervisory and support measures</b>	Resources pertaining to supervisory and support measures:  <b><u>Marie-Vincent Foundation</u></b>  Indemnisation des victimes d'actes criminels <b><u>IVAC</u></b>  Centre d'aide aux victimes d'actes criminels  <b><u>CAVAC</u></b>  <b><u>EQUITAS</u></b>  <b><u>ENSEMBLE</u></b>  <b><u>Polarization Clinic</u></b>  <b><u>SHERPA University Institute</u></b>  <b><u>EMSB Prevention-Promotion Website</u></b>
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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**

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)
- Meeting with the student(s) or verbal warning
- Educational approach
- Restitution
- School contract
- Detention
- In-school suspension
- Out-of-school suspension
- Referral to alternative to suspension program
- Possible transfer of a student based on an analysis of the situation
  - Limiting participation to particular activities
  - Meeting with the local socio-community police officer
  - Contact police when a criminal act or threat of a criminal act may be involved.
  - Reflection activity or action and restorative measures or practices

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**

- Notifying parent(s)/guardian(s)
- Meeting with the student(s)
- Educational approach
- Restitution
- School contract
- Detention
- In-school suspension
- Out-of-school suspension
- Referral to alternative to suspension program
- Possible transfer of a student based on an analysis of the situation

Additional measures may be taken depending on a recommendation from the Regional Office

Consultation with DYP and/or the police department

- 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**

- Notifying parent(s)/guardian(s)
- Meeting with the student(s)
- Educational approach
- Restitution
- School contract
- Detention
- In-school suspension
- Out-of-school suspension
- Referral to alternative to suspension program
- Possible transfer of a student based on an analysis of the situation

Consultation with police department

## 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**

- Verification that the incident has been properly documented ([Anti-Bullying Anti-Violence Incident Report](#))
- 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 instigator(s) have been contacted
- Meeting with the target(s)/victim(s) and instigator(s) separately to assess their well-being, and that the bullying and/or violence has ceased
- Verification of the completion of supervisory and support 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.
- School will be regularly reviewing procedures for reporting incidents of bullying or violence.

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).

**Please see EMSB Sexual Violence Protocol**

**Report or Complaint Concerning An Act of Sexual Violence**

**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**

Communicate and partner with parent(s)/guardian(s) and community organizations to support students' personal, social, and community development

Build alliances with parents and guardians, community or service organizations and advocacy groups who can help school officials develop more creative consequences and take steps to repair the damage done

Reassess the needs of the victim(s) to ensure they feel safe and supported within the school environment

Foster a positive relationship with a trusted adult at school who the child can connect with and rely on

## 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 provided by the Ministère de l'Éducation du Québec (MEQ)
<b>Safety measures to stop sexual violence</b>	<p>Examples of safety measures to stop sexual violence:</p> <ol style="list-style-type: none"><li>1. Implementing the Sexuality Education Plan</li><li>2. Support from the Student Services Department</li><li>3. Create a strategic supervision plan based on the needs of the school</li><li>4. Sexting campaign for students and staff offered by Student Services and Educational Services</li><li>5. <b><u>Please see EMSB Sexual Violence Protocol</u></b></li></ol> <p>Additional optional training opportunities:</p> <p>Centre d'expertise Marie-Vincent – <u>“Sexualized Behaviour Problems and Sexual Assault Disclosures Among Children Aged 6 to 12 in School Setting”</u></p> <p>Centre d'aide et de lutte contre les agressions à caractère sexuel (Sexual Assault Centres, CALACS) in each region – <u>“Training for school staff Empreinte: Agir ensemble contre les agressions à caractère sexuel”</u></p> <p>UQAM – Tel-jeunes – Direction régionale de santé publique de Montréal – “Sparx - For positive romantic and intimate relationships – <u>Training on positive romantic relationships and violence in intimate relationships”</u></p>

# RESOURCES

RESOURCES	<p><u><a href="#">Overture des Arts</a></u></p> <p><u><a href="#">EQUITAS</a></u></p> <p><u><a href="#">ENSEMBLE</a></u></p> <p><u><a href="#">Black Community Resource Centre</a></u></p> <p>Centre for the Prevention of Radicalization Leading to Violence <u><a href="#">CPRLV</a></u></p> <p><u><a href="#">Polarization Clinic</a></u></p> <p><u><a href="#">SHERPA University Institute</a></u></p> <p><u><a href="#">Marie-Vincent Foundation</a></u></p> <p>Indemnisation des victimes d'actes criminels <u><a href="#">IVAC</a></u></p> <p>Centre d'aide aux victimes d'actes criminels <u><a href="#">CAVAC</a></u></p> <p><u><a href="#">Commission des services juridiques</a></u></p> <p><u><a href="#">Department of Youth Protection</a></u></p> <p>Regroupement des Organismes Quebecois pour les Hommes agressés sexuellement <u><a href="#">ROQHAS</a></u></p> <p>Promoting Relationships and Eliminating Violence Violence Network <u><a href="#">PREVNET</a></u></p> <p><u><a href="#">CommonSense Media</a></u></p> <p><u><a href="#">Project 10</a></u></p> <p><u><a href="#">Ligne RENFORT</a></u></p> <p><u><a href="#">CIUSSS List</a></u></p>
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## OTHER IMPORTANT INFORMATION

<b>* Date of approval of the anti-bullying and anti-violence plan by the governing board (EA, s. 75.1):</b>	
<b>Resolution number</b>	
<b>* Date of annual evaluation of the results by the governing board (EA, s. 83.1)</b>	
<b>* Date of annual review of the anti-bullying and anti-violence plan (EA, s. 75.1)</b>	
<b>Principal's signature</b>	
<b>Date</b>	
<b>Signature of the person who chairs the governing board</b>	
<b>Date</b>	



Québec 