



ANTI-BULLYING AND ANTI-VIOLENCE PLAN

FOR A HEALTHY AND SAFE LEARNING ENVIRONMENT

2025-2026



Commission scolaire English-Montréal
English Montreal School Board

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PREAMBLE

The development of an anti-bullying and anti-violence (**ABAV**) plan is one of a set of actions implemented by the educational institution to ensure a healthy and safe environment.

The prevention of bullying and violence requires ongoing actions that depend on the continuous and consistent application of the rules of conduct and safety measures adopted by the governing board.

In accordance with the Education Act (EA), the rules of conduct must specify:

- the attitudes and conduct that are required of students at all times
- behaviours and verbal or other exchanges that are always prohibited, 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 safety measures must be presented to the students and staff annually.

The code of conduct and safety measures and the ABAV plan are intended to ensure the best possible conditions for success and the proper operation of the Centre. They establish the expected everyday behaviors 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 the actions to be taken when such a situation unfortunately arises.

INTRODUCTION

To clarify the duties and responsibilities of the Centre and of its stakeholders, the Education Act (hereinafter, “EA”) requires every Centre to develop a plan aimed at preventing and putting an end to all forms of bullying and violence.

In particular, the EA therefore stipulates the following:

- The principal shall see the implementation of the ABAV plan and shall promptly deal with any report or complaint received.
- The principal shall assist the governing board in the development, review, and updating of the ABAV plan.
- The principal shall see to it that all staff are informed of the Centre’s rules of conduct & safety measures and the ABAV plan and procedures.
- Every school staff member shall collaborate in implementing the ABAV plan.
- The governing board is responsible for adopting the ABAV plan – including any updates, as proposed by the principal. The governing board shall see that the wording of the document is clear and will be understood.
- The document must indicate that it is possible to make a report or file a complaint concerning an act of sexual violence with the Regional Student Ombudsman; and that if dissatisfied with the follow-up by the institution, may file a complaint as provided for in the Act respecting the National Student Ombudsman.
- Information explaining the ABAV plan must be available to the parents of students under the age of the majority.
- The ABAV plan must be reviewed annually and updated if necessary. The principal of the school sends a copy of the ABAV plan to the Regional Director who follows up as necessary with the National Student Ombudsman.
- Each year, the governing board shall evaluate the results achieved by the school with respect to preventing and dealing with bullying and violence.
- A document reporting on the evaluation must be made available to the students, staff, and the school board who will follow up as necessary with the National Student Ombudsman.

DEFINITIONS

Conflict	Violence	Intimidation/Bullying
<p>A misunderstanding or disagreement between two or more individuals who do not share the same point of view, values, or interests.</p> <p>There are no victims, even if an individual feels like they are losing.</p> <p>A conflict may be resolved either through negotiation or mediation.</p>	<p>Any intentional demonstration of verbal, written, physical, psychological or sexual force which causes distress and injury, hurt or that oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property.</p>	<p>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 injury, hurt, or that oppresses, intimidates or ostracizes.</p>

Sexual violence
<p>The <i>Education Act</i> does not provide a definition of sexual violence. However, reference to the following definition is suggested:</p> <p>The concept of sexual violence refers to any form of violence committed through sexual practices or by targeting sexuality, including sexual assault.</p> <p>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 technological means.</p> <p>(<i>Act to prevent and fight sexual violence in higher education institutions</i> [CQLR, c. P-22.1]).</p>

GENERAL INFORMATION

CHARACTERISTICS OF THE EDUCATIONAL INSTITUTION

Name of the educational institution	Wagar Adult Education Center
Name of the CSS/CS	English Montreal School Board
Type of instruction	Adult Education
Other characteristics	Offers <ul style="list-style-type: none"> - Common Core Basic Education English (CCBE) - Common Core Basic Education French (CCBE) - Social Participation Program (SP) - Sociovocational Program(SVI)
Number of students	1000 Students (including CCBE, SP, SVI)
Values identified in the educational project and code of conduct	<p>The EMSB is committed to providing a safe, inclusive, and respectful learning environment for all adult and vocational students.</p> <p>Wagar Adult Education Centre welcomes students from various backgrounds to learn English and French in a welcoming environment. The centre is also where neurodivergent adults cultivate social skills, life skills and vocational skills. With a diverse student population coming together, the emphasis is on inclusion, collaboration and community.</p>
Objective(s) of the educational project in relation to the ABAV plan	<p>To prevent incidents of bullying and violence.</p> <p>To communicate to the students and staff the means by which they report an issue or file a formal complaint.</p> <p>To standardized definitions and procedures.</p>

INFORMATION ABOUT THE COMMITTEE

Name of the committee	ABAV Plan Committee
Name and role of the person responsible for coordinating the work of the committee (EA, s. 96.12)	Demetra Droutsas, <i>Centre Principal</i>
Members of the committee	<p>Sarah Amodeo, <i>Centre Vice Principal</i> Jennifer Campbell, <i>Special Education Consultant</i> Amanda Melissa Cameau, <i>Academic Advisor</i> Elias Tanbe, <i>SVI Teacher</i> Laura Tiffany, <i>SVI Teacher</i> Jill Fequet, <i>SP Teacher</i> Dominique Forgeard, <i>SP Teacher</i> Elisabeth Payne, <i>SP Teacher</i> Rosabel Hersovich, <i>CCBE English Teacher</i> Suzanne Lanthier, <i>CCBE English Teacher</i> Anna Borzacchini, <i>Facilitator</i> Imelda Ballesteros, <i>Facilitator</i></p>
Mandates of the committee	Develop and follow-up on the ABAV Plan
Frequency of committee meetings	As required

UNDERTAKING OF THE PRINCIPAL (EA, s. 75.2)

<p>Toward the student who is the victim (and their parents if under 18 years old)</p> <p>X</p>	<p>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.</p>
<p>Toward the instigator (and their parents if under 18 years old)</p>	<p>If the staff member is a victim or a witness, the Principal must also send the information to the Regional Director for follow-up by the School Board's Health and Safety sector of Human Resources.</p>

ELEMENTS OF THE ANTI-BULLYING AND ANTIVIOLENCE (ABAV) PLAN

ANALYSIS OF THE SITUATION (OVERVIEW)

- ✓ Incident reports
 - Review and analysis of last year's ABAV plan
 - Anonymous Bullying Report
- ✓ Results of *Our School Survey* / previously *Tell Them From Me* (once implemented)
- ✓ In-house surveys (when implemented)

Findings

Key patterns that emerged during our discussion at the school with respect to bullying and violence:

- We aim to empower students from all our programs, especially SP and SVI, to identify and communicate instances of bullying or conflict during student breaks, lunch in the cafeteria, and after school while waiting at the bus stop.
- Proactive approaches to online literacy, especially identifying instances of cyber-bullying, appropriate sharing of images, and communication of conflicts that spill over into the school environment.
- Students in our SP and SVI programs are less likely to report issues, as such we aim to emphasize the importance of clear and consistent communication.
- Sensitize our school community to the day-to-day realities of our visually impaired students.
- Most of our language learners are recent immigrants and refugees who take their studies seriously. They come to Wagar to learn – either before or after work, and they do not generally get into situations of conflict or bullying or violence.

This ABAV Plan will nonetheless serve to remind and educate new students and staff about their roles and responsibilities in ensuring that Wagar Adult Education Centre is a healthy and safe environment for everyone. It will also serve as a guide for appropriate follow-up should an unfortunate event arise.

PREVENTION MEASURES

Using our school website, teachers will review both the code of conduct and ABAV plan with their classes at the beginning of each term.

Note: These documents are posted on our website for future reference.

To address the concerns outlined in our findings the following prevention measures are emphasized at Wagar Adult Education Centre:

- Classroom based lessons and activities
- Awareness activities about consent, mental health, anxiety, sensitize students to varying needs of our impaired community
- Bring in guest speakers and community service groups
- Mediations
- Mindful movement breaks
- Development of additional lunch activities
- Pairing SVI students with our visually impaired students both increases self-esteem for our visually impaired students, while simultaneously increasing awareness of the varying challenges that they overcome daily.

COLLABORATION WITH PARENTS/CAREGIVERS/GUARDIANS

Given that there are very few students at Wagar Adult Education who are younger than 18 years of age, our collaboration with parents, caregivers, and guardians is very limited.

However, when a student under public curation is registered, their court appointed guardian may:

- access and review Wagar's Code of Conduct on our website
- access and review the ABAV plan on our website
- be assured that they can contact the administration or professional staff should an issue arise

PROCEDURES FOR MAKING A REPORT OR REGISTERING A COMPLAINT

Step 1

An incident of bullying and/or violence may be reported verbally (in-person or by phone) or in writing (by email or via a letter) to the school administration or to any member of the Centre's personnel.

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 using the link below:

<https://www.quebec.ca/en/education/prescolaire-primaire-et-secondaire/droits-eleve/report-an-act-of-sexual-violence-against-a-student>

Any student who witnesses an act of bullying and/or violence has a responsibility to report the incident to the administration – who has 10 working days to address the complaint.

Step 2

If after 10 working days the declarant is not satisfied with the administration's actions, a complaint may be lodged with the English Montreal School Board via the Secretary General, Nathalie Lauziere at: nlauziere@emsb.qc.ca The Secretary General has 15 working days to address the complaint.

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.

Step 3

If the declarant is dissatisfied with the opinion rendered by the Secretary General, or if it was not processed within fifteen (15) working days of receiving the complaint, or if the complaint concerns sexual violence, the student may refer their complaint to the Regional Student Ombudsman.

The complaint must be made in writing.

<https://www.quebec.ca/en/education/prescolaire-primaire-et-secondaire/droits-eleve/report-an-act-of-sexual-violence-against-a-student>

The Regional Student Ombudsman will make an initial assessment of the complaint and may decide to refuse the complaint. This must be written.

The person directly concerned by the complaint, or their immediate supervisor, has the right to be heard.

A decision must be made within twenty (20) working days. Complaints concerning sexual violence are processed on an urgent basis.

The Regional Student Ombudsman sends his opinion to the National Student Ombudsman who has five (5) working days to re-examine or confirm the Regional Student Ombudsman's decision.

Step 4

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.

CONFIDENTIALITY

All reports and investigations are handled with strict confidentiality. Information is shared only on a need-to-know basis and in accordance with legal obligations. Administrators will maintain anonymity through individual meetings with students/staff.

INTERVENTION FOLLOWING AN ACT OF BULLYING/INTIMIDATION OR VIOLENCE

- Wagar is committed to providing a safe, caring, and positive school environment.
- Centre personnel must report all incidents of bullying and/or violence to the administration.
- Every instance of bullying and / or violence will be investigated.
- The Police or the Dept. of Youth Protection (in the case of a minor), or public curator/caregiver/guardian may be contacted depending on the situation.

Note: The Principal must also 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 their Regional Director for follow-up by the School Board's Health and Safety sector of Human Resources.

REMEDIATION MEASURES AND / OR CONSEQUENCES

SUPERVISORY AND SUPPORT MEASURES

Remediation is intended to “remedy” or correct behaviors and prevent future incidents. It will likely involve a re-integration contract that outlines expectations, supports and future consequences.

Factors to be taken into consideration

- Age: Adult or youth between 16-18 years of age
- Nature, frequency, and severity of the behavior(s)
- Relationship(s) between the parties involved
- Context in which the incident occurred
- Patterns of past or continuing behavior
- School / class culture
- Social and emotional impact on others
- Level of accountability / sense of responsibility
- Level cognitive capacity
- Consideration of Tutorship (Public Curator of Quebec)

Staff

Staff will be offered the following support measures:

- Employee Assistance Program.

Students (victim, bully, witness and / or bystander)

Students will be offered the following support measures:

- Mediation and restorative justice actions
- Referrals to external professionals through their CLSC

DISCIPLINARY ACTION

Disciplinary actions / consequences are intended to communicate to the perpetrator and to the Centre community that certain behaviors / actions are not acceptable and will not be tolerated.

Disciplinary action / consequences may include but are not limited to:

- Discussion with administration, student and teacher
- A verbal or written warning
- Student reflections/ student review of Wagar’s Code of Conduct

- Mediation and restorative justice actions
- A suspension (up to five days)
- Behavioural Contract
- Expulsion from the centre

FOLLOW-UP on A COMPLAINT

The school administration will ensure the following:

- Meeting with all parties **separately** to assess their well-being and that the bullying and / or violence has ceased.
- Verification that the incident has been properly documented.
- Verification that all intervention protocols have been followed.
- Verification that caregiver(s)/guardian(s) have been contacted (in the case of a minor student or tutorship).
- Verification of the completion of disciplinary measures for all parties concerned.
- Verification that all parties are aware of their rights and the complaint process that they may follow.

SPECIFIC TO SEXUAL VIOLENCE

Additional actions to be taken by the staff member or administrator when an act of sexual violence is observed / reported:

- Listen to the person and allow them to speak freely at their own pace, while respecting their silences
- Take notes
- Refrain from attempting to guide the conversation or questioning the person
- Reassure the person
- Inform the administration as soon as possible
- Contact the Regional Director
- Call the Police

Considerations:

Ensure safety of space and travel.

MONITORING AND EVALUATION

- Annual review of incident / data
- Feedback from students and staff by internal survey(s)

- Update ABAV Plan annually (or sooner) if needed
- New ABAV Plan approved by Governing Board
- In absence of Governing Board, Approved by Regional Director
- Summary report and updated ABAV Plan shared with EMSB and stakeholders via Centre website