



Anti-Bullying and Anti-Violence Plan

FOR A HEALTHY AND SAFE LEARNING ENVIRONMENT

Chelsea Elementary School

2026-2027

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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 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 main purpose of the anti-bullying and anti-violence plan must be to prevent and put an end to all forms of bullying and violence targeting a student, a teacher or any other school staff member (EA, s. 75.1).
- 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 a school is the victim of bullying or violence (EA, s. 75.3).
- 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).

Definitions

Conflict, violence, bullying or sexual violence

Conflict	A disagreement or dispute (can be physical/verbal/violence) between individuals or groups (whether based in evidence or opinion), that requires support interventions and/or remediation to repair relationships.
Violence	Any intentional demonstration of verbal, written, physical, psychological or sexual force which causes distress and injures, hurts or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property (EA, s. 13).
Bullying	The word “bullying” means any <u>repeated</u> direct or indirect behaviours, comments, acts or gestures (deliberately or not), which occur in a context where there is a power imbalance between the persons concerned and which causes distress and injuries, hurt, oppression, intimidation or ostracization (EA, s. 13). INTENT and IMPACT (can both be present, or disconnected)
Sexual violence	The <i>Education Act</i> 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 (<i>Act to prevent and fight sexual violence in higher education institutions</i> [CQLR, c. P-22.1]).
Racism	Racism corresponds to the “set of ideas, attitudes and actions whose purpose is to make ethnocultural and national groups feel inferior socially, economically, culturally and politically, thereby preventing them from benefitting fully from the advantages to which all citizens are entitled.” Racist discourse is usually based on real or presumed physical and cultural differences.” (MIDI, 2015)
Discrimination	"Every person has a right to full and equal recognition and exercise of his human rights and freedoms, without distinction, exclusion or preference based on race, colour, sex, gender identity or expression, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, language, ethnic or national origin, social condition, a handicap or the use of any means to palliate a handicap. Discrimination exists where

	such a distinction, exclusion or preference has the effect of nullifying or impairing such right.” (Charter of Human Rights and Freedoms , section 10).
Identity-Based Exclusionary Behaviours	“Racism corresponds to the “set of ideas, attitudes and actions whose purpose is to make ethnocultural and national groups feel inferior socially, economically, culturally and politically, thereby preventing them from benefitting fully from the advantages to which all citizens are entitled.” Racist discourse is usually based on real or presumed physical and cultural differences.” (MIDI, 2015)

General Information

Characteristics of the school

Name of the school	Chelsea Elementary
Name of the principal	Bill Rosseel
Level of instruction	Elementary (5-year-old Kindergarten – Cycle 3.2), Extended French Program
Number of students	285
Other characteristics	S.E. Factor 2 (include link to Educational Project)
Values identified in the educational project	High expectations (both academically and socially), quality teaching & learning, fostering a positive & nurturing school culture.
Objective(s) of the educational project in relation to the anti-bullying and anti-violence plan	Objective #4: Maximizing inclusion and integration opportunities for EHDA (and all) students. Objective #5: Increasing students' sense of belonging at C.E.S.

Information about the committee

Name and role of the person responsible for coordinating the work of the committee	Bill Rosseel (Principal)
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Members of the committee

- Various parent representatives
- Stephanie Austin (Special Education Technician)
- Emma Hadeed (Teacher)

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Mandates of the committee

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| <ul style="list-style-type: none">▪ An analysis of the situation prevailing at the school with respect to bullying and violence;▪ Prevention measures to put an end to all forms of bullying and violence, particularly those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic;▪ Support the creation of measures to encourage parents to collaborate in preventing bullying and violence and in creating a healthy and secure learning environment;▪ Support the development of procedures for reporting, to register a complaint concerning, an act of bullying or violence to or with the institution and, more particularly, procedures for reporting the use of social media or communication technologies for cyberbullying purposes;▪ The 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 when a report or complaint is sent to the institution by the regional student ombudsman. |
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Frequency of committee meetings

Meetings by term (4 times annually)

Undertakings of the principal

Toward the student who is the victim and their parents

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| <ul style="list-style-type: none">▪ Ensure procedures of reporting, or registering a complaint concerning, an act of bullying or violence▪ Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence.▪ Supervisory or support measures for any student who is a victim or bullying or violence, for witnesses and for perpetrator, (and bystander);▪ Ensure that the student feels safe, supported, and heard within the school environment. |
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- Maintain ongoing communication with the student and their parents/guardians regarding the measures taken to protect the student and restore a sense of security.
- Provide appropriate emotional and social supports through the school's resources.
- Monitor the student's well-being and reintegration following the incident, adjusting supports as needed.
- Uphold confidentiality and respect the dignity and privacy of all parties involved
- Parents and students can expect the following (transparency, accountability and confidentiality):
 - Receive enough information to understand what happened with their student
 - Information on what the school has done to address it
 - What will happen next to keep their child safe
 - Not to receive any confidential information about another student or family to respect all parties

Toward the perpetrator and their parents

- Ensure that the instigator is held accountable in accordance with the Education Act, school board policies, and the school's Code of Conduct.
- Communicate clearly with the student and their parents/guardians about the incident, the consequences applied, and the expectations for future behaviours.
- Provide opportunities for reflection, learning, and restorative practices to help the student understand the impact of their actions and develop pro-social skills.
- Support reintegration into the school community through appropriate supervision, behavioural supports, or intervention programs.
- Continue to monitor behaviour and progress, maintaining open communication with parents/guardians and relevant school staff.

Ensure that the procedures of reporting, or registering a complaint concerning, an act of bullying or violence are made clear to staff, students and stakeholders (parents, guardians, community members, etc.).

Elements of the Anti-Bullying and Anti-Violence Plan (EA, s. 75.1)

1. Analysis of the situation

Analysis of the situation prevailing at the school with respect to bullying and violence (EA, s. 75.1, para. 3, subpara. 1)

Time of data collection, tool(s) used to produce the overview and information gathered

Data was collected between September and June of the previous school year through multiple sources, including:

- Incident reports and behaviour tracking forms submitted by staff through our reporting system
- Recess and bus incident reports
- Student voice surveys
- Opportunities for staff & parent feedback
- Observations and discussions with teaching & support staff (e.g. SETs, Classroom Assistants, Attendants, Daycare)

Findings based on the analysis of the current situation

- Many of these incidents occur during unstructured times such as recess and lunch hour
- Many reported cases involve physical play that escalates into unwanted aggression and/or name-calling
- There is a need for additional supervision and proactive intervention strategies in high-traffic outdoor areas
- A small number of recurring cases involved social exclusion and/or teasing among peer groups
- Students are demonstrating a growing awareness of reporting procedures, with many still being hesitant to come forward

Specific findings concerning sexual violence, if applicable

Occasional instances of inappropriate language, touching or gestures were addressed promptly through age-appropriate discussions, parental communication, and guidance interventions (also incorporated into CCQ teaching practices). Our school employs developmentally appropriate conversations, teaching and interventions regarding consent and personal boundaries (involving parents as well).

Priorities in relation to the overview and the analysis of the situation

- Strengthen preventive education around kindness, empathy, and digital citizenship.
- Increase staff presence and engagement during recess and transition periods.
- Reinforce restorative approaches to repair harm and rebuild relationships after conflicts.
- Continue to promote student leadership initiatives (e.g., Colour House captains, Peer Helpers in the back, etc.).
- Provide staff training on consistent response protocols and de-escalation strategies.
 - Support and training for staff in de-escalation and schoolyard intervention
 - Activities and materials for student use during unstructured recess times (managed by student leaders)

Specific priorities concerning sexual violence, if applicable

- Continue age-appropriate education around personal boundaries, respect, and consent (e.g., through CCQ or personal development)
- Ensure all staff are aware of mandatory reporting procedures and how to respond appropriately to disclosure
- Maintain safe and confidential reporting mechanisms for students
- Parental involvement is a goal for the coming school year

2. 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)

- Reporting procedures have been implemented to ensure early identification of potential victims so that these students can receive support, protection, education and when appropriate requests for therapy are made.
- Reporting procedures have been implemented to ensure early identification of students prone to bullying or violent behaviours so that these students can receive appropriate interventions required to support change in their behaviour.
- Regular class meetings are held where students may explore the phenomena of bullying, the forms it may take, the roles that various people play in bullying, the critical role of the bystander and the strategies/actions to intervene in the situation are discussed and practiced.
- All staff members have been trained to intervene immediately in a situation of bullying or violence.
- All staff members have been trained in proper procedures for dealing with a reported or a suspected incident.

Specific prevention measures put in place to put an end to sexual violence

- CCQ Education Curriculum and support from pedagogical consultants
- Training activities for management and other personnel include the following: Training to be provided by the MEQ.
- Anti-bullying and anti-violence training
- Guidelines on reporting any incidents of bullying or violence will be reviewed

3. 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)

Parent survey (anonymous or self-identified) – could be completed with/for students

- Expectations in terms of confidentiality vs. communication
- Sharing of information is context driven
- Inviting parents to participate in the development and implementation of the school's ABAV Plan

The Anti-Violence/Anti-Bullying Plan will be presented at a Governing Board meeting and posted on the school website. At other parent/guardian functions materials will be visibly available.

▪ Parents/Guardians of a child who is victimized will be contacted as soon as a potential pattern of victimization is identified and will be asked for any observations of behaviour change at home. In addition, parents/guardians will be informed of the school's intervention and support that will be given to their child. The parents/Guardians will be contacted periodically to ensure that interventions put in place have been successful. Parents/Guardians will be encouraged to contact the principal, or their delegate should they have any concerns, information, or questions. The message that the school wishes to partner with them to ensure that their child is safe and happy at school will be clearly stated. A Parent Tip Sheet for Talking with their child will be given to the parent(s)/guardian(s).

- It is Your Right as a Parent To:

- File a report with the Gatineau Police
- Make a report to *Legal Aid (Commission des services juridiques).
- Make a report to the Person Responsible for Treating Complaints at the School Board (Eldon Keon) about the incident.
- Make a report to the Regional Student Ombudsman about the alleged incident.

▪ Parents/Guardians of the child who is violent towards others will be contacted by the school principal or their designate to inform the parents/guardians of their child's behaviour. Consequences in line with the school's Code of Conduct will be discussed with the parent/guardian and when appropriate, parents/guardians will be requested to come into the school for a meeting. Parents/guardians will be encouraged to contact the principal or their designate should they wish to discuss the situation further, have questions, have

information, or would like further advice and/or support. In such a situation the school will inform the parents/guardian of services available and may make contact on the parents' behalf if requested.

- Parents/guardians of a bystander who is actively involved in supporting the perpetrator will be contacted to inform them of their child's involvement and to inform them of the consequences that have been given. Parents/guardians are requested to inform the school of any information their child may share with them regarding the incident that would be helpful.
- Parents/guardians of a student who witnessed a disturbing incident but were not actively supporting the perpetrator will be contacted
 - to inform them of the situation and the actions the school has taken to support their child

Information to be disseminated

▪ A document explaining the anti-bullying and anti-violence plan must be distributed to the parents (EA, s. 75.1).	▪ October 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).	▪ August 2027
▪ The rules of conduct and the safety measures must be sent to the parents at the beginning of each school year (EA, s. 76).	▪ September 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).	▪ September 2026

Specific information to be disseminated concerning sexual violence

- The school must display, in a visible manner, a document provided by the National Student Ombudsman explaining who may file a complaint and how that right is to be exercised. This document must include the contact information of the regional student ombudsman to whom the complaints must be addressed. It informs students and their parents of the possibility of making a report or filing a complaint concerning an act of sexual violence with the regional student ombudsman (ANSO, s. 21).

4. Procedures for making a report or registering a complaint

Procedures for reporting, or registering a complaint concerning, an act of bullying or violence to or with the institution and, more particularly, for reporting the use of social media or communication technologies for cyberbullying purposes (EA, s. 75.1, para. 3, subpara. 4)

Procedures implemented for reporting incidents

- When a student witnesses an act of bullying or violence, the student may intervene if comfortable and where there is no threat of harm. Possible intervention strategies for students are discussed in class meetings. Regardless of whether students intervene or not they must report the incident to an adult at school and an adult at home. Intervention strategies will be discussed with bystanders when the principal or their delegate meets with the bystanders (when deemed appropriate).
- When a teacher or other staff member witnesses an act of bullying or violence, they must intervene immediately if there is no threat to their personal well-being.
- 911 will be called if warranted.
- Complaint: For each complaint received the principal shall send the director general of the school board a summary report on the nature of the incident and the follow-up measures taken. A parent or guardian can also contact the Western Quebec School Board directly at 819-684-1313.
- Sexual Violence: For each complaint received concerning bullying or violence and each report received relating to an act of sexual violence, the principal shall send the director general of the school board a summary report on the nature of the incident and the follow-up measures taken. The summary report concerning an act of sexual violence should also be sent to the regional student ombudsman.

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.

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/guardians of that option, and if the student is 14 years of age or over, the principal may also inform their parents/guardians of that option, with the student's consent.

Procedures implemented for registering a complaint

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:

- Schedule a meeting with the Principal(s) to discuss concerns regarding the follow-up and actions taken.

NB: 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).

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

- The procedures prescribed in the previous section also apply for reporting, or registering a complaint concerning, an act of sexual violence.
- Reporting, or filing a complaint concerning, an act of sexual violence to or with the regional student ombudsman directly is also an option (ANSO, s. 33, para. 2). This complaint must be filed in writing (ANSO, s. 31):
 - Using the online form: [Report an act of sexual violence against a student](#)
 - By telephone or text message: 1 833 420-5233;
 - By email: plaintes-pne@pne.gouv.qc.ca.
- A person who is a victim or those close to them may, at any time, report the situation to the police or to the director of youth protection (DYP), whether or not they have made a report to the educational institution or to the regional student ombudsman. Reports and complaints filed to or with the educational institution do not replace the work carried out by the police department and the director of youth protection:
 - Contact information for the DYP: 07 – Outaouais
 - Telephone number: 819 771-6631
 - Toll-free number: 1 800 567-6810
 - <https://cisss-outaouais.gouv.qc.ca/language/en/accessing-a-service/children-youth-and-families/reporting-a-situation-to-the-direction-de-la-protection-de-la-jeunesse/>
 - Non-urgent calls (inquiries for information and requests to city departments): 311 or 819-595-2002 or 1-866-299-2002
 - Non-urgent call center of the Service de police de la Ville de Gatineau : 819-246-0222
 - Emergency calls (police officers, firefighters and paramedics): 9-1-1

5. 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)

By a student who is a witness or a confidant	▪ Immediately inform a trusted adult (teacher, educator, principal, or support staff) of what was witnessed or disclosed. ▪ If comfortable, complete a report form or written statement describing what happened, identifying the individuals involved, and noting the time and location. ▪ Refrain from intervening directly if the situation could lead to harm; instead, seek adult help right away. ▪ Maintain confidentiality and respect the privacy of all involved.
By a staff member who is a direct witness or a confidant (Stakeholder 1)	▪ Intervene immediately if safety permits to stop the behaviour and ensure the safety of all students. ▪ Provide support to the victim and ensure that they are accompanied to a safe space (e.g., office, Zen Den). ▪ Report the incident as soon as possible to the Principal (or designate) using the school's official reporting form or electronic system. ▪ Document all known details objectively, including names, date, time, location, and witnesses. ▪ Maintain confidentiality and refrain from discussing the matter with individuals not directly involved in the process.
By the person responsible for follow-up (Stakeholder 2)	Take note of the necessary information about the situation and store it securely.
By the 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: Bill Rosseel (wrosseel@wqsb.qc.ca)

Specific actions to be taken when an act of sexual violence is observed

By a student who is a witness or a confidant	▪ Immediately inform a trusted adult (teacher, educator, principal, or support staff) of what was witnessed or disclosed. ▪ If the victim does not feel safe or comfortable reporting directly, the student should seek support from an adult who can report on their behalf. ▪ Avoid asking questions or pressing the victim for details; listen respectfully and provide reassurance that they did the right thing by speaking up. ▪ Do not attempt to intervene or confront the alleged aggressor; prioritize safety and seek adult help immediately. ▪ Maintain strict confidentiality and do not share information with peers or others, except with a trusted adult or staff member responsible for handling the situation. ▪ If in immediate danger, contact emergency services or inform the nearest adult right away.
By a staff member who is a direct witness or a confidant (Stakeholder 1)	▪ Any adult in the educational institution who receives information concerning a situation of sexual violence must: ▪ Listen to the student and allow them to speak freely at their own pace, while respecting their silences ▪ Refrain from attempting to steer the conversation or question the student ▪ Take note of what the student as well as the adult confidant say ▪ Reassure the student that the situation is being taken care of ▪ Inform the principal of the educational institution Immediately report the situation to the DYP by calling the following number: 819 771-6631
By the person responsible for follow-up (Stakeholder 2)	▪ Avoid having the student repeat their disclosure multiple times. NB: 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).

By the school principal	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).
Any school staff member is required to immediately report to the DYP any situation covered by the <i>Youth Protection Act</i> (CQLR, c. P-34.1, hereinafter "YPA") that involves minors, including situations of sexual abuse or a serious risk 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 principal must be informed when a situation involves a school staff member, whether as the victim, perpetrator 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 forward the information as per the procedures established by the school board.

6. 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)

▪ Any reports or complaints concerning acts of Violence or Bullying are strictly confidential. Reporting sheets, once received by the principal (or other designated person) are kept in a secure file, under lock and key, along with any other document(s) relating to this incident. Only the Principal (or their designate) may access the secure file. ▪ Any report or complaint made by a third party, including a parent or a student, that is documented or entered into an electronic filing system by a school staff member, shall not include the name of the person making the report or complaint. ▪ Any report or complaint entered into an electronic filing system (GPI) may only be accessed and viewed by the person entering the report or complaint and by the school Principal (or their designate).

- Only the information pertaining to their own child may be shared by school staff with parents or guardians. Information relating to other parties involved in the incident will not be given.
- Any staff member that is involved in any way in an investigation following a report or complaint will take all measures necessary to protect their confidentiality.
- Staff members will be informed and periodically reminded of their obligation to protect the confidentiality of any report or complaint concerning an act of bullying or violence.

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 perpetrator may not be sent to the parents of the student who is the victim.

Specific confidentiality measures to be put in place in the event of an act of sexual violence

- Any reports or complaints concerning acts of sexual violence are treated with the highest level of confidentiality. Reporting sheets, once received by the Principal (or other designated person), are kept in a secure, locked file along with any related documentation. Only the Principal (or their designate) may access this file.
- Any report or complaint made by a third party—including a parent, student, or staff member—that is documented or entered into an electronic filing system shall not include the name of the person making the report or complaint.
- Any report or complaint entered into an electronic filing system (e.g., GPI) may only be accessed and viewed by the person entering the report or complaint and by the Principal (or their designate).
- Information sharing with parents or guardians will be limited strictly to details pertaining to their own child. Information regarding other individuals involved in the incident will not be disclosed.
- All staff members involved in an investigation following a report or complaint concerning an act of sexual violence must take all necessary measures to ensure confidentiality is always maintained.
- Staff members are regularly informed and reminded of their professional and legal obligation to protect the confidentiality of any report or complaint concerning an act of sexual violence.

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)

7. 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	▪ Meet with counsellor / mentor / special education technician / administrator / staff member to: - o Create a safe environment to allow victim to explore feelings about incident. Maintain open lines of communication. - o Develop a plan to ensure student's emotional and physical safety at school. - o Ensure student does not feel responsible for the behaviour. - o Ask student to log and report any and all future related incidents. - o Offer counseling to help develop skills for overcoming the negative impact on self-esteem. ▪ A staff member will conduct scheduled follow-up meetings with the student to ensure the bullying or violence has stopped and to provide support to the student. The degree of support offered at these meetings and their frequency shall depend upon the feedback from the victim regarding the current circumstances. ▪ In all cases, it will be determined which members of the school staff must be made aware of the incident to ensure that the student is safe. ▪ Parents will be informed immediately following the incident and regularly updated until the situation is resolved.
For the student who is a perpetrator	▪ Develop an intervention plan with the student. Ensure the student has a voice in the outcome and can identify ways they can solve the problem and change behaviours. ▪ Meet with parent(s)/guardian(s) to develop a recovery plan agreement to ensure all understand school rules and expectations, as well as the long-term negative consequences of bullying or violence, on all involved, and to clearly outline the consequences if the behaviour continues.

	▪ Meet with special education technician, school counsellor, social worker or psychologist to: ▪ Explore mental health issues or emotional disturbances – what is happening and why? ▪ Offer additional social skills training such as impulse control, anger management, developing empathy and problem solving. ▪ Arrange for apology – written is recommended. ▪ Arrange for restitution – particularly if any personal items were damaged or stolen. ▪ Determine restorative practices (age appropriate).
For witnesses	▪ Following the incident, an intervention may be held with any witnesses to determine their role in the incident. If the incident witnessed is severe, witnesses are met, in a group or individually, to debrief the event, discuss their role and to determine more appropriate actions in the future. ▪ The school reserves the right to contact the parents/guardians of bystanders. ▪ As with victims, witnesses to acts of bullying or violence should have a reasonable expectation of feedback from intervening adult figures in a timely manner so as to guarantee a sense of safety and security in the school. ▪ Review Student Response Protocol. ▪ Explore reasons why they did not intervene or report the incident. ▪ Offer of coaching on how to safely intervene or help the situation.

Specific supervisory and support measures concerning an act of sexual violence

For the student who is the victim	The student will meet promptly with the Principal (or their delegate) or another trusted staff member of their choosing to share information in a safe and supportive setting. ▪ The student will be treated with sensitivity, respect, and dignity at all times, and will not be required to recount details unnecessarily. ▪ Confidentiality will be strictly maintained, and the student will be assured that any information shared will only be disclosed to those directly involved in ensuring their safety and in conducting the follow-up. ▪ The student will be informed of the follow-up process, their rights, and the available supports (e.g., school counsellor, CLSC, community sexual-assault centre).
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	▪ Parent(s)/guardian(s) will be informed only with the student's consent, unless required by law or in situations where safety is at immediate risk. ▪ The student's input will be sought regarding measures to ensure their safety and comfort (e.g., modified schedule, supervised transitions, separate spaces). ▪ Regular follow-up meetings will be held to verify the student's sense of security and continued access to support. ▪ Staff directly involved with the student will be discreetly informed of any safety or supervision measures necessary to protect and support the victim.
For the student who is a perpetrator	The alleged perpetrator will be met by the Principal (or designate) only after sufficient information has been gathered to ensure a fair and safe process. ▪ The student will have the opportunity to share their version of events and will be reminded of the seriousness of the allegation and the school's zero-tolerance stance on sexual violence. ▪ The student will be informed of the behavioural expectations, interim measures (e.g., no-contact directives, modified supervision), and potential disciplinary outcomes pending the investigation's conclusion. ▪ Parent(s)/guardian(s) will be informed promptly of the situation and the measures in place. ▪ The student will be monitored closely, and additional supervision will be arranged to ensure the safety of all parties. ▪ If the allegation is substantiated, restorative or disciplinary measures will be applied in accordance with school policy and the Education Act. ▪ Follow-up meetings will occur to ensure compliance with behavioural expectations and to provide opportunities for reflection and accountability
For the students who are witnesses	The Principal (or designate) may meet with witnesses individually or in small groups to gather accurate information while maintaining confidentiality and sensitivity. ▪ Witnesses will be reminded of the importance of discretion, respect, and avoiding gossip or social media discussion about the incident. ▪ Students who supported or encouraged the incident will meet individually with administration to discuss the seriousness of their behaviour and possible consequences.

	▪ All witnesses will be reminded of appropriate ways to support peers who have experienced harm and will be informed that any further incidents must be reported immediately. ▪ Additional education on consent, respect, and inclusion may be provided to reinforce a culture of safety and dignity within the school community.
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8. 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)

Based on the severity and/or frequency of incidents and at the discretion of the administration as well as in collaboration with the School Board when applicable. The following disciplinary and/or corrective actions may include, but are not limited to:

- Parent/Guardian notification
- Conference with student (verbal warning)
- Reflection activity or action
- Recovery plan ~ restorative measures or practices
- Written warning and deprivation of privilege(s)/service(s)
- Restitution
- Mediation or conflict resolution (when deemed appropriate)
- Probation and letter of expectations
- Detention/Refection
- In-school suspension
- Out-of-school suspension
- Home Tutoring (could take place via Teams)

- Referral to counsellor, external social/medical agencies, for support
- Legal action/report to law enforcement, if required
- Signaling of Youth Protection - DPJ

- Discipline Committee Hearing at the school board (expulsion,,transfer, return)

Remediation Measures for Student Exhibiting Bullying Behaviour

- Develop an intervention plan with the student. Ensure the student has a voice in the outcome and can identify ways they can solve the problem and change behaviours.
- Meet with parent(s)/guardian(s) to develop a recovery plan agreement to ensure all understand school rules and expectations, as well as the long-term negative consequences of bullying or violence, on all involved, and to clearly outline the consequences if the behaviour continues.
- Meet with special education technician, school counsellor, social worker or psychologist to:
 - o Explore mental health issues or emotional disturbances – what is happening and why?
 - o Offer additional social skills training such as impulse control, anger management, developing empathy and problem solving.
 - o Arrange for apology – written is recommended.
 - o Arrange for restitution – particularly if any personal items were damaged or stolen.
 - o Determine restorative practices (age appropriate).

Specific disciplinary measures that are possible in the event of 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.

- Please reference the school's Code of Conduct 2026-27
- If legal proceedings have taken place and a student is found guilty of a criminal offence, the educational institution may be required to apply the judicial measures imposed on the student.

9. 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)

The principal or their designate 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 parents/guardians of the victims and perpetrators have been contacted.
- Meeting with the victim and perpetrator to assess their well-being, and that the bullying / violence has ceased.
- Verification of the completion of all remedial measures for all parties concerned.
- Referral of parents to complaints procedure, should the parents/guardians express dissatisfaction with the course of action from the school administration.
- For each complaint received concerning bullying or violence and each report received relating to an act of sexual violence, the principal shall send the director general of the school board a summary report on the nature of the incident and the follow-up measures taken. The summary report concerning an act of sexual violence shall also be sent to the regional student ombudsman.

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

Specific measures taken to follow up on any report or complaint concerning an act of sexual violence

- The summary report concerning an act of sexual violence shall also be sent to the regional student ombudsman.

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 board 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).

Other actions specific to sexual violence

In addition to the nine 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).

Compulsory training activities for management and other personnel

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Safety measures to stop sexual violence

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Resources

If you need immediate social-emotional support, please consider reaching out to one or more of the following services:

- CISSSO: Call 811, option 2. They provide crisis support and a link to access services
- Tel-Jeunes: Call 1-800-263-2266 or text 514-600-1002 or live chat <https://www.teljeunes.com/Home>
- Hope for Wellness Helpline: Call 1-855-242 3310 <https://www.hopeforwellness.ca/> *Indigenous support line, counselling provided in English, French or upon request Cree, Ojibway, and Inuktitut
- Suicide Prevention Hotline: 988
- Kids Help Phone: Call 1800-668-6868 or text “CONNECT” to 686868 or download “Always there” app to your device <https://kidshelpphone.ca/>
- Distress Center of Ottawa: Call 1-866-996-0991 <https://www.dcottawa.on.ca/i-need-help/>

Other Important Information

Date of approval of the anti-bullying and anti-violence plan by the governing board

Pending Approval

Resolution number

Date of annual evaluation of the results by the governing board

May 2027

Date of annual review of the anti-bullying and anti-violence plan

October 2026

Principal's signature

October 2026

Date

