



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD

ANTI-BULLYING ANTI-VIOLENCE PLAN INCLUDING SEXUAL VIOLENCE

2023-2024

CDC Vimont/Lachute

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ANTI-BULLYING ANTI-VIOLENCE PLAN

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DEFINITIONS

Bullying

“The word “bullying” means 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” (Education Act Section 13(1.1))

[Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools](#)

Violence

The word “violence” means any intentional demonstration of verbal, written, physical, psychological or sexual force which causes distress and injures, hurts or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property. (Education Act Section 13(3))

[Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools](#)

Sexual Violence

"The concept of sexual violence refers to any form of violence committed through sexual practices or by targeting sexuality, including sexual assault. It also refers to any other misconduct, including that relating to sexual and gender diversity, in such forms as unwanted direct or indirect gestures, comments, behaviours or attitudes with sexual connotations, including by a technological means."

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

Racism

The word racism means: “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

The word discrimination means: “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).

ELEMENTS OF THE ABAV PLAN

- Element 1** An analysis of the situation prevailing at the school with respect to bullying and violence;
- Element 2** Prevention measures to put an end to all forms of bullying and violence, in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic;
- Element 3** Measures to encourage parents of underage students to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment;
- Element 4** Procedures of reporting, or registering 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;
- Element 5** 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;
- Element 6** Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence;
- Element 7** Supervisory or support measures for any student who is a victim or bullying or violence, for witnesses and for perpetrator, (and bystander);
- Element 8** Specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature, and;
- Element 9** The required follow-up on any report or complaint concerning an act of bullying or violence;

Element 1 **ANALYSIS OF THE SITUATION PREVAILING AT THE SCHOOL WITH RESPECT TO BULLYING AND VOILENCE**

School Portrait

School's socio-economic index:	NA
Student population:	808 in Vimont ;93 in Lachute (June 2023; the number of students fluctuates daily).
Other pertinent information:	Adult Education offers a flexible attendance platform. Students enter and /or exit based on personal life experiences and requirements. Approximately 10% in Vimont and 30% in Lachute of the student population are under the age of 18 (data as of 23-06-30)

Analysis

An analysis of the situation prevailing at the school with respect to bullying and violence is conducted each year by using the following indicators:

- Review and analysis of any documented entries related to bullying and / or violence;
- Use of locally created survey administered **in October 2022** is used for this year's analysis. A new AEVT *Our School Survey* will be available later this year and which will then be administered to our students.
- In October 2022, the local survey was given to 75 of our students at CDC Vimont and 14 to our students at CDC Lachute.
- The survey was administered to all students by the same staff member(s) in order to maintain consistent instruction.
- The survey was anonymous, and students' participation was voluntary.
- The survey was limited to a very small number of students who participated in Lachute therefore the results cannot be considered statistically significant.
- Other sources of information were taken from the number of referrals to our Social Worker and Special Education Technician as well as a focus group discussing school climate.

Demographic Portrait

CDC Vimont:

The demographic portrait of the school indicates that 21% of students are members of the LGBTQ+ community and 50% are a racial minority. This is significantly higher than the general population figures. These socially marginalized groups face greater discrimination and report greater mental health challenges, particularly LGBTQ+ students. Of note in CDC Vimont's survey, 17% of students self-identified as having a mental health disability or illness, while another 21% preferred not to respond to the question.

CDC Lachute:

The demographic portrait of the school indicates that:

- 5/14 of students are members of the LGBTQ+ community.
- 11/14 of students are White.
- 6/14 of students report having mental health problems/illnesses.
- 5/14 of students report having a learning disability.

Sense of Belonging (in the centre)

CDC Vimont

Students, in the survey, indicate feeling the Centre is an inclusive environment. However, many do not indicate having close friendships with others. At the same time, many do not indicate it is a problem for them. Many adults have established relationships (through work, family, previously attended schools) and do not necessarily seek close relationships at the Centre.

26. Please indicate how much you agree or disagree with the following statement:
I get along well with others at the centre

Veillez indiquer dans quelle mesure vous êtes d'accord ou non avec l'affirmation suivante :
Je m'entends bien avec les autres personnes du centre

More Details Insights

- Strongly agree/ absolument d'a... 31%
- Agree/ d'accord 60%
- Disagree/ pas d'accord 8%
- Strongly disagree/ pas du tout d... 4%



28. Please indicate how much you agree or disagree with the following statement:
At the centre, I feel accepted for who I am

Veillez indiquer dans quelle mesure vous êtes d'accord ou non avec l'affirmation suivante :
Au centre, je me sens accepté (e) pour qui je suis.

More Details Insights

- Strongly agree/ absolument d'a... 45%
- Agree/ d'accord 52%
- Disagree/ pas d'accord 3%
- Strongly Disagree/ pas du tout... 0%



31. Do you have close friends at this school you can trust?/ As-tu des amis proches dans cette école en qui tu peux avoir confiance ?

More Details

- No/ non 51%
- Yes, one close friend/ Oui, un e... 7%
- Yes, more than one close friend/... 19%
- Other 24%



CDC Lachute

Students, in the survey, mostly indicate feeling the Centre is an inclusive environment and mostly indicate getting along with others. However, some expressed mixed attitudes regarding schooling and interpersonal relationships with other students.



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Mental Health Indicators

CDC Vimont

Our survey indicates students tend to see themselves in a positive light. However, this does not mean their mental health is stable. Frequent referrals for mental health support indicate otherwise. Some survey responses indicate that in terms of adequate sleep, feeling depressed/lonely/sad, bothered, there is work to be done.

8. Please indicate how much you agree or disagree with the following statement:
In general, I like the way I am

Veillez indiquer dans quelle mesure vous êtes d'accord ou non avec l'affirmation suivante :
En général, j'aime ma façon d'être

[More Details](#)

- Strongly agree/ absolument d'a... 48%
- Agree/ d'accord 40%
- Disagree/ pas d'accord 11%
- Strongly Disagree/ pas du tout... 1%



24. For the statement below, please tell us how often you feel this way:
I have trouble falling asleep at night

Pour l'affirmation ci-dessous, veuillez nous dire à quelle fréquence vous vous sentez ainsi :
J'ai du mal à m'endormir le soir

[More Details](#)

- Never or hardly ever/ jamais ou... 29%
- About once per week/ Environ... 23%
- About 2-3 per week/ Environ 2... 23%
- Every day or almost every day /... 19%
- Other



17. For the statement below, please tell us how often you feel this way:
A lot of things seem to bother me

Pour l'affirmation ci-dessous, veuillez nous dire à quelle fréquence vous vous sentez ainsi :
Beaucoup de choses semblent me déranger

[More Details](#) [Insights](#)

- Never or hardly ever/ jamais ou... 39%
- About once per week/ Environ... 24%
- About 2-3 times per week/ Envir... 24%
- Every day or almost every day/... 13%



15. For the statement below, please tell us how often you feel this way:
I feel sad or depressed

Pour l'affirmation ci-dessous, veuillez nous dire à quelle fréquence vous vous sentez ainsi :
Je me sens triste ou déprimé(e)

[More Details](#) [Insights](#)

- Never or hardly ever/ jamais ou... 40%
- About once per week/ Environ... 36%
- About 2-3 times per week/ Envir... 18%
- Every day or almost every day /... 9%



CDC Lachute

Our survey indicates students tend to see themselves in a positive light however the majority have expressed feelings of depression, loneliness and difficulty sleeping all indicators mental health challenges.

8. Please indicate how much you agree or disagree with the following statement:
In general, I like the way I am

Veillez indiquer dans quelle mesure vous êtes d'accord ou non avec l'affirmation suivante :
En général, j'aime ma façon d'être

[More Details](#)

- Strongly agree/ absolument d'a... 5
- Agree/ d'accord 6
- Disagree/ pas d'accord 2
- Strongly Disagree/ pas du tout... 1



24. For the statement below, please tell us how often you feel this way:
I have trouble falling asleep at night

Pour l'affirmation ci-dessous, veuillez nous dire à quelle fréquence vous vous sentez ainsi :
J'ai du mal à m'endormir le soir

[More Details](#) [Insights](#)

- Never or hardly ever/ jamais ou... 4
- About once per week/ Environ... 3
- About 2-3 per week/ Environ 2... 2
- Every day or almost every day /... 5



17. For the statement below, please tell us how often you feel this way:
A lot of things seem to bother me

Pour l'affirmation ci-dessous, veuillez nous dire à quelle fréquence vous vous sentez ainsi :
Beaucoup de choses semblent me déranger

[More Details](#) [Insights](#)

- Never or hardly ever/ jamais ou... 5
- About once per week/ Environ... 2
- About 2-3 times per week/ Envir... 3
- Every day or almost every day/... 4



15. For the statement below, please tell us how often you feel this way:
I feel sad or depressed

Pour l'affirmation ci-dessous, veuillez nous dire à quelle fréquence vous vous sentez ainsi :
Je me sens triste ou déprimé(e)

[More Details](#) [Insights](#)

- Never or hardly ever/ jamais ou... 2
- About once per week/ Environ... 5
- About 2-3 times per week/ Envir... 2
- Every day or almost every day /... 5



Feeling safe (Bullying and Exclusion)

CDC Vimont

In our survey, students largely reported no or minimal instances of violence or bullying. They reported feeling safe at the Centre and overwhelming felt inclusion, equity, and diversity were Centre norms. Minimal reports were made on social exclusion and verbal abuse.

FEW REPORTS OF VIOLENCE/BULLYING

IN THE PAST 4 WEEKS...

	Never/hardly ever	Once	2-3 times	3+ times
Physical	97.3%	1.3%	1.3%	0
Social (exclusion, rumours...)	94.7%	5.3%	0	0
Verbal	97.3%	2.7%	0	0
Cyber	100%	0	0	0
Sexual Harassment	1 instance reported in survey in past 4 weeks			

CDC Lachute

In the survey, there were few incidents of verbal and social bullying/violence in the past four weeks.

FEW REPORTS OF VIOLENCE/BULLYING

IN THE PAST 4 WEEKS...

	Never/hardly ever	Once	2-3 times	3+ times
Physical	13	1	0	0
Social (exclusion, rumours...)	11	0	2	1
Verbal	10	1	2	1
Cyber	13	1	0	0
Sexual Harassment	0 instances reported in survey in past 4 weeks			

Procedures for reporting incidents

CDC Vimont:

Students showed a lack of awareness regarding the Centre's role concerning bullying and violence. Based on our schoolwide survey, many were unaware of whether there were safe ways to report bullying/violence, whom to go to, or how the Centre dealt with instances of violence and bullying.

37. At this adult education centre:
There are clear consequences for bullying or violence that are consistently enforced.

Dans ce centre d'éducation pour adultes :
Les conséquences de l'intimidation ou de la violence sont claires et appliquées de manière cohérente.

More Details



34. At this adult education centre:
There are safe ways for students to report harassment or bullying.

Dans ce centre d'éducation pour adultes :
Les élèves disposent de moyens sûrs pour signaler les cas de harcèlement ou d'intimidation.

More Details



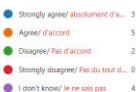
CDC Lachute:

Students showed a general sense of awareness regarding the Centre's role concerning bullying and violence. Based on our schoolwide survey, many were aware that there are safe ways to report bullying/violence and whom to go to, the area in question appeared to be surrounding how the Centre dealt with instances of violence and bullying, this speaks to confidentiality. Continuing to provide this information as to how to report and what happens from that moment, throughout the year and with reminders will help to ensure that all students have this knowledge. Confidentiality for each case continues to be important in our small setting to create a sense of trust. It is important to inform students how reports are handled without going into any identifying factors. A discrepancy can be noted in that some students question whether school staff recognize bullying when it happens, with three disagreeing and two not knowing, school wide sensitization can help speak to this point.

37. At this adult education centre:
There are clear consequences for bullying or violence that are consistently enforced.

Dans ce centre d'éducation pour adultes :
Les conséquences de l'intimidation ou de la violence sont claires et appliquées de manière cohérente.

More Details



34. At this adult education centre:
There are safe ways for students to report harassment or bullying.

Dans ce centre d'éducation pour adultes :
Les élèves disposent de moyens sûrs pour signaler les cas de harcèlement ou d'intimidation.

More Details



Priorities

CDC Vimont and Lachute:

Mental Health and anxiety continue to be a concern. Although the results from the Vimont survey are not indicating that this area is a challenge for our students, we have noticed that there are more referrals requesting support. At Lachute, students struggle with mental health and this is indicated in the survey. Therefore, our priorities will be to:

- Provide counselling services and referrals for mental health and community support through our Centre's Mental Health Professionals.
- Encourage co-curricular activities for students to engage in relationship building. This includes finding opportunities for students across FGA, SIS, and Language courses to interact. This will encourage diverse groups of students (in terms of age, language, culture, sexual orientation, and (dis)ability) to socialize.

Even though there are not many reported incidents of bullying, we want to continue to make the centres safe and positive environments for all. Therefore, we will continue to:

- Bring in workshops from community partners that enhance positive relationships and cross-cultural learning.
- Make certain that students are aware of reporting procedures during orientation, as well as using mass communication (email and Remind App), throughout the year.
- Identify staff members whom students can report to.
- Have a physical copy of the ABAV report available for consultation
- Within their curriculum, continue to teach culturally appropriate and acceptable behaviours especially with our migrant students.

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Element 2 PREVENTION MEASURES

To address the area(s) of concern, the following preventative measures aimed at putting 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 include:

Prevention Measures

CDC Vimont:

1. Code of Conduct reviewed annually and posted on our website.
2. ABAV and process (and who to go to) for reporting incidents of bullying and violence posted on our website.
3. Prevention and Sensitization discussions on appropriate and acceptable behaviours ongoing in classes.
4. Professional development activities for staff in regard to culture differences.
5. Social skills program ongoing for SIS Students
6. Further develop the Zen Room (promote, weekly sessions, lunch and learns)
7. Discussion of ABAV during Student Orientation or CST sessions
8. Hard copy of the ABAV available at Centre Reception
9. Staff trained on Mental Health First Aid.
10. Highlight resources for support on a regular basis
11. Activate and empower bystanders/witnesses regarding intervention
12. Increase opportunities for physical movement (intra murals, yoga)
13. Use student of the month recognition to encourage students who actively participate and engage with others
14. Continue to create opportunities for students to engage outside the classroom through schoolwide events like welcome BBQ, holiday events, outings like museum visits, apple picking, cabane a sucre...etc.
15. Offer a CST course to new students in order to provide them with detailed orientation of the Centre, resources and support as well as an opportunity to socialize and create a sense of belonging.
16. Develop a list of local resources and communicate it to students and staff.

CDC Lachute:

17. Code of Conduct reviewed annually
18. Inform all students what the process (and who to go to) for reporting incidents of bullying and violence are and use a variety of platforms for communication
19. Prevention and Sensitization programs on appropriate and acceptable behaviours
20. Professional development activities for staff regarding mental illness
21. Discussion of ABAV during Student Orientation sessions
22. Hard copy of the ABAV available at Center Reception
23. Highlight resources for support on a regular basis
24. Increase opportunities for physical movement (intra murals)
25. Continue to maintain and promote a Gay/Straight Alliance club where all students are invited to join.

26. Consistent Skills training for staff (and maybe a student leader/animator) used to address bullying behaviours
27. Activate and empower bystanders/witnesses regarding intervention
28. Creation of a zen room (could be used as a safe space for victims of bullying as well). In conjunction with Bell Let's talk campaign, use their toolkit and resources in an effort to help create positive change for mental health.
29. Continue to create opportunities for students to engage outside the classroom through schoolwide events like, holiday events, outings and various school activities.

Community Partnerships

Several partnerships have been made with organizations who help support the needs of our students within our centers and beyond.

Vimont:

- TRIL Educator outreach worker who intervenes with students and makes links with outside organizations
- Aire Ouverte CISSS Program focusing on students under 25 linking services
- AGAPE support re psychology, providing support services for trans students
- CISSS (dealing with gaming, drugs, alcohol)
- Collaboration from a health promotion consultant from CISSS des Laurentides
- Maison Jean Lapointe to address drug prevention, cyber gaming
- Community police officer
- La Citadel
- Educaloi
- Carrefour Jeunesse Emploi
- Dimension Travail
- The Learning Exchange

Lachute:

- Aire Ouverte CISSS Laurentides Program focusing on students under 25 linking services
- AGAPE Laurentides support re psychology, providing support services for trans students
- CISSS d'Argenteuil (dealing with gaming, drugs, alcohol)
- CLC Lachute
- Collaboration from a health promotion consultant from CISSS des Laurentides
- Community police officer Lachute
- La Citad'Elle Lachute
- Educaloi
- Carrefour Jeunesse Emploi d'Argenteuil
- Laurentian Literacy Centre
- 4 Korners
- It gets Better -Youth Empowerment Workshops
- Maison de Jeunes Argenteuil

Commented [SC1]:

Element 3

MEASURES FOR PARENT/GUARDIAN COLLABORATION (for students under the age of 18)

The success of this plan depends on the understanding and support of all of our stakeholders. School administrators and staff play a key role in developing programs and strategies to improve daily school life. Students also have a responsibility to promote and support positive behaviours. Parents/Guardians are equally important and necessary partners in this initiative. Parents/Guardians are encouraged to be active advocates for their children and to be aware of changes in their behaviours and to contact the school when behaviours at home become a concern.

The following measures are aimed at encouraging parents/guardians to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure environment.

1. The School's Code of Conduct will be communicated with the parents/guardians during registration and available on the centre's website
2. The ABAV Plan will be posted on our website.
3. Ongoing communication between principal and / or their designate and parents/guardians of children who are being bullied and those who are engaging in bullying behaviours until the resolution of the situation. Periodic communication with students who are bullied and their parent(s) to ensure that measures taken have been successful and the bullying has ceased.

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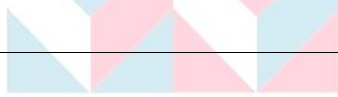
Element 4 PROCEDURES FOR REPORTING

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

An incident of bullying and/or violence can be reported verbally (in person or by phone) or in writing (by email or by letter addressed to school administration). Students who wish to write a note to report an incident are encouraged to include their name for follow up.

Staff members who receive a report must document the information and submit the information to administration for follow up. 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.

When parents/guardians have been informed about a bullying situation or an act of violence, they are expected to communicate with the school principal, an alternate administrator or the classroom teacher. The report will be documented. Following the investigation, the parent/guardian should be contacted and advised that the situation has been investigated and appropriate action has been taken. Details are divulged so as to maintain confidentiality.



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Element 5 INTERVENTION PROTOCOL

CDC Vimont and CDC Lachute are committed to providing a safe, caring and positive climate.

Adult indifference is not-tolerated. School personnel must-report and/or investigate all incidents of bullying and take appropriate action whether they personally observe incidents or learn of them by some other means. Reporting investigating and action must occur even if the victim does not file a formal complaint or does not express overt disapproval of the incident.

This *Intervention Protocol* establishes practices and procedures for observed and reported incidents of bullying and/or violence.

For purposes of this Protocol, “*Conduct*” may include:

- Physical acts, such as inappropriate, unwanted, uninvited, or injurious physical contact with another; stalking; sexual assault; and destruction or damage to property of another;
- Written and electronic communication of any type that incorporates language or depictions that would constitute bullying, using any medium (including, but not limited to, cell phones, computers, websites, electronic networks, instant message, text messages and emails);
- Verbal threats made to another, including blackmail, extortion or demands for protection money;
- Direct or indirect, relationally aggressive behaviour such as social isolation, rumor spreading, or damaging someone’s reputation;
- When circumstances permit, any of the above conduct which occurs off school grounds when such creates, or can reasonably be expected to create, a substantial disruption in the social setting and/or at school-sponsored activities and events.

In addition to the conduct described above, examples of conduct that may constitute bullying or violence include the following:

- Blocking access to school property of facilities;
- Stealing or hiding or otherwise defacing books, backpacks or other personal possessions;
- Repeated or pervasive taunting, name-calling, belittling, mocking putdowns, or demeaning humor relating to a student’s race, color, gender, sexual orientation, ancestry, religion, disability, or other personal characteristics, whether or not the student actually possesses them, that could reasonably be expected to result in the disruption of school activities or that results in a hostile educational environment for the student.

Conduct that would **not** ordinarily be considered bullying or violence includes:

- Teasing
- “Talking trash”
- Trading of insults
- The expression of ideas or beliefs that are protected by the *Canadian Charter of Rights and Freedoms*, so long as such expression is not lewd, profane, or intended to intimidate or harass another.

STAFF PROTOCOL

Any staff members who witness an act of bullying or violence must intervene immediately or as quickly as reasonable possible to address the issue.

1. The immediate safety and security of all parties must be ensured.
2. All incidents of bullying / violence must be reported to the principal, in a timely fashion.
3. A bullying/violence incident must be documented.
4. The school principal or their designate must investigate all reports in a timely fashion, preferably within 24 hours (when possible) of receiving initial report.
5. The staff person responsible for investigating the report about the behaviour should:
 - a) Interview student(s) exhibiting bullying behaviour and the target / victim(s) separately to avoid further victimization of the target.
 - b) Engage the target / victim first and focus on their safety.
 - c) Reassure them that the bullying behaviour will not be tolerated and that all possible steps will be taken to prevent a reoccurrence.
 - d) Offer the victim counselling (if needed).
 - e) Inform parents of the incident and subsequent intervention. (Details of the intervention or disciplinary actions are not to be shared in order to protect confidentiality).

Element 7

SUPERVISORY AND SUPPORT MEASURES (for the victim, bully, witness & bystander)

It is the responsibility of every adult staff member to use difficult / challenging situations opportunities to help students improve their social and emotional skills, accept personal responsibility for their learning environment, and understand consequences for poor choices and behaviours.

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

- a) **Remediation**, intended to counter or “remedy: a behavioural mistake, can be an effective prevention practice. Remediation measures are intended to correct the problem behaviour, prevent a reoccurrence, protect and provide support for the victim and take corrective action for documented systemic problems related to bullying and violence. Remediation measures allow the student an opportunity to reflect on behaviours, learn pro-social skills and make amends to those affected. Working with recovery plans and restorative justice practices are categorized as remediation.
- b) **Consequences** communicate to a perpetrator that their behavior is their choice and their responsibility. A consequence respects the child’s right to make a decision, even if it’s not a good one. It’s a matter-of-fact learning experience in which you maintain a better relationship with the child as you hold them accountable. Consequences are almost always enacted in conjunction with remediation measures and restorative practices. Measures should be applied on a case-by-case basis and take into consideration a number of factors including:

Student Considerations:

- Age and developmental maturity of the students involved;
- Nature, frequency and severity of the behaviours;
- Relationships of the parties involved;
- Context in which the alleged incidents occurred;
- Patterns of past or continuing behaviours;
- Other circumstances that may play a role.

School Considerations:

- School culture, climate and general staff management of the learning environment;
- Social, emotional and behavioural supports;
- Student-staff relationships and staff behaviour toward the student;
- Family, community and neighborhood situation;
- Alignment with policies and procedures.

Examples of remedial measures and consequences may include, but are not limited to, the examples listed below:

Remediation Measures for Victims

- Meet with counsellor / mentor / special education technician / administrator / staff member to:
 - Create a safe environment to allow victim to explore feelings about incident. Maintain open lines of communication.
 - Develop a plan to ensure student's emotional and physical safety at school.
 - Ensure student does not feel responsible for the behaviour.
 - Ask student to log and report any and all future related incidents.
 - 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 of underaged students will be informed immediately following the incident and regularly updated until the situation is resolved.

Remediation Measures for Student Exhibiting Bullying Behaviour

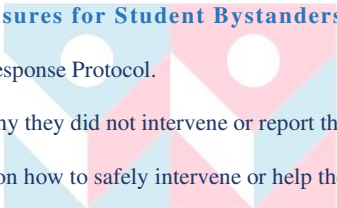
- Develop an intervention plan with the student. Ensure the student has a voice in the outcome and can identify ways they can solve the problem and change behaviours.
- Meet with parent(s)/guardian(s) of underaged students to develop a recovery plan agreement to ensure all understand school rules and 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, social worker or guidance counsellor 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).

Remediation Measures 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.

Remediation Measures for Student Bystanders

- 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.



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Element 8 SPECIFIC DISCIPLINARY ACTIONS

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 supportive / corrective actions may include, but are not limited to:

- Parent/Guardian notification (for underage students)
- Admonishment / 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
- Out-of-school suspension
- Referral to alternative to suspension program for schools offering such a program
- Referral to counsellor, external social / medical agencies, for support
- Legal action / report to law enforcement, if required
- Collaboration with youth protection, Police (support measure)
- Convocation to a disciplinary hearing at the school board
- Expulsion

Element 9 FOLLOW-UP PROTOCOL ON ANY REPORT OR COMPLAINT

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 (for underage students)
- 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 students and parents to complaints procedure, should they express dissatisfaction with the course of action from the school administration. In fact, it is possible to make a report or file a complaint concerning an act of bullying, violence or 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 (2022, chapter 17).
- 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.

SEXUAL VIOLENCE

Elements 1 to 9 of the present ABAV plan apply to acts of sexual violence, as adapted considering the circumstances.

PREVENTATIVE / SAFETY MEASURES TO STOP ACTS OF SEXUAL VIOLENCE

In addition to the prevention measures mentioned in Element 2, the following training activities for management and other personnel specific to acts of sexual violence include the following:

Training activities for management and other personnel include the following:

Training to be provided by the MEQ

To address the area(s) of concern, the following measures aimed at putting an end to all forms of sexual violence include:

1 -	General school climate
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2 -	Continue to maintain and promote a Gay/Straight Alliance club where all students are invited to join (Lachute)
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INTERVENTION PROTOCOL

For acts of sexual violence involving a perpetrator of 12 years of age or older, the administration must contact the pertinent department of the Sir Wilfrid Laurier School Board prior to applying the intervention protocol (Element 5) and the Supervisory and Support Measures (Element 7) mentioned herein. Specific measures might be required in certain cases and the board will be of assistance to the administration as to the steps to follow.

FOLLOW-UP PROTOCOL

In addition to the follow-up protocol mentioned herein (Element 9), and more specifically, to the possibility of filing a report or making a complaint, 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.

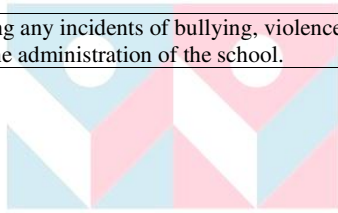
EXTRACURRICULAR SERVICES OR IMPLEMENTATION OF THE SPECIAL SCHOOL PROJECT –

In addition to the measures mentioned above, the following measures will be included in all agreements between the school and a body or person providing extracurricular services or carrying out a special school project for the provision of services other than educational services:

PREVENTION MEASURES TO PREVENT AND STOP ANY FORM OF BULLYING OR VIOLENCE DURING THE PROVISION OF AND, WHERE APPLICABLE (Art.215 Bill 9)

1 -	Anti-bullying and anti-violence training by persons who would be required to work with students and persons regularly in contact with minor students
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2 -	Guidelines on reporting any incidents of bullying, violence and or sexual violence will be reviewed by the administration of the school.
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END OF YEAR EVALUATION

“83.1. 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 distributed to the parents/guardians, the school staff and the Regional Student Ombudsman in charge of accountability assigned to the region in which the school is located.”

To ensure the integrity of the Plan, the administration will conduct a yearly evaluation that reviews:

- The *Our School Survey* results.
 - Review and analysis of GPI/ ISM (digital reporting platform) entries related to bullying and / or violence to assess decrease or increase in incidents of bullying and/or violence.
 - The initiatives put in place for the year and assessment of effectiveness of the actions.
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