



Educational Institution



ANTI-BULLYING AND ANTI-VIOLENCE PLAN

FOR A HEALTHY AND SAFE LEARNING ENVIRONMENT

2025 - 2026

Québec 

For information

Établissement : 885
Téléphone : 450-621-5600

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PREAMBLE

Original text in French

The development of an anti-bullying and anti-violence plan is one process among a set of actions implemented by the educational institution to ensure a healthy and safe environment. The prevention of violence and bullying requires ongoing actions that depend, in particular, on the continuous and consistent application of the rules of conduct and safety measures approved by the governing board. In accordance with the Education Act (EA), the rules of conduct must specify, in particular:

- the attitudes and conduct that are required of students at all times
- the behaviours and verbal or other exchanges that are prohibited at all times, including during school transportation, regardless of the means used, including social media
- the applicable disciplinary measures, according to the severity or repetitive nature of the prohibited act

Furthermore, the rules of conduct and the safety measures must be presented to the students during a civics session held each year by the principal in collaboration with the school staff. They must also be sent to the parents at the beginning of each school year (EA, s. 76). Often outlined in the educational institution's code of conduct, these rules of conduct are intended to ensure the best possible conditions for success and the proper operation of the school. They establish the expected everyday behaviours for fostering community life (e.g. respect, civility). The objective of the anti-bullying and anti-violence plan is to develop ways of preventing the occurrence of any situation of bullying or violence, and to plan out the actions to be taken when such a situation unfortunately arises.

In this template for the anti-bullying and anti-violence plan, the term "instigator" replaces the more widely used term "author", particularly in legal frameworks. The term "instigator" is thus used in this document except when those legal frameworks are cited.

INTRODUCTION

In order to clarify the duties and responsibilities of educational institutions and all school stakeholders involved in situations of violence and bullying, the Education Act (hereinafter, "EA" [CQLR, c. I-13.3]) requires every educational institution¹ to develop a plan aimed at preventing and putting an end to all forms of bullying and violence and, more specifically, at making the institution a healthy and safe learning environment, so that every student attending it can develop their full potential, free from any form of bullying or violence. In addition, the adoption of the Act respecting the National Student Ombudsman (S.Q., 2022, c. 17, hereinafter, "ANSO") has led to further amendments to the EA.

In particular, the EA therefore stipulates the following:

- The principal shall see to the implementation of the anti-bullying and anti-violence plan and shall promptly deal with any report or complaint concerning an act of bullying or violence that they receive or that the regional student ombudsman sends to the principal (EA, s. 96.12). The principal shall assist the governing board in the exercise of its functions and powers and, for that purpose, shall coordinate the development, the review and, if necessary, the updating of the anti-bullying and anti-violence plan (EA, s. 96.13). The principal shall see to it that all school staff members are informed of the school's rules of conduct, safety measures and anti-bullying and anti-violence measures, and of the procedure to be followed when an act of bullying or violence is observed (EA, s. 96.21).
- Every school staff member shall collaborate in implementing the anti-bullying and anti-violence plan and shall see to it that no student in the school is the victim of bullying or violence (EA, s. 75.3).
- The governing board is responsible for approving the anti-bullying and anti-violence plan, and any updated version of the plan, proposed by the principal (EA, s. 75.1).
- A document explaining the anti-bullying and anti-violence plan must be distributed to parents. The governing board shall see to it that the wording of the document is clear and accessible. The document must indicate that it is possible to make a report or file a complaint concerning an act of sexual violence to or with the regional student ombudsman and, for a person who is dissatisfied with the follow-up on a complaint filed with the institution, to use the complaint processing procedure provided for in the Act respecting the National Student Ombudsman (EA, s. 75.1).
- The anti-bullying and anti-violence plan must be reviewed each year and updated if necessary. The principal of the school sends a copy of the anti-bullying and anti-violence plan and any updated version to the National Student Ombudsman (EA, s. 75.1).
- Each year, the governing board shall evaluate the results achieved by the school with respect to preventing and dealing with bullying and violence (EA, s. 83.1).
- A document reporting on the evaluation must be distributed to the parents, the school staff and the regional student ombudsman (EA, s. 83.1).

CONFLICT, VIOLENCE OR BULLYING

| Conflict | Violence | Bullying |
|---|---|--|
| Misunderstanding or disagreement between two or more individuals who do not share the same point of view, values or interests. There are no victims, even if the individuals may feel like they are losing. A conflict may be resolved either through negotiation or mediation. | Any intentional demonstration of verbal, written, physical, psychological or sexual force which causes distress and injures, hurts or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property (EA, s. 13). | Any repeated direct or indirect behaviour, comment, act or gesture, whether deliberate or not, including in cyberspace, which occurs in a context where there is a power imbalance between the persons concerned and which causes distress and injures, hurts, oppresses, intimidates or ostracizes (EA, s. 13). |

Sexual Violence

The *Education Act* does not provide a definition of sexual violence. However, reference to the following definition is suggested:

The concept of sexual violence refers to any form of violence committed through sexual practices or by targeting sexuality, including sexual assault. It also refers to any other misconduct, including that relating to sexual and gender diversity, in such forms as unwanted direct or indirect gestures, comments, behaviours or attitudes with sexual connotations, including by a technological means (*Act to prevent and fight sexual violence in higher education institutions* [CQLR, c. P-22.1]).

Racism and Discrimination

Racism:

A set of ideas, attitudes, and actions that aim to or result in the inferiorization of ethnocultural and national groups in social, economic, cultural, and political terms, thus preventing them from fully benefiting from the advantages granted to all citizens. (Concerted Action Plan 2020-2025)

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.

GENERAL INFORMATION

CHARACTERISTICS OF THE EDUCATIONAL INSTITUTION

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| Name of the educational institution | Laurentian Regional High School |
| Name of School Board | Sir Wilfrid Laurier School Board |
| Name of the Principal | Nadia Anwar |
| Type of instruction | Secondary |
| Number of students | 568 |
| Other characteristics | <p>The school territory is vast, and some students travel more than 90 minutes each way daily, in some cases taking three different vehicles. Out of the 568 students registered in 2025-2026 almost all use school transportation. The issues of distance and dispersion are important. The school serves students from 4 MRCs: Mirabel, La Rivière-du-Nord, Argenteuil and Les Pays-d'en-Haut. We are served by four different CISSSs, work with the Hôpital d'Argenteuil and work as well with Batshaw Youth Services.</p> <p>As it covers such a large territory, the school also has a variety of types of milieus. Predominantly rural, most of our small cities focus on agriculture and tourism, with pockets of industry in areas such as Lachute, Mirabel and St-Jérôme. There are also significant pockets of poverty in the region. The government rates LRHS as a school with a socio-economic index of 8 which is identical to our rating last year.</p> <p>In the 2025-2026 school year, a total of 568 students, we have 293 registered as male, 275 female and 0 students who are registered as non-binary. There are 345 who indicate that English is their mother tongue, 216 students who indicate that French was their mother tongue, and 7 indicated other languages. Most of our students can converse in both English and French. We have 47 students coded with special needs and 197 who have an IEP.</p> <p>In terms of direct support to students, we have one guidance counselor, 8 Special Education Technicians, and four Educational Assistants. This year, there are five Supporting Teachers working at a reduced teaching workload.</p> <p>•</p> |
| Values identified in the educational project | <p>Educational Project 2023 -2027:</p> <p>LRHS's mission is to cultivate a love for literacy and empower our students to become confident, lifelong readers and effective communicators. We are committed to providing a supportive and inclusive learning environment where every student can develop strong literacy skills and critical thinking abilities.</p> <p>Through innovative teaching practices and collaborative partnerships, we strive to foster a community of enthusiastic readers who are equipped to succeed in an ever-changing world.</p> |
| Objective(s) of the educational project in relation to the anti-bullying and anti-violence plan | <p>Goals:</p> <p>Working on tolerance, diversity, equity and inclusion is a priority. Enhancing a positive school climate amongst our school population (staff and students)</p> <p>Promote a positive school climate where diversity, inclusion and equity are a priority.</p> <ul style="list-style-type: none"> - Make our students responsible for advocating for themselves. - Raise the positive sense of belonging for students at LRHS. - Raise the interest and motivation for the students at LRHS. -Reduce the feeling of moderate to high levels of anxiety at LRHS - The administration team along with the ABAV committee and the team of special education technicians will monitor the students attentively. |

INFORMATION ABOUT THE COMMITTEE

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| Name of the committee | Laurentian Regional High School ABAV Committee | |
| Name and role of the person responsible for coordinating the work of the committee (EA, s. 96.12) | Kenneth Gordon, Vice Principal | |
| Members of the committee (name and role) (EA, s. 96.12) | 96.12 Ed Act: Nadia Anwar, Principal Lyndon Efford, Teacher Sarah Leboeuf, Teacher Laurie Matthews, Teacher Sara Ogilvie, CLC Co-ordinator Julie Piette, Special Education Tech. Tina Viger, Special Education Tech. | |
| Mandates of the committee | <ul style="list-style-type: none"> - The school will use OSS/ISM/OIM data to create the school portrait. - Communicate information on the plan to the entire school. - Support the implementation of the prevention measures in the action plan. - Put in place a process aimed at improving the school climate. - Ensure that the actions taken are consistent with the institution's educational project. | |
| Frequency of committee meetings | Three (3) meetings per school year and include dates below. <i>(Measure 15031 can be used at the principal's discretion for release if needed.)</i> | |
| | <u>First:</u> Beginning the process | Thursday, October 23, 2025 |
| | <u>Second:</u> Analyze the portrait and write the ABAV plan | Friday, November 21, 2025 |
| | <u>Third:</u> Discuss potential second portrait and fill out <u>End-of-Year Report</u> | Thursday, June 18, 2026 |
| | <u>Other – if needed:</u> | Click or tap to enter a date. |

UNDERTAKING OF THE PRINCIPAL (EA, S. 75.2)

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| Toward the student who is the victim and their parents | <p>The principal of this school is committed to ensuring that the following undertakings will be carried out:</p> <ul style="list-style-type: none"> - Communication with parents/guardians - Implementation of support measures - Appropriate follow-up with the student and their parents to ensure that the situation has ended - Recording the event in ISM <p>* These instances are not limited to the above-mentioned points and can be further elaborated depending on the specific circumstances.</p> <p>96.12 Ed Act: The principal shall see to the implementation of the anti-bullying and anti-violence plan and shall promptly deal with any report or complaint concerning an act of bullying or violence that the principal receives or that the regional student ombudsman sends to the principal.</p> |
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Toward the instigator/perpetrator and their parents

The principal of this school is committed to ensuring that the following undertakings will be carried out:

- Rapid communication with parents.
- Ensuring that the student and the parents make a commitment to the principal to take action to prevent the recurrence of bullying or violence.
- Applying supervisory and disciplinary measures based on the act committed.
- Implementation of support measures if needed.
- Appropriate follow-up with the student and their parents/guardians to ensure that the commitments/established plan have been respected.

96.12 Ed Act: The principal shall see to the implementation of the anti-bullying and anti-violence plan and shall promptly deal with any report or complaint concerning an act of bullying or violence that the principal receives or that the regional student ombudsman sends to the principal.

ELEMENTS OF THE ANTI-BULLYING AND ANTI-VIOLENCE PLAN (EA, s. 75.1)

ANALYSIS OF THE SITUATION (OVERVIEW)

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

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| Time of data collection, tool(s) used to produce the overview and information gathered | <ul style="list-style-type: none"> - The use of information gathering tools that have been validated by our school board. Our School Survey (Nov. 2025, ISM, OIM (GRICS). - Data towards suspensions and consistent behaviours. |
| Findings from the analysis of the current situation | <ul style="list-style-type: none"> • Strengths: <ul style="list-style-type: none"> - Value School Outcomes up 9%. - Self-Regulation up 5%. - Feel safe at school up 4%. • Vulnerabilities: <ul style="list-style-type: none"> - Sec. 3 boys in value school outcomes and motivation - Anxiety and Depression has increased. - Comfort with Diversity (50% are uncomfortable) • The sense of belonging up 2%. • School climate respect and inclusion witnessed by 50% students. |
| Priorities in relation to the overview and the analysis of the situation | <ul style="list-style-type: none"> • Increase staff and student awareness of violence and bullying. • Increase student's comfort with DEI. |

Sexual Violence

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| Findings with respect to sexual violence, if applicable | <p><i>Sexual harassment at school according to OSS:</i></p> <ul style="list-style-type: none"> - 14.2% girls and 9.3% Boys felt like they had been sexually harassed. - Total number of incidents recorded in ISM. |
| Priorities in relation to the overview and the analysis of the situation with respect to sexual violence, if applicable | <ul style="list-style-type: none"> - Students voiced in the "open ended questions" their discomfort if using the bathrooms in regards to vaping, doors missing off of stalls - Maintain current initiatives. |

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

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| Findings with respect to bullying or violence based on the aforementioned motives, if applicable | <ul style="list-style-type: none"> - 12% in total with ethnic, cultural skin colour. - Data can be found in OSS thematic report. |
| Priorities in relation to the overview and the analysis of the situation with respect to bullying or violence based on the aforementioned motives, if applicable | <ul style="list-style-type: none"> - Student's will be encouraged to advocate for themselves. - Provide tools to help facilitate reporting. |

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)

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| Prevention measures to prevent and put an end to all forms of bullying or violence at school | <ul style="list-style-type: none"> - Motivational Speaker(s) of Secondary 3s. - Develop a SEL initiative for the 2026-2027 year. - Staff training(s) SEL, executive function(s), DEI and allyship, trauma informed school communities. - Activities promoting students to learn about expected behaviours. - Media Smarts - Activities to raise awareness about the responsible use of social media and technology (CCQ). - Carrying out activities that bring people together and reinforce a sense of belonging and a positive school climate. - Working with community organizations to work on specific topics relating to bullying and violence (Panda, 4 Korner). - Creating a safe space (Calm Room, Girls Group). • Involving multiple stakeholders in applying prevention measures: school transportation, extracurricular activities, etc. |
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Sexual Violence

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| Prevention measures put in place with regard to sexual violence | <ul style="list-style-type: none"> - CCQ/ Sexuality of Education Curriculum and support from the Pedagogical Consultant holding the dossier. - Entente with Marie-Vincent Foundation. - Sexto Project - With the help of a specialized organization, raise student awareness about sharing intimate images (sexting). - Provide school staff members with training on sexualized behaviours. - CALACS training for sexual violence workshops with secondary 2 and 3. • Play "Kiss Me if You Want" for secondary 3 students by Theatre Parminou. |
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Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

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| Prevention measures put in place with regard to bullying or violence based on the aforementioned motives | <ul style="list-style-type: none"> - CLC DEI Board. - Sec. 3 ELA Themes of racism and social justice. - Staff workshops to strengthen DEI practices across the school. • |
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| Other information concerning updated promotion and prevention measures to prevent bullying and violence in the educational institution | |
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COLLABORATION WITH PARENTS/GUARDIANS

Measures to encourage parents/guardians 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)

Measures planned to involve parents/guardians and encourage them to collaborate

- Hold a meeting to inform parents/guardians of the special activities planned for the school year and invite them to help organize and conduct these events.
 - During days set aside for parent-teacher meetings, have local community organizations set up information booths.
 - In the school, activities intended for parents/guardians could be offered in partnership with members of the community or community organizations. (CLC/Social Worker)
 - Review communications to ensure they are as personalized as possible.
- During situations of bullying or violence:**
- Involve parents/guardians in solution-focused discussions and process.
 - Support parents/guardians and refer them to resources and tools if necessary.
 - Guide parents/guardians throughout the process, provide them with support, and, if necessary, refer them to organizations that can meet their needs.
 - Remind parents/guardians and community partners about the school's roles and responsibilities. Clarify what the school expects of parents/guardians and the other parties involved.
 - Plan to provide parents/guardians with support (e.g. liaison officer, community stakeholder).

| Information to be shared | Strategies for sharing this information | Date |
|--|---|-------------------------------|
| A document explaining the anti-bullying and anti-violence plan must be distributed to the parents (EA, s. 75.1). | <ul style="list-style-type: none"> • https://lrhs.swlauriersb.qc.ca/policies/ | Friday, November 28, 2025 |
| A document reporting on the annual evaluation of the anti-bullying and anti-violence plan must be distributed to parents (EA, s 83.1). | <ul style="list-style-type: none"> • https://lrhs.swlauriersb.qc.ca/policies/ | Friday, November 28, 2025 |
| The rules of conduct and the safety measures must be sent to the parents at the beginning of each school year (EA, s. 76). | <ul style="list-style-type: none"> • https://lrhs.swlauriersb.qc.ca/policies/ | Friday, November 28, 2025 |
| 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). | <ul style="list-style-type: none"> • https://lrhs.swlauriersb.qc.ca/policies/ | Friday, November 28, 2025 |
| Other: | | Click or tap to enter a date. |

Sexual Violence

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| Measures planned to involve parents/guardians and encourage them to collaborate | <ul style="list-style-type: none"> - Organize a conference for parents/guardians on sexual violence, which can be held by a specialized community organization. (Marie-Vincent Foundation, CISSS) |
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| Information to be shared | Strategies for sharing this information |
|--|---|
| A document informing the students and their parents/guardians of the possibility of making a report or filing a complaint concerning an act of sexual violence to or with the regional student ombudsman (ANSO, s. 21) | <p>National Student Ombudsman Website</p> <p>www.quebec.ca/en/education/prescolaire-primaire-et-secondaire/droits-eleve/file-a-complaint</p> <p>Optional Source</p> <p>https://lrhs.swlauriersb.qc.ca/file-a-complaint/</p> |
| A document specifying the contact information of the regional student ombudsman to whom the complaint must be referred. This document, provided by the National Student Ombudsman, must also explain who may file a complaint and how that right is to be exercised (ANSO, s. 21). | <p>Laurentian Regional High School</p> <ul style="list-style-type: none"> - Main Office: 448 ave. d'Argenteuil, Lachute, QC - Main entry Doors. - The school board must post this information on its website, whether or not the educational institution does so. |
| Other: | <p>Steps of the Process</p> <p>EN: https://www.swlauriersb.qc.ca/en/parents/complaint-process-ombudsman/</p> <p>FR: https://www.fcpq.qc.ca/parents/protecteur-de-leleve/</p> |

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

| Measures planned to involve parents and encourage them to collaborate | <ul style="list-style-type: none">- LRHS News Letters online / emailed.- School Policies on the Website: https://lrhs.swlauriersb.qc.ca/policies/ | |
|---|---|-------------------------------|
| Information to be shared | Strategies for sharing this information | Date |
| | | Click or tap to enter a date. |
| Other information concerning collaboration with parents | | |

PROCEDURES FOR MAKING A REPORT OR REGISTERING A COMPLAINT

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| 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 | <ul style="list-style-type: none"> • Report the incident to a school administrator. |
| Strategies for sharing these procedures | <ul style="list-style-type: none"> • On the website: https://lrhs.swlauriersb.qc.ca/policies/ • In a welcome newsletter at the beginning of the year. |

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:

| Procedures implemented for reporting incidents | Strategies for sharing these procedures |
|--|---|
| <ul style="list-style-type: none">• 450-621-5600 Ext. 1429 | <ul style="list-style-type: none">• https://www.swlauriersb.qc.ca/en/parents/complaint-process-ombudsman/ |

A person who is dissatisfied with the follow-up on a report or complaint concerning an act of bullying or violence made to a principal of an educational institution may file a complaint with the person in charge of processing complaints (ANSO, s. 24, para. 2).

Sexual Violence

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: File a complaint if you are dissatisfied with a school service
- By telephone or text message: 1-833-420-5233
- By email: plaintes-pne@pne.gouv.qc.ca

Other procedures

- Ken Gordon: VP, Principal).
- kgordon@swlauriersb.qc.ca. 450-562- 8571 Ext. 8411
-

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:

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| Contact information for the DYP | <p>DYP Laval 450-975-4000</p> <p>DYP Laurentians 1 800-361-8665</p> <p>DYP Lanaudiere 1 800 665-1414</p> |
| Contact information for the police department | <p>Poste MRC d'Argenteuil 350, avenue Bethany, Lachute 450 562-2442 poste.mrc.argenteuil@surete.qc.ca</p> |

Strategies for sharing these procedures

| | |
|--|---|
| The place(s) where the document is posted in the educational institution | <p>Front Office: 448 avenue d'Argenteuil, Lachute, Qc. J8H 1W9 Tel: 450-562-8571</p> |
| Website of the educational institution, if applicable | <ul style="list-style-type: none"> • https://lrhs.swlauriersb.qc.ca/contact-us/ |
| Other: | |

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

Specific procedures for reporting or registering a complaint concerning an act of bullying or violence based on the aforementioned motives

If needed:

Contact VP Ken Gordon, SETs Sherry White, Jessica Duggan or Bianca Forcillo-Pilon.

Main Office: 450-562-8571

Strategies for sharing these procedures

Strategies for sharing these procedures

- This information will be shared via email, newsletters, and the school website
-

Other information concerning the procedures for reporting or registering a complaint

Students advocate for themselves to the administration or a trusted educator, SET or other staff member who is trusted with the student.

CONFIDENTIALITY

Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence (EA, s. 75.1, para. 3, subpara. 6)

Measures implemented to protect confidentiality

Reminders:

- Inform specific staff members for awareness of the actions that must be taken to protect the confidentiality.
- Have a safe, quiet location for a meeting with the people who are involved.
- Remind the staff that every incident is different and any follow-up is confidential.
- Reports of bullying and/or violence are recorded on a digital database that has restricted access. (ISM)
- Protect the anonymity of the person(s) who report or provide information.

Information concerning students involved in the situation must be treated with confidentiality. For example, information on the nature of the actions or measures taken by or toward the student who is the instigator may not be sent to the parents of the student who is the victim.

Sexual Violence

Confidentiality measures* to be put in place in the event of an act of sexual violence

Reminders:

- Only in person communications.
- Ensure that only key people involved with the incident are informed of the situation.
- Confidentially record is only the necessary information and restrict access to ensure that only the key people involved with the incident can access this information.

* In accordance with the Youth Protection Act (CQLR, c. P-34.1, hereinafter YPA), a breach of professional secrecy is justified when a person contacts the DYP to make a report. It should be noted that the obligation of reporting to the DYP all situations of sexual abuse toward children and adolescents also applies to persons bound by professional secrecy, unless excluded (YPA, s.41)

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

Confidentiality measures to be put in place in the event of an act of bullying or violence based on the aforementioned motives

Reminders:

- Only in person communications.
- Ensure that only key people involved with the incident are informed of the situation.
- Confidentially record is only the necessary information and restrict access to ensure that only the key people involved with the incident can access this information.

Other information concerning confidentiality

ACTIONS TO BE TAKEN FOLLOWING AN ACT OF BULLYING OR VIOLENCE

Actions to be taken when a student, teacher or other school staff member or any other person observes an act of bullying or violence or when a report or complaint is sent to the institution by the regional student ombudsman (EA, s. 75.1, para. 3, subpara. 5)

| Actions to be taken by a student who is a witness or a confidant | Actions to be taken by a staff member who is a direct witness or a confidant (Stakeholder 1) | Actions to be taken by the person responsible for follow-up (Stakeholder 2) |
|---|---|--|
| <p>Information for a student who is a witness:</p> <p>Workshops, presentations or activities on the role of the witness and the confidant are probably provided by your educational institution, your school/centre or your school board. Ideally, use the same terminology when recording actions related to the role of a student who is a witness, whether at the educational institution, at the adult education centre or online.</p> | <p>The actions to be taken must be adapted to the situation.</p> <p>Information for a staff member who is a witness: It is important that everyone involved at an educational institution is aware of the emergency protocol and intervention methods during situations of violence and bullying. Effective communication tools can also ensure more rapid intervention.</p> | <p>The actions to be taken must be adapted to the situation.</p> <p>Take note of the necessary information and store it securely, especially for the purpose of sending a summary report to the director general, if applicable (EA, s. 96.12).</p> |
| <ul style="list-style-type: none"> Ask a school staff member for help. | <p>Reminders:</p> <ul style="list-style-type: none"> Put an end to the inappropriate behaviour as soon as possible. Address the behaviour that is expected under the code of conduct. Guide the student(s) towards the expected behaviour. Always verify how the victim is doing and assure them that the situation is being dealt with. Record the relevant information and pass it along. | <p>Reminders:</p> <ul style="list-style-type: none"> Ensure the safety of all the stakeholders. Support the people affected by the situation. Follow up. Gather information. Meet with the student who was a victim, the students who were instigators/perpetrators and the witnesses. Inform the parents/guardians of the situation and encourage a solution focus approach. Evaluate and analyze the situation, such as the frequency and severity of the behaviours as well as the needs of the students involved. |

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:

Note: The principal must be informed when a situation involves a school staff member, whether as the victim, instigator or witness of an act of bullying or violence. The principal shall analyze the situation to determine the supervisory or support measures as well as any disciplinary measures, if applicable, in accordance with the legal frameworks, the applicable collective agreements, and the roles and responsibilities of the educational organization. If the staff member is a victim or a witness, the principal must also send the information to the institution's health and safety committee.

Sexual Violence

Actions to be taken when an act of sexual violence is observed

| By a student who is a witness or a confidant | By a staff member who is a direct witness or a confidant (Stakeholder 1) | By the person responsible for follow-up (Stakeholder 2) |
|--|--|---|
| <p>Immediate action to end the situation observed.</p> <ul style="list-style-type: none"> Attempt to create a distraction to end the situation. Asking an adult for help. <p>No sharing of private information with other students; seek out and talk to an adult.</p> | <p>Any adult in the educational institution who receives information concerning a situation of sexual violence must:</p> <ul style="list-style-type: none"> 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 school/centre. | <p>Avoid having the student repeat their disclosure multiple times.</p> <p>Take note of the necessary information and store it securely, especially for the purpose of sending a summary report to the director general and the regional student ombudsman, if applicable (EA, s. 96.12).</p> |
| | <p>Immediately report the situation to the DYP by calling the following number:</p> <p>DYP Laval 450-975-4000</p> <p>DYP Laurentians 1-800-361-8665</p> <p>DYP Lanaudiere 1-800-665-1414</p> | <p>Reminders:</p> <ul style="list-style-type: none"> Ensure the safety of all stakeholders. Support the people affected by the situation. Gather information. 1. Meet with the student who was a victim. 2. Meet the students who were instigators/perpetrators and the witnesses. Inform the parents/guardians of the situation and encourage a solution-focused collaboration. |
| | <p>Reminders:</p> <ul style="list-style-type: none"> All sexualized behaviours that take place in a school environment will be addressed. For children under the age of 12, the interventions can / will take various forms based on the categories below of observable sexualized behaviour: Adult involved must speak of and encourage healthy behaviours: normalize them, reassure students who are curious about sexuality, provide guidance. Approach SETs for help. | <p>Evaluate and analyze the situation (note that this may be the responsibility of the DYP, depending on the context).</p> <p>Record the frequency and severity of the behaviours and the needs of the students involved for back up.</p> |

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| | <ul style="list-style-type: none"> - Address any are inappropriate in the school setting. • LRHS Code of Conduct will be applied. • Be clear about the rules with in the Code of Conduct outlining appropriate behaviours that should be upheld. • If needed refer to any relevant guides or protocols that have been put in place in the educational institution (protocol for disclosures of situations of sexual violence, protocol in cases of sexualized behaviour, guide for making reports to the DYP, toolkit to be used for dealing with sexting or non-consensual sharing of intimate images, etc.). • Adopt a reassuring and open-minded attitude. • Facilitate eye contact with the student. Position yourself at their level. • Moderate your reaction; do not minimize or exaggerate the situation. • Use vocabulary appropriate for the student. • Do not promise students that you will keep the disclosure a secret. • Help the student understand that, to ensure their safety, the adult must provide information to people responsible for ensuring children and adolescents' safety (the DYP). | |
| Other: | Other: | Other: |

Commented [GK1]:

Commented [GK2]:

In accordance with the Youth Protection Act (CQLR, c. P-34.1, hereinafter “YPA”), any school staff member is required to immediately report to the DYP any situation covered by the YPA that involves minors, including situations of sexual abuse. Furthermore, any person, regardless of their role, is required to immediately report to the DYP any situation of sexual abuse or physical abuse (YPA, ss. 39-39.1). The confidentiality of the identity of the persons who report a situation to the DYP is guaranteed (YPA, s. 44).

In the case of a complaint concerning an act of sexual violence, the principal shall also inform the student who is the victim that it is possible to refer the complaint to the Commission des services juridiques. If the student is under 14 years of age, the principal also informs their parents of that option, and if the student is 14 years of age or over, the principal may also inform [their] parents of that option, with the student’s consent (EA, s. 96.12).

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

Actions to be taken when an act of bullying or violence based on the aforementioned motives is observed

| By a student who is a witness or a confidant | By a staff member who is a direct witness or a confidant (Stakeholder 1) | By the person responsible for follow-up (Stakeholder 2) |
|--|---|--|
| | <i>The actions to be taken must be adapted to the situation.</i> | <i>The actions to be taken must be adapted to the situation.</i> |
| <p>Take action to end the situation observed by doing the following:</p> <ul style="list-style-type: none"> Asking an adult for help. <p>Do not share private information with other students; instead, talk to an adult.</p> | <p>Reminders:</p> <ul style="list-style-type: none"> Systematically intervene in the event of discriminatory statements or actions by raising everyone's awareness of the consequences of these statements. Work towards a consistent and fair application of the school's code of conduct and rules of conduct. Prioritize individual meetings, encourage dialogue and avoid losing sight of a person's individuality by falsely equating them with a group. Speak with the student who was a victim to verify how they feel. | <p>Reminders:</p> <ul style="list-style-type: none"> Ensure the safety of all stakeholders. Support the people affected by the situation. Gather information. Meet with the student who was a victim, the students who were instigators/perpetrators and the witnesses. Speak with the student who was the instigator/perpetrator. Verify what is behind their statements or actions. Try to gain information about this student's preconceived ideas or prejudices. |
| Other information concerning the actions to be taken when an act of bullying or violence is observed | | |

SUPERVISORY AND SUPPORT MEASURES

Supervisory and support measures for any student who is a victim of bullying or violence, for witnesses and for the perpetrator (EA, s. 75.1, para. 3, subpara. 7)

| For the student who is the victim | For the student who is an instigator | For witnesses |
|--|--|--|
| Reminders: <ul style="list-style-type: none"> • Listen to the victim and gather information about their needs. • Ensure that victims agree to every action being taken that involves them. • Plan periodic follow-up meetings. • Provide individual and group workshops to support the development of social and emotional skills (management of emotions, self-assertion, etc.). • Provide the opportunity to pair up with another student. • Work together with the student who is a victim to identify a location in the educational institution where they feel good and may be allowed specific access privileges, if they want. | Reminders: <ul style="list-style-type: none"> • Plan periodic follow-up meetings. • Provide individual and group workshops to support the development of social and emotional skills (conflict management, management of emotions, empathy development, etc.). • Provide activities allowing them to learn about the expected behaviours in detail. • Ensure that the student leaves class later than other students. • Provide adult supervision at specific times. | Reminders: <ul style="list-style-type: none"> • Address their feeling of safety by allowing them to express their emotions and thoughts. • Increase their awareness of their role as witnesses and the impact of this role. Explore what they would have liked to do, how they would have liked to do it, etc. • Increase their knowledge about confidentiality. Explain to them that what they have seen must remain confidential. • Provide activities allowing them to learn about the expected behaviours in detail. • If necessary, plan periodic follow-up meetings. |

Note: The principal must be informed when a situation involves a school staff member, whether as the victim, instigator or witness of an act of bullying or violence. The principal shall analyze the situation to determine the supervisory or support measures as well as any disciplinary measures, if applicable, in accordance with the legal frameworks, the applicable collective agreements, and the roles and responsibilities of the educational organization. If the staff member is a victim or a witness, the principal must also send the information to the institution's health and safety committee.

Sexual Violence

Supervisory and support measures established and put in place following a needs analysis in relation to an act of sexual violence

| For the student who is the victim | For the student who is an instigator/ perpetrator | For witnesses |
|---|---|---|
| <ul style="list-style-type: none"> • Organize individual support meetings to help them manage emotions, anxiety or insomnia. • Provide tools to improve concentration and academic motivation. • Refer students to external specialized organizations. | <ul style="list-style-type: none"> • Organize individual meetings designed to get the instigator/perpetrator to recognize and address what they did. • Provide individual or group workshops, for example, on curiosity and healthy sexual exploration, consent, egalitarian relationships or anger management. • Could refer students to external specialized organizations (local resources could be listed here). | <ul style="list-style-type: none"> • Evaluate individual needs. • Provide individual or group workshops on healthy and egalitarian relationships. • Offer awareness-raising and educational activities for all students involved when the situation is known to many students within the educational institution, as in a case of non-consensual sharing of intimate images. • Provide psychological or emotional support to people who feel they need it after hearing a disclosure. |

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

Supervisory and support measures established and put in place following a needs analysis in relation to an act of bullying or violence based on the aforementioned motives

| For the student who is the victim | For the student who is an instigator/perpetrator | For witnesses |
|---|--|--|
| Meet with students to get their perspective on what racism is and how it needs to be addressed accordingly. | <ul style="list-style-type: none"> • Provide guidance for the student to lead them to understand that a joke based on racial stereotypes is a racist action with negative consequences for the person targeted. • Starting from the instigator/perpetrator's preconceived ideas or prejudices, suggest a different way of expressing their point of view that leaves aside any prejudices. | <ul style="list-style-type: none"> • Evaluate individual needs. • Provide individual or group workshops on healthy and egalitarian relationships. • When the situation is known to many students within the educational institution, offer awareness-raising and educational activities for all students involved. • Provide psychological or emotional support to people who feel they need it. |

| Other information concerning the supervisory and support measures | |
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DISCIPLINARY MEASURES

Disciplinary measures for acts of bullying or violence, according to their severity or repetitive nature (EA, s. 75.1, para. 3, subpara. 8)

Possible disciplinary measures, determined according to an analysis of the situation as well as the nature, severity and frequency of the acts committed

Based on the severity of the situation or incidents, the administration can take discretion and can collaborate with the School Board if needed.

The following are disciplinary and/or supportive/corrective actions may be included, but are not limited to:

- Parent/Guardian notification.
- Admonishment / conference with student (verbal warning)
- Reflection activity or action.
- Recovery plan including Restorative measures.
- Restitution
- Mediation or conflict resolution (when deemed appropriate).
- Probation and letter of expectations.
- Detention.
- In-school suspension or out-of-school suspension.
- Homebound Tutoring (via Zoom or Teams)
- Referrals to a counsellor, external social/medical agencies.
- Legal action/report to law enforcement. (if required).
- Collaboration with youth protection (support measure).
- Convocation to a disciplinary hearing at the school board
- School transfer
- Expulsion

Filing a complaint with the police Youth Criminal Justice Act: The Youth Criminal Justice Act (S.C. 2002, c. 1) governs the justice system when an adolescent aged 12 to 18 breaks a federal law or is suspected of having committed a criminal offence. The criminal justice system for adolescents encourages rehabilitation and reintegration. The educational institution may be responsible for the enforcement of extrajudicial sanctions applicable to people who are instigators of violence in school contexts.

Sexual Violence

Possible disciplinary measures, in the event of sexual violence, determined according to an analysis of the situation as well as the nature, severity and frequency of the acts committed

Student will take accountability of his / her actions.

Take an educational approach using specialized organizations that offer therapies to these young people and by the justice system.

Contacting specialized resources may help educational institutions determine whether or not a disciplinary measure would be beneficial for a student (e.g. the Centre d'expertise Marie-Vincent, integrated health and social services centres [CISSS] and Integrated University Health and Social Services Centres [CIUSSS], an organization that provides services to adolescents who have instigated sexual violence).

Recall that children under 12 years of age who exhibit worrisome or problematic sexual behaviours (see page 3 for the definition) towards others are not recognized as "perpetrators of sexual assault," neither legally nor in the psychological, emotional or sexual sense of the term. Educational interventions are the preferred method for dealing with children engaging in these behaviours, and support measures may be necessary for children who have been subject to or witnessed these behaviours.

*** If legal proceedings have taken place and a student was found guilty of a criminal offence, the educational institution may be required to apply the judicial measures imposed on the student.**

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

Possible disciplinary measures, in the event of bullying or violence based on the aforementioned motives, determined according to an analysis of the situation as well as the nature, severity and frequency of the acts committed

Conduct a detailed analysis to appropriately assess the impact of the disciplinary measures.

Focus on rehabilitation and not punishment when appropriate.

After ensuring that the student victim agrees, mediation and restorative action should be prioritized.

Other information
concerning disciplinary
measures

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)

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|--|--|
| Measures taken to follow up on any report or complaint concerning an act of bullying or violence | <p>Reminders:</p> <ul style="list-style-type: none"> - Ensure to record information on the incident. - Ensure that the situation has ended. - Follow up with parents about how the situation was addressed. - Inform the people involved about developments in the incident management, while maintaining confidentiality. - Ensure that the student instigator/perpetrator and their parents/guardians have lived up to any commitments they may have made. - Verify that the support and supervisory measures properly meet the needs of the people involved and make any necessary adjustments. - Inform parents/guardians of the mechanisms that exist for filing a complaint if the incident has not been dealt with to their satisfaction. |
|--|--|

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

Sexual Violence

Measures taken to follow up on any report or complaint concerning an act of bullying or violence

For each report received relating to an act of sexual violence, the principal shall, as soon as possible, send the director general of the school service centre a summary report on the nature of the incident and the follow-up measures taken (EA, s. 96.12). The summary report concerning an act of sexual violence shall also be sent to the regional student ombudsman (EA, s. 96.12).

Continue follow up and reassess the needs of the individual.

Even if the initial evaluation concludes that the student does not have immediate needs following the situation, their needs should be subsequently reassessed at different points in time (e.g. with the help of observations from teachers, by speaking directly to the student).

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

Measures taken to follow up on any report or complaint concerning an act of bullying or violence based on the aforementioned motives:

****Information:**

The terminology used in the follow-up provided to parents may be interpreted in different ways by some groups. Using neutral and factual terms (descriptions of behaviour) helps maintain an open dialogue.

Other information concerning the follow-up on any report or complaint

OTHER ACTIONS SPECIFIC TO SEXUAL VIOLENCE

In addition to the elements prescribed above, a separate section of the anti-bullying and anti-violence plan must be for sexual violence. That section must include the following elements (EA, s. 75.1).

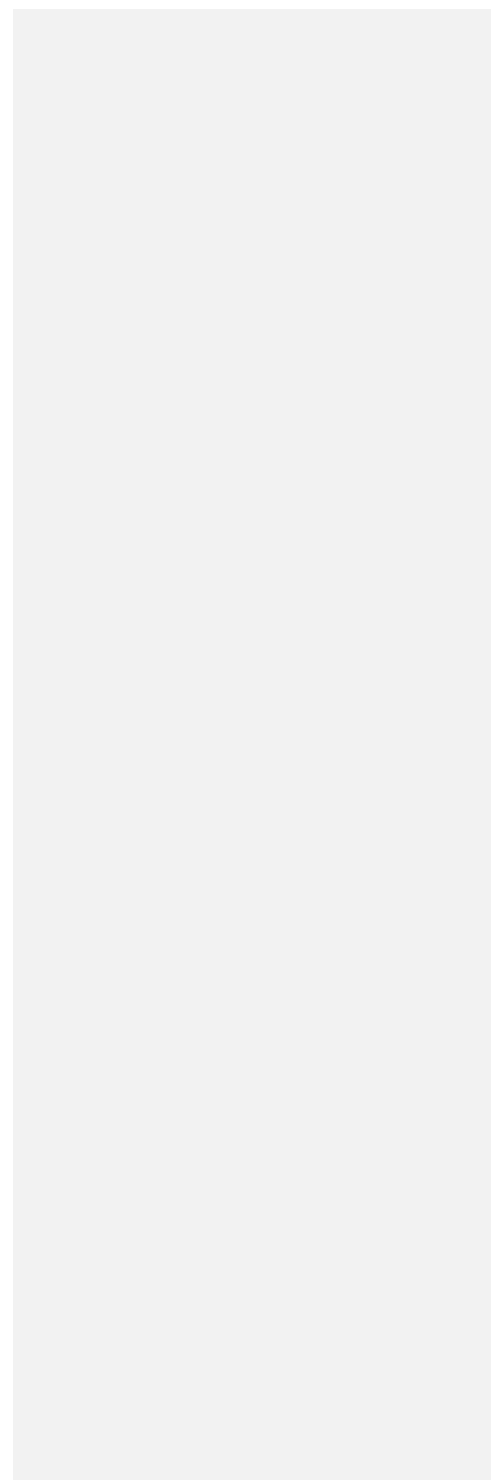
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|---|---|
| <p>Compulsory training activities for management and other personnel</p> | <p>**Information on training:</p> <p>In addition to the online training provided by the Ministère de l'Éducation on violence and bullying (available in French only), which discusses reporting to the DYP and the related obligations, among other topics, other training sessions may also be relevant. Provide information on the training session(s) completed by the staff (e.g. duration, format, goals, who provided the training and who participated). Specify the methods used to document the training that staff members have completed.</p> <p>Centre d'expertise Marie-Vincent – "Sexualized Behaviour Problems and Sexual Assault Disclosures Among Children Aged 6 to 12 in School Setting"</p> <p>Centre d'aide et de lutte contre les agressions à caractère sexuel (Sexual Assault Centres, CALACS) in each region – "Training for school staff Empreinte: Agir ensemble contre les agressions à caractère sexuel"</p> <p>UQAM – Tel-jeunes – Direction régionale de santé publique de Montréal – "Sparx - For positive romantic and intimate relationships – Training on positive romantic relationships and violence in intimate relationships"</p> |
| <p>Safety measures to stop sexual violence</p> | <p>Examples of safety measures for countering sexual violence:</p> <ul style="list-style-type: none"> • Review the availability and layout of bathrooms and locker rooms that are accessible to staff and students. • Create a strategic supervision plan based on the needs of the school. • Restrict access to some locations or in certain contexts • Provide guidelines for meetings between school staff and students (e.g. hold these meetings in public spaces whenever appropriate). • Implement guidelines for how school staff and students interact on social media. |

RESOURCES

| | |
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| RESOURCES | <p>Information continued:</p> <p>Educational institutions are asked to make a list of regional or province-wide resources that are relevant for implementing prevention, support or supervisory measures, along with other assistance resources that may be helpful. The Resource Directory in the Anti-Bullying and Anti-Violence in Schools Plan may be useful for guiding educational institutions towards resources.contenu/education/soutien-eleves/Bottin-ressources-PPVI.pdf</p> |
|-----------|--|

OTHER IMPORTANT INFORMATION

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|---|-------------------------------|
| * Date of approval of the Anti-Bullying and Anti-Violence Plan by the Governing Board (EA, s. 75.1) | Tuesday, November 25, 2025 |
| Resolution number | GB20251125-04 |
| * Date of annual evaluation of the results by the governing board (EA, s. 83.1) | Click or tap to enter a date. |
| * Date of annual review of the Anti-Bullying and Anti-Violence Plan (EA, s. 75.1) | Click or tap to enter a date. |
| Principal's signature ⇒ | |
| Date ⇒ | Click or tap to enter a date. |
| Signature of the person who chairs the governing board ⇒ | |
| Date ⇒ | Click or tap to enter a date. |



Quebec