



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

ANTI-BULLYING ANTI-VIOLENCE PLAN INCLUDING SEXUAL VIOLENCE

2024-2025

School: St. Paul Elementary School



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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 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:	3
Student population:	427 students – 181 students who participated (Grades 4-6)
Other pertinent information:	Main Building: Pre-k to Grade 2 Annex Building: Grade 3 to Grade 6

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:

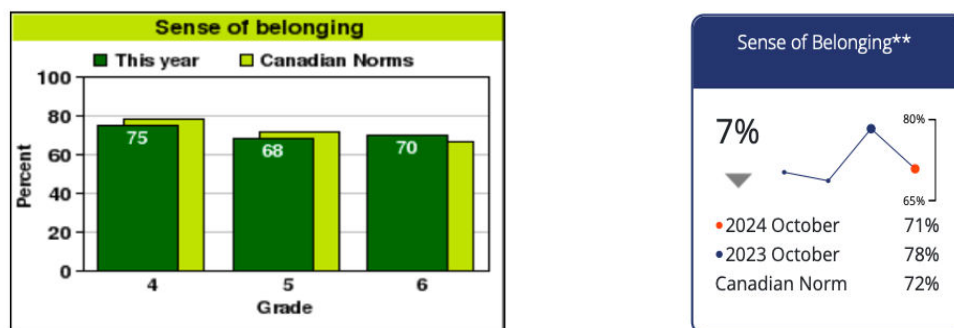
- Review and analysis of GPI / ISM (digital reporting platform) entries related to bullying and / or violence;
- Results from the latest *Our School Survey* (formerly *Tell Them From Me*).

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

- 71% of students in this school had a high sense of belonging; the Canadian norm for these grades is 72%.
- 70% of the girls and 73% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 70% and for boys is 75%.

Figure A: Students with a positive sense of belonging at St-Paul Elementary School

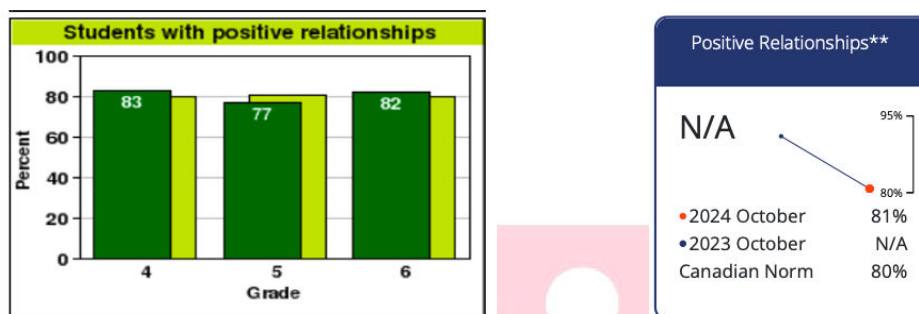


Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

- In this school, 81% of students had positive relationships; the Canadian norm for these grades is 80%.
- 83% of the girls and 80% of the boys in this school had positive relationships. The Canadian norm for girls is 83% and for boys is 78%.

Figure B: Students with positive relationships at St-Paul Elementary School

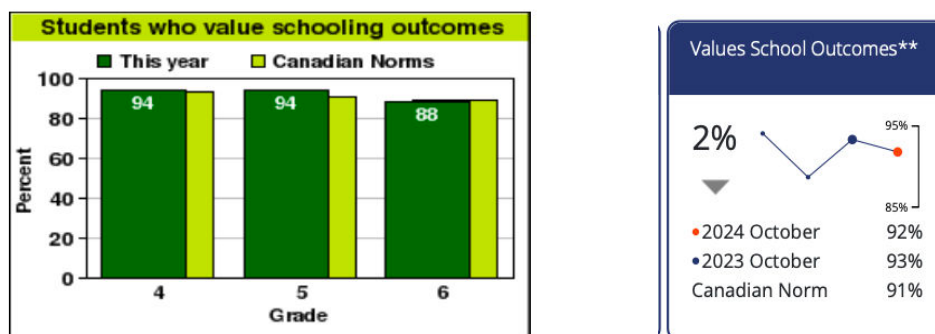


Students who value schooling outcomes

Students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 92% of students in this school valued school outcomes; the Canadian norm for these grades is 91%.
- 97% of the girls and 88% of the boys in this school valued school outcomes. The Canadian norm for girls is 93% and for boys is 88%.

Figure C: Students who values schooling outcomes at St-Paul Elementary School

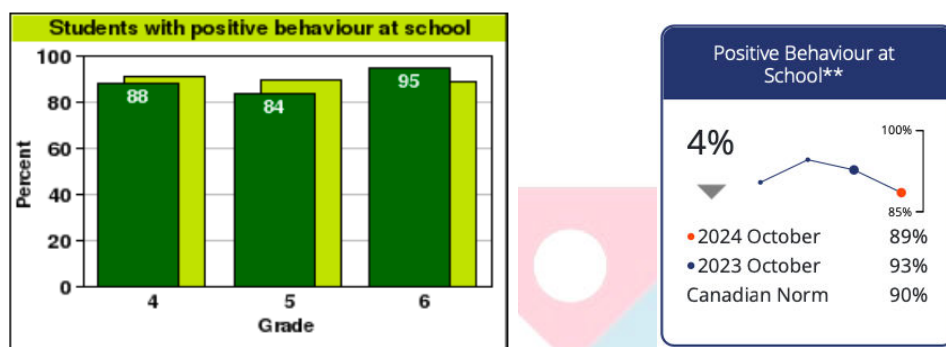


Students with positive behaviours at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

- In this school, 89% of students had positive behaviour; the Canadian norm for these grades is 90%.
- 94% of the girls and 84% of the boys in this school with positive student behaviour at school. The Canadian norm for girls is 95% and for boys is 86%.

Figure D: Students with positive behaviours at St-Paul Elementary School

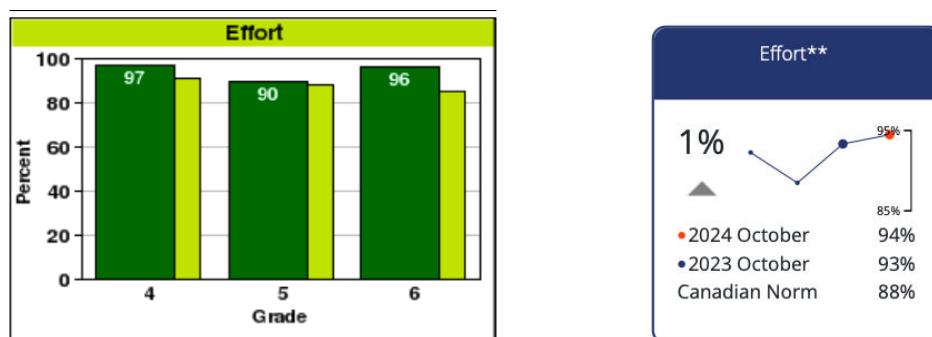


Effort – students who try hard at school

Students who try hard to succeed in their learning.

- 94% of students in this school tried hard to succeed; the Canadian norm for these grades is 88%.
- 94% of the girls and 97% of the boys in this school tried hard to succeed. The Canadian norm for girls is 89% and for boys is 86%.

Figure E: Students who try hard at St-Paul Elementary School

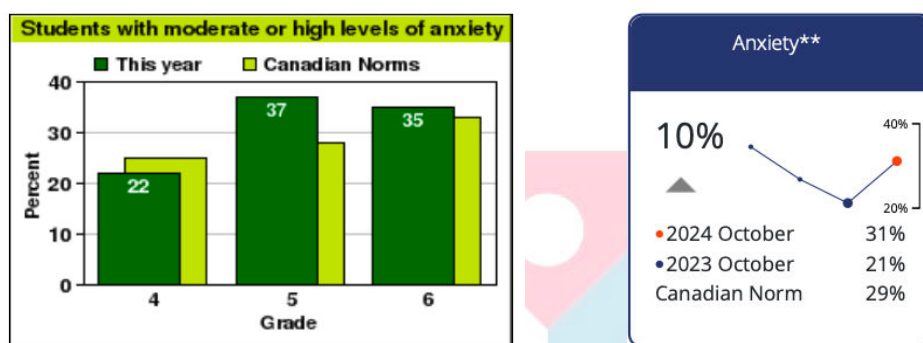


Students with moderate to high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

- 31% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 29%.
- 36% of the girls and 25% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 36% and for boys is 21%.

Figure F: Students with moderate to high levels of anxiety at St-Paul Elementary School

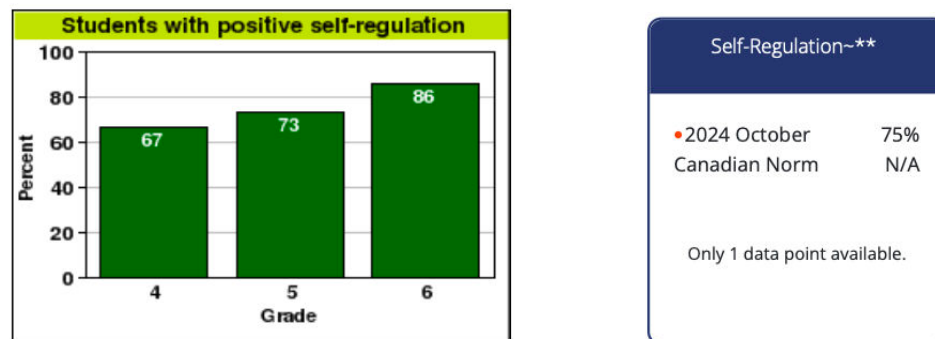


Students with positive self-regulation

Students who have the ability to consciously control their emotions and behaviours and maintain focus on a task.

- 75% of students in this school had positive self-regulation.
- 80% of the girls and 72% of the boys in this school had positive self-regulation.

Figure G: Students with positive self-regulation at St-Paul Elementary School

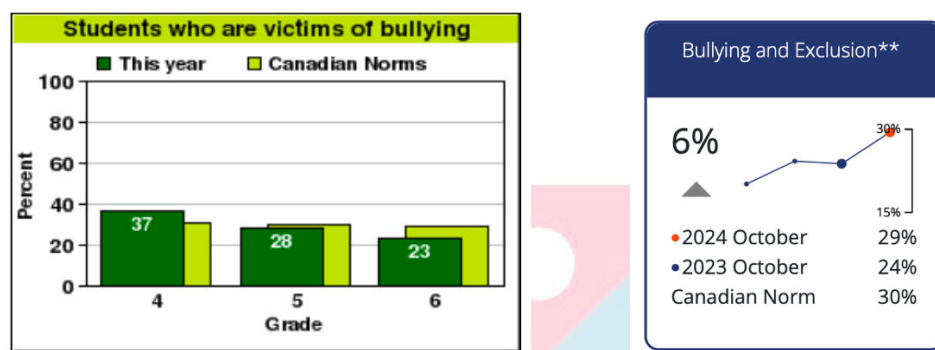


Students who are victims of bullying

Students who are subjected to physical, social, or verbal bullying, or are bullied over the internet.

- 29% of students in this school were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 30%.
- 21% of the girls and 37% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 27% and for boys is 33%.

Figure H: Students who are victims of bullying at St-Paul Elementary School

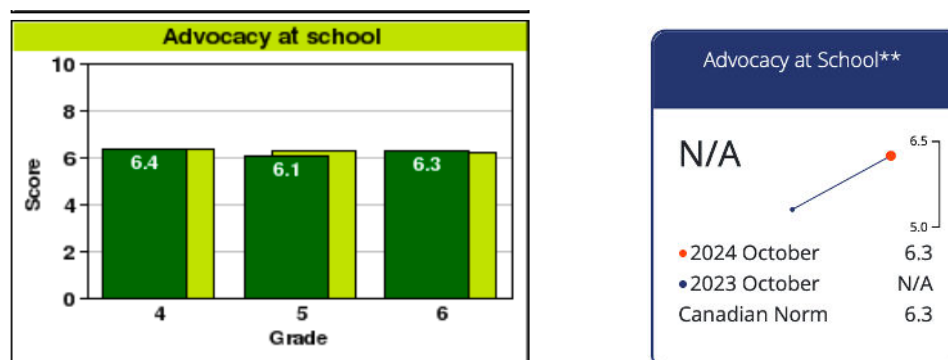


Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

- In this school, students rated advocacy at school 6.2 out of 10; the Canadian norm for these grades is 6.3.
- In this school, advocacy at school was rated 6.1 out of 10 by girls and 6.4 out of 10 by boys. The Canadian norm for girls is 6.3 and for boys is 6.2.

Figure I: Students who feel that they have someone at school who consistently provides encouragement at St-Paul Elementary School



Priorities
Based on the OurSchool Survey data, our priorities for the 2024-25 school year will be to decrease all forms of bullying and violence in our school as well as to reduce the percentage of students feeling moderate to severe anxiety. Our focus at St-Paul centers on preventative measures and early intervention practices that develop our students' abilities to identify and manage their emotions and effectively engage in conflict resolution. These measures include restorative practices, social and emotional learning, and community-building practices.



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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:

1 -	Communication of our policies, values and expectations - The Code of Conduct is distributed to and reviewed with all students at the beginning of the school year; - Our school Matrix is distributed to and reviewed with all students at the beginning of the school year. Our core values and schoolwide expectations are reinforced daily; Our ABAV plan, Code of Conduct, and School Matrix are available on the school website.
2 -	Schoolwide Behaviour Matrix Our school Matrix details our four school values and the behavioural expectations in all settings of our school (see Annex A). - Present, explicitly teach, and reinforce our schoolwide expectations; - Morning announcements reinforcing our core values and behavioural expectations; - Grade-level assemblies reinforcing our 4 core values (at St. Paul, we care for others, care for our school, care for ourselves, care for learning); Our schoolwide behavioural intervention practices are grounded in our school matrix.
3 -	Schoolwide Voice Levels Chart Our voice levels chart reinforces a calm, caring, and safe learning environment (see Annex B). Present, explicitly teach, and reinforce our voice levels expectations; Morning announcements reinforcing our voice levels expectations.
4 -	Positive Behaviour Reinforcement System <i>Star Student Tickets</i> are awarded to students who demonstrate positive behaviour that reflect our core values; Positive behaviours are reinforced through our monthly <i>Star Tickets</i> rewards draw.
5-	Bullying and Violence Prevention - Prevention education offered by professional guest speakers and presenters; - In-class activities and projects; - Exploring equity, diversity, and inclusion through schoolwide and in-class presentations and activities; - Grade-level assemblies; character development education; - Self-regulation education; - Explicit lessons on how to use our outdoor games, offered in Physical Education class Digital Citizenship Education for all grades 3 to 6 students.
6 -	Restorative Practices Restoratives practices are used as a primary means to manage conflict by fostering empathy, building relationships, and repairing harm.

	Students are directed to our Matrix to ground interventions into teachable moments, prompting students to reflect on their choices and what they may have done differently.
7 -	Community Building Relationship building practices are used to proactively develop positive connections and build community. These practices are also used to respond to conflicts in an atmosphere of safety, decorum, and equality. Offering senior students opportunities to engage in community projects that develop their social awareness and empathy.
8 -	Behaviour Technicians Support - Working with students in need to improve prosocial skills, anger management strategies, self-regulation, and conflict-resolution strategies; - Implementing the Zones of Regulation Program for self-regulation; - Providing bus safety sessions to promote appropriate behaviour on the bus; Providing stress and anxiety support for students in need.
9 -	Professional Development – For Staff & Students Social and Emotional Learning Social and Emotional Learning (SEL) is the process through which one acquires and applies the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy, establish and maintain supportive relationships, and make responsible and caring decisions. Through a series of workshops this year, our teaching staff will dive deep into the five competencies of SEL in order to effectively incorporate these essential notions into daily teaching practices.
10 -	Shared Leadership and Student Voice Playground Leadership Team lead cooperative games and facilitate conflict resolution strategies with Grades 1 & 2 students. Creation of a student task force to provide student-voice to our efforts to reduce bullying and violence and reducing stress and anxiety.
11 -	Parent Workshops Offering parents workshops and support services to help reduce stress and anxiety.
12 -	Support - Training and on-going support for staff; - On-going support from our School Climate Team at SWLSB;

Element 3

MEASURES FOR PARENT/GUARDIAN COLLABORATION

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 (agenda, curriculum night, bulletins/memos, and/or on school website).
2. The ABAV Plan will be made available to parents/guardians.
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 receives 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

St. Paul Elementary School is 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).

STUDENT RESPONSE PROTOCOL

Any student who witnesses an act of bullying or violence has an obligation, as a responsible member of the school community, to intervene if the situation does not threaten their well-being, or to report the incident to school authorities.

The following are the means through which a student may do so:

- Inform a staff member on duty.
- Inform administration.
- Mention it to a teacher or staff member they trust.
- Tell parent/guardian.

PARENT / GUARDIAN RESPONSE PROTOCOL

- Report the incident to a school administrator or classroom teacher.

***At the discretion of the principal or his/her delegate, police intervention may be requested.**

Element 6

**MEASURES TO ENSURE AND PROTECT CONFIDENTIALITY
OF ANY REPORT OR COMPLAINT CONCERNING AN ACT
OF BULLYING OR VIOLENCE**

Measures to protect the confidentiality of any report or complaint disclosure concerning an act of bullying or violence shall include:

1. Staff is reminded that every incident and the ensuing follow-up must be kept confidential. This is done at least once each year.
2. Reports of bullying and / or violence are recorded on a digital database that has restricted access.
3. Use of intervention strategies that protect the anonymity of persons who report or provide information.



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

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
- 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
- Detention
- In-school suspension
- Out-of-school suspension
- Homebound Tutoring (supportive measure that could take place via Zoom or Teams)
- 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 (support measure)
- Convocation to a disciplinary hearing at the school board
- School transfer
- 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.
- Meeting with the victim and perpetrator to assess their well-being, and that the bullying / violence has ceased.
- Verification of the completion of all remedial measures for all parties concerned.
- Referral of parents to complaints procedure, should the parents/guardians express dissatisfaction with the course of action from the school administration. 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.

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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 and SEL practices |
| 2 - | Entente with Marie-Vincent Foundation |
| 3 - | CCQ / Sexuality of Education Curriculum and support from Ped Consultant holding the dossier |

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

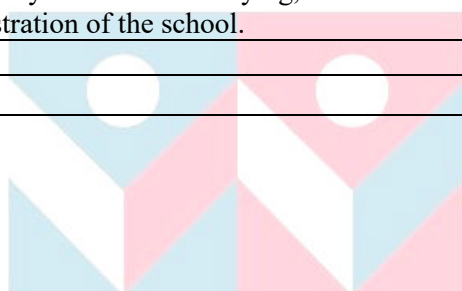
In addition to the follow-up protocol mentioned herein (Element 9), and more specifically, to the possibility of filing a report or making a complaint, in the case of a complaint concerning an act of sexual violence, the principal shall also inform the student who is the victim that it is possible to 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 minor students and persons regularly in contact with minor students
2 -	Guidelines on reporting any incidents of bullying, violence and or sexual violence will be reviewed by the administration of the school.
3 -	Service agreement



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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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