



École de Formation Hébraïque

ANTI-BULLYING AND ANTI-VIOLENCE PLAN

FOR A HEALTHY AND SAFE LEARNING ENVIRONMENT

2025-2026

Québec 

For information

École de Formation Hébraïque

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PREAMBLE

This template for the anti-bullying and anti-violence plan is the result of a joint effort between the Ministère de l'Éducation and its network of regional support officers. Improved upon through the various comments received from their partners, it takes into particular account the suggestions made during the day of action to prevent violence and bullying in schools held on May 24, 2024.

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. The Act respecting private education (APE) stipulates that the anti-bullying and anti-violence plan must be accompanied by a document that sets out the rules of conduct and the safety measures applicable in the institution, including the obligation for students to conduct themselves in a civil and respectful manner toward their peers and the institution's personnel, to contribute to creating a healthy and secure learning environment, and to take part in civics and anti-bullying and anti-violence activities held by the institution. It also stipulates that these rules of conduct must be presented to the students during a civics session held each year by the institution in collaboration with the institution's personnel. The rules of conduct must also be sent to the parents at the beginning of each school year (APE, s. 63.3).

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 term "perpetrator," which is more widely used, especially in legal frameworks. Thus, the term "instigator" is used in this document, except when excerpts of these 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 Act respecting private education (hereinafter, “APE” [CQLR, c. E-9.1]) requires every educational institution to develop a plan aimed at preventing and putting an end to all forms of bullying and violence and, more specifically, at making the institution a healthy and safe learning environment, so that every student attending it can develop their full potential, free from any form of bullying or violence. In addition, the adoption of the Act respecting the National Student Ombudsman (S.Q., 2022, c. 17, hereinafter, “ANSO”) has led to further amendments to the APE.

In particular, the APE therefore stipulates the following:

- The plan, rules and measures provided for in sections 63.1 and 63.3 are prepared with the participation of the members of the institution’s personnel (APE, s. 63.4).
- The institution shall see to it that all the members of its personnel are informed of the institution’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 (APE, s. 63.5).
- Every personnel member shall collaborate in implementing the anti-bullying and anti-violence plan and shall see to it that no student in the institution is a victim of bullying or violence (APE, s. 63.5).
- A document explaining the anti-bullying and anti-violence plan must be distributed to parents. The institution 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 (APE, s. 63.1).
- The anti-bullying and anti-violence plan must be reviewed each year, and updated if necessary. The institution sends a copy of the anti-bullying and anti-violence plan and any updated version to the National Student Ombudsman (APE, s. 63.1).

Conflict, violence or bullying?

Conflict	Violence	Intimidation
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 (APE, s. 9).	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 (APE, s. 9).

Sexual violence
The <i>Act respecting private education</i> does not provide a definition of sexual violence. However, reference to the following definition is suggested: The concept of sexual violence refers to any form of violence committed through sexual practices or by targeting sexuality, including sexual assault. It also refers to any other misconduct, including that relating to sexual and gender diversity, in such forms as unwanted direct or indirect gestures, comments, behaviours or attitudes with sexual connotations, including by a technological means (<i>Act to prevent and fight sexual violence in higher education institutions</i> [CQLR, c. P-22.1]).

GENERAL INFORMATION

CHARACTERISTICS OF THE EDUCATIONAL INSTITUTION

Name of the educational institution	École de Formation Hébraïque
Name of the principal	Eva Ohnouna
Type of instruction	Preschool, Elementary
Number of students	211
Other characteristics	Co ed community school, inclusive and bilingual.
Values identified in the educational project	Jewish identity, history, values and tradition Learning potential: Intellectual curiosity and continuous growth Leadership and responsibility toward self, community, and the world Moral integrity, honesty, and justice Kindness and care toward students, families, and staff Community y and unity within Montreal's Jewish community
Objective(s) of the educational project in relation to the anti-bullying and anti-violence plan	The objectives of our educational project in relation to the antibullying and antiviolence plan are to foster a safe, respectful, and inclusive school climate where all students feel valued, supported, and empowered to contribute positively to their community. In alignment with our mission and values, our project aims to: Promote kindness, empathy, and mutual respect through Jewish values and ethical teachings. Strengthen students' social, emotional, and behavioral development by teaching and modeling positive interactions. Create a sense of belonging and unity, encouraging collaboration among students from diverse backgrounds. Implement proactive classroom management strategies to prevent conflicts before they escalate. Provide targeted support services to address individual needs and resolve disputes constructively. Encourage student leadership in promoting inclusivity and setting positive examples for peers. Offer structured opportunities for community engagement that reinforce respect,

INFORMATION ABOUT THE COMMITTEE

Name of the committee	PVI Committee
Name and role of the person responsible for coordinating the work of the committee (APE, s. 63.5)	Marley Goldfield
Members of the committee (name and role)	Shanny Beaudry (TES) Maria Koukoulas (Lunch & Extended Day Coordinator) Jill Glazer (TES) Samantha Star (Coordinator of Pedagogy) Iris Leibner (teacher)
Mandates of the committee	The mandates of the anti-bullying committee includes the following key responsibilities: Ensure the anti-bullying and anti-violence plan aligns with the identified needs and situation portrait of the school environment. Set action priorities and ensure that allocated measures and resources are implemented effectively. Evaluate the implementation and effectiveness of the anti-bullying plan. Present the action plan and support measures to parents, advising them on interventions to apply at home. Refer students to appropriate services based on the frequency, intensity, and persistence of bullying or violent behaviors. Develop and implement intervention plans for both victims and perpetrators. Conduct follow-up meetings with students involved and their parents. Keep testimonies confidential and explain the role and impact of witnesses. Coordinate interventions in case of violence with specific characteristics (e.g., sexual violence) including informing relevant authorities and establishing reintegration contracts. Reassure parents and students that situations will be taken seriously and managed by school personnel. Collaborate with staff, parents, and the community to create a safe and positive school climate.
Frequency of committee meetings	3 times a years

UNDERTAKING OF THE INSTITUTION (APE, s. 63.2)

Toward the student who is the victim and their parents	According to the Hebrew Foundation School anti-bullying policy, the undertakings toward the student who is the victim and their parents include: Conduct a confidential investigation to understand the nature and severity of the incident. Provide mediation and restorative justice processes whenever possible to help restore a safe environment. Offer ongoing support from the Student Services team tailored to the student's academic, social, and emotional needs. Hold follow-up meetings with the student to ensure the bullying or violence has stopped and to provide continued support, documenting these meetings. Inform and involve appropriate school staff to maintain the student's safety. Notify the parents immediately following the incident and provide regular updates until the situation is resolved. Refer the student for counseling or external support services if appropriate. Keep all details confidential and ensure secure record-keeping of all reports and follow-ups. Collaborate with parents to support the student's academic, emotional, and social development during and after the incident.
Toward the instigator and their parents	According to the Hebrew Foundation School anti-bullying policy, the undertakings toward the instigator and their parents include: Conduct a thorough investigation once an incident is reported, with appropriate documentation and reporting to Student Services and administration. Meet with the instigator to explain the investigation process, the findings, and any consequences based on the severity of the behavior. Notify the instigator's parents promptly about the incident, the investigation, and the resulting interventions or disciplinary measures. Provide parents with information about available support services, including the option to request assistance from Student Services, the Anti-Bullying Committee Chair,

and the Head of School.

Implement follow-up meetings and/or increased supervision to ensure the behavior is addressed and does not recur, consistently documenting these actions.

Enforce disciplinary measures as appropriate, which may include mediation, social-emotional coaching, loss of privileges, suspension, or expulsion depending on the seriousness and frequency of incidents.

Inform the Head of School of all incidents and decisions to ensure oversight and compliance with school policies.

Collaborate with parents to support the student's behavioral improvement and development in alignment with the school's values and code of conduct.

ELEMENTS OF THE ANTI-BULLYING AND ANTI-VIOLENCE PLAN (APE, s. 63.1)

ANALYSIS OF THE SITUATION (OVERVIEW)

Analysis of the situation prevailing at the school with respect to bullying and violence (APE, s. 63.1, para. 3, subpara. 1)

Time of data collection, tool(s) used to produce the overview and information gathered	Data are collected continuously through our confidential internal reporting system, DASH. This system documents and compiles a wide range of events, including parent communications, formal parent complaints, student behaviors, verbal and physical aggression, bullying, intimidation, physical restraint, self-harm, sexual violence, and disclosures. All data are securely tallied and reviewed on an ongoing basis to support accurate analysis, inform policy updates, and guide intervention planning.
Findings from the analysis of the current situation	The current data from DASH reveal weekly incidents of physical or verbal violence within the school, accompanied by a small number of bullying/intimidation cases and physical restraints. There have also been two self-harm disclosures, which highlight ongoing concerns about student wellbeing and the growing need for mental health supports. Staff meeting feedback indicates that most teachers personally feel very safe at work, despite the prevalence of disruptive or aggressive behaviors in some classrooms. However, a significant number of staff report feeling exhausted by the frequency and intensity of behavioral incidents, suggesting that cumulative stress and classroom management challenges are impacting morale and workload.
Priorities in relation to the overview and the analysis of the situation	Based on the current situation and findings from our incident data, the main priorities are: - Reducing the frequency and severity of physical and verbal violence, bullying and intimidation incidents through targeted preventative measures and intervention programs. - Expanding mental health supports, especially for high-risk behaviors like self-harm, sexual violence, and disclosures, and increasing access to appropriate resources for students and staff. - Strengthening classroom management strategies and providing professional development to equip staff with effective tools for de-escalation, reporting, and responding safely to incidents. - Maintaining and regularly updating clear policies aligned with best practices for incident response and protection, including procedures for parent

complaints and communication.
Promoting staff and student wellbeing, with particular attention to addressing staff exhaustion and supporting positive school climate through collaborative interventions and team-based solutions.
Enhancing collaboration among school staff, students, families, and community resources to address external factors impacting safety and learning environment.
Reviewing incident data systematically using the DASH system and connecting results to policy and program improvements, ensuring all events are tallied, analyzed, and acted upon in a timely manner.
Implementing regular surveys for students, staff, and families to gather feedback on safety, climate, and wellbeing, which will help monitor progress, identify emerging needs, and guide responsive changes in policies and practices.

Sexual violence

Findings with respect to sexual violence, if applicable	n/a
Priorities in relation to the overview and the analysis of the situation with respect to sexual violence, if applicable	n/a

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

Findings with respect to bullying or violence based on the aforementioned motives, if applicable	After a thorough review of incident data and community feedback, no bullying or violence motivated by skin colour, ethnicity, or national background has been observed or reported within our school community. As a tight-knit Jewish community school, our students share a common cultural and ethnic background, and incidents related to racial or ethnic discrimination have not been identified.
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	Maintain Vigilance and Inclusivity: Even in the absence of reported incidents, prioritize maintaining a school culture that actively promotes respect, dignity, and inclusiveness for all students, reinforcing that discriminatory behaviours are unacceptable. Education and Awareness: Continue educating both staff and students on diversity, respectful behaviour, and empathy, embedded within the school's Jewish values, to nurture and sustain a positive social climate. Equipped Staff Intervention: Support staff with training and concrete tools to confidently identify and intervene in any subtle or overt discriminatory

behaviour, fostering a safe environment for all.
Student Empowerment: Equip students with practical strategies to respond assertively and safely if they witness or experience any uneven power dynamics or unfair treatment, including bystander intervention approaches.

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 (APE, s. 63.1, para. 3, subpara. 2)

Prevention measures to prevent and put an end to all forms of bullying or violence at school

At Hebrew Foundation School (HFS), prevention of bullying and violence is a central pillar in maintaining a safe and supportive educational environment where all students can thrive emotionally, socially, and academically. Our multi-faceted prevention measures align with the requirements of Quebec's Private Education Act (LEP) and the National Student Ombudsman Act (LPNE), and reflect current best practices:

Policy and Code of Conduct
HFS has a clear and comprehensive Code of Conduct that explicitly prohibits bullying, violence, sexual violence, intimidation, and discrimination in any form, including cyberbullying.
Rules of conduct and safety measures are communicated annually to students and families, including during an annual civics session coordinated with staff.
Policies articulate prohibited behaviours regardless of context, including school property, transportation, extracurricular activities, or online interactions.

Social-Emotional Learning and Education
The school implements age-appropriate Social-Emotional Learning (SEL) programs for all students, helping them develop empathy, conflict resolution, emotional regulation, digital citizenship, and respectful communication skills.
Preventive workshops on bullying, violence, cyberbullying, and consent are delivered to students and staff.
Parenting workshops and guides provide families with tools to support respectful behaviour at home and school.

Incident Monitoring and Intervention
Incidents of bullying and violence are documented and analyzed in the confidential DASH system to track trends and tailor interventions.
The school uses a Positive Behavioural Interventions and Supports (PBIS) system to promote positive behaviours.
Staff receive training to recognize early signs of

distress, intervene appropriately, and apply graduated disciplinary measures including restorative practices. Active adult supervision is ensured in all outdoor and transition areas.

Support and Consequences

The Anti-Bullying Team provides individualized support to affected students, including targeted skill-building sessions and reflection.

A graduated disciplinary protocol is in place, escalating from warnings and loss of privileges to in-person meetings with parents and potentially suspension or expulsion for serious or repeated incidents.

Confidentiality protocols protect the privacy and dignity of all involved.

Collaboration and Community Engagement

HFS proactively involves parents as partners in prevention through regular communications about policies, planned workshops, and ongoing behavioural support efforts.

Resources from community organizations and local police are integrated in early intervention programs.

Visual reminders and peer assistance strategies help foster a positive and inclusive school climate.

Legislative Compliance and Continuous Improvement

The school's Anti-Bullying and Anti-Violence plan is regularly updated to incorporate legislative changes such as those mandated in 2023 regarding sexual violence.

Ongoing review of data, policies, and feedback ensures the measures remain effective and responsive to the needs of the community.

Sexual violence

Prevention measures put in place with regard to sexual violence

At Hebrew Foundation School (HFS), sexual violence prevention is a fundamental part of our commitment to a safe and respectful learning environment. Our measures include:

Education and Awareness

Age-appropriate education on sexuality, consent, personal boundaries, and healthy relationships is integrated into the school curriculum and reinforced through specialized workshops such as those modeled on programs like SHINE.

Students receive social-emotional learning (SEL) content that encourages assertiveness, understanding of abuse, and disclosure of inappropriate situations.

Policies and Procedures

The school's anti-violence policy incorporates clear definitions and strict prohibitions against all forms of sexual violence and harassment.

Annual distribution of policies, rules of conduct, and reporting procedures to students and parents, including access to confidential complaint channels like the regional student ombudsman.

Specific intervention and follow-up protocols are in place for responding to incidents, including mandatory notifications and potential referrals to external agencies such as the Department of Youth Protection (DYP) or police when needed.

Training and Capacity-Building

Regular training for staff and school leadership on identifying, preventing, and managing sexual violence incidents, including trauma-informed approaches and cultural sensitivity.

Staff are informed of legal obligations, procedures for reporting, and strategies to provide appropriate support to victims and witnesses.

Collaboration and Reporting

Parents are actively engaged through communications about prevention efforts, reporting procedures, and available supports.

Multiple avenues for confidential reporting of sexual violence are promoted, including online forms, phone, and email contacts.

Ongoing monitoring and evaluation ensure continuous improvement of prevention and response strategies.

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

Prevention measures put in place with regard to bullying or violence based on the aforementioned motives

Prevention Measures

Clear Rules and Code of Conduct: Anti-discrimination policies explicitly prohibit bullying or violence motivated by race, ethnicity, or national origin and are communicated annually during civics sessions and through written materials to students and parents.

Education and Awareness: Social-emotional learning incorporates respect for diversity and inclusion, with activities fostering empathy and mutual respect.

Staff Training: Personnel receive training to identify, prevent, and intervene in bias-motivated incidents with cultural sensitivity and fairness.

Student and Community Engagement: Programs encourage student voices and peer support to promote inclusiveness and a respectful climate.

Parent Collaboration: Parents are regularly informed about anti-bullying policies, procedures for reporting incidents, and the importance of reinforcing inclusive values at home.

Confidentiality and Support: Reports are handled confidentially, with support provided to all involved, and strict adherence to legal frameworks governing privacy.

COLLABORATION WITH PARENTS

Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment (APE, s. 63.1, para. 3, subpara. 3)

Measures planned to involve parents and encourage them to collaborate

At Hebrew Foundation School (HFS), we recognize the vital role parents play in preventing and addressing bullying and violence, and we actively foster collaboration to create a healthy and secure learning environment. Our approach encompasses promotion, general prevention, and targeted prevention strategies.

General Measures for Parent Collaboration

Parent Meetings: We hold regular meetings to inform parents about the school year's special activities and invite their involvement in organizing and supporting these events.

Parental Feedback: We gather parents' comments and insights regarding school procedures, projects, or situations, ensuring their voices help shape our community.

Parent Education: We offer activities and resources in partnership with trusted community members to support parents in understanding bullying and violence prevention.

Personalized Communications: Efforts are made to ensure all communications are clear, relevant, and tailored to parents' needs to strengthen engagement.

Involvement During Incident Situations

Joint Interventions: Parents, especially of repeat offenders, are closely involved in discussions and development of behaviour plans and interventions.

Support and Referral: We guide and support parents throughout the intervention process, connecting them to community resources or support organizations as needed.

Clarifying Roles: We clearly communicate the school's roles and responsibilities, as well as those expected of parents and other stakeholders, ensuring mutual understanding.

Parent Support Contacts: The school plans to provide support such as liaison officers or community contacts to assist parents in navigating processes during challenging situations.

Communication Strategies

Our communication methods to encourage parent collaboration include:

Regular emails containing updates and important information.
Detailed information on the school website.
Presentations and workshops to provide interactive dialogue.

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 (APE, s. 63.1).	Included in parents handbook sent via email Website	2025/09/03
A document that sets out the rules of conduct and the safety measures applicable in the institution must be sent to the parents at the beginning of each school year (APE, s. 63.3).	Included in parents handbook sent via email	2025/09/03
A private educational institution 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 the ANSO (ANSO, s. 21).	parents: Included in parents handbook sent via email Students: verbally in classrooms via teachers and behavior technicians Flyers are posted in main areas such as students services, Lobby, staff room... Website	2025/09/03
The contract or registration form must contain the procedure for processing complaints provided (APE, s. 21.1, r. 1).	Via our private, confidential Dash system.	2025/07/01
Other:		

Sexual violence

Measures planned to involve parents and encourage them to collaborate	Planned Measures to Encourage Parent Collaboration Parent Conferences: Organize conferences led by specialized community organizations on sexual violence prevention. Topics include recognizing signs of sexual violence, how to respond to disclosures from their children, and strategies to protect children from such violence. Information Sessions: Offer sessions to present and demystify the sexuality education curriculum provided by the school, helping parents understand what their children are learning and how it supports safety and respect. Resource Sharing: Provide parents with clear information about relevant legal frameworks, such as the legal age of sexual consent and their children's rights, through documents,
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webpages, or videos.

Information to be shared	Strategies for sharing this information
A document informing the students and their parents 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)	Included in parents handbook sent via email, and website
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).	Included in parents handbook sent via email, website and Flyers around the school
Other:	

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	Hebrew Foundation School values the essential role parents play in preventing and stopping bullying and violence, particularly those motivated by skin colour and ethnic or national background. To foster effective collaboration, the school implements the following measures: Communication of Policies: The school's Code of Conduct and Anti-Bullying and Anti-Violence (ABAV) plan are regularly communicated and made accessible to parents through newsletters, the school website, and during parent meetings. These documents clearly outline the school's stance against discrimination and bullying based on race, ethnicity, or nationality. Ongoing Dialogue: The school maintains open channels of communication between staff and parents of both victims and students who display bullying behaviours, ensuring parents are informed promptly and engaged in the resolution process. Parental Support: Parents are provided with resources, guidance, and referrals to community organizations or support services as needed to help address bullying and reinforce positive behaviours at home. Feedback and Involvement: Parents are invited to provide feedback on school procedures and safety initiatives via surveys or meetings, promoting a shared responsibility for a safe and inclusive environment. Educational Initiatives: Information sessions or workshops may be organized to raise awareness
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among parents about discrimination, cultural sensitivity, and prevention strategies, fostering understanding and proactive attitudes.

Clear Expectations: The roles and responsibilities of the school, parents, and community partners in preventing and responding to bullying are clearly communicated to ensure mutual understanding and cooperation.

Monitoring and Follow-Up: Periodic follow-ups between the school and parents help monitor the effectiveness of interventions and ensure the bullying or violence has ceased.

Information to be shared	Strategies for sharing this information	Date
Information Shared with Parents on Violence and Anti-Bullying Anti-Bullying and Anti-Violence Policy Clear explanation of the school's stance on bullying and violence, emphasizing zero tolerance for all forms, including physical, verbal, emotional, and cyberbullying. Details of the Anti-Bullying and Anti-Violence plan, its objectives, and how it is implemented within the school community. Information on students' rights and responsibilities related to respectful behaviour. Reporting and Complaint Procedures Guidance on how parents and students can report incidents of bullying or violence safely and confidentially. Contacts for key personnel responsible for managing reports and follow-up within the school. Explanation of complaint procedures, including the option to escalate complaints to the regional student ombudsman if dissatisfied. Intervention and Support Measures Description of the graduated response protocol for addressing bullying and violent incidents. How the school supports victims,	This information is communicated regularly via newsletters, emails, meetings, and the school website	2025/09/03

intervenes with those involved, and involves parents in behavioural plans and restorative practices.

Resources and referrals available to families for additional support.

Prevention and Awareness Initiatives

Updates on school-wide prevention programs, social-emotional learning workshops, and awareness campaigns.

Information about special events, presentations, or parent workshops aimed at educating families on bullying prevention and violence reduction.

Tips and guidance for parents on fostering respectful behaviour and digital citizenship at home.

Safety Measures

Information on supervision practices and safety protocols within the school environment and during transportation.

Reminders about expected behaviours and school rules applicable at all times, including off-campus and online conduct.

Other information concerning collaboration with parents

PROCEDURES FOR MAKING A REPORT OR REGISTERING A COMPLAINT

Procedures for reporting, or registering a complaint concerning, an act of bullying or violence to or with the institution and, more particularly, for reporting the use of social media or communication technologies for cyberbullying purposes (APE, s. 63.1, para. 3, subpara. 4)

Procedures implemented for reporting incidents

Procedures for Reporting and Managing Bullying and Violence

Reporting Procedures:

Students: Report incidents to a trusted adult at school or home.

Parents: Contact the school to report incidents and document follow-up.

Others: Report to school administration or

	staff via verbal, phone, letter, email, or Google Form. Response Actions: Immediate Response: Staff must intervene and document incidents. Follow-Up: The behaviour Management Coordinator will review and decide on further action, including possible police involvement.
Strategies for sharing these procedures	In our parent handbook sent via email.

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
THE THREE-STEP PROCESS Step 1: Formally contact the person directly involved or their immediate supervisor. Should a student or parent/guardian have a complaint regarding a situation or staff member of the school, the first step is to seek resolution directly with the person concerned or their supervisor in a collaborative manner. It is the vision of the school shared by all of its faculty and staff to work alongside our community to ensure the health and development of each student. The complaint can be made verbally, although it is recommended to have all communication documented in writing from the onset of the complaint and to ensure that it is addressed in a timely manner. The complaint will be processed within ten (10) working days. Step 2: Escalate the complaint to the school representative The school's assigned representative to manage the complaints is Stefanie Havas, Director of Admissions, Family Relations and Operations. She can be contacted by email (havass@hfs.qc.ca) or by phone at (514) 684-6270 ext. 124. If, at the end of step 1, the student or the parent is not satisfied with the proposed resolution or if the complaint has not been fully addressed within the given timeline, they may formally address it with the school's representative. Once again, this step can be addressed verbally, however, it is once again recommended to document all communication and actions taken to resolve the complaint. The school will keep written documentation of all communication. For step 2, formal communication requires the use of the Complaint Form (see appendix). The complaint must be processed within	In our parent handbook sent via email and website.

fifteen (15) working days.

Step 3: Formally contact the Regional Student Advocate (Protecteur régional de l'élève)

If, at the end of step 2, the student or the parent is not satisfied with the proposed resolution or if the complaint has not been fully addressed within the given timeline, they may formally escalate it to the Regional Student Advocate. The Regional Student Advocate may also help the student or the parent in formulating the written complaint. The Regional Student Advocate will inform Hebrew Foundation School should a complaint be brought to their attention. The school must immediately disclose the correspondences and actions taken regarding the complaint.

After receiving formal communication from the parent/guardian in writing, the Regional Student Advocate will have 20 working days to complete the review of the complaint and to evaluate the complaint and come to a conclusion. The Regional Student Advocate will then provide their recommendation to Hebrew Foundation School.

In certain circumstances, the Regional Student Advocate may find it useful to meet with the parties involved as long as written consent is provided. The timeline of the complaint process may be prolonged depending on the duration of this mediation.

The complaint may be escalated by the Regional Student Advocate to the National Advocate. The National Student Advocate will have five (5) working days to inform the Regional advocate of their intent to review the complaint. Should the National Advocate decide to review the complaint, they will have ten (10) working days to complete the review and change any prior recommendations. At this time, the Regional Student Advocate will inform both the student/parents and the school of their findings, recommendations and reasoning.

The Regional Student Advocate and the National Student Advocate will implicitly respect the confidentiality of the complaint. All information accrued throughout the course of the complaint will be kept confidential and only be shared with the consent of the concerned parties.

Hebrew Foundation School will then have ten (10) working days to inform both the student and/or parent and the Regional Student Advocate of the action HFS intends to take or the reasons for refusing to take action, if applicable.

For the contact details of the Student

Advocates (protecteurs de l'élève), please visit this website:

<https://www.quebec.ca/gouvernement/ministere/education/coordonnees/plaintes/coordonnees-protecteurs-eleves>

Attention: Complaints pertaining to sexual nature can be made directly to the Regional Student Advocate by bypassing the first two steps, as they are handled as an urgent matter.

Protection against parties

Hebrew Foundation School will not tolerate any act of retaliation or ill-sentiments towards any parties who are involved in reporting a complaint, handling a complaint, or accompanying an individual who is making the complaint. We maintain our professionalism and the best interest of all parties involved. It is forbidden to imply that retaliatory action will be taken should a complaint be filed.

Retaliation can be described as:

Depriving individuals of their rights

Treating individuals differently

Suspending or expelling a student

Consequences of this process on the anti-bullying policy

Bullying and Violence

As of August 28, 2023, changes to the law, as it relates to private educational institutions, will come into effect and have a direct impact on the anti-bullying policy. As a reminder, this plan is put in place to prevent any form of bullying and violence and is reviewed on an annual basis.

Annual Report

Hebrew Foundation School will submit an annual report to the Ministry of Education, outlining the complaints that have been brought to their attention as well as any actions taken. This report must be provided no later than the 30th of September of each year.

This report does not contain any personal information and complies with all such legalities.

References

Private School Law

French Version:

<https://www.legisquebec.gouv.qc.ca/fr/document/lc/e-9.1>

English version:

<https://www.legisquebec.gouv.qc.ca/fr/document/lc/e-9.1?langCont=en#se:9>

PL 9 : National Student Ombudsman Act

https://cdn-contenu.quebec.ca/cdn-contenu/education/protecteur-national-eleve/Loi_sur_le_protecteur_national_de_l_eleve.PDF

Annexes
Plan de lutte contre l'intimidation mis à jour :
hyperlien
Formulaire pour porter plainte au sein de l'école :
https://docs.google.com/forms/d/e/1FAIpQLScos5tdX_1XD5kgHyUvpzqBg9q9ECKqCOpj4197qc7JJ6YZJA/viewform?usp=pp_url

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

Other Procedures to Prevent and Deal with Bullying and Violence

Hebrew Foundation School recognizes that addressing bullying and violence requires a comprehensive and coordinated approach beyond incident reporting and direct interventions. In accordance with Quebec's Action Plan to Prevent and Deal with Violence in Schools, the school implements the following additional procedures:

Regional Support and Collaboration:

The school collaborates with regional support officers and resource groups organized by school boards and educational authorities. These groups share expertise, organize training, and coordinate efforts to strengthen violence prevention practices tailored to community needs.

Staff Training and Capacity Building:

Ongoing training sessions equip teachers and support staff with the skills and tools necessary to recognize, prevent, and respond effectively to bullying and violence, using trauma-informed and culturally sensitive approaches.

Documentation and Data Analysis:

The school maintains detailed records of bullying and violence incidents, enabling data-driven decision-making. This documentation helps identify trends and areas for targeted

prevention efforts.

Emergency and Intervention Plans:

The school has established emergency response protocols for managing violent situations, ensuring safety for students and staff. Intervention strategies prioritize restoring a safe learning environment and supporting all parties involved.

Communication and Awareness:

Regular communication with students, staff, parents, and community partners raises awareness about the importance of respect, diversity, and non-violence. Educational campaigns and annual reflection events foster a positive school climate.

Support for Affected Students:

The school provides ongoing support services to victims, witnesses, and even those who exhibit bullying behaviours, including counselling and behavioural interventions.

Evaluation and Continuous Improvement:

The effectiveness of policies and procedures is regularly evaluated with input from the school community. Adjustments are made based on feedback, new research, and evolving best practices.

- A person who is a victim or those close to them may, at any time, report the situation to the police or to the director of youth protection (DYP), whether or not they have made a report to the educational institution or to the regional student ombudsman. Reports and complaints filed to or with the educational institution do not replace the work carried out by the police department and the director of youth protection:

Contact information for the DYP

Batshaw 514-935-6196

Contact information for the police department

Marie-Pier Boucher, mat. 727
Community social worker
Neighborhood Post 04
Montreal Police Service
4139, boul. des Sources
Dollard-des-Ormeaux (Quebec) H9B 2A6
T 514 280-0404

AGENT POTTS, LESLIE
Agent Sociocommunautaire
Poste de Quartier 4
Service de police de la Ville de Montréal
4139, boul. des Sources
Dollard-Des-Ormeaux (Québec) H9B 2A6

The place(s) where the document is posted in the educational institution

The document is posted in the following locations within the school:

On the main entrance door
On the door of the Coordinator of Student Services
On both doors of the Special Education Technicians' offices

On the staff room door

Website of the private educational institution, if applicable

[See the website](#)

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

Hebrew Foundation School follows clear and confidential procedures consistent with the Private Education Act (APE) to address bullying or violence motivated by skin colour, ethnicity, or national origin:

Incident Reporting:

Any student, parent, staff member, or concerned person can report an incident verbally or in writing to school authorities through multiple accessible means such as email, phone, or in-person.

Investigation and Documentation:

Reports are promptly documented in the DASH system. The designated Behaviour Management Coordinator or principal investigates the complaint thoroughly, ensuring confidentiality and sensitivity.

Communication and Involvement:

Parents or guardians of all students involved (victims and alleged instigators) are informed and engaged throughout the investigation and intervention process.

Intervention Measures:

Depending on severity and recurrence, a graduated response is applied — from restorative practices and skill-building to disciplinary actions, possibly including suspension.

Complaint Escalation:

If parents or students are dissatisfied with the response or handling of the complaint, they are entitled to escalate the issue to the school's complaint officer.

External Recourse:

Further recourse includes filing a formal complaint with the Regional Student Ombudsman, who provides impartial oversight and support in resolving unresolved disputes.

Confidentiality:

The school is committed to preserving the confidentiality of all parties, maintaining privacy as stipulated by privacy laws and ethical guidelines.

Strategies for sharing these procedures

Strategies for sharing these procedures

In our parent handbook sent via email, website

Other information concerning the procedures for reporting or registering a complaint

CONFIDENTIALITY

Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence (APE, s. 63.1, para. 3, subpara. 6)

Measures implemented to protect confidentiality

Hebrew Foundation School prioritizes the confidentiality of all individuals involved in reports or complaints related to bullying and violence. The measures include:

Personnel Awareness:

Staff are regularly trained and reminded of their responsibility to protect confidentiality during all stages of reporting, investigation, and intervention.

Private Locations for Meetings:

Any meetings with students, parents, or staff involved in bullying or violence incidents take place in private, secure locations to ensure discretion.

Restricted Access to Information:

Information about incidents, reports, and interventions is only shared on a need-to-know basis with authorized personnel, minimizing exposure to unrelated parties.

Secure Documentation:

Incident reports and related records are securely stored in confidential systems (e.g., DASH portal) with restricted access controls.

Communication Protocols:

Communications regarding incidents are conducted discreetly, avoiding public disclosure that could identify involved students.

Protection of Victim Privacy:

Specific details of disciplinary actions or interventions involving perpetrators are not disclosed to the parents of victims except as necessary for safety or support.

Legal Compliance:

Breaches of confidentiality are only permitted when legally mandated, such as mandatory reporting to the Director of Youth Protection under the Youth Protection Act or a court order.

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

Hebrew Foundation School strictly protects the confidentiality of all reports and complaints regarding acts of sexual violence, in accordance with Quebec law and ethical standards.

Confidential Handling:

All information concerning the complaint or report is handled with the highest discretion and shared only with personnel necessary for the investigation and support process.

Private Discussions:

Meetings with victims, witnesses, or involved parties take place in private, secure environments to safeguard privacy.

Legal Obligations:

While confidentiality is paramount, a breach of professional secrecy is justified and mandatory when reporting suspected sexual abuse to the Director of Youth

Protection (DYP), as required by the Youth Protection Act (s. 41).
 Limited Disclosure:
 Information is disclosed only as necessary to protect the safety and wellbeing of the victim or others, and never for protecting the institution's reputation.
 Coordination with Authorities:
 Reports may be shared with external agencies, including the DYP or police, with appropriate confidentiality safeguards.
 Support for Victims:
 The school ensures victims receive confidential psychosocial support and follow-up services respecting their privacy.
 Training for Personnel:
 Staff receive specific training on confidentiality and privacy rights relating to sexual violence cases to handle reports responsibly and sensitively.

* 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 (Youth Protection Act, 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

Annual Staff Reminders:
 All personnel are reminded annually that every incident and the ensuing follow-up must be treated confidentially to protect privacy.
 Discreet Communication:
 Communications with all parties involved are conducted discreetly and respectfully to maintain trust and privacy.
 Restricted Access to Information:
 Incident reports are recorded and stored securely with access limited to authorized personnel directly involved in the investigation or intervention.
 Private Meetings:
 Interviews and meetings with students, parents, and staff related to the incidents are held in private settings to avoid unintended disclosures.
 Respectful and Empathetic Treatment:
 All parties—victims, witnesses, and alleged perpetrators—are treated with respect, discretion, and understanding throughout the process.
 Non-Disclosure of Disciplinary Details:
 Details of any disciplinary actions taken are kept confidential and not shared with other students or unrelated parents, in compliance with legal requirements.
 Support and Follow-Up:
 Appropriate support is provided while safeguarding confidentiality, including liaison with external agencies if necessary.

ACTIONS TO BE TAKEN FOLLOWING AN ACT OF BULLYING OR VIOLENCE

Actions to be taken when a student, teacher or other personnel 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 (APE, s. 63.1, 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)
The actions to be taken must be adapted to the situation.	The actions to be taken must be adapted to the situation.	The actions to be taken must be adapted to the situation. Take note of the necessary information and store it securely.
speaking directly, schools often provide written, digital, or anonymous reporting options (such as forms, email, or QR codes). Provide factual details When reporting, they should include clear information: Who was involved What happened Where and when it occurred Whether they were a direct witness or were confided in by someone else This supports accurate		

documentation and timely response.

Avoid encouraging the aggressor
Witnesses must not laugh, record, share, or otherwise legitimize the bullying or violent act. Their reactions can either reinforce or discourage the aggressor's behaviour.

Offer support to the victim (if safe)
If the student feels safe and capable, they may calmly tell the bully to stop, invite others to walk away with the victim, or accompany the affected student to an adult for help. Showing empathy reduces the victim's isolation and models positive behaviour.

Maintain confidentiality
If the student was confided in, they must treat the information seriously and share it only with a trusted adult or the administration—not with peers—to protect privacy and ensure proper intervention.

Follow up appropriately
Students may check in with the victim later, ensuring the situation has been addressed and showing continued support. They can ask an adult about how to help or if further action is needed.

Adaptation to the Situation
Actions should vary depending on the context and risk level:
If the situation is safe: the student may intervene verbally or provide comfort to the victim.

If the situation is unsafe or escalating: the student must withdraw immediately and alert an adult.

For cyberbullying: the student should never respond online, forward harmful content, or engage with the aggressor; instead, they should report the incident to an adult or the school.

	What Should a Student Witness Do? Take safe, positive action to help end the situation, if possible: Place yourself between the parties only if confident your safety isn't at risk Seek help from another student or nearby adult Distract or de-escalate to interrupt the incident. Immediately ask a school staff member for help, especially if unsure how to handle the situation or if personal safety is threatened. Use the language, techniques, and reporting forms provided by the school to accurately document what was witnessed—keep consistent with school protocols and terminology in all communications. If confided in: Treat the information seriously and confidentially Encourage the victim to seek adult help Report the incident using the school's procedures General Principles Always prioritize safety and follow the school's established code of conduct. Participate actively in school-provided workshops about being a witness or confidant. Avoid actions that could escalate the situation or encourage the aggressor. Do not remain passive—report and seek help rather than standing by.	Intervene immediately if safe Calmly and firmly stop the inappropriate behavior, addressing the aggressor by name and clearly stating that the behavior is unacceptable per school values and code of conduct. Guide the students involved toward the expected respectful behavior and separate them if needed. Ensure other students nearby are safe and not encouraging the behavior. Provide reassurance and support Check on the targeted student, offering reassurance and confirming that help and follow-up will be provided. Assure the victim of their right to safety and encourage them to communicate future concerns. Document and report Accurately record all relevant details (date, time, location, involved students, witnesses, behaviors observed) in the school's reporting system (e.g., DASH). Submit the report promptly to the Behavior Management Coordinator or designated administrator. Maintain confidentiality and share information only with relevant personnel. Follow-up and collaborate Engage with school administrators and student services regarding interventions and consequences for the aggressor, and support plans for the victim. Communicate with parents as guided by school leadership to encourage
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collaboration.
 Monitor the situation, check back with the victim, and document any recurrence.
 Adapt actions as needed
 Call emergency services if there is immediate danger.
 Refer to specialized resources (counselors, student services) when needed for mediation, counseling, or restorative practices.
 Use professional judgment on intervention depth and follow-up frequency based on severity, frequency, and student needs.

On receiving a complaint concerning bullying or violence, and after considering the best interest of the students directly involved, the person designated by the institution from among the members of its management personnel shall promptly communicate with their parents to inform them of the measures in the anti-bullying and anti-violence plan (APE, s. 63.5).

Name and contact information:

Marley Goldfield, goldfieldm@hfs.qc.ca

Note: The person designated by the institution must be informed when a situation involves a personnel member, whether as the victim, instigator or witness of an act of bullying or violence. The designated person 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 private educational institution. If the personnel member is a victim or a witness, the person designated by the institution must also send the information to the institution's health and safety committee, if applicable.

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)
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The actions to be taken must be adapted to the situation.	Any adult in the educational institution who receives information concerning a situation of sexual violence must: - listen to the student and allow them to speak freely at their own pace, while respecting their silences - refrain from attempting to steer the conversation or question the student - take note of what the student as well as the adult confidant say - reassure the student that the situation is being taken care of - inform the principal of the educational institution	- Avoid having the student repeat their disclosure multiple times. - Take note of the necessary information and store it securely, especially for the purpose of sending a summary report to the regional student ombudsman, if applicable (APE, s. 63.5). Other:
Students must not share any private or sensitive information about the incident with other students. Instead, they should speak only with a trusted adult or personnel member in the educational institution. It is important the student listens empathetically and supports the victim without pressuring them to disclose more than they are comfortable sharing. The student should understand that the confidentiality of the situation cannot be guaranteed, as adults will need to report incidents to ensure the safety of everyone involved. Students are encouraged to participate in any workshops or activities offered by the school that explain the role of witnesses and confidants and use consistent terminology when recording or reporting incidents. Ultimately, the student's role is to support the victim by seeking help from the appropriate adults while protecting their own well-being.	- immediately report the situation to the DYP by calling the following number:	
	514 935-6196	
	Other:	

- In accordance with the Youth Protection Act (CQLR, c. P-34.1, hereinafter “YPA”), any personnel 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 designated person 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 designated person also informs their parents of that option, and if the student is 14 years of age or over, the designated person may also inform [their] parents of that option, with the student’s consent (APE, s. 63.5).

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)
The actions to be taken must be adapted to the situation.	The actions to be taken must be adapted to the situation.	The actions to be taken must be adapted to the situation. Take note of the necessary information and store it securely.
Actions for a Student Who is a Witness or Confidant: Ensure Safety and Seek Help: Take steps to end or interrupt the bullying safely, such as placing yourself between the parties only if it does not endanger you, seeking help from adults or peers, or creating a distraction. Do Not Share Private Information: Respect the confidentiality of the situation; do not discuss the incident with other students. Instead, talk only with a trusted adult or school staff. Engage with School Programs: Participate in school workshops or presentations on the roles and responsibilities	Intervene promptly to stop the discriminatory behaviour, if it is safe to do so. Your intervention can include addressing the behaviour directly with clear, non-judgmental language, such as emphasizing that such behaviour contradicts school values and rules. Address the language used by reframing the student's description of their experience to ensure clarity and to prevent misinterpretation or minimization. Raise awareness among all involved students about the harmful impact of discriminatory statements or	Conduct a thorough analysis of the situation differentiating between immediate actions and underlying sociohistorical contexts of discrimination. This helps understand the motivations behind the instigator's behavior and the impact on the victim. Meet with both the victim and the instigator individually to gather perspectives, clarify the nature of the incident, and explore deeper issues such as preconceived ideas or prejudices that may underlie the behavior. Plan and implement restorative approaches,

of witnesses and confidants, using the same terminology as provided by the school to describe and report actions consistently. Report Responsibly: Communicate clearly and promptly to a trusted adult about what was witnessed or shared with you, providing factual details without exaggeration. Support the Victim with Empathy: Show support to the victim by listening and being empathetic without pressuring them for details or encouraging retaliatory behaviour. Understand Context: Recognize that bullying based on ethnic or racial motives is not just about isolated acts but also connected to broader social histories; this awareness shapes how the situation should be addressed both immediately and in follow-up.	actions, emphasizing the importance of respect and inclusion. Work towards fairly applying the school's code of conduct and rules, ensuring that all students are held accountable for their actions in a consistent manner. Meet with the student who was a victim privately to verify their feelings and perceptions, ensuring they are supported and reassured. Maintain detailed documentation of what was observed or shared, including exact words, actions, or behaviours, stored securely and in accordance with privacy policies. Coordinate with school leadership and follow-up personnel to discuss next steps, which may include appropriate disciplinary measures or support interventions, always differentiating between immediate actions and broader socio-historical issues of discrimination. Ensure the victim's safety and well-being and involve parents and external resources if necessary, especially in cases involving persistent or severe discrimination.	avoiding confrontation where possible, to repair relationships, rebuild a sense of community, and restore trust among all parties involved. Engage parents and appropriate external partners, such as counselors, education consultants, or cultural specialists, to provide holistic support and ensure ongoing collaboration. Develop supervisory and support measures tailored to the needs of the victim, instigator, and witnesses. This can include social-emotional workshops, conflict resolution coaching, and monitored reintegration plans. Apply disciplinary measures consistently based on the severity, frequency, and seriousness of the acts committed, ensuring that consequences are educational and promote understanding rather than only punitive. Document all interventions and communications comprehensively and store securely, maintaining confidentiality and legal compliance. Continually evaluate and adjust interventions based on feedback from students, families, and staff, aiming to cultivate a respectful and inclusive school environment.
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Other information concerning the actions to be taken when an act of bullying or violence is observed	
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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 (APE, s. 63.1, para. 3, subpara. 7)

For the student who is the victim	For the student who is an instigator	For witnesses
Key actions include: Listening attentively to understand the victim's needs and feelings, giving the student agency and ensuring consent regarding any actions involving them. Planning periodic follow-up meetings to monitor the victim's emotional and social well-being over time. Providing individual and group workshops that build social-emotional competencies such as emotional management and self-assertion. Allowing opportunity for social pairing with another student for friendship support. Collaborating with the student to identify safe and comfortable spaces within the school where the victim can access specific privileges for well-being. Adopting a restorative approach that aims to repair group dynamics, rebuild trust, and foster the victim's sense of safety without confrontation. Engaging parents and external partners, such as counselors or education consultants, to form a comprehensive support network. Following the school's code of conduct and relevant legal frameworks to protect the victim and promote recovery.	Planning periodic follow-up meetings with the student to monitor behavior and provide ongoing guidance and support. Providing individual and group workshops focused on developing social and emotional skills such as conflict resolution, emotional regulation, and empathy. Offering activities to educate the student about expected behaviors, clarifying what is acceptable and promoting understanding of the impact of their actions. Implementing supervision measures, such as having the student leave class slightly later than others to avoid unsupervised situations and providing adult supervision during specific times. Applying consistent disciplinary measures based on the nature, severity, and frequency of the acts committed, while using restorative approaches to repair harm and foster behavioral change.	Address feelings of safety by allowing witnesses to express their emotions and thoughts about what they observed, helping them process the event in a supportive environment. Increase awareness of their role as witnesses, encouraging reflection on what they might have done or would like to do in similar situations to contribute positively. Educate about confidentiality, explaining that the information they have about the incident must remain confidential to protect all involved parties. Provide learning opportunities through activities or workshops that reinforce the expected behaviors of witnesses and the importance of active, safe intervention. Plan periodic follow-up meetings if needed to support the witness's ongoing emotional health and understanding. When appropriate, involve parents or guardians to extend support beyond the school environment.

Note: The person designated by the institution must be informed when a situation involves a personnel 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 personnel member is a victim or a witness, the person

designated by the institution 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	For witnesses
Organizing individual support meetings to help the victim manage emotions such as anxiety, fear, and insomnia, and provide a safe space for expression and healing. Providing academic support tools designed to improve concentration and motivation, recognizing that sexual violence can deeply affect educational engagement. Referring the student to specialized external organizations as needed, such as the Centre d'aide aux victimes d'actes criminels (CAVAC) or the Centre d'expertise Marie-Vincent, which offer expert guidance and counseling tailored to sexual violence cases. Collaborating with specialized resources including counselors and education consultants to address both immediate and long-term needs of the victim. Ensuring ongoing monitoring and follow-up, adapting support as the student's needs evolve to maintain safety and foster recovery. Adopting a restorative approach where possible, focusing on the well-being of the student rather than solely on disciplinary measures against the instigator. Educating school staff on the sensitivity required to support victims and the importance of creating a safe, respectful school climate.	Organizing individual meetings aimed at helping the student acknowledge and take responsibility for their actions. Providing individual and group workshops focused on topics such as healthy sexual curiosity and exploration, consent, egalitarian relationships, and anger management to promote understanding and behavioral change. Referring the student to specialized external resources when necessary to ensure comprehensive support beyond the school environment. Collaborating with specialized organizations (e.g., Centre d'aide aux victimes d'actes criminels [CAVAC], Centre d'expertise Marie-Vincent) to offer expert guidance and counseling tailored to address sexual violence behaviors. Implementing ongoing monitoring and follow-up to evaluate progress and adjust interventions as needed. Applying disciplinary measures where appropriate, based on an analysis of the nature, severity, and frequency of the acts, balanced with restorative approaches to facilitate learning and growth.	Organizing individual support meetings to help the student manage emotions such as anxiety, fear, and insomnia, providing a safe environment for healing. Offering tools and strategies to improve concentration and motivation, recognizing that sexual violence often disrupts academic engagement. Referring victims to specialized external organizations, such as the Centre d'aide aux victimes d'actes criminels (CAVAC) or the Centre d'expertise Marie-Vincent, which provide expert psychological and legal support. Collaborating closely with these specialized resources to ensure comprehensive follow-up and tailored interventions. Monitoring the student's ongoing needs, adjusting supports as necessary to create a safe and nurturing school climate conducive to recovery. Emphasizing a trauma-informed approach, understanding that support is not solely about the incident but about promoting the student's overall well-being and educational success.

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	For witnesses
Key actions include: Listening attentively to understand the victim's needs and feelings, giving the student agency and ensuring consent regarding any actions involving them. Planning periodic follow-up meetings to monitor the victim's emotional and social well-being over time. Providing individual and group workshops that build social-emotional competencies such as emotional management and self-assertion. Allowing opportunity for social pairing with another student for friendship support. Collaborating with the student to identify safe and comfortable spaces within the school where the victim can access specific privileges for well-being. Adopting a restorative approach that aims to repair group dynamics, rebuild trust, and foster the victim's sense of safety without confrontation. Engaging parents and external partners, such as counselors or education consultants, to form a comprehensive support network. Following the school's code of conduct and relevant legal frameworks to protect the victim and promote recovery.	Planning periodic follow-up meetings with the student to monitor behavior and provide ongoing guidance and support. Providing individual and group workshops focused on developing social and emotional skills such as conflict resolution, emotional regulation, and empathy. Offering activities to educate the student about expected behaviors, clarifying what is acceptable and promoting understanding of the impact of their actions. Implementing supervision measures, such as having the student leave class slightly later than others to avoid unsupervised situations and providing adult supervision during specific times. Applying consistent disciplinary measures based on the nature, severity, and frequency of the acts committed, while using restorative approaches to repair harm and foster behavioral change.	Address feelings of safety by allowing witnesses to express their emotions and thoughts about what they observed, helping them process the event in a supportive environment. Increase awareness of their role as witnesses, encouraging reflection on what they might have done or would like to do in similar situations to contribute positively. Educate about confidentiality, explaining that the information they have about the incident must remain confidential to protect all involved parties. Provide learning opportunities through activities or workshops that reinforce the expected behaviors of witnesses and the importance of active, safe intervention. Plan periodic follow-up meetings if needed to support the witness's ongoing emotional health and understanding. When appropriate, involve parents or guardians to extend support beyond the school environment.

Other information concerning the supervisory and support measures

DISCIPLINARY MEASURES

Disciplinary measures for acts of bullying or violence, according to their severity or repetitive nature (APE, s. 63.1, 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

1st *Serious Incident

Responsible adults will reiterate expectations and school policies with the student(s). The student and adults will develop a plan to address the situation, and restorative measures will be implemented. The incident will be documented on DASH, the Head of School will be notified, and parents will be informed. Loss of privileges will occur.

2nd *Serious Incident

Repeat the steps as outlined for the first incident. Notify the parents and explain the consequences if a third incident occurs. Document the incident on DASH and report it to the Head of School. Implement the appropriate disciplinary measures.

Parents may be invited to an in-person meeting to discuss the incident and participate in creating a plan, which will include measures to be implemented both at home and in school.

3rd *Serious Incident

In addition to the above measures, an in-person meeting will be held with the Coordinator of Management, parents, and the student (optional). The incident will be documented, and appropriate disciplinary actions will be taken. External services may be recommended as needed. All contracts may be implemented and signed by the parents and, when appropriate, the student.

Continued support and follow-up will be provided by the Student Services department.

4th *Serious Incident

In addition to the above measures, a mandatory in-person meeting will be held with the Head of School, Coordinator of Management, Technician, parents, and the student. The student's school attendance will be put on hold until this meeting takes place.

If a contract has been created and is violated, disciplinary measures will be determined and consequences will be applied according to the contract. If no contract exists, this serious incident will necessitate the creation of a contract during the meeting.

External services, such as the police and the Department of Youth Protection, may be contacted as needed. Suspension or expulsion may be considered or applied based on the situation.

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

1st *Serious Incident

Responsible adults will reiterate expectations and school policies with the student(s). The student and adults will develop a plan to address the situation, and restorative measures will be implemented. The incident will be documented on DASH, the Head of School will be notified, and parents will be informed. Loss of privileges will occur.

2nd *Serious Incident

Repeat the steps as outlined for the first incident. Notify the parents and explain the consequences if a third incident occurs. Document the incident on DASH and report it to the Head of School. Implement the appropriate disciplinary measures.

Parents may be invited to an in-person meeting to discuss the incident and participate in creating a plan, which will include measures to be implemented both at home and in school.

3rd *Serious Incident

In addition to the above measures, an in-person meeting will be held with the Coordinator

of Management, parents, and the student (optional). The incident will be documented, and appropriate disciplinary actions will be taken. External services may be recommended as needed. al contracts may be implemented and signed by the parents and, when appropriate, the student. Continued support and follow-up will be provided by the Student Services department.

4th *Serious Incident

In addition to the above measures, a mandatory in-person meeting will be held with the Head of School, Coordinator of Management, Technician, parents, and the student. The student's school attendance will be put on hold until this meeting takes place.

If a contract has been created and is violated, disciplinary measures will be determined and consequences will be applied according to the contract. If no contract exists, this serious incident will necessitate the creation of a contract during the meeting.

External services, such as the police and the Department of Youth Protection, may be contacted as needed. Suspension or expulsion may be considered or applied based on the situation.

- 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

1st *Serious Incident

Responsible adults will reiterate expectations and school policies with the student(s). The student and adults will develop a plan to address the situation , and restorative measures will be implemented. The incident will be documented on DASH, the Head of School will be notified, and parents will be informed. Loss of privileges will occur.

2nd *Serious Incident

Repeat the steps as outlined for the first incident. Notify the parents and explain the consequences if a third incident occurs. Document the incident on DASH and report it to the Head of School. Implement the appropriate disciplinary measures.

Parents may be invited to an in-person meeting to discuss the incident and participate in creating a plan, which will include measures to be implemented both at home and in school.

3rd *Serious Incident

In addition to the above measures, an in-person meeting will be held with the Coordinator of Management, parents, and the student (optional). The incident will be documented, and appropriate disciplinary actions will be taken. External services may be recommended as needed. al contracts may be implemented and signed by the parents and, when appropriate, the student. Continued support and follow-up will be provided by the Student Services department.

4th *Serious Incident

In addition to the above measures, a mandatory in-person meeting will be held with the Head of School, Coordinator of Management, Technician, parents, and the student. The student's school attendance will be put on hold until this meeting takes place.

If a contract has been created and is violated, disciplinary measures will be determined and consequences will be applied according to the contract. If no contract exists, this serious incident will necessitate the creation of a contract during the meeting.

External services, such as the police and the Department of Youth Protection, may be contacted as needed. Suspension or expulsion may be considered or applied based on the situation.

FOLLOW-UP ON ANY REPORT OR COMPLAINT

Required follow-up on any report or complaint concerning an act of bullying or violence (APE, s. 63.1, para. 3, subpara. 9)

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

We meet with the student, their parents, and staff to ensure that the issue has been fully resolved and that everyone feels supported. This follow-up meeting allows us to review the progress, address any remaining concerns, and confirm that the student's well-being and safety are maintained. It also provides an opportunity to reinforce positive behaviors and discuss any additional support needed to prevent recurrence. Our goal is to maintain open communication and collaboration among all parties involved to foster a safe and respectful educational environment.

For each report and complaint received with regard to an act of sexual violence, the person designated by the institution from among the members of its management personnel shall, as soon as possible, send the regional student ombudsman a summary report on the nature of the incident and the follow-up measures taken (APE, s. 63.5).

Sexual violence

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

For each report and complaint received with regard to an act of sexual violence, the person designated by the institution from among the members of its management personnel shall, as soon as possible, send the regional student ombudsman a summary report on the nature of the incident and the follow-up measures taken (APE, s. 63.5).

We meet with the student, their parents, and staff to ensure that the issue has been fully resolved and that everyone feels supported. This follow-up meeting allows us to review the progress, address any remaining concerns, and confirm that the student's well-being and safety are maintained. It also provides an opportunity to reinforce positive behaviors and discuss any additional support needed to prevent recurrence. Our goal is to maintain open communication and collaboration among all parties involved to foster a safe and respectful educational environment.

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

We meet with the student, their parents, and staff to ensure that the issue has been fully resolved and that everyone feels supported. This follow-up meeting allows us to review the progress, address any remaining concerns, and confirm that the student's well-being and safety are maintained. It also provides an opportunity to reinforce positive behaviors and discuss any additional support needed to prevent recurrence. Our goal is to maintain open communication and collaboration among all parties involved to foster a safe and respectful educational environment.

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 (APE, s. 63.1).

Compulsory training activities for management and other personnel

Workshop with an employee from Batshaw youth protection

Safety measures to stop sexual violence

Current measures include:
 Separate bathrooms by grade level to support privacy and comfort for students.
 Dedicated staff bathrooms to ensure that personnel and students have distinct facilities.
 A strategic supervision plan that identifies key areas and times requiring adult presence across the building.
 Clear guidelines for meetings between staff and students — these take place in public or visible spaces whenever possible.
 Professional communication standards that outline appropriate interactions between staff and students, including on social media.

RESOURCES

RESOURCES

OTHER IMPORTANT INFORMATION

*** Date of adoption of the anti-bullying and anti-violence plan by the institution**

2025-12-09

*** Date of annual review of the anti-bullying and anti-violence plan (APE, s. 63.1)**

2026-06-15

Signature of person designated by the institution



Date

2025-11-19

