



*Huntingdon Adult
Education and
Community Centre
ABAV Action Plan*

2025-2026

Anti-Bullying / Anti-Violence Action Plan

ANTI-BULLYING/ANTI-VIOLENCE ACTION PLAN

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DEFINITION OF BULLYING AND VIOLENCE

In accordance with Quebec’s National Assembly Law 19 (an act to prevent and deal with bullying and violence in schools) Huntingdon Adult Education and Community Centre formally adopts the following definitions:

BULLYING

The word “bullying” means any repeated direct or indirect behavior, 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.

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.

SEXUAL VIOLENCE

The concept of sexual violence as used in the Integrated Violence Strategy includes reference to issues of sexual assault, sexual exploitation and sexual harassment, including their various manifestations.

[Contre la violence sexuelle, la violence conjugale et Rebâtir la confiance - Stratégie gouvernementale intégrée 2022-2027 \(quebec.ca\)](#)

Huntingdon Adult Education and Community Centre will use these definitions to filter, validate or discredit any and all reports of bullying or violence that occur on school grounds.

ANTI-BULLYING AND ANTI- VIOLENCE COMMITTEE

At the beginning of each school year, the administration of HAECC will ensure that an antibullying and anti-violence committee is formed. This committee will be responsible for the review and implementation of Huntingdon Adult Education and Community Centre’s Action Plan.

The committee will be comprised of at least one member of administration along with representation from teachers and support staff. This committee will also oversee the formation of a student subcommittee.

The student subcommittee must have representation from each program as well as from any school groups /clubs that may have a vested interest.

Staff Committee Members

Student Subcommittee Members

To be determined each year

To be determined each year

SCHOOL CLIMATE ASSESSMENT

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

Bullying data

- Results of the latest survey
- Tosca entries related to bullying

Violence data

- Results of the latest survey
- Tosca entries related to violence

PREVENTATIVE MEASURES FOR STUDENTS

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. A school-wide awareness campaign focused on informing our students of the official definitions of bullying and violence as outlined in law. This will be incorporated with the Trade and Training Competency by having Interactive classroom workshops with the aim of heightening awareness of the different types of bullying and student responsibilities
2. Through our CLC partnerships host activities that promote inclusivity throughout the year
3. Classroom workshops for students given by local community organizations and staff aimed at the sensitization and prevention of sexual harassment and relationship abuse (eg. La Vigie, Residence Elle...)
4. Yearly review and possible amendments of HAECC's Rules of Conduct and Safety

5. Ongoing education of all students regarding bullying and the roles that various individuals play, specifically regarding the bystander role.

MEASURES FOR PARENT COLLABORATION For students under 18 Years of age

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

1. Links posted on the Centre’s website regarding relevant parent information such as signs that a child is being bullied, how to talk with their child about the situation, how to help their child if they have witnessed bullying, internet safety, cyber bullying etc
2. Parent information sessions regarding specific bullying and violence topics (organized through CLC)
3. Ongoing communication between Centre Director and/or their designate and students who are being bullied and those who are engaging in bullying behaviors until the resolution of the situation. Periodic communication with student bullied and their parent(s) to ensure that measures taken have been successful and the bullying has ceased. In the case of where students might be under 18, their learning partner/parents will be notified
4. Possible intervention between the Centre Director and/or classroom teacher who will attempt to establish partnerships with unaware and/or reluctant parents in order to identify students with behavioral concerns. The purpose will be how “we” want the year to be successful for the student, as well as establish a communication protocol between student, parent, and school
5. Positive press releases and articles on school Facebook page and local media

REPORTING PROCEDURES

Procedures for reporting, or registering a complaint concerning, an act of bullying or violence and, more particularly, procedures for reporting the use of social media or communication technologies used for cyber-bullying purposes shall include the following:

1. Guarantee of confidentiality when reporting. Any student witnessing an act of bullying or violence must tell a staff member at school and should tell an adult at home (if under 18 years of age and parents have been advised of the procedures they will know how to precede).
2. There are QR codes on posters in hallways and links to the survey will be emailed to the students. This survey will be the place where students can submit a written communication. The form will be anonymous, but students will be strongly encouraged to submit their name to allow for follow-up.
3. Verbal reports to staff. All staff must document the report and submit it to administration for follow up.
4. When parents of students under 18 years of age, have been told of a bullying situation or an act of violence they are expected to contact the Centre Director, their designate or the classroom teacher. The contact and follow-up must be documented. Following the investigation, the parent should be contacted and told the situation has been investigated and appropriate action has been taken. Details are not given to maintain confidentiality.
5. A standardized form will be used for the reporting of all incidents of bullying and violence.
6. 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).

MEASURES TO ENSURE AND PROTECT CONFIDENTIALITY

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

1. Staff is reminded that every incident and the consequent follow-up must be kept confidential. This is done at least once each year.
2. Reports of bullying and/or violence are kept in a locked filing cabinet or on a designated website/database on the internet.
3. Only the Centre Director or their designate will have access to the Bully reporting surveys.

INTERVENTION PROTOCOL

Huntingdon Adult Education and Community Centre is committed to providing a safe, caring and positive environment to maximize the learning experience and opportunities for all students. Every member of this school community must take personal responsibility for the emotional and physical safety of one another and the environment. 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, investigation and action must occur even if the victim does not file a formal complaint or does not express overt disapproval of the incident.

Non-intervention establishes a climate of fear, reinforces students' beliefs that bullying /violence is "normal" and must be tolerated, and subsequently enables the bullying or violent behavior to persist. Furthermore, non-intervention may expose the Centre to potential liability. This Intervention Protocol establishes practices and procedures for handling 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 messages, text messages, social media and emails)
- Verbal threats made to another including blackmail, or demands for protection money
- Non-verbal threats or intimidation such as aggressive or menacing gestures
- Direct or indirect, relationally aggressive behavior such as social isolation, rumor spreading, or damaging someone's reputation
- Any of the above conduct which occurs off school grounds when such conduct creates, or reasonably can be expected to create, a substantial disruption in the school setting and/or at school-sponsored activities and events.

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

- Blocking access to school property or 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:

- Mere 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 RESPONSE PROTOCOL

Any staff members who witness an act of bullying or violence must intervene immediately or as quickly as reasonably 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 Centre Director in a timely fashion

3. A bullying/violence incident form must be filled out documenting the incident
4. The Centre Director 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 behavior should:
 - a) Interview student(s) exhibiting bullying behavior and the target/victim(s) separately to avoid further victimization of the target
 - b) Engage the target/victim first
 - c) Focus on safety
 - d) Reassure them that the bullying behavior will not be tolerated and that all possible steps will be taken to prevent a reoccurrence
 - e) Offer victim counseling, and review outside supports and services (if needed)
 - f) If the student is under 18 years of age, inform parents/learning partners 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 HAECC community to intervene if the situation does not threaten their

wellbeing 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 a Counsellor
- Inform administration
- Mention it to a teacher they trust
- If under 18 years of age, tell their parents/learning partner

- Report the incident using a QR or link to the bully reporting survey

Supervisory or Support Measures (For the person who engages in bullying behaviour, the victim & The Bystander)

It is the responsibility of the staff to use violations of the school rules as opportunities to help students improve their social and emotional skills, accept personal responsibility for their learning environment, and understand consequences for poor choices and behaviors.

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

- a) **Remediation** - intended to counter or “remedy” a behavioral mistake, can be an effective prevention practice. Remediation measures are intended to correct the problem behavior, 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 behaviors, learn pro-social skills and make amends to those affected.
- b) **Consequences** - tend to be punitive in nature and should be used only when appropriate and almost always in conjunction with remediation measures.

Consequences and remediation 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 behaviors
- Relationships of the parties involved
- Context in which the alleged incidents occurred
- Patterns of past or continuing behaviors
- Other circumstances that may play a role

Centre Considerations:

- School culture, climate and general staff management of the learning environment
- Social, emotional and behavioral supports
- Student-staff relationships and staff behavior toward the student
- Family, community and neighborhood situation
- Alignment with policies and procedures in existence

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

Remediation Measures for Student Exhibiting Bullying Behavior

- Develop an intervention plan or behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways he/she can solve the problem and change behaviors.
- If the student is a minor, meet with parents/guardians or learning partner to develop a family 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 behavior continues.
- Meet with school counsellor or social worker to:
 - Decipher mental health issues – 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 Student Bystanders

- Review Student Response Protocol
- Explore reasons why they did not intervene or report the incident
- Pro-social skills training

Remediation Measures for Victims

Meet with counselor / behavior coach to:

- Explore feelings about incident
- Develop a plan to ensure student's emotional and physical safety at school
- Ensure student does not feel responsible for the behavior
- Ask student to log and report any and all future related incidents
- Work with school staff to develop skills, tools and strategies to resist bullying and or violence

PROGRESSIVE DISCIPLINARY ACTIONS

Based on the severity and/or frequency of incidents and at the discretion of the administration the following disciplinary actions may be taken:

- Admonishment/conference with student (verbal warning)
- Written warning and deprivation of privileges
- Parental notification - letter sent home/phone call to parent(s) in the case of the student being a minor
- In-school suspension
- Out-of-school suspension
- Legal action/report to law enforcement if required
- Convocation of a disciplinary hearing at the Centre
- Convocation of a disciplinary hearing at the school board

- Expulsion

FOLLOW-UP PROTOCOL

The Centre Director or their designate will ensure that each incident was properly followed up 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
- In the case of a minor, verification that parents/guardians or learning partners of 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
- A summary report of the incident and follow up measures taken sent to the Director General of the School Board
- Annual Report to the Public Ombudsman

ACTION PLAN EVALUATION

To ensure the integrity of its Action Plan the administration of HAECC will conduct a yearly evaluation that will include the following:

- Review of the survey results
- TOSCA filtering to access decrease or increase of incidents
- Completed checklist to ensure all aspects of the action plan have been completed

- Filter through the online bullying reporting surveys forms