



New Frontiers School Board
NOVA Career Centre



ANTI-BULLYING AND ANTI-VIOLENCE PLAN

FOR A HEALTHY AND SAFE LEARNING ENVIRONMENT

2026 - 2027

Québec 

For information

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PREAMBLE

Original text in French

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

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

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

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

INTRODUCTION

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

In particular, the EA therefore stipulates the following:

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

CONFLICT, VIOLENCE OR BULLYING

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

Sexual Violence

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

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

Racism and Discrimination

Racism:

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

Discrimination:

Every person has a right to full and equal recognition and exercise of his human rights and freedoms, without distinction, exclusion or preference based on race, colour, sex, gender identity or expression, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, language, ethnic or national origin, social condition, a handicap or the use of any means to palliate a handicap. Discrimination exists where such a distinction, exclusion or preference has the effect of nullifying or impairing such right. *Charter of Human Rights and Freedoms* section 10.

GENERAL INFORMATION

CHARACTERISTICS OF THE EDUCATIONAL INSTITUTION

Name of the educational institution	NOVA Career Centre
Name of School Board	New Frontiers School Board
Name of the Principal	Collin Thomas
Type of instruction	Adult and Vocational Education
Number of students	Approximately 650 students
Other characteristics	• Located in Châteauguay, on traditional Kanien'keha:ka territory • We serve students from all regions of Québec; predominantly the Montérégie, the greater Montréal area, as well as overseas • Our students are over 16 years of age
Values identified in the educational project	VISION: To provide our learners with opportunities for success. MISSION: Understanding that success can be unique to the individual, we engage all students by helping them meet their goals, while we • Ensure a healthy and safe learning environment that meets educational and industry standards, • Maintain and continue improving excellence in innovative teaching and learning, • Contribute to the vitality of our learning community and expand our relationships with industry partners.
Objective(s) of the educational project in relation to the anti-bullying and anti-violence plan	By 2027, reduce the OurSchool Survey results for 'bullying' by 5%. By 2027, increase the OurSchool Survey results for "students with a positive sense of belonging" by 15%.

INFORMATION ABOUT THE COMMITTEE

Name of the committee	Nova Career Centre ABAV Committee
Name and role of the person responsible for coordinating the work of the committee (EA, s. 96.12)	Collin Thomas, Centre Director
Members of the committee (name and role) (EA, s. 96.12)	• Melissa Larocque (Assistant Director) • Andrey Kutash (Academics teacher) • Kyle Flaherty (Vocational teacher) • Gerald Simpson (custodian) • Jason Burns (NFSB Health and Safety) 96.12 Ed Act: The principal shall set up an anti-bullying and anti-violence team and designate a school staff member to coordinate its work as part of his/her regular duties.
Mandates of the committee	• The centre will use the OurSchool survey data to create the school portrait. • Raise awareness on the data found and brainstorm preventative strategies to address the findings.

	• Communicate information on the plan to the entire centre. • Support the implementation of the prevention measures in the action plan. • Put in place a process aimed at improving the school climate. • Ensure that the actions taken are consistent with the institution's educational project.	
Frequency of committee meetings	The Health and Safety Committee and the ABAV committee act as one. At least 3 of their meetings per year will include ABAV specific items.	
	First: Beginning the process	October each year
	Second: Analyze the portrait and write the ABAV plan	February each year
	Third: Discuss potential second portrait and fill out <u>End-of-Year Report</u>	June each year
	Other – if needed:	

UNDERTAKING OF THE PRINCIPAL (EA, S. 75.2)

Toward the student who is the victim and their parents	The director of this centre is committed to ensuring that the following undertakings will be carried out: • Rapid communication with parents/guardians (if student is underage or if student has granted permission to contact someone regarding their schooling) • Implementation of support measures • Appropriate follow-up with the student (and their parents/guardians if applicable) to ensure that the situation has ended • Recording the event in Tosca * These instances are not limited to the above-mentioned points and can be further elaborated depending on the specific circumstances. 96.12 Ed Act: The principal shall see to the implementation of the anti-bullying and anti-violence plan and shall promptly deal with any report or complaint concerning an act of bullying or violence that the principal receives or that the regional student ombudsman sends to the principal.
Toward the instigator/perpetrator and their parents	The director of this centre is committed to ensuring that the following undertakings will be carried out: • Rapid communication with parents/guardians (if student is underage or if student has grant permission to contact someone regarding their schooling) • Involvement of police (if appropriate) • Ensuring that the student (and if appropriate, the parents/guardians) make a commitment to the director to take action to prevent the recurrence of bullying or

violence.

- Applying supervisory and disciplinary measures based on the act committed.
- Implementation of support measures.
- Appropriate follow-up with the student (and their parents/guardians if applicable) to ensure that the commitments/established plan have been respected.
- Recording the event and follow-ups in Tosca.

* These instances are not limited to the above-mentioned points and can be further elaborated depending on the specific circumstances.

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

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

ANALYSIS OF THE SITUATION (OVERVIEW)

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

Time of data collection, tool(s) used to produce the overview and information gathered

The prevention and incidents of bullying and violence will be analyzed at the end of each school year via:

- Results from the *Our School Survey*
- TOSCA (digital reporting platform) entries related to bullying and/or violence
- A review of the initiatives put in place for the year
- An End-of-Year Evaluation, and any updates to the Anti Bullying Anti Violence Plan will be shared with the National Student Ombudsman.

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

- Review and analysis of TOSCA (digital reporting platform) entries related to bullying and/or violence
- Results from the latest *Our School Survey*

Findings from the analysis of the current situation

Strengths

- School mean of 9% of students reporting they experience fear, anxiousness, or worry about particular events or social situations.
- School mean of 14% of students reporting they experience periods when they feel sad, discouraged, and inadequate.
- School mean of 82% of students who possess awareness and understating of other cultures
- School mean of 7.9 (/10) of students feel that teachers and staff are responsive to their needs and encourage independence with a democratic approach.
- School mean of 7.8 (/10) of students feel that the centre staff emphasize academic skill and hold high expectations for all students to succeed.

Vulnerabilities

- School mean of 4.8 (/10) of students who feel like they have someone at the centre who consistently provides encouragement and can be turned to for advice.

Bullying

- Overall bullying: 10% of students reported experiencing bullying in 2025-2026 survey. (10% in 2024, 9% in 2023)
- By gender: Higher among females (13%) than males (8%).
- By age: Highest in 16–24 yrs (12%), lowest in 25–44 yrs (4%), and 10% among 45–65 yrs.
- Key takeaway: Bullying is most commonly reported by younger students and females; lower rates among middle-aged adults.

Priorities in relation to the overview and the analysis of the situation	
	Our centre is committed to providing a safe, caring, and positive school climate.
	We are committed to addressing areas of concern with an aim to putting an end to all forms of bullying and violence - in particular, those motivated by racism, homophobia, targeting of sexual orientation, sexual identity, a disability, or a physical characteristic. Adult indifference is not tolerated. School personnel must report and/or investigate all incidents of bullying and take appropriate action whether they personally observe incidents or learn of them by some other means. Reporting, investigating, and action must occur even if the victim does not file a formal complaint or does not express overt disapproval of the incident.

Sexual Violence

Findings with respect to sexual violence, if applicable	No instances reported in 2025-2026
Priorities in relation to the overview and the analysis of the situation with respect to sexual violence, if applicable	Maintain initiatives, since the findings indicate no events of sexual violence in the school.

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	No instances reported in 2025-2026
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 initiatives

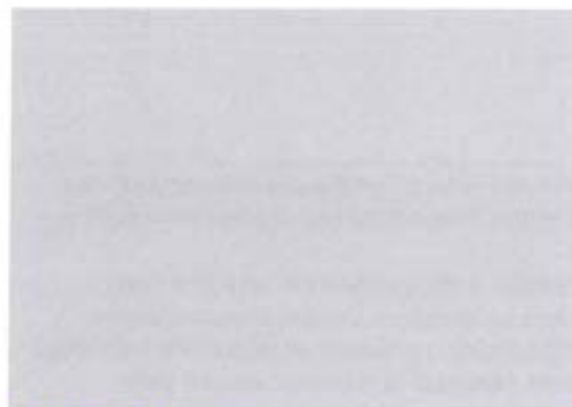
PREVENTION MEASURES

Prevention measures to put an end to all forms of bullying and violence, in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic (EA, s. 75.1, para. 3, subpara. 2)	
Prevention measures to prevent and put an end to all forms of bullying or violence at school	Student counsellors: Emotional well-being and crisis intervention. They are trained to assist individuals in need

	• Psychologist: Assists students in crisis that need assistance or resources. One-on-one sessions are available, coping mechanism strategies and workshops are given, resources for teachers are provided. • Indigenous Consultant: Available to assist and support our Indigenous students through a variety of situations that could arise at school. • Centre policies: The Code of Conduct and Safety is reviewed and signed by all students prior to studying at our centre. • Reporting procedure: Students are able to meet with the administration when they are a victim or witness of bullying or violence. The administration reacts quickly to the concerns. • Cultural awareness: Students feel a sense of belonging and acceptance in the centre. We promote various cultures and perspectives in an inclusive manner. • Adapted environment for students with disabilities: Students with physical and mental disabilities are provided with services and supports to accommodate their needs. • Communication with the Chateauguay Police School Liaison officer (for advice and sensitization initiatives) • Anti-Bullying, Anti-Violence Week campaign
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Prevention measures put in place with regard to sexual violence

	• Student counsellors: Emotional well-being and crisis intervention. They are trained to assist individuals in need • Psychologist: Assists students in crisis that need assistance or resources. One-on-one sessions are available, coping mechanism strategies and workshops are given, resources for teachers are provided. • Indigenous Consultant: Available to assist and support our Indigenous students through a variety of situations that could arise at school. • Centre policies: The Code of Conduct and Safety is reviewed and signed by all students prior to studying at our centre. • Reporting procedure: Students are able to meet with the administration when they are a victim or witness of bullying or violence. The administration reacts quickly to the concerns. • Cultural awareness: Students feel a sense of belonging and acceptance in the centre. We promote various cultures and perspectives in an inclusive manner. • Adapted environment for students with disabilities: Students with physical and mental disabilities are provided with services and supports to accommodate their needs. • Communication with the Chateauguay Police School Liaison officer (for advice and sensitization initiatives) • Anti-Bullying, Anti-Violence Week campaign
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- Training activities for management and other personnel
- Support from the CCQ (Cultural and Citizenship of Quebec) Consultant at the School Board level
- General school climate and social-emotional learning (SEL) practices
- Communication with the Chateauguay Police School Liaison officer (for advice and sensitization initiatives)
- Invite community partners to the centre to give information to students in need of support (ex: Châteauguay Sexual Assault Assistance and Response Centre – CALACS, La Re-Source)

Sexual Violence

Other information concerning updated promotion and prevention measures to prevent bullying and violence in the educational institution

- Recognition and celebration of many cultural events
- Workshops on relaxation techniques
- Community building initiatives like sports teams

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

- Student counsellors: Emotional well-being and crisis intervention. They are trained to assist individuals in need
- Psychologist: Assists students in crisis that need assistance or resources. One-on-one sessions are available, coping mechanism strategies and workshops are given, resources for teachers are provided.
- Indigenous Consultant: Available to assist and support our Indigenous students through a variety of situations that could arise at school.
- Centre policies: The Code of Conduct and Safety is reviewed and signed by all students prior to studying at our centre.
- Reporting procedure: Students are able to meet with the administration when they are a victim or witness of bullying or violence. The administration reacts quickly to the concerns.
- Cultural awareness: Students feel a sense of belonging and acceptance in the centre. We promote various cultures and perspectives in an inclusive manner.
- Adapted environment for students with disabilities: Students with physical and mental disabilities are provided with services and supports to accommodate their needs.
- Communication with the Chateauguay Police School Liaison officer (for advice and sensitization initiatives)
- Anti-Bullying, Anti-Violence Week campaign
- Involvement of a counsellor or local organizations specialized in intercultural climate.
- Workshops by the centre psychologist for students on positive self-affirmation and appropriate responses when faced with discriminatory statements or actions.
- Support from the CCQ (Cultural and Citizenship of Quebec) Consultant at the School Board level
- General school climate and social-emotional learning (SEL) practices

COLLABORATION WITH PARENTS/GUARDIANS

Measures to encourage parents/guardians to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment (EA, s. 75.1, para. 3, subpara. 3)

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

The success of this ABAV Plan depends on the understanding and support of all our stakeholders. Centre administrators and staff play a key role in developing programs and strategies to improve daily school life. Students also have a responsibility to promote and support positive behaviours. Parents/guardians (in certain cases) are equally important and necessary partners in this initiative. Parents/guardians are encouraged to be active

	advocates for their children, to be aware of changes in their child's behaviour, and to contact the school when behaviours at home become a concern. The following measures are aimed at encouraging parents/guardians to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure environment: • The centre's Rules of Conduct and Safety will be posted on the centre's website. • The ABAV Plan will be made available to parents/guardians on the centre's website. • Ongoing communication between the principal and/or their designate and parents/guardians of students (under 18, or with signed consent) who are being bullied, and those who are engaging in bullying behaviours, until the resolution of the situation. • Periodic communication with students who are bullied and their parent(s)/guardian (under 18, or with signed consent) to ensure that measures taken have been successful and the bullying has ceased.
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Information to be shared	Strategies for sharing this information	Date
A document explaining the anti-bullying and anti-violence plan must be distributed to the parents (EA, s. 75.1).	• Available on website	July
A document reporting on the annual evaluation of the anti-bullying and anti-violence plan must be distributed to parents (EA, s 83.1).	• Available on website	July
The rules of conduct and the safety measures must be sent to the parents at the beginning of each school year (EA, s. 76).	• Available on website	July
A school service centre must, not later than September 30 each year, inform the students, children and their parents of the possibility of filing a complaint under the complaint processing procedure provided for by this Act (ANSO, s. 21).	• Informational posters at reception, in Student Services, and in other high-traffic areas of the centre • Available on website	July
Other: Procedure on how to report	• Available on website • Outlined in the ABAV plan	July

Sexual Violence

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

The success of this ABAV Plan depends on the understanding and support of all our stakeholders. Centre administrators and staff play a key role in developing programs and strategies to improve daily school life. Students also have a responsibility to promote and support positive behaviours. Parents/guardians (in certain cases) are equally important and necessary partners in this initiative. Parents/guardians are encouraged to be active advocates for their children, to be aware of changes in their child's behaviour, and to contact the school when behaviours at home become a concern.

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

- The centre's Rules of Conduct and Safety will be posted on the centre's website.
- The ABAV Plan will be made available to parents/guardians on the centre's website.
- Ongoing communication between the principal and/or their designate and parents/guardians of students (under 18, or with signed consent) who are being bullied, and those who are engaging in bullying behaviours, until the resolution of the situation.

Periodic communication with students who are bullied and their parent(s)/guardian (under 18, or with signed consent) to ensure that measures taken have been successful and the bullying has ceased.

- Sharing information on, and supporting access to community resources, for example:
 - CALACS – Châteauguay Sexual Assault Assistance and Response Centre
 - La Re-Source
 - School Nurse / CISSMO resources
 - Aire Ouverte

Information to be shared	Strategies for sharing this information
A document informing the students and their parents/guardians of the possibility of making a report or filing a complaint concerning an act of sexual violence to or with the regional student ombudsman (ANSO, s. 21)	• Informational posters at reception, in Student Services, and in other high-traffic areas of the centre • Available on 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).	A document provided by the National Student Ombudsman explaining who may file a complaint and how that right is to be exercised must be posted visibly in each educational institution (ANSO, s. 21). • Informational posters at reception, in Student Services, and in other high-traffic areas of the centre • Available on website
Other:	

Other information concerning collaboration with parents

The parent/guardian of a student that is 18+ year old will not be contacted unless we have a signed permission to do so.

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	The success of this ABAV Plan depends on the understanding and support of all our stakeholders. Centre administrators and staff play a key role in developing programs and strategies to improve daily school life. Students also have a responsibility to promote and support positive behaviours. Parents/guardians (in certain cases) are equally important and necessary partners in this initiative. Parents/guardians are encouraged to be active advocates for their children, to be aware of changes in their child's behaviour, and to contact the school when behaviours at home become a concern.	
	The following measures are aimed at encouraging parents/guardians to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure environment: • The centre's Rules of Conduct and Safety will be posted on the centre's website. • The ABAV Plan will be made available to parents/guardians on the centre's website. • Ongoing communication between the principal and/or their designate and parents/guardians of students (under 18, or with signed consent) who are being bullied, and those who are engaging in bullying behaviours, until the resolution of the situation. • Periodic communication with students who are bullied and their parent(s)/guardian (under 18, or with signed consent) to ensure that measures taken have been successful and the bullying has ceased. • Sharing information on, and supporting access to community resources	
Information to be shared	Strategies for sharing this information	Date
• Revised ABAV Plan • Procedure on how to report	• Available on website	July

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 (EA, s. 75.1, para. 3, subpara. 4)

Procedures implemented for reporting incidents

Means through which a student may report an incident:

- Inform a staff member on duty
- Inform administration
- Mention it to a teacher or staff member they trust
- Tell their parent/ guardian
- Speak with a member of Student Services
- Email or TEAMS the administrators
- Leave an anonymous letter at reception addressed to the director or assistant director.

The director or their designate will ensure that each incident was properly followed up on and documented.

Follow-up measures will include the following:

- Verification that the incident has been properly documented
- Verification that all parties immediately involved have been met with and that intervention protocols have been followed
- Verification that parent(s)/guardian(s) of the victims and perpetrators have been contacted (when applicable)
- Meeting with the victim and perpetrator to assess their well-being, and to confirm that the bullying/violence has ceased
- Verification of the completion of all remedial measures for all parties concerned
- Referral of students (and/or parents/guardians, if applicable) to the complaints procedure, should the parents express dissatisfaction with the course of action from the school administration.
 - 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 in the Act respecting the National Student Ombudsman (2022, chapter 17).
- For each complaint received concerning bullying or violence, and each report received relating to an act of sexual violence, the director shall send the director general of the school board a summary report on the nature of the incident and the follow-up measures taken. The summary report concerning an act of sexual violence shall also be sent to the Regional Student Ombudsman.

Strategies for sharing these procedures

- At a welcome meeting and/or orientation for new students
- Available on the website

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
Step 1 Contact the person directly concerned, or their immediate supervisor • The student or their parent must first approach the person directly concerned or their supervisor. • The complaint may be verbal, but it is better if it is made in writing. • The person who receives the complaint has 10 working days to respond.	• Available on the website • Informational posters in Student Services
Step 2 Contact the person responsible for processing complaints at the School Board • If the student or their parent is still dissatisfied with how the complaint is being handled, or if the 10-day deadline has expired, they may then approach the Complaints Officer at the School Board. • The complaint may be verbal, but it is better if it is made in writing. • The Complaints Officer has 15 working days to respond. NFSB Complaints Officer Christopher Blouin Email: cblouin@nfsb.qc.ca Tel: 263 362-4185 Form to complete: https://pne.gouv.qc.ca/portal#/portal-request-form/88a1a595-0e6a-42f6-93f5-1a7c1525b078	
Step 3 Contact the Regional Student Ombudsman • If the student or their parent is still dissatisfied with how the complaint is being handled, or if the 15-day deadline has expired, they may contact their Regional Student Ombudsman, Me Marc-Antoine Joseph, who will help them draft their written complaint. • The student or their parent may choose the form of communication that best suits them among the following: Online: pne.gouv.qc.ca/formulaire Phone or text message: 1-833-420-5233 Email: plaintes-pne@pne.gouv.qc.ca • Regional Student Ombudsmen have 20 working days to examine the complaint and issue their conclusions. If they deem that the complaint is substantiated, they may make recommendations to the School Board. • However, before the conclusions are sent, the National Student Ombudsman examines them. They have up to 5 working days to decide whether to examine the complaint in turn. If so, they then have 10 working days to complete the examination and, if need be, to substitute their conclusions or recommendations for those of the Regional Student Ombudsman. • The Regional Student Ombudsman then informs the complainant and the School Board of the conclusions and any recommendations. • The School Board has 10 working days to inform the complainant and the Regional Student Ombudsman of whether it intends to follow up on the conclusions and	

recommendations made to it, or of its reasons if it has decided not to act on them.

Regional Ombudsman for New Frontiers

Me Marc-Antoine Joseph

email: plaintes-pne@pne.gouv.qc.ca

telephone: 1-833-420-5233

Form to complete: <https://pne.gouv.qc.ca/portal#/portal-request-form/7cd4e09a-a5c8-4fdb-9588-4a8d73f87640>

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

- Contact the immediate supervisor or the Centre Director (or Assistant Director) immediately.
- 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
<https://pne.gouv.qc.ca/portal#/portal-request-form/7cd4e09a-a5c8-4fdb-9588-4a8d73f87640>
- By telephone or text message: 1-833-420-5233
- By email: plaintes-pne@pne.gouv.qc.ca

Other procedures

For acts of sexual violence involving a perpetrator of 12 years of age or older, the administration must contact the pertinent department of New Frontiers School Board prior to applying interventions and Supervisory/Support Measures mentioned in this document. Specific measures may be required in certain cases and NFSB will be of assistance to the administration to take these steps.

New Frontiers School Board collaborates with its Multi-Sectoral Agreement to support incidents of sexual violence. In the case of a complaint concerning an act of sexual violence, the principal shall 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 14 years of age or over, the principal may also inform his or her parents/guardians of that option, with the student's consent.

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

DYP Montérégie

1 800 361-5310

514 721-1811

DYP Kahnawake

450-632-6880

Contact information for the police department

Chateauguay Police - School Liaison

Nadia Grondin

450-698-3207

nadia.grondin@police.chateauguay.ca

For emergency: 9-1-1

For immediate assistance: 450-698-1311, option 5

Strategies for sharing these procedures

The place(s) where the document is posted in the educational institution	• Administrative office • Student Services
Website of the educational institution, if applicable	https://nfsb.me/
Other:	

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

Specific procedures for reporting or registering a complaint concerning an act of bullying or violence based on the aforementioned motives	Means through which a student may report an incident: • Inform a staff member on duty • Inform administration • Mention it to a teacher or staff member they trust • Tell their parent/ guardian • Speak with a member of Student Services • Email or TEAMS the administrators • Leave an anonymous letter at reception addressed to the director or assistant director. The follow-up procedure is the same as outlined above.
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Strategies for sharing these procedures

Strategies for sharing these procedures	• At a welcome meeting and/or orientation for new students • Available on the website • Posted in Student Services
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 (EA, s. 75.1, para. 3, subpara. 6)

Measures implemented to protect confidentiality

Measures to protect the confidentiality of any report or complaint disclosure concerning an act of bullying or violence shall include: • A reminder to staff that every incident and the ensuing follow-up must be kept confidential (the reminder is to be issued annually) • Bullying and/or violence reports are recorded on a digital database with restricted access • Bullying and/or violence reports are submitted to the office of the Director General • Use of intervention strategies that protect the anonymity of persons who report or provide information

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

Sexual Violence

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

- A reminder to staff that every incident and the ensuing follow-up must be kept confidential (the reminder is to be issued annually)
- Violence reports are recorded on a digital database with restricted access
- Bullying and/or violence reports are submitted to the office of the Director General
- Use of intervention strategies that protect the anonymity of persons who report or provide information

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

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

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

- A reminder to staff that every incident and the ensuing follow-up must be kept confidential (the reminder is to be issued annually)
- Violence reports are recorded on a digital database with restricted access
- Bullying and/or violence reports are submitted to the office of the Director General
- Use of intervention strategies that protect the anonymity of persons who report or provide information

Other information concerning confidentiality

Parent/guardians are only to be contacted if the student is under 18, or if they have signed the form giving permission to contact someone regarding their schooling.

ACTIONS TO BE TAKEN FOLLOWING AN ACT OF BULLYING OR VIOLENCE

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

Actions to be taken by a student who is a witness or a confidant

Actions to be taken by a staff member who is a direct witness or a confidante (Stakeholder 1)

Actions to be taken by the person responsible for follow-up (Stakeholder 2)

Information for a student who is a witness:	The actions to be taken must be adapted to the situation.	The actions to be taken must be adapted to the situation.
Workshops, presentations or activities on the role of the witness and the confidant are probably provided by your educational institution, your school/centre or your school board. Ideally, use the same terminology when recording actions related to the role of a student who is a witness, whether at the educational institution, at the adult education centre or online.	Information for a staff member who is a witness: It is important that everyone involved at an educational institution is aware of the emergency protocol and intervention methods during situations of violence and bullying. Effective communication tools can also ensure more rapid intervention.	Take note of the necessary information and store it securely, especially for the purpose of sending a summary report to the director general, if applicable (EA, s. 96.12).
Any student who witnesses an act of bullying or violence has an obligation, as a responsible member of the school community, to intervene if the situation does not threaten their well-being, or, to report the incident to school authorities. An incident of bullying and/or violence can be reported verbally (in person or by phone) or in writing (by email or by letter addressed to school administration). Means through which a student may report an incident: • Inform a staff member on duty • Inform administration • Mention it to a teacher or staff member they trust • Tell their parent/guardian • Speak with a member of Student Services • Email or TEAMS the administrators • Leave a note at reception addressed to the director or assistant director. Students who wish to write a note to report an incident are encouraged to include their name for follow up.	Any staff members who witness (or hear of) 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. Document the information and submit the information to administration for follow-up in a timely fashion. 3. Staff members could be asked to assist in the investigation.	The centre director or their designate must investigate all reports in a timely fashion, preferably within 24 hours (when possible) of receiving initial report. 1. Gather information 2. The person responsible for investigating the report about the behaviour should: ii. Interview student(s) exhibiting bullying behaviour and the target/victim(s) separately to avoid further victimization of the target iii. Engage the target/victim first and focus on his/her safety iv. Take detailed notes v. Reassure them that the bullying behaviour will not be tolerated and that all possible steps will be taken to prevent a reoccurrence vi. Offer the victim counselling (if needed) vii. The director shall also inform them of their right to request assistance from the person specifically designated by the school board for that purpose. viii. Inform parent(s)/ guardian(s) of the incident and subsequent intervention (when applicable) 1. When parents/guardians have been informed about a bullying situation or an act of violence, they are expected to communicate with the school principal, an alternate administrator, or the classroom teacher. ix. Following the investigation, the parent/guardian should be contacted and advised that the situation has been investigated and appropriate action has been taken (when applicable) x. Encourage a solution-focused approach

		xi. The report will be documented. xii. Inform the Director General and/or the Regional Ombudsman. **The centre will take the necessary measures to ensure confidentiality for all parties.
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School principal (Centre Director)

On receiving a complaint concerning bullying or violence, and after considering the best interest of the students directly involved, the principal shall promptly communicate with their parents to inform them of the measures in the anti-bullying and anti-violence plan. The principal shall also inform them of their right to request assistance from the person specifically designated by the school service centre for that purpose (EA, s. 96.12).

Name and contact information:

NFSB Complaints Officer
Christopher Blouin
 Email: cblouin@nfsb.qc.ca
 Tel: 263 362-4185

Form to file a complaint with the NFSB Complaints Officer
 Click [HERE](#)

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

Sexual Violence

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

By a student who is a witness or a confidant	By a staff member who is a direct witness or a confidante (Stakeholder 1)	By the person responsible for follow-up (Stakeholder 2)
Any student who witnesses an act of sexual violence has an obligation, as a responsible member of the school community, to intervene if the situation does not threaten their well-being, or, to report the incident to school authorities. An incident of bullying and/or violence can be reported verbally (in person or by phone) or in writing (by email or by letter addressed to school administration). Means through which a student may report an incident: • Inform a staff member on duty • Inform administration • Mention it to a teacher or staff member they trust • Tell their parent/ guardian • Speak with a member of Student Services • Email or TEAMS the administrators	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 confidante say. • Reassure the student that the situation is being taken care of • Inform the principal of the school/centre.	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 director general and the regional student ombudsman, if applicable (EA, s. 96.12).
	For students under 18, immediately report the situation to Youth Protection (DYP) by calling the following number: DYP Montréal 1 800 361-5310 514 721-1811	The centre director or their designate must: 1. Ensure the immediate safety and security of all parties. 2. A sexual violence incident must be documented. Refer to notes taken by the staff witness or confidante (to

• Leave a note at reception addressed to the director or assistant director. Students who wish to write a note to report an incident are encouraged to include their name for follow up. • Calling the police • Reporting directly to the Regional Student Ombudsman	DYP Kahnawake 450-632-6880 Any staff members who witness an act of sexual 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 sexual violence must be reported to the director, immediately. 3. Call Youth Protection (DYP) if the student is under 18 years old. 4. Gather information and take detailed notes.	avoid victim having to disclose multiple times) 3. The centre director or their designate must investigate all reports in a timely fashion, preferably within 24 hours (when possible) of receiving initial report. 4. Call the police (if applicable) 5. Reassure the victim that sexual violence will not be tolerated 6. Offer the victim counselling (if needed) a. The director shall also inform them of their right to request assistance from the person specifically designated by the school board for that purpose. b. Inform parent(s)/guardian(s) of the incident and subsequent intervention (when applicable) c. When parents/guardians have been informed about an act of violence, they are expected to communicate with the school principal, an alternate administrator, or the classroom teacher. d. Following the investigation, the parent/guardian should be contacted and advised that the situation has been investigated and appropriate action has been taken (when applicable) 7. Notify the Regional Ombudsman and the Director General
Other:	Other:	Other:

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

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

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

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

By a student who is a witness or a confidant	By a staff member who is a direct witness or a confidant (Stakeholder 1)	By the person responsible for follow-up (Stakeholder 2)
	The actions to be taken must be adapted to the situation.	The actions to be taken must be adapted to the situation.
An incident of bullying and/or violence can be reported verbally (in person or by phone) or in writing (by email or by letter addressed to school administration). Means through which a student may report an incident: • Inform a staff member on duty • Inform administration • Mention it to a teacher or staff member they trust • Tell their parent/ guardian • Speak with a member of Student Services • Email or TEAMS the administrators • Leave a note at reception addressed to the director or assistant director. Students who wish to write a note to report an incident are encouraged to include their name for follow up. • Calling the police	Any staff members who witness an act of sexual 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 sexual violence must be reported to the director, immediately. 3. Call Youth Protection (DYP) if the student is under 18 years old. 4. Gather information and take detailed notes.	The centre director or their designate must: 1. Ensure the immediate safety and security of all parties. 2. A sexual violence incident must be documented. Refer to notes taken by the staff witness or confidante (to avoid victim having to disclose multiple times) 3. The centre director or their designate must investigate all reports in a timely fashion, preferably within 24 hours (when possible) of receiving initial report. 4. Call the police (if applicable) 5. Reassure the victim that sexual violence will not be tolerated 6. Offer the victim counselling (if needed) a. The director shall also inform them of their right to request assistance from the person specifically designated by the school board for that purpose. b. Inform parent(s)/ guardian(s) of the incident and subsequent intervention (when applicable) c. When parents/guardians have been informed about an act of violence, they are expected to communicate with the school principal, an alternate administrator, or the classroom teacher.

		d. Following the investigation, the parent/guardian should be contacted and advised that the situation has been investigated and appropriate action has been taken (when applicable) 7. Notify the Regional Ombudsman and the Director General.
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Other information concerning the actions to be taken when an act of bullying or violence is observed

SUPERVISORY AND SUPPORT MEASURES

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

For the student who is the victim	For the student who is an instigator	For witnesses
Meet with counsellor, psychologist, mentor, special education technician, administrator, or staff member to: • Create a safe environment to allow the victim to explore their feelings about the incident; maintain open lines of communication • Develop a plan to ensure the student's emotional and physical safety at school • Refer to outside services if necessary • Ensure that the student does not feel responsible for the behaviour • Ask the student to log and report all future related incidents • Offer meetings to help develop skills for overcoming the negative impact on self-esteem • A staff member will conduct scheduled follow-up meetings with the student to ensure the bullying or violence has stopped and to provide support to the student. The degree of support offered at these meetings and their frequency shall depend upon the feedback from the victim regarding the current circumstances. • In all cases, it will be determined which members of the school staff must be made aware of the incident to ensure that the student is safe. • Parents/guardians will be informed following the incident and regularly updated until the situation is resolved (when applicable)	Develop an intervention plan with the student; ensure the student has a voice in the outcome and can identify ways they can solve the problem and change behaviours • Meet with the parent(s)/guardian(s) to develop a recovery plan agreement to ensure understanding of school rules and expectations, as well as the long-term negative consequences of bullying or violence on all involved, and, to clearly outline the consequences if the behaviour continues (when applicable) Meet with school staff to: • Discuss the student's motivation for bullying • 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 personal items were damaged or stolen • Determine restorative practices (age/level appropriate)	An intervention may be held with any witnesses to determine their role in the incident. • If the incident witnessed is severe, witnesses are met in a group or individually, to debrief the event, discuss their role and to determine more appropriate actions in the future. • As with victims, witnesses to acts of bullying or violence should have a reasonable expectation of feedback from intervening adults in a timely manner in order to guarantee a sense of safety and security in the school. For student bystanders: Review the Student Response Protocol. • Explore reasons why they did not intervene or report the incident • Offer of coaching on how to safely intervene or help the situation • The school reserves the right to contact the parent(s)/guardian(s) of bystanders (when applicable).

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

Sexual Violence

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

For the student who is the victim	For the student who is an instigator/ perpetrator	For witnesses
Meet with counsellor, psychologist, mentor, special education technician, administrator, or staff member to: • Create a safe environment to allow the victim to explore their feelings about the incident; maintain open lines of communication • Develop a plan to ensure the student's emotional and physical safety at school • Refer to outside services if necessary • Ensure that the student does not feel responsible for the behaviour • Ask the student to log and report all future related incidents • Offer meetings to help develop skills for overcoming the negative impact on self-esteem • A staff member will conduct scheduled follow-up meetings with the student to ensure the bullying or violence has stopped and to provide support to the student. The degree of support offered at these meetings and their frequency shall depend upon the feedback from the victim regarding the current circumstances. • In all cases, it will be determined which members of the school staff must be made aware of the incident to ensure that the student is safe. • Parents/guardians will be informed following the incident and regularly updated until the situation is resolved (when applicable)	Develop an intervention plan with the student; ensure the student has a voice in the outcome and can identify ways they can solve the problem and change behaviours • Meet with the parent(s)/guardian(s) to develop a recovery plan agreement to ensure understanding of school rules and expectations, as well as the long-term negative consequences of bullying or violence on all involved, and, to clearly outline the consequences if the behaviour continues (when applicable) Meet with school staff to: • Discuss the student's motivation for bullying • 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 personal items were damaged or stolen • Determine restorative practices (age/level appropriate)	An intervention may be held with any witnesses to determine their role in the incident. • If the incident witnessed is severe, witnesses are met in a group or individually, to debrief the event, discuss their role and to determine more appropriate actions in the future. • As with victims, witnesses to acts of bullying or violence should have a reasonable expectation of feedback from intervening adults in a timely manner in order to guarantee a sense of safety and security in the school. For student bystanders: Review the Student Response Protocol. • Explore reasons why they did not intervene or report the incident • Offer of coaching on how to safely intervene or help the situation • The school reserves the right to contact the parent(s)/guardian(s) of bystanders (when applicable).

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

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

For the student who is the victim	For the student who is an instigator/perpetrator	For witnesses
Meet with counsellor, psychologist, mentor, special education technician, administrator, or staff member to: • Create a safe environment to allow the victim to explore their feelings about the incident; maintain open lines of communication • Develop a plan to ensure the student's emotional and physical safety at school • Refer to outside services if necessary • Ensure that the student does not feel responsible for the behaviour • Ask the student to log and report all future related incidents • Offer meetings to help develop skills for overcoming the negative impact on self-esteem • A staff member will conduct scheduled follow-up meetings with the student to ensure the bullying or violence has stopped and to provide support to the student. The degree of support offered at these meetings and their frequency shall depend upon the feedback from the victim regarding the current circumstances. • In all cases, it will be determined which members of the school staff must be made aware of the incident to ensure that the student is safe. • Parents/guardians will be informed following the incident and regularly updated until the situation is resolved (when applicable)	Develop an intervention plan with the student; ensure the student has a voice in the outcome and can identify ways they can solve the problem and change behaviours • Meet with the parent(s)/guardian(s) to develop a recovery plan agreement to ensure understanding of school rules and expectations, as well as the long-term negative consequences of bullying or violence on all involved, and, to clearly outline the consequences if the behaviour continues (when applicable) Meet with school staff to: • Discuss the student's motivation for bullying • 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 personal items were damaged or stolen • Determine restorative practices (age/level appropriate)	An intervention may be held with any witnesses to determine their role in the incident. • If the incident witnessed is severe, witnesses are met in a group or individually, to debrief the event, discuss their role and to determine more appropriate actions in the future. • As with victims, witnesses to acts of bullying or violence should have a reasonable expectation of feedback from intervening adults in a timely manner in order to guarantee a sense of safety and security in the school. For student bystanders: Review the Student Response Protocol. • Explore reasons why they did not intervene or report the incident • Offer of coaching on how to safely intervene or help the situation • The school reserves the right to contact the parent(s)/guardian(s) of bystanders (when applicable).

Other information concerning the supervisory and support measures

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

Remediation:

Countering or providing a remedy for a behavioural mistake can be an effective prevention practice. Remediation measures are intended to correct the problem behaviour, prevent a reoccurrence, protect and provide support for the victim, and take corrective action for documented systemic problems related to bullying and violence. Remediation measures allow the student an opportunity to reflect on behaviours, learn pro-social skills and make amends to those affected. Recovery plans and restorative justice practices are categorized as remediation.

Consequences:

A consequence communicates to a perpetrator that their behavior is their choice and their responsibility. Consequences support the student's right to make a decision, even if it is not a good one. Accountability is an important element of the learning experience. Consequences are almost always enacted in conjunction with remediation measures and restorative practices. Measures should be applied on a case-by-case basis and take into consideration a number of factors including:

Student Considerations:

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

Centre Considerations:

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

DISCIPLINARY MEASURES

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

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

Based on the severity and/or frequency of incidents and at the discretion of the administration - as well as in collaboration with the New Frontiers School Board when applicable, the following disciplinary and/or corrective/supportive actions may include, but are not limited to:

- Conference with student (verbal warning)
- Parent/Guardian notification (when applicable)

- Reflection activity or action
- Recovery plan ~ Restorative measures or practices
- Mediation or conflict resolution (when deemed appropriate)
- Written warning and deprivation of privilege(s) / service(s)
- Restitution
- Referral to counsellor, external social/medical agencies, for support
- Probation and letter of expectations / Learning/Behaviour contract
- Out-of-school suspension (with parent meeting upon return – when applicable)
- Collaboration with Youth Protection, if required
- Legal action/report to law enforcement, if required
- Convocation to a disciplinary hearing at the New Frontiers School Board
- Student may be asked to leave the program and/or centre

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

Sexual Violence

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

Information on disciplinary measures in the case of sexual violence (can be the same as above):

The preferred approach for students who are instigators/perpetrators of sexual violence is one based on increased accountability and education. Moreover, an educational approach is used by specialized organizations that offer therapies to these young people and by the justice system. Contacting specialized resources may help educational institutions determine whether or not a disciplinary measure would be beneficial for a student.

In collaboration with the New Frontiers School Board when applicable, the following disciplinary and/or corrective/supportive actions **may include, but are not limited to:**

- Parent/Guardian notification (when applicable)
- Probation and letter of expectations / Learning/Behaviour contract
- Out-of-school suspension (with parent meeting upon return – when applicable)
- Referral to counsellor, external social/medical agencies, for support
- Legal action/report to law enforcement, if required
- Collaboration with Youth Protection, if required
- Convocation to a disciplinary hearing at the New Frontiers School Board
- Student may be asked to leave the program/centre

*** 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

Based on the severity and/or frequency of incidents and at the discretion of the administration - as well as in collaboration with the New Frontiers School Board when applicable, the following disciplinary and/or corrective/supportive actions may include, but are not limited to:

- Conference with student (verbal warning)
- Parent/Guardian notification (when applicable)
- Reflection activity or action
- Recovery plan ~ Restorative measures or practices
- Mediation or conflict resolution (when deemed appropriate)
- Written warning and deprivation of privilege(s) / service(s)
- Restitution
- Referral to counsellor, external social/medical agencies, for support
- Probation and letter of expectations / Learning/Behaviour contract
- Out-of-school suspension (with parent meeting upon return – when applicable)
- Collaboration with Youth Protection, if required
- Legal action/report to law enforcement, if required
- Convocation to a disciplinary hearing at the New Frontiers School Board
- Student may be asked to leave the program and/or centre

Other information concerning disciplinary measures

FOLLOW-UP ON ANY REPORT OR COMPLAINT

Required follow-up on any report or complaint concerning an act of bullying or violence (EA, s. 75.1, para. 3, subpara. 9)

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

- Record information on the incident in Tosca.
- Ensure that the situation has ended.
- Follow-up with parents about how the situation was addressed (when applicable).
- Inform the people involved about developments in the incident management, while maintaining confidentiality.
- Ensure that the student instigator/perpetrator and their parents/guardians (when applicable) have lived up to any commitments they may have made.
- Verify that the support and supervisory measures properly meet the needs of the people involved and make any necessary adjustments.
- Inform parents/guardians (when applicable) of the mechanisms that exist to file a complaint if the incident has not been dealt with to their satisfaction.

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

Sexual Violence

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

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

- Record information on the incident.
- Ensure that the situation has ended.
- Follow up with parents about how the situation was addressed (when applicable).
- Inform the people involved about developments in the incident management, while maintaining confidentiality.
- Ensure that the student instigator/perpetrator and their parents/guardians have lived up to any commitments they may have made.
- Verify that the support and supervisory measures properly meet the needs of the people involved and make any necessary adjustments.
 - Even if the initial evaluation concludes that the student does not have immediate needs following the situation, their needs should be subsequently reassessed at different points in time (e.g. with the help of observations from teachers, by speaking directly to the student).
- Inform parents/guardians of the mechanisms that exist to file a complaint if the incident has not been dealt with to their satisfaction (when applicable).

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:

- Record information on the incident.
- Ensure that the situation has ended.
- Follow up with parents about how the situation was addressed (when applicable).
- Inform the people involved about developments in the incident management, while maintaining confidentiality.
- Ensure that the student instigator/perpetrator and their parents/guardians have lived up to any commitments they may have made.
- Verify that the support and supervisory measures properly meet the needs of the people involved and make any necessary adjustments.
- Inform parents/guardians of the mechanisms that exist to file a complaint if the incident has not been dealt with to their satisfaction (when applicable).

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

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

OTHER ACTIONS SPECIFIC TO SEXUAL VIOLENCE

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

Compulsory training activities for management and other personnel

Online training provided by the Ministère de l'Éducation on violence and bullying (available in French only), which discusses reporting to the DYP and the related obligations, among other topics. "[Formation pour le réseau scolaire sur l'intimidation et la violence](#)"

Not compulsory, but relevant trainings:

- Centre d'expertise Marie-Vincent – "[Sexualized Behaviour Problems and Sexual Assault Disclosures Among Children Aged 6 to 12 in School Setting](#)"
- Centre d'aide et de lutte contre les agressions à caractère sexuel (Sexual Assault Centres, CALACS) in each region – "[Training for school staff Empreinte: Agir ensemble contre les agressions à caractère sexuel](#)"
- UQAM – Tel-jeunes – Direction régionale de santé publique de Montréal – "Sparx - For positive romantic and intimate relationships – [Training on positive romantic relationships and violence in intimate relationships](#)"

Safety measures to stop sexual violence

- Review the availability and layout of bathrooms that are accessible to staff and students.
- Create a strategic supervision plan based on the needs of the school.
- Restrict access to some locations, or in certain contexts.
- Provide guidelines for meetings between school staff and students (e.g. hold these meetings in public spaces whenever appropriate).
- Implement guidelines for how school staff and students interact on school platforms (TEAMS, emails, etc) and social media.

RESOURCES

RESOURCES	PDF : BOTTIN DES RESSOURCES POUR LE PERSONNEL SCOLAIRE Local resources : • Châteauguay Sexual Assault Assistance and Response Centre – CALACS : https://calacs-chateauguay.ca/ • La Re-Source (A shelter and support centre for woman who experience conjugal violence): https://lare-source.org/ • Les Maison sur les Arbres (prevent suicide and offer psychosocial support to people in crisis): https://www.la-msla.com/fr • Clinique externe de santé mentale de Châteauguay : https://www.santemonteregion.qc.ca/installations/clinique-externe-de-sante-mentale-de-chateauguay • Kahnawake Social Community Services: https://www.kscs.ca/ • Aire Ouverte: https://www.quebec.ca/sante/trouver-une-ressource/aire-ouverte
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OTHER IMPORTANT INFORMATION

* Date of approval of the Anti-Bullying and Anti-Violence Plan by the Governing Board (EA, s. 75.1)	May 6, 2026
Resolution number	
* Date of annual evaluation of the results by the governing board (EA, s. 83.1)	May 6, 2026
* Date of annual review of the Anti-Bullying and Anti-Violence Plan (EA, s. 75.1)	May 6, 2026
Principal's signature ⇨ Date ⇨	 June 10, 2026
Signature of the person who chairs the governing board ⇨ Date ⇨	 June 10, 2026



Quebec