



ALLION

elementary school • école primaire



ABAV Plan

2024-2025

Anti-Bullying and Anti-Violence Plan

Lester B. Pearson School Board

Mon., June 10th, 2024

DATE OF GOVERNING BOARD APPROVAL

SIGNATURES:

JOSIE DADAMO , PROUD PRINCIPAL OF ALLION

ANOUEK PETIT, GB CHAIR



GOALS OF THE ANTI-BULLYING AND ANTI-VIOLENCE (ABAV) PLAN

- In compliance with the [Quebec Education Act](#) (QEA), the main purpose of the ABAV plan must be to prevent and stop all forms of bullying and violence targeting a student, a teacher or any other school staff member. This plan specifies the duties and responsibilities of the relevant parties of the school **community** and the school **partners** in achieving this.

- Outline the responsibilities of all parties towards the elimination of bullying and violence in the school community, including the responsibility of parents to promote a positive and respectful school climate inside and outside school.

- School boards must see to it that each of their schools provides a healthy and secure learning environment that allows every student to develop their full potential, free from any form of bullying or violence.

- School boards must also ensure a healthy and secure working environment for their staff, and the staff must participate in ensuring a safe and respectful working climate.

- The plan is designed to support the optimal conditions required to guarantee the fundamental right to dignity, equality, and integrity, while respecting the unique character of each individual.

School Community Parties:

Students, Staff, School Administration, School Board, Governing Boards, & Parents.

School Partners:

Outside organizations including but not limited to bus companies, coaches, & volunteers.

"The Lester B. Pearson School Board believes that everyone in its community is entitled to a safe, healthy, secure, respectful and caring environment. The School Board believes that education should prepare our students for a responsible life in a free society, in a spirit of understanding, peace, tolerance, and equality of sexes based on the principles of respect, diversity and inclusion."

-LBPSB Policy on Safe and Caring Schools

REQUIREMENTS OF THE QUEBEC EDUCATIONAL ACT (QEA)

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| ● The anti-bullying and anti-violence plan must be reviewed each year, and updated if necessary (art. 75.1) |
| ● 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 (art. 75.1) |
| ● The main purpose of the plan must be to prevent and stop all forms of bullying and violence targeting a student, a teacher or any other school staff member (art. 75.1) |
| ● A document explaining the anti-bullying and anti-violence plan must be distributed to the parents. The governing board shall see to it that the wording of the document is clear and accessible (art. 75.1) |
| ● 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 a victim of bullying or violence (art. 75.3) |
| ● The anti-bullying and anti-violence plan must be reviewed each year, and updated if necessary (art. 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 (art.83.1) |

This ABAV plan specifically applies to the provision of support to students in this area. Issues related to staff conflict, harassment, discrimination, etc. are addressed in the Lester B. Pearson School Board Policy on Safe and Caring Schools. Addendum I in that policy articulates the Code of Conduct for Parents/Guardians/Visitors

DEFINITIONS as applied in ABAV

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” ([art. 13, par. 1.1, QEA](#)).

Violence

- “The word “violence” means any **intentional** demonstration of force of a verbal, written, physical, psychological or sexual nature 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” ([art. 13, par. 3, QEA](#)).

Sexual Violence

- “The concept of sexual violence refers to any form of violence committed through sexual practices or by targeting sexuality, including sexual assault. It also refers to any other misconduct, including that relating to sexual and gender diversity, in such forms as unwanted direct or indirect gestures, comments, behaviours or attitudes with sexual connotations, including by technological means.”
<https://www.legisquebec.gouv.qc.ca/en/document/cs/p-22.1>

Racism

- “Corresponds to the “set of ideas, attitudes and actions whose purpose is to make ethnocultural and national groups feel inferior socially, economically, culturally and politically, thereby preventing them from benefitting fully from the advantages to which all citizens are entitled.” Racist discourse is usually based on real or presumed physical and cultural differences.” ([MIDI, 2015](#))

Discrimination

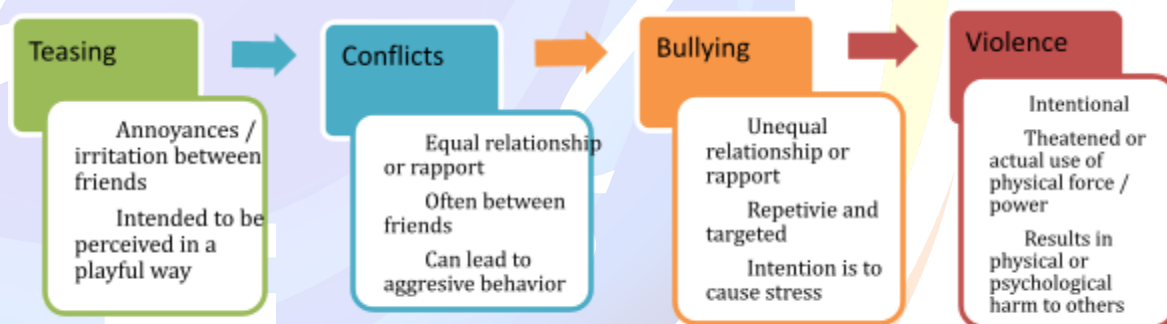
- “Every person has a right to full and equal recognition and exercise of his human rights and freedoms, without distinction, exclusion or preference based on race, colour, sex, gender identity or expression, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political 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](#))

Parent

- “the word “parent” means the person having parental authority or, unless that person objects, the person having custody de facto of the student” ([art. 13, QEA](#))

Differences in between conflicts and bullying:

Conflicts	Bullying
<ul style="list-style-type: none"> Confrontation between people that do not share the same point of view 	<ul style="list-style-type: none"> Imbalance of power between people where one or more imposes on the other by strength and or intimidation (physical, mental or emotional)
<ul style="list-style-type: none"> Isolated incidences of aggression. 	<ul style="list-style-type: none"> Repetitive and targeted incidences of aggression.
<ul style="list-style-type: none"> Equal relationships or rapport 	<ul style="list-style-type: none"> Unequal relationships or rapport
<ul style="list-style-type: none"> No victims. Both groups can feel bad 	<ul style="list-style-type: none"> Always results in a victim



MEMBERS OF THE SCHOOL/CENTRE'S ABAV COMMITTEE

We encourage the participation of multiple stakeholders in the school that represents various functions within the school team (teachers, support staff, daycare, SSD professionals, etc.)

Name	Function
• Josie D'Adamo	• Principal
• Jessica Eagleton	• Teacher
• Karen Ann Gallant	• Teacher
• Anna Giammario	• FSSTT, Social Work Technician

* According to art.96.12, EA

Elements of the ABAV Plan *(art. 75.1, QEA)*

Element 1	<u>an analysis of the situation</u> prevailing at the school with respect to bullying and violence;	Pg. 7
Element 2	<u>prevention measures</u> 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. Additionally, LBPSB sanctions its schools and centres to carry out additional preventative measures to promote inclusivity and equity for all stakeholders;	Pg. 9
Element 3	<u>measures to encourage parents to collaborate</u> in preventing and stopping bullying and violence and in creating a healthy and secure learning environment;	Pg. 12
Element 4	<u>procedures for reporting, or registering a complaint</u> concerning, an act of bullying or violence and, more particularly, procedures for reporting the use of social media or communication technologies for cyberbullying purposes;	Pg. 15
Element 5	<u>the actions to be taken</u> 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.	Pg. 19
Element 6	measures to <u>protect the confidentiality</u> of any report or complaint concerning an act of bullying or violence;	Pg. 23
Element 7	<u>supervisory or support measures</u> for any student who is a victim of bullying or violence, for witnesses and for the perpetrator and bystander;	Pg. 25
Element 8	specific <u>disciplinary sanctions</u> for acts of bullying or violence, according to their severity or repetitive nature;	Pg. 30
Element 9	the required <u>follow-up</u> on any report or complaint concerning an act of bullying or violence.	Pg. 34
Element 10 (75.1 QEA)	<u>sexual violence</u> ; compulsory training activities for management and other personnel; and safety measures to stop sexual violence.	Pg. 36
Annual Evaluation	the results achieved by the school with respect to preventing and dealing with bullying and violence must be <u>evaluated</u> .	Pg. 37

Bullying:

the word "bullying" means any repeated direct or indirect behaviour, comment, act, or gesture, whether deliberate or not, including in cyberspace, which occurs in a context where there is a **power imbalance** between the persons concerned and which causes distress and injures, hurts, oppresses, intimidates or ostracizes

Violence:

the word "violence" means any **intentional** demonstration of force of a verbal, written, physical, psychological or sexual nature 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

1. ANALYSIS OF THE SITUATION

The ABAV plan must include an analysis of the situation prevailing at the school with respect to bullying and violence (art. 75.1, par. 1, QEA).

Objectives identified in the school's Educational Project

Improving achievement:

- to improve students' writing abilities in English
- to improve the success rate in solving situational problems in mathematics
- to raise students' level of confidence when speaking French

Ensuring wellness:

- to reduce anxiety in the student population and strengthen a positive sense of belonging
- to encourage learners to adopt a healthy and physically active lifestyle
- to foster safe and caring relationships within the school, the community and the digital community

Strengthening engagement:

- To provide more hands-on activities with a STEAM approach
- To invite guest speakers and plan field trips to engage and allow for interactions, reinforcing the concepts taught in class
- To provide the students with the opportunity to showcase their work to a wider audience

Tools used to create an analysis of the situation:

- Results from - *Our School Survey*
- Review and analysis of data related to bullying and / or violence at the school level
- School's Educational Project
- Analysis of last year's ABAV plan
- School Climate Survey for Staff
- In-house surveys for parents, staff, community partners
- Other sources of information (specify):



Description of the findings that emerge from the situation analysis with respect to bullying and violence

- We need to ensure that the plan establishes mechanisms that will provide opportunities for perpetrators, victims, witnesses and responders to enable positive change that promote safety and security;
- Looking how we promote inclusivity and deal with biases and discriminations.

Priorities identified with respect to bullying and violence

- Allion School needs to work on helping our students by connecting with them in more meaningful ways in the following areas:
 - Improving students' sense of belonging;
 - Providing support to students who feel anxious;
 - Helping students who feel they are being bullied or excluded.

2. PREVENTION MEASURES

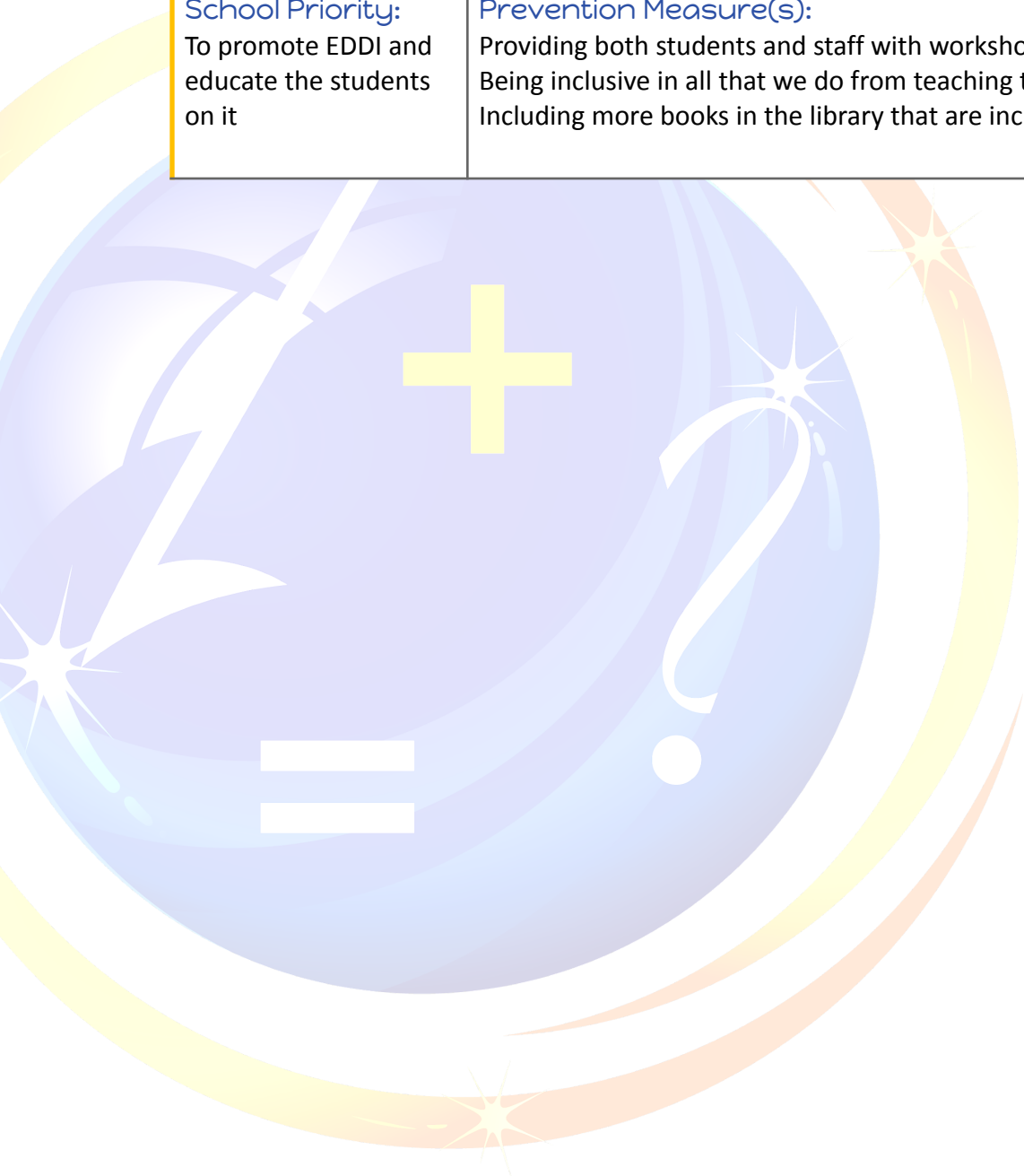
The ABAV plan must include prevention measures to put an end to all forms of bullying and violence, in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic (art. 75.1, par. 2, EA).

LBPSB sanctions its schools and centres to carry out additional measures to promote Equity, Diversity, Dignity, and Inclusion (E.D.D.I.) for all the parties of the school community and their partners.

Obligations of the QEA	
Ensuring a Safe and Caring School Climate	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, and must be sent to the parents at the beginning of each school year. (art.76, QEA)
	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. (art. 96.21, QEA)
	During the month of September each year, the principal of a school providing education to students in the second cycle of the secondary level shall see to the formation of a student committee. (art.96.5, QEA)
	<p>The Allion Elementary School Code of Conduct will be made available to all school members and parents annually. The Code will be discussed and referenced in communications with the school community throughout the year, so it remains an active document within the context of this plan.</p> <ul style="list-style-type: none"> • Allion Elementary School is committed to the goals and objectives of the LBPSB Digital Citizenship Project and its implication in this plan. • Allion Elementary School will continue to implement programs and initiatives, which foster positive relationships and attitudes and learning environments, thereby precluding violence and bullying over the course of each school year.
	<ul style="list-style-type: none"> • Allion Elementary School will commit to a minimum of one

	<p>presentation annually by an outside organization highlighting positive play, team building, etc. which focuses on the theme of healthy living and socialization.</p> <ul style="list-style-type: none"> • Allion Elementary School commits itself to including messages regarding positive social interaction and healthy living and socialization during student assemblies or rotating class visits over the course of the academic year. • Allion Elementary School will engage in ongoing student/teacher/staff/governing board information sessions on bullying, homophobia/transphobia, racism and prevention.
Promoting equity, diversity, dignity, and inclusion	<ul style="list-style-type: none"> • Identity and Equity workshops • Black History • Indigenous History • Peer mediators (Peace Pals) • Peaceful Schools International • Assemblies & guest speakers • Police presence & workshops (Criminal Code , social media & Anti-Bullying)
Improving Achievement	<ul style="list-style-type: none"> • AI's Pals • School Leadership
Ensuring Wellness	<ul style="list-style-type: none"> • Friendship groups • Social skills groups • Promoting RSR • Zen Room • Zones of Regulation • Police workshops on Criminal Code, Social Media and Bullying • Support Staff Involvement
Strengthening Engagement	<ul style="list-style-type: none"> • Intramural Sports • Dynamix • Fostering relationship with our Lasalle Community Comprehensive High School (LCCHS) neighbors • Senior Leadership • School wide activities & field trips (ex. Terry Fox walk, Jump Rope for Heart, musical concerts, etc.)

Priorities and Prevention Measures	
LBPSB Priority: To promote the values of the EDDI statement	Prevention Measure(s): Providing students and staff with workshops
School Priority: To promote EDDI and educate the students on it	Prevention Measure(s): Providing both students and staff with workshops Being inclusive in all that we do from teaching to signage. Including more books in the library that are inclusive



3. MEASURES TO ENCOURAGE PARENTAL COLLABORATION

The ABAV plan must include measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment (art. 75.1, par. 3, EA).

Parents are valuable partners and it is important to work together when it comes to taking action to prevent and stop bullying and violence. It is together that we can find the solutions. This collaboration will enable us to continue to flourish and succeed in an atmosphere of mutual respect ([LBPSB Policy on Safe and Caring Schools](#)).

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 Code of Conduct and the ABAV Plan will be made available to parent(s)/guardian(s); it will be posted on the school website.
- Allion Elementary School shall review and distribute the school's Anti-bullying, Anti-Violence Plan on an annual basis. A permanent link to this document will be maintained on the Allion Elementary School website.
- The Allion Elementary School Code of Conduct will be made available to members of the school community online and in print.
- Allion Elementary School will post information or links on its school website with relevant parent information regarding bullying, being a responsible by-stander, internet safety, and cyberbullying.
- Allion Elementary School will share strategies at parent meetings with classroom teachers and discuss current classroom practices with respect to this plan.
- Allion Elementary School commits to ongoing communication between school personnel and the parents of children who are being bullied and those who engage in bullying behaviors, until complete resolution of the problem. Additionally, Allion Elementary School commits to periodic follow-up communication with the victim of bullying, and his/her parents to ensure that the measures taken have been successful.

- Regarding students who have been identified as having behavioral difficulties, the school principal or classroom teacher shall make initial contact with parents at the beginning of the school year to discuss planning for a successful school year. Ongoing success includes contact from the school to reinforce and praise positive behaviors.
 - The School's Code of Conduct will be communicated with the parents (agenda, curriculum night, bulletins/memos, and/or on school website).
 - The ABAV Plan will be explained and made available to parent(s)/guardian(s); it will be posted on the school website, under the tab ABAV.
 - Ongoing communication between principal and / or their designate and parents/guardians of children who are being bullied and those who are engaging in bullying behaviors will take place until the resolution of the situation.
 - Periodic communication with students and their parent(s)/guardian(s) will take place to ensure that measures taken have been successful and the bullying has ceased.

*For more information and additional resources, please refer to *Resources*.

"The Lester B. Pearson School Board believes that the school board's administrators, staff, parents, students and all those present in the school's environment have a responsibility to ensure that the right to be safe and secure is upheld."

-LBPSB Policy on Safe and Caring Schools

Resources

Community Resources	Information on Violence and Bullying
<p>For Students:</p> <ul style="list-style-type: none"> • Kids Help Phone: 1-800-668-6868 <ul style="list-style-type: none"> ◦ Kidshelpphone.ca ◦ Text HELLO to 686868 • cybertip.ca <p>For Parent(s)/Guardian(s) :</p> <ul style="list-style-type: none"> • CLSC <ul style="list-style-type: none"> ◦ Name : CLSC de LaSalle ◦ Address: 8550 Bd Newman, LaSalle, QC H8N 1Y5 ◦ Phone No. : 514 364-2572 • Service de police de la ville de Montréal (SPVM) <ul style="list-style-type: none"> ◦ PDQ No. : Station 13 ◦ Address: 8745 Bd LaSalle, LaSalle, QC H8P 1Z2 ◦ Phone No. : 514-280-0113 • Sûreté du Québec (SQ) <ul style="list-style-type: none"> ◦ Post No. : N/A ◦ Address: N/A ◦ Phone No. : 911 	<ul style="list-style-type: none"> • Benado - Mon pouvoir sur l'intimidation • Canadian Centre for Child Protection • Canadian Red Cross- Violence and Abuse Prevention • Government of Quebec: Violence and bullying • Media Smarts • Ministère de la famille - Québec • Promoting Relationships and Eliminating Violence Network (PREVNet) • Ministère de l'éducation et enseignement supérieur (MEES) Québec • PREVNet

4. PROCEDURES OF REPORTING OR REGISTERING A COMPLAINT

The ABAV plan must include procedures of 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 for cyberbullying purposes (art. 75.1, par. 4, EA).

All members of the Allion Elementary School Community are entitled to a safe, non-threatening and easily accessible process for reporting incidents of bullying or violent behavior regardless of whether they are victims, witnesses or a reporting party. It is understood that our process is designed to facilitate and encourage, not impede, the reporting of incidents.

- 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 the school or Centre's administration.
- Students who wish to submit a written report are encouraged to include their name for follow up.
- Parents/guardians are encouraged to communicate with either the school principal, vice-principal, their designated teacher, or any other staff member.
- Staff members who receive a report must notify administration as soon as possible for follow up.
- The report will be documented by the administration.
- Following the investigation, the parent(s) or guardian(s) will be contacted and advised that the situation has been investigated and appropriate action has been taken.

The school or center will take the necessary measures to ensure confidentiality for all parties.

The procedures for reporting or registering a complaint of acts of bullying, violence, cyberbullying, and sexual violence are:

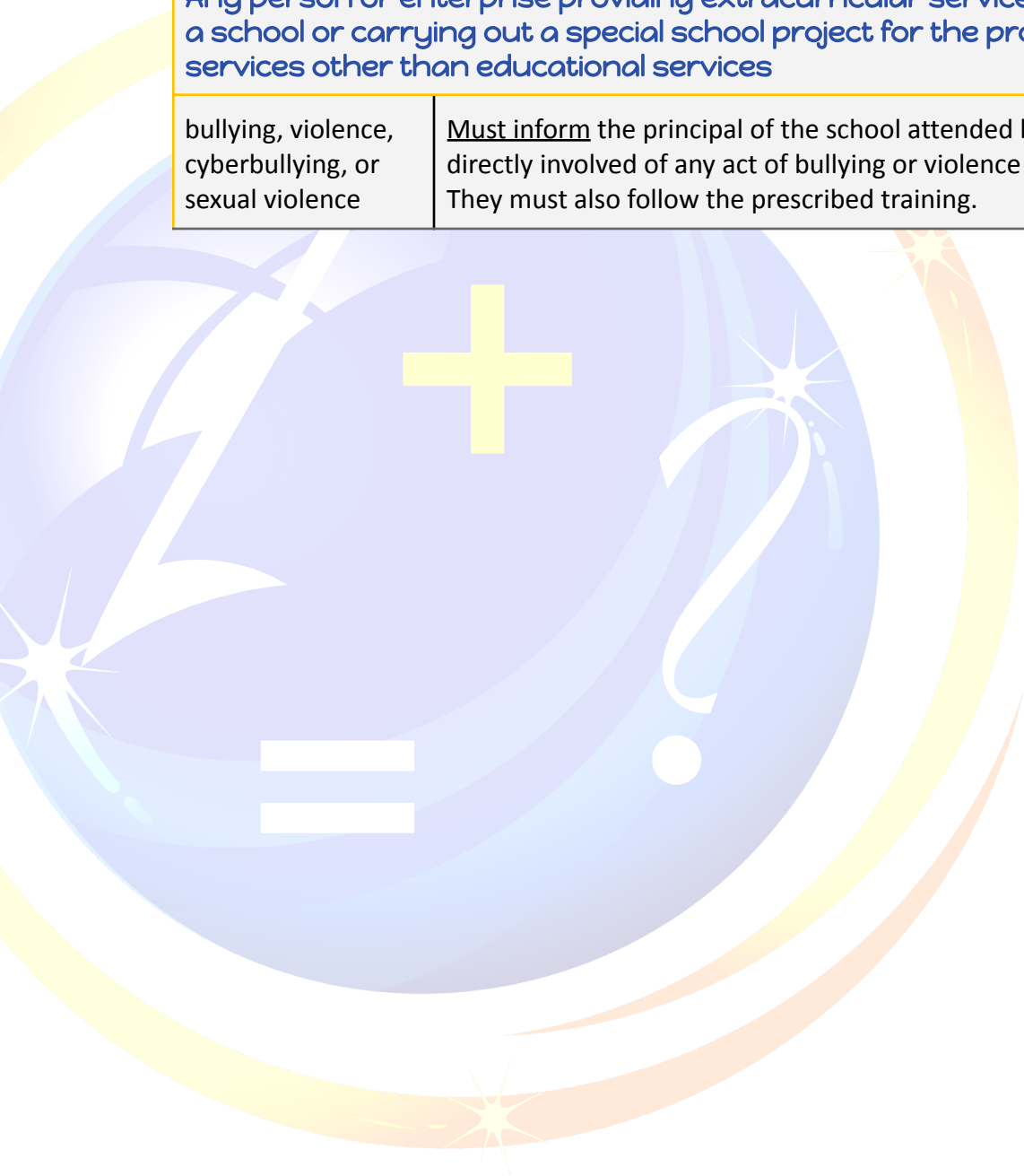
For students

bullying, violence, cyberbullying, or sexual violence

- You can ask for help for yourself or for someone else. To report a situation, you can contact any adult you trust (teacher, integration aide, daycare, principal, parent, etc.). They will be able to guide you.
- Allion Elementary School will take every possible measure to protect the identity of parties reporting incidents of bullying and/or violence. At the same time, we will take every possible measure to ensure that the identified perpetrator is fully

	<p>apprised of the details of the report made against him/her.</p> <ul style="list-style-type: none"> Any Allion Elementary School student who witnesses an act of bullying or violence is responsible to tell a staff member at school or an adult at home so as to allow those adults to follow-up with reporting as they see fit and necessary. Once a student has made a verbal report of a bullying or violent incident, he/she provides a written report of what has taken place with a verbal account provided to an adult. This is providing the student is capable of producing said report. Allion Elementary School confirms that any verbal report given to a staff member from a student must be reported to the classroom teacher or the principal and followed-up as needed.
For parent(s)/guardian(s)	
bullying, violence, cyberbullying, or sexual violence	<ul style="list-style-type: none"> Inform the principal via email, phone call, or in-person meeting. Members of the Allion Elementary School parent community who are made aware of a bullying situation or act of violence involving either their own child or another student of the school are obliged to contact the school Principal or classroom teacher. This contact and subsequent follow-up will be documented by Allion Elementary School personnel. Within two days of receiving the report, the reporting parent will be contacted by the school, to be assured that the situation is being investigated and that appropriate action(s) is being taken. Further details will be limited in order to ensure confidentiality of parties involved. Allion Elementary School invites the following forms of contact from parents: <ul style="list-style-type: none"> Direct phone call to school administrator. Letter or email detailing issue or incident addressed to school administrator or classroom teacher. Completion of a reporting form, available from the school office.
For staff members	
bullying, violence, cyberbullying, or sexual violence	<ul style="list-style-type: none"> Incident forms must be filled out by the staff member present. The staff member is to make Admin aware of the situation immediately.

For partners, (bus drivers, volunteers, others)	
bullying, violence, cyberbullying, or sexual violence	<ul style="list-style-type: none"> • Inform the principal via email, phone call, or in-person meeting. • Bus Reports. • Report directly to Admin. • Families are communicated with.
Any person or enterprise providing extracurricular services to students of a school or carrying out a special school project for the provision of services other than educational services	
bullying, violence, cyberbullying, or sexual violence	<p><u>Must inform</u> the principal of the school attended by the students directly involved of any act of bullying or violence that they observe. They must also follow the prescribed training.</p>



The procedures for registering a complaint are:

- 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](#). The principal also informs their parent(s)/guardian(s) of that option. ([Art.96.12, QEA](#))
- 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.
- **Regional Student Ombudsman Coordinates:**
1035, rue De La Chevrotière, 25e étage
Québec (Québec) G1R 5A5
Phone number: 1 833 420-5233
Email: info@pne.gouv.qc.ca

To find out more about the treatment of complaints procedure,
please visit the LBPSB website:

<https://www.lbpsb.qc.ca/parents-and-community/complaints-procedure/>

The LBPSB complaint procedure can be followed to make a report or register a complaint: [Link to LBPSB Complaint Procedure](#)

5. ACTIONS TO BE TAKEN

No member of the Allion Elementary School Community will be indifferent towards reported or witnessed acts of violence and bullying. We are committed to responding to and investigating any report we receive which suggests that an incident of violence and/or bullying has taken place amongst our population. Furthermore, we are committed to considering all available facts in a timely and efficient manner.

The ABAV must include actions to be taken when a student, teacher or other school staff member or any other person observes an act of bullying or violence (art. 75.1, par. 5, EA).

Our school is committed to providing a safe, caring, and positive climate. 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.

Our Intervention Protocol establishes practices and procedures for observed and reported incidents of bullying and/or violence. **For purposes of this Protocol, “Conduct” may include:**

- Physical acts, such as inappropriate, unwanted, uninvited, or injurious physical contact with another; stalking; sexual assault; and destruction or damage to property of another;
- Written and electronic communication of any type that incorporates language, videos, images, audio recordings, or symbols of hate that would constitute bullying or violence, using any medium (including, but not limited to, cell phones, computers, websites, electronic networks, instant message, text messages and emails);
- Verbal threats made to another with the intent to cause harm, loss, or punishment, including blackmail, extortion or demands for protection money;
- Direct or indirect, relationally aggressive behavior such as social isolation, rumor spreading, derogatory language, or damaging someone’s reputation;
- Any of the above conduct that occurs off school grounds when such creates, or can reasonably be expected to create, a substantial disruption in the social setting and/or at school-sponsored activities and events.
- Blocking access to school property or facilities;
- Stealing, hiding, or defacing personal possessions (ex: books, backpacks, etc.)
- Repeated or pervasive taunting, name-calling, belittling, mocking putdowns, or demeaning humor relating to a person’s race, color, gender, sexual orientation, ancestry, language, religion, ability, 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.

RESPONSE PROTOCOL

STUDENT(S), PARENT(S)/GUARDIAN(S), ANY OTHER PERSON, OR PARTNER(S)

- We **encourage** any student(s), parent(s)/guardian(s), or any other person who observes an act of bullying or violence, as a responsible member of the school community, to report the incident (refer to Element 4).
- We **require** partner(s) to report the incident (refer to Element 4).

STAFF

All Allion Elementary School staff will be committed to a *zero indifference* policy with respect to acts of violence or bullying or reports of said acts. All acts or reports will be investigated.

An Allion Elementary School staff member who observes or is made aware of a possible act of bullying or violence must intervene to assess the situation and take action if deemed necessary.

- If the situation does not threaten the staff member who is a witness or who has been told of an incident, he/she must intervene immediately.
- If the staff member considers his/her intervention in the situation successful, the student is not referred to administration. However, an intervention report must be filed and submitted to the principal if the staff member considers the incident to be one of violence or bullying.
- The staff member may determine that the person involved in the bullying and/or violent behavior should be sent directly to administration, depending on the severity of the incident.
- At the discretion of the school principal or his/her delegate, police intervention may be requested in the form of a 911 emergency call or a call for support from the school's Socio-Community Officer.

An Allion Elementary School student may intervene if the situation does not threaten his/her well-being and/or may choose to seek the assistance of a staff member.

Any Allion Elementary School student who witnesses an incident of violence or bullying must report the incident to the appropriate staff member in the school using the

established protocols (refer to 4 in this plan).

- Any member of the Allion Elementary School Parent Community who is witness to an act of bullying or violence is obliged to report that incident directly to the school administration. The steps that are undertaken include investigation of the report, appropriate measures taken and appropriate follow-up as per Section 4 of this plan.

Please note: All Allion Elementary School reports regarding incidents of violence and/or bullying must be forwarded to the appropriate Regional Director in cases where students are excluded from their regular course of studies as a consequence of their actions.

Any staff member(s) who witness an act of bullying or violence must address the issue as quickly as possible. It is recommended they:

- 1. Respond** immediately, ensuring the security of all stakeholders
- 2. Reassure** all parties involved
- 3. Refer** the students to staff member(s) responsible for investigating the report who will:
 - Interview student(s) exhibiting bullying behavior and the target / victim(s) separately to avoid further victimization of the target
 - Engage the target / victim first and focus on their safety
 - Reassure the victim that the bullying behavior will not be tolerated and that all possible steps will be taken to prevent a recurrence
 - Offer the victim support (if needed)
 - Inform parent(s)/guardian(s) of the incident and subsequent intervention.
(Details of the intervention or disciplinary actions are not to be shared in order to protect confidentiality)
- 4. Review** with all stakeholders to ensure the situation has ceased
- 5. Report** and document all incidents of bullying / violence to the principal, in a timely fashion

PRINCIPAL

After considering the best interest of students and/or staff directly involved, the principal shall:

- Meet with parties involved, as needed.
- Communicate relevant information to relevant staff members regarding the safety of the student(s) and/or staff concerned.
- Communicate with their parent(s)/guardian(s) to inform them of the measures in the anti-bullying and anti-violence plan, as required. ([Art 96.12, OEA](#))

- Refer parent(s)/guardian(s) to complaints procedure, should they express dissatisfaction with the course of action from the school administration, and inform them of their right to request assistance. ([Art 96.12, QEA](#))
- Document the incident.

STUDENT

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, and to report the incident to school authorities.

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

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

PARENT / GUARDIAN

Report the incident to a school administrator, classroom teacher, or designated staff member.

PEOPLE RESPONSIBLE FOR TAKING ACTION

Name	Function
• Josie D'Adamo & Jessica Eagleton	• Principal & Staff Assistant
• Anna Giammario	• FSSTT, Social Work Technician
• Kim Chen	• Spec Ed Tech
• Merrie Waugh	• Spec Ed Tech

6. CONFIDENTIALITY

Reporting incidents of bullying or violence is the right thing to do. It allows everyone to obtain help and put an end to the situation. Reporting may cause discomfort in the person doing it, however, the school will take the necessary precautions to preserve confidentiality.

As part of the investigative and follow-up processes, Allion Elementary School is committed to maintaining fair, accurate and confidential records of each reported incident of bullying or violence, regardless of the investigative outcome. These records will include specific details on the incidents in question, the steps taken by the school as a consequence of its investigation and indication of intended follow-up. Allion Elementary School is committed to keeping these records confidential and secure so as to protect all parties regardless of their role in the incident.

The measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence are:

- Staff are reminded annually that every incident and the ensuing follow-up must be kept confidential.
 - Communication with all parties will be discreet.
 - All parties will be treated with respect, discretion and empathy.
 - **Details of applied disciplinary sanctions will be kept confidential as the law forbids that this information be communicated to other students or parents.**
-
- The Allion Elementary School anti-violence/anti-bullying plan will be reviewed annually and all staff members are reminded that every incident and the follow-up must be kept confidential.
 - All reports of bullying and/or violence will be kept in a secure location under the supervision of the school principal or his/her delegate.
 - The above named reports will be kept on file by the administrator.
 - In all instances and procedures, sensitivity to the fears and feelings of all parties must be kept in mind.

- Members of the Allion Elementary School Community agree that in all cases involving minor students, information shared should be on a need to know basis only.
- All parties acknowledge that Allion Elementary School personnel are NOT obliged to share information about another student with anyone but other staff and parents of that student.

The ABAV plan must include measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence (art. 75.1, par. 6, QEA).

School personnel shall ensure that the procedures for making a report (complaint) regarding intimidation or violence (section 75.1, par. 4) respect the rules of confidentiality to ensure the safety and integrity of victims, witnesses, and perpetrators.

Each complaint will be investigated promptly in a way that respects the privacy and confidentiality of all parties concerned, to the extent permitted by the law and to the extent practical and appropriate under the circumstances.

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

The confidential means at the school made available to victims, witnesses, and parents/guardians to report any violent or intimidating conduct are:

(Examples: mailbox, Facebook page, voicemail, email address)

7. SUPERVISORY OR SUPPORT MEASURES

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

All members of the Allion Elementary School Community will be thorough in their treatment of reported cases of bullying or violence. They pledge to intervene in an appropriate manner, request the intervention of school administration if necessary and report the incident as per the process described in Section 6 of the plan.

Supervisory or Support Measures for Victims, Witnesses, and Perpetrators (may include, but are not limited to)

- Ensure a safe, caring, and trusting climate during interventions.
- Put in place necessary measures for the safety of all school community parties and their partners.
- Facilitate a meeting with a designated staff member.
- Offer individual or group support.
- Refer to the professional resources of the school or school board.
- Establish an intervention plan.
- Refer to external partners such as:
 - Batshaw/Department of Youth Protection (DYP);
 - Integrated University Health and Social Services Centre/Integrated Health and Social Services Centres (fr. CIUSSS/CISSSMO);
 - Service de Police de la Ville de Montréal (SPVM);
 - Sûreté du Québec (SQ).
- Monitor and follow up after resolution.

Proposed Steps (Victim):

- An adult staff member will determine the severity and frequency of the incident (s) through a discussion with the student. The adult may be the classroom

teacher, administrator or another adult staff member with whom the student is comfortable talking.

- An Allion Elementary School staff member will conduct 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 circumstance.
- In all cases, a determination will be made as to which members of the school staff must be made aware of the incident to ensure that the student is safe.
- Parents will be informed when deemed necessary following the incident and regularly updated until the situation is resolved. Referral for counseling through the LBPSB Student Services Department or through outside referral will be requested when deemed appropriate.
- The victim will be engaged in discussion or follow-up meetings with their support contact to ensure establishment of a sense of security.
- In some cases, the school team may suggest a referral to the school social worker or make a CSSS (CLSC LaSalle) referral for victim services.
- The Allion Elementary School team may suggest the involvement of the victim in a social skills group.
- The Allion Elementary School team may suggest referral to an outside agency for support or services if it feels such services are warranted.
- The Allion Elementary School team may suggest specific therapeutic intervention after consultation with professionals from the Student Services Department of the Lester B. Pearson School Board.
- In all cases, victims of bullying or violence should have a reasonable expectation of feedback from intervening adult figure in a timely manner so as to guarantee a sense of safety and security in the school.

Proposed Steps (Bystander):

- Following the incident, an intervention may be held with any bystanders to determine their role in the incident. If the incident witnessed is severe, bystanders are met, in a group or individually, to debrief the event, discuss their role and to determine more appropriate actions in the future.
- Consequences are applied, if appropriate for students that are actively involved in encouraging the incident.
- Allion Elementary School reserves the right to contact the parents of bystanders when it feels such contact is appropriate.
- As with victims, witnesses to acts of bullying or violence should have a reasonable expectation of feedback from the intervening adult figure in a timely manner so as to guarantee a sense of safety and security in the school.

Proposed Steps (Perpetrator):

- The initial intervention with the perpetrator is managed by the Allion Elementary School staff member who intervened and the incident is reported to the administrator (or the person designated to receive reports).
- The adult who intervenes or adult who is told of an incident makes a report to the administrator (or the person designated to receive reports) with a request for follow-up investigation. Once an investigation has been completed and the incident is confirmed to be bullying and/or violence, the Allion Elementary School Principal or delegate meets with the perpetrator. The perpetrator is told of the report, discusses the incident and is given a consequence.
- The perpetrator's parents are called and informed of the incident and the consequences. The parents may be asked to come to school for a follow-up meeting.
- In cases where it is deemed necessary and appropriate, Allion Elementary School may refer the perpetrator and his/her parents to support services available to the school.
- Allion Elementary School is responsible to inform parents of their right to request assistance from the person designated by the School Board for referral to support services.
- It is expected that following any intervention, the perpetrator must report to the principal or his/her designate for follow-up discussion concerning the incident in question.
- Parents are expected to collaborate and be part of the plan which may include sanctions but also support as per Section 3 of this plan.
- In any circumstance, intervention with a perpetrator of an act of violence or bullying at Allion Elementary School may include a therapeutic intervention as a means of support. Such interventions may include:
 - Referral to an outside organization for support (CSSS/CLSC)
 - Referral to REACH
 - Referral to Special Ed. Tech./FSSTT Tech.
 - Temporary or permanent placement in alternate class in school
 - Placement in an in-school alternative program or referral to outreach system.
 - FSSTT Consultations
 - Intervention of CSSS (CLSC) Social Worker
 - Alternative suspension at Verdun Boys and Girls Club
 - Helplines
 - Community Service with a community partner
 - SNAP
 - Amcal family services
 - Angrignon School (Lyal)
 - Jewish Day Program

The ABAV plan must include supervisory or support measures for any student who is a victim or bullying or violence, for witnesses and for perpetrator, and bystander (art. 75.1, par. 7, QEA).

The application of supervisory and support measures will be made following the analysis of the student's profile, as well as the nature, severity, and frequency of the student's behavior. It is the responsibility of every adult staff member to use difficult / challenging situations 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.

Student Considerations School Considerations

- 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
- Age and developmental maturity of the students involved
- Nature, frequency and severity of the behaviors
- 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

POSSIBLE EXAMPLES OF SUPERVISORY AND SUPPORT MEASURES for VICTIMS of Bullying or Violence

- Ensure a safe, caring, and trusting climate during interventions.
- Put in place the necessary measures for the safety of the student victim if necessary.
- Facilitate a meeting with a designated staff member.
- Refer as needed for individual or group support (ex: develop self-esteem, conflict resolution, assertiveness, and SEL skills, etc.).
- Refer to the professional resources of the school.
- Establish an intervention plan.
- Refer to an external partner (DYP, CIUSSS, SPVM/SQ, community organization, etc.).
- Schedule follow up meetings to make sure the situation is not repeated.
- Other specific action

Measures for WITNESSES of Bullying or Violence

- Ensure a safe, caring, and trusting climate during interventions.
- Facilitate a meeting with a designated staff member.
- Provide strategies for coping or avoiding situations.
- If applicable, establish an intervention plan.
- If relevant, conduct a group sensitization session.
- If necessary, refer for individual or group support or follow-up (ex: develop self-esteem, conflict resolution, assertiveness, and SEL skills).
- Refer to an external resource or collaborate with partners (DYP, CIUSSS, SPVM/SQ, community organization, etc.).
- If involved, even passively, apply disciplinary sanctions, depending on the context or situation.
- Schedule follow up meetings to make sure the situation is not repeated.
- Other specific action.

Measures for STUDENTS EXHIBITING Bullying or Violent Behavior

- Facilitate a meeting with a designated staff member.
- Define strategies to put an end to the situation.
- Determine with the student and his / her parents the commitments to be made to prevent the repetition of any act of bullying or violence.
- Suggest ways to resolve conflicts as needed.
- Refer to professional resources of the school or center if necessary, for individual or group counseling (ex: develop self-esteem, conflict resolution, and SEL skills, etc.).
- Establish an intervention plan.
- Refer to an external resource or collaborate with partners (DYP, CIUSSS, SPVM/SQ, community organization, etc.).
- Meet with the local socio-community police officer, as needed.
- Apply appropriate disciplinary sanctions depending on the situation, while taking into consideration the context (see section 8).
- Schedule follow up meetings to make sure the situation is not repeated.
- Other specific action.

8. DISCIPLINARY SANCTIONS

The Allion Elementary School Community is committed to applying fair, consistent and appropriate sanctions in all cases where it has been determined that acts of bullying or violence have taken place. These sanctions will always be applied with the understanding that the long-term objective is for rehabilitation and reintegration but that the safety of the whole will never be subordinate to that objective.

"Any disciplinary action must be fair, equitable, and consistent with the general aims and goals of education as well as the school's anti-bullying and anti-violence plan. Whenever possible, disciplinary action should allow for effective learning. As part of the total teaching and learning process, the action should promote the development of integrity, accountability, personal ethics and self-management." - LBPSB Policy on Safe and Caring Schools, November 2016, p.7.

Considerations When Determining Disciplinary Sanctions

- 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 incident(s) occurred.
- Patterns of past or continuing behaviors.
- Family context.
- Other circumstances that may play a role such as cultural context, trauma history and mental health.

Disciplinary Sanctions (may include, but are not limited to)

- Conversation with student
- Parent notification
- Reflection activity or action
- Restorative measures or practices
- Restitution
- Mediation or conflict resolution
- Behaviour contract
- Referral to the professional resources of the school
- Removal of privilege(s)
- School Detention
- Referral to Planning Room and/or Alternative to Suspension Program
- In-school suspension
- Out-of-school suspension
- Enrolment in another school

Proposed Steps:

- The perpetrator will engage in a discussion with the adult who witnesses or is told of the incident. If the adult decides no further follow-up is required, a report will go to the Principal.
- Allion Elementary School may request the supervision of the perpetrator during free time; i.e. must be shadowed by a supervisor during recess and at lunch time.
- An in-school detention of the perpetrator may be requested. During this time there is a discussion with the supervising staff member about the incident and how to better deal with similar situations should they occur.
- Allion Elementary School staff members may request that the perpetrator is sent to the office or other designated area while the initial investigation of the incident is being carried out.
- Students may lose basic school privileges (lunch hour, recess) for a designated length of time.
- Allion Elementary School may implement a structured supervision plan of the perpetrator during free time where he/she is shadowed and monitored in his/her actions.
- In-school suspension supervised by Allion Elementary School personnel.

- Out-of-school suspension with progressive re-entry.
- Out-of-school suspension with re-entry meeting with parents and students. A plan is developed for the student and agreed to by all. Teachers and staff implicated are informed of the plan.
- Recommendation to move the student to another school or to expel from the Board.
- Involvement of the Police
- Parent informed and possible meeting set up
- Reflection Time (supervised)
- Resource Support, FSSTT support, Spec Ed Tech support
- Loss of school privileges, extra-curricular activities, attendance at outside events, etc.
- Referral for outside services

Clearly articulated progression of consequences:

- **1st Offence:** Mediation takes place (students & principal; **parents involved**)
- **2nd Offence:** The student may be suspended in-school and **the parents will be called** in for a meeting. Community Service/Restitution may be requested and there will be a loss of privileges.
- **3rd Offence:** Out-of-school suspension or alternative suspension; possible involvement of an outside agency; possible involvement of police
- **4th Offence:** Longer out-of-school suspension with progressive re-entry; police involvement; possible removal from Allion.

In all instances these measures are applied at the discretion of the principal or his/her delegate taking into account the circumstances and severity and number of offenses.

Any and all disciplinary measures included in the school's Code of Conduct must be in alignment with the LBPSB Safe and Caring Schools Policy.

The ABAV plan must include specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature (art. 75.1, par. 8, QEA). Disciplinary sanctions are at the discretion of the administration (refer to art. 96.27).

The severity of bullying and violence acts is measured by their intensity, frequency, consistency, persistence, context, and impact on students who are

victims.

POSSIBLES EXAMPLES OF DISCIPLINARY SANCTIONS

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

- Conference with student
- Parent notification
- Reflection activity or action
- Restorative measures or practices
- Restitution
- Mediation or conflict resolution (when deemed appropriate)
- Written warning and deprivation of privilege(s) / service(s)
- Detention
- In-school suspension
- Referral to alternative to suspension program for schools offering such a program
- Out-of-school suspension
- Referral to the professional resources of the school
- Referral to external social / medical agencies, for support
- Consultation with the Department of Youth Protection (DYP)
- Meeting with the local socio-community police officer
- Involvement of law enforcement, if required
- School transfer or expulsion
- Other actions specific to the school milieu

9. FOLLOW-UP

The Allion Elementary School Community recognizes that once the initial investigation and response process has been completed, supervisory or support measures may need to be put in place for the perpetrator, the victim and, when deemed necessary, the witnesses to an act of bullying or violence. The extent of these follow-up measures will depend upon the nature of the incident and the degree to which it is believed that long-term intervention is necessary.

Follow-up measures may include:

- Ongoing documentation of the event(s).
- Ongoing communication with all parties involved, as needed.
- Ongoing monitoring of all students involved to assess their well-being.
- Verifying the completion of disciplinary sanctions for all parties concerned.
- Referring parent(s)/guardian(s) to complaints procedure, should they express dissatisfaction.

Proposed Steps:

- Allion Elementary School commits to an ongoing discussion with the **victim** and, if necessary, his/her parent regarding the school's intervention and any actions required subsequent to the initial investigation and intervention.
- Should it be considered necessary, Allion Elementary School commits to a follow-up discussion with any **witness** supporting the action taken by witness if a report was made.
- Allion Elementary School will not be indifferent to instances where **witnesses (bystander)** to acts of violence or bullying fail to intervene or report such incidents to an adult in the building. In such cases, Allion Elementary School commits to making the **bystander** aware of the school's expectation and his/her responsibility to intervene or report in such circumstances.
- Allion Elementary School will meet with the **perpetrator** and his/her

parent to discuss possible further sanctions and further consequences if another act occurs. The contents of this meeting will be documented and recorded for future reference if necessary.

- A summary report of the incident and follow-up measures taken are sent to the Director General or his/her delegate.

The ABAV plan must include the required follow-up on any report or complaint concerning an act of bullying or violence (art. 75.1, par. 9, QEA).

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

Follow-up measures will include the following:

- Verification that the incident has been properly documented in accordance with the terms and conditions agreed upon in the school, while respecting confidentiality.
- Verification that all parties involved have been met with and that intervention protocols have been followed.
- Inform the students concerned (victim, witnesses, bystanders, perpetrators) of the steps taken to stop the situation.
- Communicate relevant information to staff members regarding the safety of the student concerned, while respecting confidentiality.
- Meeting with the victim and perpetrator to assess their well-being, and that the bullying / violence has ceased.
- Verification that parents of the victims and perpetrators have been contacted.
- Verification of the completion of all remedial measures for all parties concerned.
- Referral of parents to complaints procedure, should the parents express dissatisfaction with the course of action from the school administration.

To find out more about the treatment of complaints procedure, please visit the LBPSB website:

<https://www.lbpsb.qc.ca/parents-and-community/complaints-procedure/>

SEXUAL VIOLENCE

Compulsory training activities for management and other personnel:

- Training will be provided, when made available.

Safety measures to stop sexual violence:

- Sexuality Education Curriculum
- Internal expertise of school board professionals (sexologist, psychologists, guidance counselors, etc.)
- Prevention programs
- Consultation with partners (SPVM/SQ, CIUSSS/CISSSMO, Batshaw/DYP, Marie-Vincent Foundation, etc.)

Other school-based measures, if necessary:

Complaint Procedure

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 parent(s)/guardian(s) of that option, and **if the student is 14 years of age or over**, the principal may also inform his or her parent(s)/guardian(s) of that option, with the student's consent. ([Art.96.12, QEA](#))

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.

Other options to report situations of sexual misconduct and violence in schools include:

- 1-833-DENONCE, is open from 8:30 a.m. to 4:30 p.m. on weekdays. A voice mailbox is available outside this time slot in order to be called back by an agent.
- email signalements@education.gouv.qc.ca

ANNUAL EVALUATION GRID

LEGEND		
1	No adjustment	Our actions are satisfactory and we are continuing on this path
2	Some adjustments	Our actions are quite satisfactory, but require some adjustments.
3	To replace	Our actions or measures are no longer applicable or available.

Evaluation				
Legend: 1: No adjustment 2: Some adjustments 3: To review		Check		
Actions and/or Prevention Measures carried out in 2022-2023		1	2	3
1	Police Workshops on criminal code, bullying and social media safety			
2	Workshops for the students, staff and parents on EDDI (Equity, Diversity, Dignity and Inclusion) - autism workshop & Black History month			
3	Social skills group (for prevention)			
4	Peer mediators & LCCHS volunteers at lunch to help with conflict resolution			
Findings				