

# Terry Fox Elementary School

## 2023-2024

Anti-Bullying and Anti-Violence Plan  
Lester B. Pearson School Board



ABAV Plan

Signed by

A handwritten signature in black ink, appearing to read "Jennifer Cox". The signature is written in a cursive style.

Jennifer Cox

Governing Board Chair 2023-2024

January 26, 2024

DATE OF GOVERNING BOARD APPROVAL



# 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*

# 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, behaviors 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](#))

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

Element 1	<b><u>an analysis of the situation</u></b> prevailing at the school with respect to bullying and violence;	pg.
Element 2	<b><u>prevention measures</u></b> 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;	pg.
Element 3	<b><u>measures to encourage parents to collaborate</u></b> in preventing and stopping bullying and violence and in creating a healthy and secure learning environment;	pg.
Element 4	<b><u>procedures for reporting, or registering a complaint</u></b> concerning, an act of bullying or violence to or with the institution and more particularly, procedures for reporting the use of social media or communication technologies for cyberbullying purposes;	pg.
Element 5	<b><u>the actions to be taken</u></b> 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.
Element 6	measures to <b><u>protect the confidentiality</u></b> of any report or complaint concerning an act of bullying or violence;	pg.
Element 7	<b><u>supervisory or support measures</u></b> for any student who is a victim of bullying or violence, for witnesses and for the perpetrator;	pg.
Element 8	specific <b><u>disciplinary sanctions</u></b> for acts of bullying or violence, according to their severity or repetitive nature; and	pg.
Element 9	the required <b><u>follow-up</u></b> on any report or complaint concerning an act of bullying or violence.	pg.
<b>New*</b> Additional Element (75.1 QEA)	<b><u>sexual violence</u></b> ; compulsory training activities for management and other personnel and safety measures to stop sexual violence.	pg.
<b>Annual Evaluation</b>	the results achieved by the school with respect to preventing and dealing with bullying and violence must be <b><u>evaluated</u></b> .	

**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

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

Our School Survey indicates bullying and conflict events consistent with or sometimes below national averages. Most frequent occurrence of conflict occur during non-instructional periods such as recess and lunch. The schoolyard is the main location of these events.

## Priorities identified with respect to bullying and violence

Student perception of staff response to conflict is an issue that needs to be redressed through appropriate follow-up with students who are either victims or reporters of conflict.

Procedures for reporting incidents of conflict and the measures taken to resolve the issues need to be clarified when transitioning from instructional school time to lunch and daycare. Lunchtime staff require more direct training, support and supervision to assist them in addressing challenging student behaviour.

Special Education Technicians will play a more active role in supporting lunchtime staff.

More information for families is also necessary to clarify when schoolyard conflicts are a natural and normal part of learning vs. the more long lasting ill effects of authentic “bullying”.

## 2. PREVENTION MEASURES

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. <a href="#">(art.76, QEA)</a>
	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. <a href="#">(art. 96.21, QEA)</a>
	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. <a href="#">(art.96.5, QEA)</a>

Priorities and Prevention Measures	
<b>LBPSB Priority:</b> Promoting equity, diversity, dignity, and inclusion	<b>Prevention Measure(s):</b> Spiritual Animators will play an active role in encouraging our school community to celebrate the role that diversity and differences play in strengthening our communities. Weekly online lessons and regular classroom visits will underscore this objective.
<b>TFES Priority:</b> Improving achievement	<b>Prevention Measure(s):</b> Ongoing professional development for the entire school team in line with the objectives described in the TF Education Project
<b>TFES Priority:</b> Ensuring wellness	<b>Prevention Measure(s):</b> SEL is the foundation for our school wide curriculum. Terry's Trailblazers unite the school weekly in these objectives. Cycle team planning for monthly Trailblazer themes ensures sustainability of this initiative which is unique to our school board.

**TFES Priority:**  
Strengthening Engagement

**Prevention Measure(s):**  
Lunchtime programming in basketball, gymnastics, band and choir are just some of the initiatives ensuring all students feel a sense of accomplishment and belonging with the school community.





### 3. MEASURES TO ENCOURAGE PARENTAL COLLABORATION

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](#)).

Measures encouraging parent(s)/guardian(s) collaboration in preventing and stopping bullying and violence and in creating a healthy and secure learning environment.

Terry Fox Elementary is committed to the principles of social-emotional learning where restitution and restorative justice are recognised as effective conflict resolution strategies. SEL builds sustainable communities while punishment and coercion undermine them.

*"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><b>For Students:</b></p> <ul style="list-style-type: none"><li>● Kids Help Phone: 1-800-668-6868<ul style="list-style-type: none"><li>○ <a href="http://kidshelpphone.ca">kidshelpphone.ca</a></li><li>○ Text HELLO to 686868</li></ul></li><li>● <a href="http://cybertip.ca">cybertip.ca</a></li></ul> <p><b>For Parent(s)/Guardian(s) :</b></p> <ul style="list-style-type: none"><li>● CLSC<ul style="list-style-type: none"><li>○ Name :CLSC de Pierrefonds</li><li>○ Address: 13800 Boul. Gouin O.</li><li>○ Pierrefonds, Qc</li><li>○ H8Z3H6</li><li>○ Phone No. : 514-626-2572</li></ul></li><li>● Service de police de la ville de Montréal (SPVM)<ul style="list-style-type: none"><li>○ PDQ No. : Station 4</li><li>○ Address: 4139 Sources Boul. Dollard-Des Ormeaux,</li><li>○ H9B 2A6</li><li>○ Phone No. : 514-280-0104</li></ul></li></ul>	<ul style="list-style-type: none"><li>● <a href="#">Benado - Mon pouvoir sur l'intimidation</a></li><li>● <a href="#">Canadian Centre for Child Protection</a></li><li>● <a href="#">Canadian Red Cross- Violence and Abuse Prevention</a></li><li>● <a href="#">Government of Quebec: Violence and bullying</a></li><li>● <a href="#">Media Smarts</a></li><li>● <a href="#">Ministère de la famille - Québec</a></li><li>● <a href="#">Promoting Relationships and Eliminating Violence Network (PREVNet)</a></li></ul>

## 4. PROCEDURES OF REPORTING OR REGISTERING A COMPLAINT

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

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	Students will report incidents of bullying or ongoing conflict to a staff member. Students may also report their concerns to a parent or responsible adult who will, in turn, advise the school of the situation.
For parent(s)/guardian(s)	
bullying, violence, cyberbullying, or sexual violence	Parents will share immediate concerns as soon as possible to the child's homeroom teacher, school administrative assistant, principal or daycare technician by phone or email.
For staff members	
bullying, violence, cyberbullying, or sexual violence	Staff members will address all issues brought to their attention by students. Serious episodes of conflict must be brought to the attention of the school administration (admin assistant, principal, daycare)
For partners, (bus drivers, volunteers, others)	
bullying, violence, cyberbullying, or sexual violence	All school partners will share their concerns with a supervising teacher or the school administration.
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	<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.

## 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](#). **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.
- **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](mailto: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/>

# 5. ACTIONS TO BE TAKEN

RESPONSE PROTOCOL	
STUDENT(S), PARENT(S)/GUARDIAN(S), ANY OTHER PERSON, OR PARTNER(S)	
<ul style="list-style-type: none"> <li>We <b>encourage</b> 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).</li> <li>We <b>require</b> partner(s) to report the incident (refer to Element 4).</li> </ul>	
STAFF	
<p>Any staff member who observes an act of bullying or violence must (items 1-4):</p> <ol style="list-style-type: none"> <li><u>Respond</u>- Intervene immediately</li> <li><u>Reassure</u>- Ensure safety of all school community parties and partners</li> <li><u>Report</u>- To the Principal or their designate</li> <li><u>Review</u>- Establish frequent check-ins, maintain communication and ongoing support as needed. An individual who regularly supervises that child, (such as daycare educator, lunch educator, teacher or other staff member), would be specifically chosen by Admin</li> </ol>	
PRINCIPAL	
<p>After considering the best interest of students and/or staff directly involved, the principal shall:</p> <ul style="list-style-type: none"> <li>Meet with parties involved, this can include the parents and or guardians as needed.</li> <li>Communicate relevant information to relevant staff members regarding the safety of the student(s) and/or staff concerned.</li> <li>Communicate with their parent(s)/guardian(s) to inform them of the measures in the anti-bullying and anti-violence plan, as required. <a href="#">(Art 96.12, QEA)</a></li> <li>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. <a href="#">(Art 96.12, QEA)</a></li> <li>Document the incident.</li> </ul>	

**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.

## 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.

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

In all cases where concerns are shared with our school team, whether in person or in writing, confidentiality of all parties involved in the issue will be maintained throughout the investigation process to ensure the privacy and dignity of our students and their respective families. It is incumbent upon our school's administration to maintain accurate records regarding the events and school follow-up of all incidents of conflict involving violence and bullying. Details of applied disciplinary sanctions will be kept confidential as the law forbids that this information be communicated to other students or parents.

## 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.

### 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/CISSMO);
  - Service de Police de la Ville de Montréal (SPVM);
  - Sûreté du Québec (SQ).
- Monitor and follow up after resolution.

## 8. DISCIPLINARY SANCTIONS

The application of disciplinary sanctions will be made following an analysis of the incident(s). The severity of bullying and violent acts are measured by their intensity, frequency, consistency, persistence, context, and impact on students.

### Considerations When Determining Disciplinary Sanctions

- 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 incident(s) occurred.
- Patterns of past or continuing behaviours.
- 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 (principal, behaviour technician, daycare tech, teacher)
- Parent notification
- Reflection activity or action
- Restorative measures or practices
- Restitution
- Mediation or conflict resolution
- Behaviour contract
- Removal of privilege(s)
- In-school suspension

Other school-based sanctions, if necessary: plan of action created in collaboration with classroom teaching team and may include resource team members

## 9. FOLLOW-UP

*Follow-up measures may include:*

- Ongoing documentation of the event(s).
- Collaboration with parents/guardians
- 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.

Other school-based measures, if necessary: Student reflection task/assignment/project

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 counsellors, 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](mailto:signalements@education.gouv.qc.ca)

# ANNUAL EVALUATION GRID (To be completed in spring of 2024)

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 replace		
		Check		
Actions and/or Prevention Measures carried out in 2023-2024		1	2	3
1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Findings				