

Anti-Bullying and Anti-Violence Plan 2022-2023



LESTER B. PEARSON
Gordon Robertson Beauty Academy

OCTOBER 25, 2022	December 13, 2022
REVISION DATE OF PLAN	DATE OF GOVERNING BOARD APPROVAL


Signature Governing Board Chair


Signature Centre Director

A healthy and safe environment is conducive to learning and promotes student engagement. The implementation of an integrated, concerted, and motivating approach will facilitate the achievement of the objectives of the Centre's Educational Project.

GOALS OF THE ABAV PLAN

- In compliance with s. 75.1 of the Education Act, this plan specifies the duties and responsibilities of the relevant Centre stakeholders and their partners. It also stipulates that school boards must see to it that each of their schools and Centres provides a healthy and secure learning environment that allows every student to develop his or her full potential, free from any form of bullying or violence.
- 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.
 - Every student is entitled to a high-quality educational experience, affirming and free from discrimination, bullying, or violence based on perceived race, color, ethnicity, religion, language, gender identity, sexual orientation, ability, or ancestry.*
 - Every employee is entitled to work in an environment that is affirming and free from discrimination, bullying, or violence based on perceived race, color, religion, gender identity, sexual orientation, ability, or ancestry.*
 - Every visitor is entitled to participate in an environment that is affirming and free from discrimination, bullying, or violence based on perceived race, color, religion, gender identity, sexual orientation, ability, or ancestry.*

(*Extracted from Portland (Oregon) Public Schools *Anti-Racist & Anti-Oppression Learning Communities*, Board Policy 2.10.015-P. p.1.)

Gordon Robertson Beauty Academy's 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.

* According to art.96.12, EA

DEFINITIONS

Bullying

- Refers to 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. *(Article 13, EA)*

Violence

- Refers to 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, EA)*

Requirements of The Quebec Education Act (QEA)

- 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/Centre Director (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)
- 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).

MEMBERS OF THE CENTRE'S ABAV COMMITTEE

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

<u>Name</u>	<u>Function</u>
Claudine Turnbull	<i>Centre Director</i>
Cynthia Doucet (2021-2022**)	<i>Hairdressing Teacher, Coordinator of the elaboration of the Anti-Bullying and Anti-Violence plan</i>
Pamela Bachner	<i>Esthetics' Teacher and Leader of Emergency Preparedness Committee</i>
Nadia Laccitiello	<i>Guidance Counsellor</i>
Samar Abboud	<i>Pedagogical Consultant</i>
Martine Gaudreau (2022-2023)	<i>Hairdressing Teacher</i>

****Note that Cynthia Doucet is on leave of absence during the 2022-2023 school year.**

Elements of the ABAV Plan (art. 75.1, EA)

Element 1	<u>An analysis of the situation</u> prevailing at the Centre with respect to bullying and violence;	Page 6
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.	Page 8
Element 3	<u>Measures to encourage parents</u> to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment.	N/A
Element 4	<u>Procedures of 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.	Page 10
Element 5	<u>The actions to be taken</u> when a student, teacher or other Centre staff member or any other person observes an act of bullying or violence.	Page 11
Element 6	Measures to protect the <u>confidentiality</u> of any report or complaint concerning an act of bullying or violence.	Page 13
Element 7	<u>Supervisory or support measures</u> for any student who is a victim of bullying or violence, for witnesses and for perpetrator, (and bystander).	Page 14
Element 8	Specific <u>disciplinary sanctions</u> for acts of bullying or violence, according to their severity or repetitive nature.	Page 16
Element 9	The required <u>follow-up</u> on any report or complaint concerning an act of bullying or violence.	Page 17

1. ANALYSIS OF THE SITUATION

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

Objectives identified in the Centre's Educational Project

Improving achievement:

Orientation 1.1 Improve Graduation and Qualification Rates

Orientation 1.2 Improve Retention Rates

Orientation 1.3 Use technology in various ways to address students' diverse learning styles

Ensuring wellness:

Orientation 2.1 Recognize the importance of the emotional well-being of students

Orientation 2.2 Recognize the importance of the physical well-being of students

Strengthening engagement:

Objective 1.2.1 To maintain high levels of interest and motivation throughout the program

Objective 2.1.2 To increase students' sense of belonging

Tools used to create an analysis of the situation:

Nov 2021	Results from GRBA School Climate Survey for Staff
Oct 2021 & Jan 2022	Results from GRBA Students' Survey (Educational Project data)
Feb 2022	Review and analysis of data related to bullying and / or violence at the Centre level
Nov 2021	Centre's Educational Project
N/A	Analysis of last year's ABAV plan
April 2018	Other sources of information (specify): Emergency preparedness plan

Brief description of the findings that emerge from the situation analysis

The Centre has conducted two surveys to collect data. One for the students done on two separate occasions. The First data collection was completed between Sept 27 and Oct 8, 2021 (52% participation) and the second was completed on January 31, 2022 (75% participation). The staff completed a separate survey between Nov 9-16, 2021. The reason for two separate surveys is that prior to the date that we received information about the ABAV plan, a student survey had already been built as a part of our educational project. Both surveys were targeting questions related to a sense of belonging, a feeling of safety, a sense of emotional & physical wellness as well as acceptance & inclusivity. The decision was made to use the data already collected since we had enough information from our in-house survey.

The students' survey contained questions that had a scale rated from never to always and the staff survey had a scale rating from 1 to 4 (1 being weak and 4 being strong) as well as a follow-up question regarding the feeling of need and urgency to act on the subject.

The data analysis showed that yet there seem to be no areas that emerged as being weak and in need of urgent action, there are some areas of concern.

From the students' survey, we found that there is a concerning number of students stating that they do not have healthy lifestyle habits despite being aware of what healthy lifestyle habits are. More specifically in the sleeping and eating patterns.

Also, from the students' survey, it seems that the sense of belonging would be lower than that desired, raising concerns about motivation within the programs. However, we also must consider that the pandemic has kept our Positive Climate Committee from organizing gathering activities which specifically target students' sense of community and belonging.

The staff survey has also identified the two areas mentioned above as well as a clear concern for measures taken towards a victim, a witness or a perpetrator in response to conflicts, incidents of bullying and/or violence and the application of disciplinary measures from the Centre would require attention.

Also from the staff survey, there is a desire for more connections with our community partners.

Priorities Identified

We have identified our priorities as being:

Prevention measures:

- 1-To have the students be better aware of what should be done to have a healthy lifestyle with a focus on the benefits.
- 2-To have Centre wide activities targeting acceptance & inclusion

Intervention:

- 3-To have a clear and confidential method for reporting an incident of bullying
- 4-To have clear guidelines on intervention & follow-ups for all involved (victim, witness & perpetrator) in an incident

Measures:

- 5-To have clear guidelines of the disciplinary measures in response to a conflict, an incident of bullying or violence or, when there is breakage of a code of conduct rule.

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).

Additionally, LBPSB sanctions its schools and Centres to carry out additional preventative measures to promote inclusivity and equity for all stakeholders.

OBJECTIVES (in line with the Centre's Educational Project)	MEANS
Ensuring a Safe and Caring School/Centre Climate	<p>The rules of conduct and the safety measures must be presented to the students each year by the Centre Director, in collaboration with the Centre staff, and must be sent to the parents* at the beginning of each school year. (art.76, QEA)</p> <p>*in lieu of sending to parents, the Code of Conduct and Safety Measures are posted to the Centre's Website.</p> <p>The Centre Director shall see to it that all Centre staff members are informed of the Centre'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)</p>
Promoting inclusivity and equity Objective 1.3.1 Increase the number of activities and content developed through the integration of technology to provide equity in regard to diverse learning styles & learning disabilities. Objective 2.1.3 To further develop an inclusive environment and a positive climate	<p>Objective 1.3.1: Use Google Classroom to allow the students to review the learning material at will, including the instructional videos created by the teachers. Encourage teachers to have activities in each competency to be done with the students using technology.</p> <p>Objective 2.1.3: To have a minimum of one organized themed activity per year promoting acceptance, embracing diversity, and inclusion.</p>
Improving achievement Objective 1.1.1 To increase the percentage of all students who complete a Professional Diploma, with a focus on students under 20.	<p>Objective 1.1.1 To increase the Centre's visibility within high schools of LBPSB To have our PCC committee organize activities specifically targeting increasing the students' motivation</p> <p>Objective 1.2.2 To support our students' academic success with the help of our mentoring program</p>

<p>Objective 1.2.2 To increase the number of students who finish their vocational program within the prescribed time</p>	
<p>Ensuring wellness Objective 2.1.1 To increase students' sense of feeling safe (physical, emotional, psychological) at school. Objective 2.2.1 To increase students' sense of wellness Objective 2.2.2 To increase initiatives that promote a healthy and physically active lifestyle</p>	<p>Objective 2.1.1 To monitor our student's feeling of safety with the help of our in-house survey to be filled up twice a year by all student To have a safe, confidential method of reporting incidents Objective 2.2.1 To improve students' knowledge on one's healthy lifestyle habits Objective 2.2.2 To increase the number of activities per school year promoting an active lifestyle</p>
<p>Strengthening Engagement Objective 1.2.1 To maintain high levels of interest and motivation throughout the program Objective 2.1.2 To increase students' sense of belonging</p>	<p>Objective 1.2.1 To organize activities with active members of the industry (to visit the Centre or as field trips) Objective 2.1.2 To maintain and encourage students' participation in activities planned by the positive climate committee</p>

4. PROCEDURES OF REPORTING OR REGISTERING A COMPLAINT

To report is to denounce bullying or violence in order to stop the situation and ask for help for yourself or for someone else. A report may be made by a student, parent/guardian for students <18years, Centre staff member or other person.

- An incident of bullying and/or violence can be reported verbally (in person or by phone) or in writing (by email, by letter or by using the QR code), 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 of students under 18 years of age, are encouraged to communicate with either the Centre Director, their designate, teacher, or any other staff member.
- Staff member(s) 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 student complainant will be contacted and advised that the situation has been investigated and appropriate action has been taken. In the case of a student complainant who is under 18 years of age, parent(s) or guardian(s) will be contacted and advised.
- The school or Centre will take the necessary measures to ensure confidentiality for all parties.

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The procedures for reporting are:

For students	To use the provided QR code and fill the Form with all required information
For parent(s)/guardian(s)	N/A
For staff members	To use the provided QR code and fill the Form with all required information
For partners (bus drivers, volunteers, other)	To use the provided QR code and fill the Form with all required information

5. ACTIONS TO BE TAKEN

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

Our Centre is committed to providing a safe, caring, and positive climate. Centre 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 behaviour such as social isolation, rumor spreading, derogatory language, or damaging someone’s reputation;
- Any of the above conduct which occurs off Centre grounds when such creates, or can reasonably be expected to create, a substantial disruption in the social setting and/or at Centre-sponsored activities and events.
- Blocking access to Centre 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 Centre activities or that results in a hostile educational environment for the student.

STAFF RESPONSE PROTOCOL

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

Respond immediately, ensuring the security of all stakeholders

Reassure all parties involved

Refer the students to staff member(s) responsible for investigating the report who will:

- Interview student(s) exhibiting bullying behaviour and the target / victim(s) separately to avoid further victimization of the target
- Engage the target / victim first and focus on their safety
- Reassure him / her that the bullying behaviour will not be tolerated and that all possible steps will be taken to prevent a reoccurrence
- Offer the victim support (if needed)
- In the case of students <18years of age - 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)*

Review with all stakeholders to ensure the situation has ceased

Report and document all incidents of bullying / violence to the Centre Director, in a timely fashion

STUDENT RESPONSE PROTOCOL

Any student who witnesses an act of bullying or violence has an obligation, as a responsible member of the Centre community, to intervene if the situation does not threaten their well-being, and to report the incident to Centre 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.
- ✓ Use the provided QR code
- ✓ Tell parent(s)/guardian(s). Students >18years who wish the Centre to communicate with parent(s)/guardian(s) must sign a *Release of Information – Consent* form.

People responsible for taking action

<u>Name of Staff Member(s)</u>	<u>Function</u>
Claudine Turnbull	Centre Director – First and/or Second Responder
Nadia Laccitiello Pamela Bachner Samar Abboud Martine Gaudreau *****	Members of the ABAV Committee – Second responders creating an Intervention Plan *****
All staff members including teachers, support staff, professionals	First Responders – Immediate intervention, ensure safety of all, and offer support and possible referral

6. CONFIDENTIALITY

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).*

PARENT / GUARDIAN RESPONSE PROTOCOL

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

****At the discretion of the Centre Director or their designate, police intervention may be requested***

Centre 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.

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

The form filled out using a QR code provided in all student's kits, as well as in strategic areas of the Centre, is sent to the administration for follow up. The administrator is the only person provided with the name of the person filling a report. Victims and witnesses reporting an incident are assured that their identity will remain confidential and shared only with the members of the ABAV committee if there is a need for further follow-up.

7. SUPERVISORY OR SUPPORT MEASURES

The ABAV plan must include supervisory or support measures for any student who is a victim of 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 behaviour. 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 behaviours.

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

- Centre 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 policies and procedures

POSSIBLE EXAMPLES OF SUPERVISORY AND SUPPORT MEASURES

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 Centre.
- ❖ 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 Behaviour

- ❖ Facilitate a meeting with a designated staff member.
- ❖ Define strategies to put an end to the situation.
- ❖ Determine with the student 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 Centre 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 7).
- ❖ Schedule follow up meetings to make sure the situation is not repeated.

8. DISCIPLINARY SANCTIONS

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* In the case of students <18 years
- ❖ 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 of the program for Centres offering such a program
- ❖ Out-of-Centre suspension
- ❖ Referral to the professional resources of the Centre
- ❖ 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
- ❖ Centre transfer or expulsion

9. FOLLOW-UP

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 Centre 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 in accordance with the terms and conditions agreed upon in the Centre, 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.
- ❖ In the case of students <18years: Verification that parents of the victims and perpetrators have been contacted.
- ❖ Verification of the completion of all remedial measures for all parties concerned.
- ❖ In the case of students <18years: Referral of parents to complaints procedure, should the parents express dissatisfaction with the course of action from the Centre administration.

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

<http://www.lbpsb.qc.ca/>

APPENDIX 1 - RESOURCES

RESOURCES OUTSIDE OF CENTRE

CyberTip - Canada's national tipline for reporting the online sexual exploitation of children

- <https://www.cybertip.ca/en/>

Batshaw Youth and Family Centres - Receives and processes reports regarding youth endangerment, intervention services

- To consult or report: 514-935-6196

Crimes Victims Assistance Center (CAVAC) - Professional and confidential services for victims of crimes, legal support

- Tel.: 1-866-552-2822

Interligne - Listening line for anyone concerned with issues of sexual or gender diversity; support for situations of homophobia, biphobia, lesbophobia or transphobia; legal aid

- Tel.: 514-866-0103 or 1-888-505-1010

Kids Help Phone - Informative resource and help line to support and counsel youth

- [Kids Help Phone - Bullying](#)
- Tel.: 1-800-668-6868 or Text: CONNECT to 686868

Local Community Service Center (CLSC) - Routine, preventative and therapeutic healthcare, and social services

- Tel.: 514-286-5615
- [Find your local CLSC](#)

Need Help Now - Website assisting young victims of cyberbullying; help with removal of online photos

- [Need Help Now](#)

Montreal Sexual Assault Centre (MSAC) - Sexual violence helpline, services for victims of sexual violence; medical and legal support

- Tel.: 1-888-933-9007

Service de Police de la Ville de Montréal (SPVM):

- Info-Crime Montreal: 514 393-1133
- <https://spvm.qc.ca/en/pdq>

INFORMATION ON VIOLENCE AND BULLYING

- [Ministère de la famille - Quebec](#)
- [Ministère de l'éducation et enseignement supérieur \(MEES\) Québec](#)
- [PREVNet](#)
- [Media Smarts](#)
- [Canadian Centre for Child Protection](#)
- [Canadian Red Cross](#)

APPENDIX 2 – ABBREVIATION GLOSSARY

ABAV	Anti-Bullying and Anti-Violence Plan
CIUSSS	Centre Intégré Universitaire en Santé et Services Sociaux Integrated University Health and Social Services Centres
DYP	Director of Youth Protection
EA	Education Act
GRBA	Gordon Robertson Beauty Academy
LBPSB	Lester B. Pearson School Board
PCC	Positive Climate Committee
QEA	Quebec Education Act
SEL	Social-Emotional Learning
SPVM	Service de police de la Ville de Montréal City of Montreal Police Service
SQ	Sûreté du Québec Québec Provincial Police force

IN A WORLD WHERE YOU CAN BE ANYTHING

be kind

Are you

Being bullied?
A Witness of bullying?
Bullying?

Speak up



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Bullying?

Speak up



ABAV Intervention Plan

Date of the Event: Situation:			
Gather Information	Ensure security: Protect confidentiality: Extent of image sharing: Degree of sexual explicitness: Notion of consent: Meeting with witness and/or bystanders to gather information:	Nature frequency, and severity: Context, need, function of the act: Age and developmental maturity: Patterns of past, repeated, or continuing behavior: Other circumstances:	
Speaking to the students involved: <u>Refer to the Model of Intervention for Second Responders</u>	Meeting with victim to gather information:	Meet with perpetrator to gather information:	
Restrict the dissemination of the image/video	If the image/video are shared among students or others:	If shared online:	
Assess the situation as a team	Intervention strategy: Support from partners (SSD, lawyer, CLSC, police officer, etc.): DYP consultation or report: Documentation of events:		
Communication	Contacting Police Yes (describe the actions taken): No (indicate why not): Other:	Contacting Parent(s): Victim: Perpetrator: Witness/bystander:	
Applying appropriate corrective measures	*Refer to your school's ABAV plan:		
Support Guidance	For the victim: For the witness (es) reporting the event:	For the perpetrator: For the witness (es) or bystander(s) involved:	
Follow-up	Date: Actions taken: Impact of corrective measures (describe if the corrective measures had the desired effect) Staff members informed (while respecting confidentiality):		