

# St. Thomas High School



ABAV Plan

2024-2025

Anti-Bullying and Anti-Violence Plan

Lester B. Pearson School Board

May 29, 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, in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic. 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 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” ([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](#))

## 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.
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.
Annual Evaluation	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

The St. Thomas High School Community holds firm in the conviction that awareness, prevention, education, and dialogue are the keys to effectively addressing issues of bullying and violence in schools. We acknowledge that changing attitudes and culture is a long-term and on-going process.

The results of our most recent OurSchool survey show that St. Thomas students across all grades report having positive relationships at school at levels above the national average. However, feelings of safety at school are reported to be below the national average across all grades.

The focus remains on working towards ensuring that all members of the school community feel safe and secure, and that no one is ever indifferent towards instances of violence and bullying.

## Priorities identified with respect to bullying and violence

- Increasing our understanding of why some members of the school community express feeling unsafe at school by collecting more feedback.
- Increasing education about bullying, violence and sexual violence.
- Emphasizing the procedures to follow if someone is a victim of, or witness to, bullying or violence.
- Identifying school clubs and activities that would attract students with the aim of increasing the number of participants.

## 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. Additionally, LBPSB sanctions its schools and centres to carry out 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	
LBPSB Priority: To promote the values of the EDDI statement	Prevention Measure(s): <ul style="list-style-type: none"> <li>● Promoting participation in our school EDDI committee.</li> <li>● Increasing dialogue about the values of equity, diversity, dignity and inclusivity.</li> </ul>
School Priority: Ensuring Wellness	Prevention Measure(s): <ul style="list-style-type: none"> <li>● Working as a school community to develop the skills that foster social emotional learning.</li> <li>● Promoting active supervision by school staff.</li> <li>● Making announcements/sending messages to recognize kindness.</li> </ul>

School Priority:  
Strengthening  
Engagement

Prevention Measure(s):

- Enhancing the importance of relationships between all members of the school community.
- Continuing the support provided to students through the resource teams and student services.



### 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.

- 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.

Other school-based measures, if necessary:

- To continue the weekly newsletters sent to parents.
- Ongoing collaboration with Governing Board and Home & School.
- Encouraging communication between school staff and parents.

*"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>CyberTip</b> - Canada's national tipline for reporting the online sexual exploitation of children</p> <ul style="list-style-type: none"> <li>● <a href="https://www.cybertip.ca/en/">https://www.cybertip.ca/en/</a></li> </ul> <p><b>Batshaw Youth and Family Centres</b> - Receives and processes reports regarding youth endangerment, intervention services</p> <ul style="list-style-type: none"> <li>● <a href="#">Batshaw Youth and Family Centres</a></li> <li>● To consult or report: 514-935-6196</li> </ul> <p><b>West Island CALACS</b> - offers support services to women, cis and trans, two-spirit and non-binary people aged 12 + who have been sexually assaulted</p> <ul style="list-style-type: none"> <li>● <a href="#">West Island CALACS</a></li> <li>● Tel.: 514-684-2198</li> </ul> <p><b>Crimes Victims Assistance Center (CAVAC)</b> - Professional and confidential services for victims of crimes, legal support</p> <ul style="list-style-type: none"> <li>● <a href="#">Home - CAVAC</a></li> <li>● Tel.: 1-866-552-2822</li> </ul> <p><b>Interligne</b> - Listening line for anyone concerned with issues of sexual or gender diversity; support for situations of homophobia, biphobia, lesbophobia or transphobia; legal aid</p> <ul style="list-style-type: none"> <li>● <a href="#">Interligne.co - Your LGBTQ+ space</a></li> <li>● Tel.: 514-866-0103 or 1-888-505-1010</li> </ul> <p><b>Kids Help Phone</b> - Informative resource and help line to support and counsel youth</p> <ul style="list-style-type: none"> <li>● <a href="#">Kids Help Phone</a></li> <li>● Tel.: 1-800-668-6868 or Text: CONNECT to 686868</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> <li>● <a href="#">Renfort Support Line - Telephone support line for Montreal families affected by gun violence</a></li> </ul>

**Local Community Service Center (CLSC)** - Routine, preventative and therapeutic health care and social services

- Tel.: 514-286-5615
- [Finding a CLSC - Répertoire des ressources en santé et services sociaux](#)

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

- [NeedHelpNow.ca](#)

**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
- [Neighbourhood Police - Service de police de la Ville de Montréal - SPVM](#)

## 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	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.
For parent(s)/guardian(s)	
bullying, violence, cyberbullying, or sexual violence	Inform the principal, or vice-principal, via email, phone call, or in-person meeting.
For staff members	
bullying, violence, cyberbullying, or sexual violence	Inform the principal, or vice-principal, via email, phone call, or in-person meeting.
For partners, (bus drivers, volunteers, others)	
bullying, violence, cyberbullying, or sexual violence	Inform the principal, or vice-principal, via email, phone call, or in-person meeting.
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, OEA](#))
- 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)

- 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

Any staff member who observes an act of bullying or violence must (items 1-4):

1. **Respond**- Intervene immediately
2. **Reassure**- Ensure safety of all school community parties and partners
3. **Report**- To the Principal or their designate
4. **Review**- Establish frequent check-ins, maintain communication and ongoing support as needed

### Administration

After considering the best interest of students and/or staff directly involved, the administrator 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.
- 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.

The administrator may:

- Communicate with their parent(s)/guardian(s) to inform them of the measures in the anti-bullying and anti-violence plan, as required and as soon as possible in the case of alleged acts of violence/sexual violence. ([Art 96.12, QEA](#))

#### 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:

- 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.

Other school-based measures, if necessary:

- Encourage discreet verbal or written reporting during or after the school day.

## 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.
- Depending on the actions required and the circumstances, report to external partners such as:
  - Batshaw/Department of Youth Protection (DYP); in the application of the Youth Protection Act or in any other applicable situation where their interventions or expertise may be necessary.
- Depending on the actions required and the circumstances, refer to external partners such as:
  - 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);
- Establish an intervention plan and a written support plan where required.
- 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
- Parent notification
- Reflection activity or action
- Restorative measures or practices
- Restitution
- Mediation or conflict resolution
- Behaviour contract
- 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

## 9. FOLLOW-UP

*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.

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.)

## 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:

- a call or text to the National Student's Ombudsman at 1-833-420-5233
- an email to [plaintes-pne@pne.gouv.qc.ca](mailto:plaintes-pne@pne.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	Working as a school community to develop the skills that foster social emotional learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Promoting active supervision by school staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Making announcements/sending messages to recognize kindness.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Enhancing the importance of relationships between all members of the school community.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Continuing the support provided to students through the resource teams and student services.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Findings

As a school we are dedicated to promoting social emotional learning. The professional development with staff has started and needs to continue. Our commitment to social emotional learning will be reflected within our new school Educational Project. We have indicated that some adjustment needs to be made to the actions we are taking because we need to continue learning.

We must make some adjustments in relation to our desire to make announcements and to send messages that recognize acts of kindness within our school community. The required adjustments are to increase the frequency of these messages and to improve the diversity of these messages. For example, noting acts of kindness in the daily announcements (The Knightly News) is important, however we can find additional ways to deliver these recognitions.