

SAFE SCHOOL ACTION PLAN FOR THE YEAR 2023-2024

ANTI-BULLYING ANTI-VIOLENCE PLAN



Baie-Comeau High School/École Secondaire de
Baie-Comeau



COMMISSION SCOLAIRE
Eastern Shores
SCHOOL BOARD

Levels of instruction	Pre-K to grade 11
Number of students	34
Socio-economic status- IESME	Generally High
Date of GB approval	15 November, 2023
GB resolution number	23244
Date presented to all staff	27 October
Principal's Signature	
Chairperson's Signature	

Safe School Team

Our Safe School team is working to ensure safety and maintain a positive school environment. Every year, members of our team review and update our Anti-Bullying & Anti-Violence (ABAV) Action Plan.

Our Action plan is valid for one year following governing board approval and signatures.

Name	Position
Tristan Ellis	Principal
Shannon Brock	Teacher, primary
Richard Gaudet	CDA
Krystel Hovington	Teacher, primary and secondary

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Definitions

Bullying: Any repeated direct or indirect behavior, comment, act or gesture, including in cyberspace, whether deliberate or not, 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. [Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools/ Education Act Section 13 \(1.1\)](#)

Violence: Any intentional demonstration of verbal, written, physical, psychological or sexual force, which causes distress and injures, hurts or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property. [Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools/ Education Act Section 13 \(3\)](#)

Sexual Violence: The term sexual violence means: The concept of sexual violence as used in the Integrated Violence Strategy includes reference to issues of sexual assault, sexual exploitation and sexual harassment, including their various manifestations. Anchored in a dynamic of power imbalance, exposing victims to multiple consequences and violating fundamental rights. [Integrated Governmental Strategy 2022-2027](#)

Racism: The word racism means: “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 in real or presumed physical and cultural differences.” [Fostering harmonious intercultural relationships and fighting discrimination at school](#)

Discrimination: The word discrimination means “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).

ESSB Safe and Caring Schools Policy- 165

Eastern Shores School Board is committed to safer schools and centres by fostering an atmosphere of respect, understanding, and encouragement. This policy encompasses many stakeholders and their roles in working toward safe schools and centres for all ESSB students.

Bill 9: An Act Respecting the National Student Ombudsman

The Act establishes that the function of the National Student Ombudsman and the regional student ombudsmen is to see that the rights of students, homeschooled children and the parents of those students or children are respected with regard to the services rendered to them by a school service centre. <https://www.legisquebec.gouv.qc.ca/en/document/cs/P-32.01>

Note: we use the words ‘disclosing’ or ‘reporting’ interchangeably throughout this document.

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Our school/centre is committed to providing our students with a safe and caring learning environment. We encourage all members of our school community to act with respect and kindness towards others. Each ABAV Plan must be based on a structured and concerted approach adopted by the school team and contain the following 9 elements as stated in the Education Act (75.1):

To simplify, the word 'school' will be used to reflect all of the ESSB establishments.

ABAV Action Plan Table of Contents

School information and team members

Definitions

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The Elements

Element 1: An analysis of the situation prevailing at the school

Element 2: Prevention measures

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Element 4: Procedures for disclosing or registering a complaint

Element 5: Intervention protocol for: staff, student, parent/guardian

Element 6: Measures to ensure and protect the confidentiality of a disclosure

Element 7: Supervisory or support measures for victim, bully, witness, bystander

Element 8: Specific disciplinary sanctions

Element 9: The required follow-up on any disclosure

Pages 17-20

Additional Sections to the Plan:

A) Sexual violence: This section must include: (1) compulsory training activities for management and other personnel; and (2) safety measures to stop sexual violence.

B) Extracurricular: This section must include the schools means to inform all providers of their bill 56 obligations and a signed form following the info session.

C) End of year evaluation

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ELEMENT 1

Assessing the school climate helps us understand the degree of safety our students feel in their learning environment and allows us to reflect on what improvements we can make to reduce the potential of bullying and violence. Our school collects data from the following sources:

- Our SCHOOL Survey: <https://thelearningbar.com/ourschool-survey/>

This survey is completed every Sept/Oct by all ESSB students in grades 4 to 11. There are separate versions of the survey for the collection of student voices from the perspective of elementary and secondary levels. The results (October) are reviewed by the ABAV team, as well as shared with both our Governing Board and our Student Council. The schools' results allow teams to establish targeted initiatives for upcoming ABAV plans, isolate specific civics training themes, and coordinate social and emotional tools for areas needing attention. Our results also allow us to seek out and coordinate services from partners and organizations who can assist in educating our youth with regards to building a safe and caring school environment, as well as to adapt our policies and practices.

- ESSB Annual Report statistics: <https://www.essb.qc.ca/our-organization/governance/plan-and-annual-report/>

In the last year for which data is available, BCHS was in the lowest category for bullying and violent incidents (fewer than 5 each) and had 0 complaints brought before our ombudsman.

- Mozaik

Teachers input serious and concerning behaviours they viewed into Mozaik. Teachers are to do so within 24 hours of a concerning event occurring and to inform the principal.

- WIL (Wellness Innovation Lab)

Students and community partners met as a group to discuss their wants and needs to address student wellness. Their principal suggestions were

- i) Painting sections of the school
- ii) Having access to comfort animals
- iii) Creating an arcade-style area for the secondary students

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As responses to the student wishes, we are currently covering a wall in the gym with white paint allowing for students to paint a mural over top. We are also investigating options for installing arcade-style games in the student lounge and potentially VR equipment.

- Student Parliament

Students have representatives for elementary cycle 3 and secondary cycles 1 and 2. We meet monthly as a group and student have the chance to represent their peers' wishes and demands to staff. Student parliament is also active in helping organize school events (e.g. Halloween activities, Christmas activities and decorations).

BCHS STATS 2023-2024- Social and Emotional Outcomes

For our elementary sector, we have established the following SEL priorities for the upcoming school year 23-24: *(the goals you set here and the measures all need to be listed in element 2 tableau)*

- Reducing anxiety around tests

For our secondary sector, we have established the following SEL priorities for the coming school year 23-24: *(the goals you set here and the measures all need to be listed in element 2 tableau)*

- Reducing anxiety around exams
- Reduced screen use
- Increased socio-emotional capacity
- LGBTQ2S+ awareness

BCHS STATS 2023-2024- Bullying-Violence and School Safety

According to the last-published data (2021-2022 school year), BCHS was in the lowest category for reports of violence and intimidation (bullying). That is, there were less than 5 reported incidents. We had 0 incidents that involved the ombudsman.

For our elementary sector, we have established the following safety priorities for the upcoming school year 23-24: *(the goals you set here and the measures all need to be listed in element 2 tableau)*

- Reduce student tendency to one-up or to compare themselves with one another
- Suicide awareness

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For our secondary sector, we have established the following safety priorities for the coming school year 23-24: *(the goals you set here and the measures all need to be listed in element 2 tableau)*

- Sexual harassment education
- Suicide awareness

BCHS DRIVERS of OUTCOMES *(school based questions at end of survey) (the goals you set here and the measures all need to be listed in element 2 tableau)*

Students were asked **Please tell us some of the things you really like about your school, or things that would make it even better.**

Results:

1. Personal computers
2. Christine
3. Like the way it is
4. It's good, a bit soft
5. Pretty much everyone knows each other.

*Complaints included were: Not enough work; we need teachers; [it's] a bit soft

2. Prevention Measures~ to put an end to all forms of bullying and violence

At ESSB, we cultivate inclusive learning communities from shore to shore. As part of a wider effort to increase protective factors and educate on issues related to bullying, violence, racism or homophobia or targeting sexual orientation, identity or a handicap or a physical characteristic, our school has implemented the following for 2023-2024.

Event content	Who will deliver content	When will this occur	How frequently will this be covered	Behavior to target and grade level
Test/performance stress	Teachers, possible workshops for teachers and students	Term 2 and 3	1 workshop, regular reinforcement for students	Stress levels around testing scenarios in primary (grade 3-6)

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LGBTQ2S+ inclusivity	Teachers, CALACS	Term 2 and 3	2-3 times throughout the year	Homophobic language in secondary. Prevention in primary
Socio-emotional capacity	Conference (online?)	Term 2 or 3	1 time	Increased empathy in all grades.
Screen overuse	Teachers	Throughout the year	Ongoing	Provide options for students in class and out for non-screen activities.

Add more rows if necessary

3. Collaborating with Families~ measures to encourage parents/guardians to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment

Our learners are equipped with the languages and skills to thrive in our multicultural communities and beyond. Families are instrumental in helping schools prevent, detect and resolve incidents of bullying and violence. Families are encouraged to be active advocates for their children and to be aware of changes in their behaviours and contact the school when behaviours at home become a concern. BCHS will build this collaboration through the following initiatives:

- The School's Code of Conduct will be communicated with the families each year by Facebook and email. It is available at the BCHS website: <https://www.essb.qc.ca/schools/baie-comeau-high-school/>
- The family friendly ABAV Action Plan will be made available to parents/guardians by November of each year.
- Ongoing communication between principal or their designate and family of children who are being bullied and those who are engaging in bullying behaviours until the resolution of the situation. Periodic communication with students who are bullied and their family to ensure that measures taken have been successful and the bullying has ceased.
- Parents also notified by direct message (email or messenger) of serious events, which are put on parent-accessible Mozaik

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4. Procedures for disclosure/reporting~ informing the school or centre of an incident

The protocol for disclosing incidents of bullying and or violence for our school is as follows:

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

An incident will be disclosed in writing (by email or by letter addressed to school administration or on a disclosure/reporting form). Providing your name will ensure effective follow up.

Staff members who receive a disclosure must document the information and submit the information to administration for follow up. On receiving a complaint concerning bullying or violence, and after considering the best interest of the students directly involved, the principal shall promptly communicate with the parents to inform them of the measures in the anti-bullying and anti-violence plan. The principal shall also inform them of their right to request assistance from the person specifically designated by the school board for that purpose. At ESSB, the designate is: denis.gauthier@essb.qc.ca

When parents have been informed about a bullying situation or an act of violence, they are expected to communicate with the school principal, staff assistant or the classroom teacher. The disclosure/report will be documented. Following the investigation, the parent must be contacted and advised that the situation has been investigated and appropriate action has been taken.

5. Actions To be Taken~ necessary steps upon receipt of a disclosure by a student, a staff member, or a parent, who has witnessed or been a victim of an act of bullying or violence.

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Adult indifference will not be tolerated. School personnel must disclose and/or investigate all incidents of bullying and take appropriate action whether they personally observe incidents or learn of them by other means. Disclosing, investigating and action must occur even if the victim does not file a formal complaint or does not express overt disapproval of the incident.

A school principal or designate will receive and promptly deal with all disclosures concerning bullying or violence. (EA 96.13). Promptly does not mean immediately as there is a protocol to follow, involving interviews with the victim(s), alleged aggressor(s), witnesses, establishing safety measures, collaborating on effective interventions/sanctions. We will follow the steps based on a school flowchart developed for this purpose.

For purposes of this Protocol, bullying behaviors 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 or depictions that would constitute bullying, 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, including blackmail, extortion or demands for protection money;
- Direct or indirect, relationally aggressive behaviour such as social isolation, rumor spreading, or damaging someone's reputation;
- When circumstances permit, any of the above conduct which 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.

In addition to the conduct described above, examples of conduct that may constitute bullying or violence include the following:

- Blocking access to school property of facilities;
- Stealing or hiding or otherwise defacing books, backpacks or other personal possessions;
- Repeated or pervasive taunting, name-calling, belittling, mocking putdowns, or demeaning humor relating to a student's race, color, gender, sexual orientation, ancestry, religion, disability, 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.

Conduct that would **not** ordinarily be considered bullying or violence includes:

- Teasing
- "Talking trash"
- Trading of insults

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The expression of ideas or beliefs that are protected by the *Canadian Charter of Rights and Freedoms*, so long as such expression is not lewd, profane, or intended to intimidate or harass another.

STUDENT RESPONSE PROTOCOL

Any student who witnesses an act of bullying or violence has an obligation, as a responsible member of the school community, to intervene if the situation does not threaten their well-being, or to disclose the incident to school authorities.

The following are the means through which a student may disclose:

- Inform a staff member on duty.
- Inform administration.
- Speak to a teacher or staff member they trust.
- Tell parent/guardian.

STAFF RESPONSE PROTOCOL

Any staff members who witness an act of bullying or violence must intervene immediately or as quickly as reasonable possible to address the issue. Staff members must:

- Ensure the safety and security of **all** parties.
- Inform the principal of the disclosure in a timely fashion on form provided.
- Document the incident with all details on form provided.
- The school principal or their designate must investigate all disclosures in a timely fashion, preferably within 24 hours (when possible) of receiving initial report.

The staff person responsible for investigating the disclosure should:

- Interview student(s) exhibiting bullying behaviour and the victim(s) separately to avoid further victimization of the target.
- Engage the victim first and focus on their safety.
- Reassure them that the bullying behaviour will not be tolerated and that all possible steps will be taken to prevent a reoccurrence.
- Offer the victim counselling (if needed).
- Inform parents of the incident and subsequent intervention. (Details of the intervention or disciplinary actions are not to be shared in order to protect confidentiality).
- At the discretion of the principal, police intervention may be requested.

PARENT / GUARDIAN RESPONSE PROTOCOL

- Disclose the incident to a school administrator or classroom teacher.

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**At the discretion of the principal or their designate, police intervention may be requested.*

6. Protecting Confidentiality~ measures to be taken to protect the confidentiality of any disclosure

Our school pledges to take steps to protect the confidentiality of persons involved (victim, perpetrator, witness) in all types of incidents. Our staff and families are reminded that they are to share information about an incident strictly on a need-to-know basis with consideration to the feelings and privacy of individuals. Disclosures will be kept confidential in a secure location. The school community asks that families adopt a solution focused approach by communicating with the administrator and avoid resorting to social media as this rarely solves matters, often escalates and harms the parties involved and breaches everyone's right to confidentiality.

- Staff is reminded that every incident and the ensuing follow-up must be kept confidential. This is done at least once each year.
- Disclosures of bullying and/or violence are recorded on a digital database that has restricted access.
- Use of intervention strategies that protect the anonymity of persons who disclose or provide information.

7. Supervisory & Support Measures~ victim, witness, bully

Our school professionals and staff may take the following steps to support any student who has been involved in, targeted or affected by bullying behaviors. It is the responsibility of every adult staff member to use difficult / challenging situations 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.

A clear distinction exists between **remediation** and **consequences**.

- a) **Remediation**, intended to counter or "remedy: a behavioural mistake, can be an effective prevention practice. Remediation measures are intended to correct the problem behaviour, prevent a reoccurrence, protect and provide support for the victim and take corrective action for documented systemic problems related to bullying and violence. Remediation measures allow the student an opportunity to reflect on behaviours, learn pro-social skills and make amends to those affected. Working with recovery plans and restorative justice practices are categorized as remediation.
- b) **Consequences** communicate to a perpetrator that their behavior is their choice and their responsibility. A consequence respects the child's right to make a decision, even if it's not a good one. It's a matter-of-fact learning experience in which you maintain a better relationship with the child as you hold them accountable. Consequences are almost always enacted in conjunction with remediation measures and restorative practices. Measures should be applied on a case-by-case basis and take into consideration a number of factors including:

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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.

School Considerations:

- School culture, climate and general staff management of the learning environment;
 - Social, emotional and behavioural supports;
 - Student-staff relationships and staff behaviour toward the student;
 - Family, community and neighborhood situation;
 - Alignment with policies and procedures.
- Meetings with parents/guardians to reinforce social skills building activities at home.
 - Changed seating or physical arrangement of classroom.
 - Increased supervision and monitoring.
 - Individual or small group educational activities for students.
 - Consultation with other appropriate school professionals.

Remediation Measures for Victims

- Create a safe environment to allow the victim to explore feelings about the incident.
- Maintain open lines of communication.
- Develop a plan to ensure student's emotional and physical safety at school.
- Ensure student does not feel responsible for the behaviour.
- Ask student to log and report any and all future related incidents.
- Offer counseling to help develop skills for overcoming the negative impact on self-esteem.
- A staff member will conduct scheduled follow-up meetings with the student to ensure the bullying or violence has stopped and to provide support to the student. The degree of support offered at these meetings and their frequency shall depend upon the feedback from the victim regarding the current circumstances.
- In all cases, it will be determined which members of the school staff must be made aware of the incident to ensure that the student is safe.

Parents will be informed immediately following the incident and regularly updated until the situation is resolved.

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Remediation Measures for Student with Bullying Behaviour

- Develop an intervention plan with the student. Ensure they have a voice in the outcome and can identify ways they can solve the problem and change behaviours.
- Meet with parent(s)/guardian(s) to develop a recovery plan agreement to ensure all understand school rules and expectations, and the long-term negative consequences of bullying or violence, on all involved, and to clearly outline the consequences if the behaviour continues.
- Meet with special education technicians or social service officers to:
- Explore mental health issues or emotional disturbances – what is happening and why.?
- Offer additional social skills training such as impulse control, anger management, developing empathy and problem solving.
- Arrange for apology – written is recommended.
- Arrange for restitution – particularly if any personal items were damaged or stolen.
- Determine restorative practices (age appropriate).

Remediation Measures for Witnesses

- Following the incident, an intervention may be held with any witnesses to determine their role in the incident. If the incident witnessed is severe, witnesses are met, in a group or individually, to debrief the event, discuss their role and to determine more appropriate actions in the future.
- The school reserves the right to contact the parents of bystanders. As with victims, witnesses to acts of bullying or violence should have a reasonable expectation of feedback from intervening adult figures in a timely manner so as to guarantee a sense of safety and security in the school.

Remediation measures for By-Standers

- Review Student Response Protocol.
- Explore reasons why they did not intervene or report the incident.
- Offer of coaching on how to safely intervene or help the situation.

8. Disciplinary Sanctions~ for acts of bullying or violence, according to their severity or repetitive nature

If after investigation, claims of bullying or violence are confirmed, the principal or their designate, will determine what disciplinary measures will be required. At our school, the

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disciplinary measures will be formative, fair (considering the nature, severity & frequency of act as well as any other mitigating factors) and respect legal requirements regarding the confidentiality of students. In line with the ESSB Safe and Caring Schools Policy, police may be contacted when a criminal act or threat of a criminal act is to be involved. Further details are elaborated in the schools Code of Conduct.

Based on the severity and/or frequency of incidents and at the discretion of the principal, the following disciplinary and/or supportive/corrective actions may include, but are not limited to:

- Parent notification
- Admonishment / conference with student (verbal warning)
- Reflection activity or action
- Recovery plan ~ Restorative measures or practices
- Written warning and deprivation of privilege(s) / service(s)
- Restitution
- Mediation or conflict resolution (when deemed appropriate)
- Probation and letter of expectations
- Detention
- In-school suspension
- Out-of-school suspension
- Referral to counsellor, external social / medical agencies, for support
- Legal action / report to law enforcement, if required
- Signaling of youth protection
- Convocation to a disciplinary hearing at the school board
- Expulsion

9. Required Follow-Up~ Our obligations to follow a sequence and inform all parties after a disclosure

Our school will take necessary steps to protect students from harm or retaliation after an incident has occurred. The school principal will ensure a proper follow-up by:

- Documenting the investigation process, interventions and communications with parties involved by following the flowchart of steps and responsibilities
- Maintaining communication with families and students involved in the incident.
- Verifying that support services are offered as required.
- Checking in with students to ensure well-being and to prevent escalation or retaliation.
- Providing educational services to the wider school population if the incident reflects a larger problem within the school.
- Referral of parents/guardians to complaints procedure, should they express dissatisfaction with the course of action from the school administration. It is possible to make a report or file a complaint concerning an act of bullying, violence or sexual violence to or with the

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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 (2022, Chapter 17)

For each complaint received concerning bullying or violence and each report received relating to an act of sexual violence, the principal shall send the director general of the school board a summary report on the nature of the incident and the follow-up measures taken. The summary report concerning an act of sexual violence shall also be sent to the regional student ombudsman.

Additional Section A- SEXUAL VIOLENCE:

Elements 1 to 9 of the present ABAV plan apply to acts of sexual violence, as adapted considering the circumstances.

Preventative/ Safety Measures to stop acts of sexual violence:

(1) Training activities for management and other personnel include the following:

Training to be provided by the MEQ

List your training initiatives with your services : Fondation Marie Vincent training taken by Tristan Ellis (identifying problematic behaviours and knowing how to respond/when to report).

Sexto trained staff members:

(2) **SAFETY MEASURES TO STOP SEXUAL VIOLENCE** safety measures to stop sexual violence:

-Sexuality of Education Curriculum delivery at all grade levels

-Sexologist consultant for complex cases

-School Climate and SEL practices

- Code of conduct

-Visits to BCHS by the CALACS (Centre d'aide et de lutte contre les agressions à caractere sexuel

-Visits to BCHS students by the CISSS to address various issues related to sexuality

-Teachers provided with resources (https://hypersexualisation.ugam.ca/wp-content/uploads/sites/60/2023/04/BTTY_CompleteProgram_2023.pdf?fbclid=IwAR1WeCUrRf13YClqRO)

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[aWtStjxD-jkR4lp9jELtDk7xBWqJBdXHxILOfb8tw](#)) and support (Elaine Dalbec, Wellness Officer at ESSB) to administer relevant lessons in sexuality.

INTERVENTION PROTOCOL

For acts of sexual violence involving a perpetrator of 12 years of age or older, the administration must contact the complementary services department of the Eastern Shores School Board prior to applying the intervention protocol (Element 5) and the Supervisory and Support Measures (Element 7) mentioned herein. Specific measures might be required in certain cases and the board will be of assistance to the administration as to the steps to follow. sandy.astles@essb.qc.ca

FOLLOW-UP PROTOCOL

In addition to the follow-up protocol mentioned herein (Element 9), and more specifically, to the possibility of filing a report or making a complaint, in the case of a complaint concerning an act of sexual violence, the principal shall also inform the student who is the victim that it is possible to refer the complaint to the Commission des services juridiques. If the student is under 14 years of age, the principal also informs their parents/guardians of that option, and if the student is 14 years of age or over, the principal may also inform their parents/guardians of that option, with the student's consent.

Additional Section B- EXTRA CURRICULAR:

In addition to the measures mentioned above, the following measures will be included in all agreements between the school and a body or person providing extracurricular services or carrying out a special school project for the provision of services other than educational services.

Prevention Measures to prevent and stop any form of bullying or violence during the provision of and, where applicable (Article 215- Bill 9)

At BCHS, we will do this with everyone providing an extracurricular service with our students through the following means:

1. Training to all providers on bill 56 obligations and reporting procedures.
2. Adapting or creating a contract with this information to be signed once training has been received.

Additional Section C - To ensure the integrity of the Plan, the administration will conduct an annual evaluation that reviews:

Our school Survey results, review and analysis of digital reporting system with regards to entries related to bullying and/or violence, review this year's objectives and strategies and report on their effectiveness every June to ESSB.

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For more information or inquiries, please contact: Tristan Ellis, school principal

Resources

We encourage members of our school community to be informed on bullying and violence prevention by consulting the following:

ESSB Safe and Caring Schools Policy ES 165

Quebec Education Act i-13.3

Bill 56 An Act to prevent and deal with bullying and violence in schools

Bill 9: An Act Respecting the National Student Ombudsman

Important Dates:

School Climate team (aka ABAV team) formed and 22-23 Action plan opened up for revision: By August 31st

Our School Survey dates: week of September 25th

ABAV action plan 23-24 completion and presentation to GB: November 15th

Submit ABAV action plan to National Ombudsman: November 20th

Release a condensed version of ABAV to parents: November 20th

Host a minimum of two more ABAV meeting dates to review plan and elaborate strategies: suggested dates in JAN, MAR, MAY

Year end analysis of your actions: Due to Sandy by June 14