

Lord Aylmer Elementary School



ANTI-BULLYING AND ANTI-VIOLENCE PLAN

FOR A HEALTHY AND SAFE LEARNING ENVIRONMENT

2025-2026

This document has been provided by the **Ministère de l'Éducation du Québec as part of the provincial framework for school Anti-Violence and Anti-Bullying initiatives. Certain sections, language, and components of this plan are **standardized and mandated by the Ministry** to ensure consistency across all schools. Accordingly, these components **must not be altered, adapted, or removed**. Schools may only complete or append the contextual information specific to their institution where indicated.*

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TABLE OF CONTENT

PREAMBLE	1
INTRODUCTION	2
Conflict, violence or bullying?	3
GENERAL INFORMATION	4
CHARACTERISTICS OF THE EDUCATIONAL INSTITUTION	4
INFORMATION ABOUT THE COMMITTEE	4
UNDERTAKING OF THE PRINCIPAL (EA, s. 75.2)	4
ELEMENTS OF THE ANTI-BULLYING AND ANTI-VIOLENCE PLAN (EA, s. 75.1)	5
ANALYSIS OF THE SITUATION (OVERVIEW)	5
PREVENTION MEASURES	5
COLLABORATION WITH PARENTS	6
PROCEDURES FOR MAKING A REPORT OR REGISTERING A COMPLAINT	7
CONFIDENTIALITY	9
ACTIONS TO BE TAKEN FOLLOWING AN ACT OF BULLYING OR VIOLENCE	11
SUPERVISORY AND SUPPORT MEASURES	15
DISCIPLINARY MEASURES	15
FOLLOW-UP ON ANY REPORT OR COMPLAINT	17
OTHER ACTIONS SPECIFIC TO SEXUAL VIOLENCE	17
RESOURCES	17
OTHER IMPORTANT INFORMATION	18

PREAMBLE

Original text in French

The development of an anti-bullying and anti-violence plan is one process among a set of actions implemented by the educational institution to ensure a healthy and safe environment. The prevention of violence and bullying requires ongoing actions that depend, in particular, on the continuous and consistent application of the rules of conduct and safety measures approved by the governing board. In accordance with the Education Act (EA), the rules of conduct must specify, in particular:

- the attitudes and conduct that are required of students at all times;
- the behaviours and verbal or other exchanges that are prohibited at all times, including during school transportation, regardless of the means used, including social media;
- the applicable disciplinary measures, according to the severity or repetitive nature of the prohibited act.

Furthermore, 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. They must also be sent to the parents at the beginning of each school year (EA, s. 76). Often outlined in the educational institution's code of conduct, these rules of conduct are intended to ensure the best possible conditions for success and the proper operation of the school. They establish the expected everyday behaviours for fostering community life (e.g. respect, civility). The objective of the anti-bullying and anti-violence plan is to develop ways of preventing the occurrence of any situation of bullying or violence, and to plan out the actions to be taken when such a situation unfortunately arises.

In this template for the anti-bullying and anti-violence plan, the term "instigator" replaces the more widely used term "author," particularly in legal frameworks. The term "instigator" is thus used in this document except when those legal frameworks are cited.

INTRODUCTION

In order to clarify the duties and responsibilities of educational institutions and all school stakeholders involved in situations of violence and bullying, the Education Act (hereinafter, “EA” [CQLR, c. I-13.3]) requires every educational institution¹ to develop a plan aimed at preventing and putting an end to all forms of bullying and violence and, more specifically, at making the institution a healthy and safe learning environment, so that every student attending it can develop their full potential, free from any form of bullying or violence. In addition, the adoption of the Act respecting the National Student Ombudsman (S.Q., 2022, c. 17, hereinafter, “ANSO”) has led to further amendments to the EA.

In particular, the EA therefore stipulates the following:

- The principal shall see to the implementation of the anti-bullying and anti-violence plan, and shall promptly deal with any report or complaint concerning an act of bullying or violence that they receive or that the regional student ombudsman sends to the principal (EA, s. 96.12). The principal shall assist the governing board in the exercise of its functions and powers and, for that purpose, they shall coordinate the development, the review and, if necessary, the updating of the anti-bullying and anti-violence plan (EA, s. 96.13). 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 (EA, s. 96.21).
- 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 the victim of bullying or violence (EA, s. 75.3).
- 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 (EA, s. 75.1).
- A document explaining the anti-bullying and anti-violence plan must be distributed to parents. The governing board shall see to it that the wording of the document is clear and accessible. The document must indicate that 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 (EA, s. 75.1).

- The anti-bullying and anti-violence plan must be reviewed each year, and updated if necessary. The principal of the school sends a copy of the anti-bullying and anti-violence plan and any updated version to the National Student Ombudsman (EA, s. 75.1).
- Each year, the governing board shall evaluate the results achieved by the school with respect to preventing and dealing with bullying and violence (EA, s. 83.1).
- A document reporting on the evaluation must be distributed to the parents, the school staff and the regional student ombudsman (EA, s. 83.1).

Conflict, violence or bullying?

Conflict	Violence	Intimidation
A disagreement or clash between at least two people who do not agree about an idea or have opposing motivations, but who may still engage in discussion despite negative emotions.	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 (EA, s. 13).	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 (EA, s. 13).

Sexual violence
<p>The <i>Education Act</i> does not provide a definition of sexual violence. However, reference to the following definition is suggested:</p> <p>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 a technological means (<i>Act to prevent and fight sexual violence in higher education institutions</i> [CQLR, c. P-22.1]).</p>

GENERAL INFORMATION

CHARACTERISTICS OF THE EDUCATIONAL INSTITUTION

Name of institution	Lord Aylmer Elementary, WQSB
Number of students	571 (09/09/2025)
Socio Economic Index	4
Other characteristics	Two Buildings, a Principal and Vice-Principal
Objective(s) of the educational project in relation to the anti-bullying and anti-violence plan	<p>Objective #1- To use academic and social emotional practices that promote diversity and inclusion at Lord Aylmer Elementary.</p> <p>Target - To increase the knowledge of staff, students, and community members to reduce the acts of violence/bullying targeted.</p>

INFORMATION ABOUT THE ABAV COMMITTEE

Name and role of the person responsible for coordinating the work of the committee (EA, s. 96.12)	Samantha Halpin- Principal Hannah Patrick- Vice Principal
Members of the committee (name and role) (EA, s. 96.12)	<p>Jenna Vatcher Robertson (Special Education Technician)</p> <p>Ellen Luker (Teacher)</p> <p>Michelle MacDonald (Special Education Technician)</p> <p>Wendy Larin (Special Education Technician)</p> <p>Alicia Duperron (Special Education Technician)</p> <p>Megan Kuchinsky (Teacher)</p> <p>Alanna McIntyre (Teacher)</p>

UNDERTAKING OF THE PRINCIPAL (EA, s. 75.2)

Toward the student who is the victim and their parents	<ul style="list-style-type: none"> • Ensure that the student feels safe, supported, and heard within the school environment. • Maintain ongoing communication with the student and their parents/guardians regarding the measures taken to protect the student and restore a sense of security. • Provide appropriate emotional and social supports through the school's resources. • Monitor the student's well-being and reintegration following the incident, adjusting supports as needed. • Uphold confidentiality and respect the dignity and privacy of all parties involved.
Toward the instigator and their parents	<ul style="list-style-type: none"> • Ensure that the instigator is held accountable in accordance with the Education Act, school board policies, and the school's code of conduct. • Communicate clearly with the student and their parents/guardians about the incident, the consequences applied, and the expectations for future behaviour. • Provide opportunities for reflection, learning, and restorative

	<p>practices to help the student understand the impact of their actions and develop positive social skills.</p> <ul style="list-style-type: none">• Support reintegration into the school community through appropriate supervision, behavioural supports, or intervention programs.• Continue to monitor behaviour and progress, maintaining open communication with parents/guardians and relevant school staff.
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ELEMENTS OF THE ANTI-BULLYING AND ANTI- VIOLENCE PLAN (EA, s. 75.1)

ANALYSIS OF THE SITUATION (OVERVIEW)

Analysis of the situation prevailing at the school with respect to bullying and violence (EA, s. 75.1, para. 3, subpara. 1)

Time of data collection, tool(s) used to produce the overview and information gathered	<p>Data was collected between September and June of the previous school year through multiple sources, including:</p> <ul style="list-style-type: none"> • Incident reports and behaviour tracking forms submitted by staff through our reporting system. • Recess and bus incident logs • Student Voice and School Climate Surveys • Opportunities for staff feedback • Observations and discussions with support staff (e.g., Special Education Technicians, Classroom Assistants, Attendants, Daycare).
Findings from the analysis of the current situation	<ul style="list-style-type: none"> • The majority of incidents occur during unstructured times such as recess and lunch periods. • Most reported cases involve physical play that escalates into aggression or name-calling. • There is an increased need for supervision and proactive intervention strategies in high-traffic outdoor areas. • A small number of recurring cases involve social exclusion or verbal teasing among peer groups. • Students demonstrate a growing awareness of reporting procedures, but some remain hesitant to come forward.
Priorities in relation to the overview and the analysis of the situation	<ul style="list-style-type: none"> • Strengthen preventive education around kindness, empathy, and digital citizenship. • Increase staff presence and engagement during recess and transition periods. • Reinforce restorative approaches to repair harm and rebuild relationships after conflicts. • Continue to promote student leadership initiatives (e.g., leadership opportunities, Peer Helpers). • Provide staff training on consistent response protocols and de-escalation strategies.

Sexual violence

Findings with respect to sexual violence, if applicable	No substantiated reports of sexual violence were recorded during the 2024-25 school year. However, occasional instances of inappropriate language or gestures were addressed promptly through age-appropriate discussions, parental communication, and guidance interventions.
Priorities in relation to the overview and the analysis of the situation with respect to sexual violence, if applicable	<ul style="list-style-type: none"> • Continue age-appropriate education around personal boundaries, respect, and consent (e.g., through Ethics & Religious Culture / CCQ or personal development lessons). • Ensure all staff are aware of mandatory reporting procedures and how to respond appropriately to disclosures. • Maintain safe and confidential reporting mechanisms for students.

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Findings with respect to bullying or violence based on the aforementioned motives, if applicable	No ongoing or systemic cases were identified. A few isolated incidents involving culturally insensitive remarks were reported and addressed immediately through restorative conversations, parental involvement, and classroom discussions about respect and inclusion.
Priorities in relation to the overview and the analysis of the situation with respect to bullying or violence based on the aforementioned motives, if applicable	<ul style="list-style-type: none"> • Continue to foster an inclusive school culture celebrating diversity through classroom projects and school-wide events. • Provide professional development for staff on equity, diversity, and cultural awareness. • Reinforce classroom discussions and curriculum links promoting respect for differences and anti-racism education. • Refer to Lord Aylmer's Diversity Plan

PREVENTION MEASURES

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 (EA, s. 75.1, para. 3, subpara. 2)

Prevention measures to prevent and put an end to all forms of bullying or violence at school	<ul style="list-style-type: none"> • Reporting procedures have been implemented to ensure early identification of potential victims so that these students can receive support, protection, education and when appropriate requests for therapy are made. • Reporting procedures have been implemented to ensure early identification of students prone to bullying or violent behaviours so that these students can receive appropriate interventions required to support change in their behaviour. • Regular class meetings are held where students may explore the phenomena of bullying, the forms it may take, the roles that various people play in bullying, the critical role of the bystander and the strategies/actions to intervene in the situation are discussed and practiced. • All staff members have been trained to intervene immediately in a situation of bullying or violence. • All staff members have been trained in proper procedures for dealing with a reported or a suspected incident.
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Sexual violence

Prevention measures put in place with regard to sexual violence	<ul style="list-style-type: none"> • General school climate and SEL practices • Entente with Marie-Vincent • CCQ Education Curriculum and support from pedagogical consultants • Training activities for management and other personnel include the following: Training to be provided by the MEQ. • Anti-bullying and anti-violence training • Guidelines on reporting any incidents of bullying or violence will be reviewed
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Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Prevention measures put in place with regard to bullying or violence based on the aforementioned motives	<ul style="list-style-type: none"> • Regular classroom discussions and assemblies emphasize kindness, empathy, and inclusion, highlighting respect for cultural, linguistic, and racial diversity. • Teachers intentionally incorporate diverse perspectives, stories, and voices into classroom lessons to promote understanding and appreciation of all backgrounds. • The school recognizes and celebrates cultural events and heritage months (e.g., Black History Month, Indigenous Peoples Day, and Asian Heritage Month) to foster pride, awareness, and belonging among students. • When incidents occur, staff address them immediately using restorative conversations to help students understand the impact of discriminatory language or behaviour, and to encourage empathy and accountability. • Teachers and support staff receive training and guidance on equity, anti-racism, and culturally responsive practices to ensure consistent, informed intervention. • Student-led initiatives, such as Student Voice Committee, promote messages of respect and acceptance. • Students are encouraged to report concerns through trusted adults or school support systems. All reports are taken seriously, investigated promptly, and followed by clear communication with families. • The school promotes open dialogue with families and community partners to reinforce shared values of respect, inclusion, and equity.
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COLLABORATION WITH PARENTS

Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment (EA, s. 75.1, para. 3, subpara. 3)	
Measures planned to involve parents and encourage them to collaborate	<ul style="list-style-type: none"> • The Anti-Violence/Anti-Bullying Plan will be presented at a Governing Board meeting and posted on the school website. At other parent/guardian functions materials will be visibly available. • Parents/Guardians of a child who is victimized will be contacted as soon as a potential pattern of victimization is identified and will be asked for any observations of behaviour change at home. In addition, parents/guardians will be informed of the school's intervention and support that will be given to their child. The parents/Guardians will be contacted periodically to ensure that interventions put in place have been successful. Parents/Guardians will be encouraged to contact the principal, or their delegate should they have any concerns, information, or questions. The message that the school wishes to partner with them to ensure that their child is safe and happy at school will be clearly stated. A Parent Tip Sheet for Talking with their child will be given to the parent(s)/guardian(s). • Parents/Guardians of the child who is bullying or violent towards others will be contacted by the school principal or their designate to inform the parents/guardians of their child's behaviour. Consequences in line with the school's Code of Conduct will be discussed with the parent/guardian and when appropriate, parents/guardians will be requested to come into the school for a meeting. Parents/guardians will be encouraged to contact the principal or their designate should they wish to discuss the situation further, have questions, have information, or would like further advice and/or support. In such a situation the school will inform the parents/guardian of services available and may make contact on the parents' behalf if requested. • Parents/guardians of a bystander who is actively involved in supporting the perpetrator will be contacted to inform them of their child's involvement and to inform them of the consequences that have been given. A Tip Sheet for Parents of Bystanders is sent home. Parents/guardians are

requested to inform the school of any information their child may share with them regarding the incident that would be helpful.

- ***Parents/guardians of a student who witnessed a disturbing incident but were not actively supporting the perpetrator*** will be contacted to inform them of the situation and the actions the school has taken to support their child.

Information to be shared	Strategies for sharing this information
A document explaining the anti-bullying and anti-violence plan must be distributed to the parents (EA, s. 75.1).	Once approved by Governing Board, distribute by email to all families, post on the school website, and provide a printed copy upon request.
A document reporting on the annual evaluation of the anti-bullying and anti-violence plan must be distributed to parents (EA, s 83.1).	Present the reporting data from Educational Project Objective 1 to the Governing Board on a monthly basis; the report will be made available upon request.
The rules of conduct and the safety measures must be sent to the parents at the beginning of each school year (EA, s. 76).	Digital copy of 2025- 2026 Code of Conduct sent to the school community, available on school website.
A school service centre must, not later than September 30 each year, inform the students, children and their parents of the possibility of filing a complaint under the complaint processing procedure provided for by this Act (ANSO, s. 21).	<p>Information regarding the complaint procedure is shared with all members of the school community in the following ways:</p> <ul style="list-style-type: none"> • A link to the Western Québec School Board complaint process (https://westernquebec.ca/resources/complaints/) is posted on the WQSB website under the “Policies & Procedures” or “Parent Resources” section. • The information is included in the school’s annual Welcome Back communication to families. • The complaint procedure is reviewed with staff annually to ensure awareness and consistency in the process. • Families are reminded of the complaint process periodically through school communications. • Additional guidance and support are available upon request.

Sexual violence

Measures planned to involve parents and encourage them to collaborate

- The Anti-Violence/Anti-Bullying Plan will be presented at a Governing Board meeting and posted on the school website. At other parent/guardian functions materials will be visibly available.
- **Parents/Guardians of a child who is victimized** will be contacted as soon as a potential pattern of victimization is identified and will be asked for any observations of behaviour change at home. In addition, parents/guardians will be informed of the school's intervention and support that will be given to their child. The parents/Guardians will be contacted periodically to ensure that interventions put in place have been successful. Parents/Guardians will be encouraged to contact the principal, or their delegate should they have any concerns, information, or questions. The message that the school wishes to partner with them to ensure that their child is safe and happy at school will be clearly stated. A Parent Tip Sheet for Talking with their child will be given to the parent(s)/guardian(s).
 - **It is Your Right as a Parent To:**
 - File a report with the Gatineau Police
 - Make a report to *Legal Aid (Commission des services juridiques).
 - Make a report to the Person Responsible for Treating Complaints at the School Board (Eldon Keon) about the alleged incident.
 - Make a report to the Regional Student Ombudsman about the alleged incident.
 - Make an official complaint to the Person Responsible for Treating Complaints at the School Board (Eldon Keon) about the handling of the alleged incident.
 - Make an official complaint to the Regional Student Ombudsman about the handling of the alleged incident.
- **Parents/Guardians of the child who is violent towards others** will be contacted by the school principal or their designate to inform the parents/guardians of their child's behaviour. Consequences in line with the school's Code of Conduct will be discussed with the parent/guardian and when appropriate, parents/guardians will be requested to come into the school for a meeting. Parents/guardians will be encouraged to contact the principal or their designate should they wish to discuss the situation further, have questions, have information, or would like further advice and/or support. In such a situation the school will inform the parents/guardian of services available and may make contact on the parents' behalf if requested.
- **Parents/guardians of a bystander who is actively involved** in supporting the perpetrator will be contacted to inform them of their child's involvement and to inform them of the consequences that have been given. Parents/guardians are requested to inform the school of any information their child may share with them regarding the incident that would be helpful.
- **Parents/guardians of a student who witnessed a disturbing incident but were not actively supporting the perpetrator** will be contacted to inform them of the situation and the actions the school has taken to support their child.

Information to be shared	Strategies for sharing this information
A document informing the students and their parents of the possibility of making a report or filing a complaint concerning an act of sexual violence to or with the regional student ombudsman (ANSO, s. 21)	<ul style="list-style-type: none"> • The document and link to the reporting process are available on the school website and the Western Québec School Board website under the "Complaints and Student Ombudsman" section. • Printed copies of the document are available upon request. • The procedure is also reviewed with staff to ensure they can guide students and parents appropriately if a disclosure or concern arises. • Reference Link: Complaint Process - Western Québec School Board

<p>A document specifying the contact information of the regional student ombudsman to whom the complaint must be referred. This document, provided by the National Student Ombudsman, must also explain who may file a complaint and how that right is to be exercised (ANSO, s. 21).</p>	<ul style="list-style-type: none"> • The document and link to the reporting process are available on the school website and the Western Québec School Board website under the “Complaints and Student Ombudsman” section. • Printed copies of the document are available upon request. • The procedure is also reviewed with staff to ensure they can guide students and parents appropriately if a disclosure or concern arises. • Reference Link: Complaint Process - Western Québec School Board
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Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

<p>Measures planned to involve parents and encourage them to collaborate</p>	<ul style="list-style-type: none"> • The Anti-Violence/Anti-Bullying Plan will be presented at a Governing Board meeting and posted on the school website. At other parent/guardian functions materials will be visibly available. • Parents/Guardians of a child who is victimized will be contacted as soon as a potential pattern of victimization is identified and will be asked for any observations of behaviour change at home. In addition, parents/guardians will be informed of the school’s intervention and support that will be given to their child. The parents/Guardians will be contacted periodically to ensure that interventions put in place have been successful. Parents/Guardians will be encouraged to contact the principal, or their delegate should they have any concerns, information, or questions. The message that the school wishes to partner with them to ensure that their child is safe and happy at school will be clearly stated. A Parent Tip Sheet for Talking with their child will be given to the parent(s)/guardian(s). • Parents/Guardians of the child who is bullying or violent towards others will be contacted by the school principal or their designate to inform the parents/guardians of their child’s behaviour. Consequences in line with the school’s Code of Conduct will be discussed with the parent/guardian and when appropriate, parents/guardians will be requested to come into the school for a meeting. Parents/guardians will be encouraged to contact the principal or their designate should they wish to discuss the situation further, have questions, have information, or would like further advice and/or support. In such a situation the school will inform the parents/guardian of services available and may make contact on the parents’ behalf if requested. • Parents/guardians of a bystander who is actively involved in supporting the perpetrator will be contacted to inform them of their child’s involvement and to inform them of the consequences that have been given. A Tip Sheet for Parents of Bystanders is sent home. Parents/guardians are requested to inform the school of any information their child may share with them regarding the incident that would be helpful. • Parents/guardians of a student who witnessed a disturbing incident but were not actively supporting the perpetrator will be contacted to inform them of the situation and the actions the school has taken to support their child.
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Information to be shared	Strategies for sharing this information
<p>Information promoting respect for diversity, inclusion, and the unacceptability of any form of bullying or violence based on race, ethnicity, or national origin.</p>	<ul style="list-style-type: none"> • Classroom discussions and activities during homeroom and ethics lessons focusing on inclusion, empathy, and cultural awareness. • School-wide announcements and assemblies reinforcing messages of respect and kindness. • Visual displays and bulletin boards celebrating cultural diversity and inclusion (e.g., cultural heritage months, kindness campaigns). • Communication with families through newsletters and school website updates promoting the school’s anti-bullying and inclusion initiatives.

PROCEDURES FOR MAKING A REPORT OR REGISTERING A COMPLAINT

Procedures for reporting, or registering a complaint concerning, an act of bullying or violence to or with the institution and, more particularly, for reporting the use of social media or communication technologies for cyberbullying purposes (EA, s. 75.1, para. 3, subpara. 4)

Procedures implemented for reporting incidents

- When a student witnesses an act of bullying or violence, the student may intervene if comfortable and where there is no threat of harm. Possible intervention strategies for students are discussed in class meetings. Regardless of whether students intervene or not **they must report the incident to an adult at school and an adult at home**. Intervention strategies will be discussed with bystanders when the principal or their delegate meets with the bystanders (when deemed appropriate).
- When a teacher or other staff member witnesses an act of bullying or violence, they must intervene immediately using the 6 step Intervention Approach if there is no threat to their personal well-being.
- 911 will be called if warranted.
- **Complaint:** For each complaint received 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. A parent or guardian can also contact the Western Quebec School Board directly at 819-684-1313.
- **Sexual Violence:** 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 should also be sent to the regional student ombudsman.

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.

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.

Procedures implemented for registering a complaint

A person who is dissatisfied with the follow-up on a report or complaint concerning an act of bullying or violence made to a principal of an educational institution may file a complaint with the person in charge of processing complaints (ANSO, s. 24, para. 2).

Specific procedures for reporting, or registering a complaint concerning, an act of sexual violence

- The procedures prescribed in the previous section also apply for reporting, or registering a complaint concerning, an act of sexual violence.
- Reporting, or filing a complaint concerning, an act of sexual violence to or with the regional student ombudsman directly is also an option (ANSO, s. 33, para. 2). This complaint must be filed in writing (ANSO, s. 31):
 - Using the online form: File a complaint if you are dissatisfied with a school service
 - By telephone or text message: 1-833-420-5233
 - By email: plaintes-pne@pne.gouv.qc.ca.
- A person who is a victim or those close to them may, at any time, report the situation to the police or to the director of youth protection (DYP), whether or not they have made a report to the educational institution or to the regional student ombudsman. Reports and complaints filed to or with the educational institution do not replace the work carried out by the police department and the director of youth protection.

Contact information for the DYP	07 – Outaouais <ul style="list-style-type: none"> • Telephone number: 819 771-6631 • Toll-free number: 1 800 567-6810 https://cisss-outaouais.gouv.qc.ca/language/en/accessing-a-service/children-youth-and-families/reporting-a-situation-to-the-direction-de-la-protection-de-la-jeunesse/
Contact information for the police department	<p>Non-urgent calls (inquiries for information and requests to city departments): 311 or 819-595-2002 or 1-866-299-2002</p> <p>Non-urgent call center of the Service de police de la Ville de Gatineau : 819-246-0222</p> <p>Emergency calls (police officers, firefighters and paramedics): 9-1-1</p>

Strategies for sharing these procedures

The place(s) where the document is posted in the educational institution	Main offices, Staffroom, Principal's office.
Website of the educational institution, if applicable	https://lordaylmer.westernquebec.ca/anti-bullying-anti-violence-plan/

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Specific procedures for reporting, or registering a complaint concerning, an act of bullying or violence based on the aforementioned motives	<ul style="list-style-type: none"> • Any staff member who witnesses or is informed of such an incident must report it immediately to the Principal (or their designate). • Students or parents/guardians who wish to report an incident may do so verbally or in writing using the school's reporting form. • The incident will be recorded on the school's reporting sheet and, where applicable, entered into the electronic filing system (GPI). • Any report entered electronically may only be accessed by the person who entered it and by the Principal (or their designate). • The Principal (or designate) will initiate an investigation within 24 hours of receiving the report. • Statements will be collected from all parties involved, ensuring that students are supported in a culturally sensitive manner. • Parents or guardians will be informed of the incident and of the measures taken, but only information directly related to their child may be shared. • Appropriate disciplinary or restorative measures will be taken in accordance with school policy. • Ongoing monitoring and support will be provided to the victim to ensure safety, inclusion, and well-being. • Educational interventions will be implemented with all students involved to reinforce understanding of equity, respect, and diversity.
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CONFIDENTIALITY

Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence (EA, s. 75.1, para. 3, subpara. 6)

Measures implemented to protect confidentiality

- Any reports or complaints concerning acts of Violence or Bullying are strictly confidential. Reporting sheets, once received by the principal (or other designated person) are kept in a secure file, under lock and key, along with any other document(s) relating to this incident. Only the Principal (or their designate) may access the secure file.
- Any report or complaint made by a third party, including a parent or a student, that is documented or entered into an electronic filing system by a school staff member, shall not include the name of the person making the report or complaint.
- Any report or complaint entered into an electronic filing system (GPI) may only be accessed and viewed by the person entering the report or complaint and by the school Principal (or their designate).
- Only the information pertaining to their own child may be shared by school staff with parents or guardians. Information relating to other parties involved in the incident will not be given.
- Any staff member that is involved in any way in an investigation following a report or complaint will take all measures necessary to protect their confidentiality.
- Staff members will be informed and periodically reminded of their obligation to protect the confidentiality of any report or complaint concerning an act of bullying or violence.

Information concerning students involved in the situation must be treated with confidentiality. For example, information on the nature of the actions or measures taken by or toward the student who is the instigator may not be sent to the parents of the student who is the victim.

Sexual violence

Confidentiality measures* to be put in place in the event of an act of sexual violence

- Any reports or complaints concerning acts of sexual violence are treated with the highest level of confidentiality. Reporting sheets, once received by the Principal (or other designated person), are kept in a secure, locked file along with any related documentation. Only the Principal (or their designate) may access this file.
- Any report or complaint made by a third party—including a parent, student, or staff member—that is documented or entered into an electronic filing system shall not include the name of the person making the report or complaint.
- Any report or complaint entered into an electronic filing system (e.g., GPI) may only be accessed and viewed by the person entering the report or complaint and by the Principal (or their designate).
- Information sharing with parents or guardians will be limited strictly to details pertaining to their own child. Information regarding other individuals involved in the incident will not be disclosed.
- All staff members involved in an investigation following a report or complaint concerning an act of sexual violence must take all necessary measures to ensure confidentiality is maintained at all times.
- Staff members are regularly informed and reminded of their professional and legal obligation to protect the confidentiality of any report or complaint concerning an act of sexual violence.

* In accordance with the Youth Protection Act (CQLR, c. P-34.1, hereinafter YPA), a breach of professional secrecy is justified when a person contacts the DYP to make a report. It should be noted that the obligation of reporting to the DYP all situations of sexual abuse toward children and adolescents also applies to persons bound by professional secrecy, unless excluded (YPA, s. 41)

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Confidentiality measures to be put in place in the event of an act of bullying or violence based on the aforementioned motives

- Any reports or complaints concerning bullying or violence based on skin colour, ethnic, or national background are treated with the highest level of confidentiality. Reporting sheets, once received by the Principal (or other designated person), are kept in a secure, locked file along with any related documentation. Only the Principal (or their designate) may access this file.
- Any report or complaint made by a third party—including a parent, student, or staff member—that is documented or entered into an electronic filing system shall not include the name of the person making the report or complaint.
- Any report or complaint entered into an electronic filing system (e.g., GPI) may only be accessed and viewed by the person entering the report or complaint and by the Principal (or their designate).
- Information shared with parents or guardians will be limited strictly to details pertaining to their own child. Information regarding other individuals involved in the incident will not be disclosed.
- All staff members involved in an investigation following a report or complaint concerning bullying or violence based on skin colour or ethnicity must take all necessary measures to protect confidentiality at all times.
- Staff members are regularly informed and reminded of their professional and legal obligation to uphold the confidentiality of any report or complaint concerning bullying or violence based on skin colour, ethnic, or national background.

ACTION TO BE TAKEN FOLLOWING AN ACT OF BULLYING OR VIOLENCE

Actions to be taken 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 (EA, s. 75.1, para. 3, subpara. 5)

Actions to be taken by a student who is a witness or a confidant	Actions to be taken by a staff member who is a direct witness or a confidant (Stakeholder 1)	Actions to be taken by the person responsible for follow-up (Stakeholder 2)
<ul style="list-style-type: none"> Immediately inform a trusted adult (teacher, educator, principal, or support staff) of what was witnessed or disclosed. If comfortable, complete a report form or written statement describing what happened, identifying the individuals involved, and noting the time and location. Refrain from intervening directly if the situation could lead to harm; instead, seek adult help right away. Maintain confidentiality and respect the privacy of all involved. 	<ul style="list-style-type: none"> Intervene immediately if safety permits to stop the behaviour and ensure the safety of all students. Provide support to the victim and ensure that they are accompanied to a safe space (e.g., office, Zen Den). Report the incident as soon as possible to the Principal (or designate) using the school's official reporting form or electronic system. Document all known details objectively, including names, date, time, location, and witnesses. Maintain confidentiality and refrain from discussing the matter with individuals not directly involved in the process. 	<ul style="list-style-type: none"> Take note of the necessary information and store it securely, especially for the purpose of sending a summary report to the director general, if applicable (EA, s. 96.12).

School principal

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 their 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 service centre for that purpose (EA, s. 96.12).

Name and contact information:

Samantha Halpin (Principal)- shalpin@wqsb.qc.ca

Hannah Patrick (Vice- Principal)- hpatrick@wqsb.qc.ca

Note: The principal must be informed when a situation involves a school staff member, whether as the victim, instigator or witness of an act of bullying or violence. The principal shall analyze the situation to determine the supervisory or support measures as well as any disciplinary measures, if applicable, in accordance with the legal frameworks, the applicable collective agreements, and the roles and responsibilities of the educational organization. If the staff member is a victim or a witness, the principal must also send the information to the institution's health and safety committee.

Sexual violence

Actions to be taken when an act of sexual violence is observed

By a student who is a witness or a confidant	By a staff member who is a direct witness or a confidant (Stakeholder 1)	By the person responsible for follow-up (Stakeholder 2)
<ul style="list-style-type: none"> • Immediately inform a trusted adult (teacher, educator, principal, or support staff) of what was witnessed or disclosed. • If the victim does not feel safe or comfortable reporting directly, the student should seek support from an adult who can report on their behalf. • Avoid asking questions or pressing the victim for details; listen respectfully and provide reassurance that they did the right thing by speaking up. • Do not attempt to intervene or confront the alleged aggressor; prioritize safety and seek adult help immediately. • Maintain strict confidentiality and do not share information with peers or others, except with a trusted adult or staff member responsible for handling the situation. • If in immediate danger, contact emergency services or inform the nearest adult right away. 	<ul style="list-style-type: none"> • Any adult in the educational institution who receives information concerning a situation of sexual violence must: • listen to the student and allow them to speak freely at their own pace, while respecting their silences • refrain from attempting to steer the conversation or question the student • take note of what the student as well as the adult confidant say • reassure the student that the situation is being taken care of • inform the principal of the educational institution • immediately report the situation to the DYP 	<ul style="list-style-type: none"> • Avoid having the student repeat their disclosure multiple times. • Take note of the necessary information and store it securely, especially for the purpose of sending a summary report to the director general and the regional student ombudsman, if applicable (EA, s. 96.12).
<ul style="list-style-type: none"> • In accordance with the Youth Protection Act (CQLR, c. P-34.1, hereinafter “YPA”), any school staff member is required to immediately report to the DYP any situation covered by the YPA that involves minors, including situations of sexual abuse. Furthermore, any person, regardless of their role, is required to immediately report to the DYP any situation of sexual abuse or physical abuse (YPA, ss. 39-39.1). The confidentiality of the identity of the persons who report a situation to the DYP is guaranteed (YPA, s. 44). • 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 of that option, and if the student is 14 years of age or over, the principal may also inform [their] parents of that option, with the student’s consent (EA, s. 96.12). 		

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Actions to be taken when an act of bullying or violence based on the aforementioned motives is observed

By a student who is a witness or a confidant	By a staff member who is a direct witness or a confidant (Stakeholder 1)	By the person responsible for follow-up (Stakeholder 2)
<p>The actions to be taken must be adapted to the situation.</p> <ul style="list-style-type: none"> • Immediately inform a trusted adult (teacher, educator, principal, or support staff) of what was witnessed or disclosed. • Avoid intervening directly if the situation may cause harm—seek adult assistance right away. • Provide as many factual details as possible (what was said or done, where, when, and by whom). • Show support to the victim in a respectful, non-judgmental manner. • Maintain confidentiality and do not share information with other students or peers. 	<p>The actions to be taken must be adapted to the situation.</p> <ul style="list-style-type: none"> • Intervene promptly if safety allows, stopping the behaviour and ensuring the well-being of all students involved. • Provide immediate care and support to the victim, removing them from the environment if necessary. • Report the incident as soon as possible to the Principal (or designate), following the school's official reporting process. • Document all relevant details objectively—who was involved, what occurred, and when. • Treat the situation with cultural sensitivity, recognizing the seriousness of racism and discrimination. • Maintain strict confidentiality throughout the process. 	<p>The actions to be taken must be adapted to the situation.</p> <ul style="list-style-type: none"> • Acknowledge receipt of the report or complaint and initiate follow-up within 24 hours. • Conduct an impartial investigation that considers the discriminatory nature of the incident. • Communicate with parents/guardians of the students involved while protecting the privacy of others. • Apply disciplinary or restorative measures consistent with the school's code of conduct and equity policy. • Implement educational or awareness measures to address racism, equity, and inclusion within the school community. • Document and store all information securely for reporting to the Director General, if applicable (EA, s. 96.12).

SUPERVISORY AND SUPPORT MEASURES

Supervisory and support measures for any student who is a victim of bullying or violence, for witnesses and for the perpetrator (EA, s. 75.1, para. 3, subpara. 7)

For the student who is the victim	For the student who is an instigator	For witnesses
<ul style="list-style-type: none"> • The student will meet with the appropriate individual (teacher they are closest to, principal or their delegate) to discuss the situation and to learn further information about bullying incidents. • The student will be guaranteed confidentiality to ensure they feel safe about discussing the incidents and are not anxious about possible retaliation from the student who is bullying them. • The student is informed of the follow-up that will occur with the student(s) involved. • The student is informed that their parent(s) will be informed of the situation. • The student's input is sought as measures that could be implemented immediately to support the student. • The student is met several times to ensure that the bullying has stopped. • The student is encouraged to report any future incidents. • Appropriate staff are informed to ensure that supervision of the individual is increased to ensure their safety. • If additional resources to support the student are deemed appropriate the principal or their designate will ask the parent(s)/guardian(s) 	<ul style="list-style-type: none"> • The perpetrator will be met with after a discussion has been held with the victim and the bystanders to ensure that the intervening adult has an accurate understanding of the situation. • The perpetrator is given the opportunity to explain from their perspective. T • he perpetrator is informed of their knowledge of the incident, that the rules have been broken and what the consequences will be. • The perpetrator is informed that their parent(s)/guardian(s) will be contacted. • The perpetrator is asked how they will ensure that this does not happen again. • The principal or their delegate will inform the perpetrator and parent(s)/guardians that should any future incidents occur so that the consequences will be more severe. • Regular follow-up with the perpetrator occurs to ensure the bullying has stopped. • Appropriate staff members are informed to ensure the perpetrator is closely supervised and their behaviour redirected when appropriate. 	<ul style="list-style-type: none"> • The principal or their designate may meet with the bystanders individually or in a group depending on the circumstances. • When students actively support the child who bullies, the principal or their designate meets with the individual student to discuss their behaviour, the School Rules and the consequences that will be imposed for their active role. • Future expectations for the student will be discussed, and the student is informed that their parent(s) will be informed of the situation. • Future consequences will be discussed should another similar incident occur.

Note: The principal must be informed when a situation involves a school staff member, whether as the victim, instigator or witness of an act of bullying or violence. The principal shall analyze the situation to determine the supervisory or support measures as well as any disciplinary measures, if applicable, in accordance with the legal frameworks, the applicable collective agreements, and the roles and responsibilities of the educational organization. If the staff member is a victim or a witness, the principal must also send the information to the institution's health and safety committee.

Sexual violence

Supervisory and support measures established and put in place following a needs analysis in relation to an act of sexual violence

For the student who is the victim	For the student who is an instigator	For witnesses
<ul style="list-style-type: none"> • The student will meet promptly with the Principal (or their delegate) or another trusted staff member of their choosing to share information in a safe and supportive setting. • The student will be treated with sensitivity, respect, and dignity at all times, and will not be required to recount details unnecessarily. • Confidentiality will be strictly maintained, and the student will be assured that any information shared will only be disclosed to those directly involved in ensuring their safety and in conducting the follow-up. • The student will be informed of the follow-up process, their rights, and the available supports (e.g., school counsellor, CLSC, community sexual-assault centre). • Parent(s)/guardian(s) will be informed only with the student's consent, unless required by law or in situations where safety is at immediate risk. • The student's input will be sought regarding measures to ensure their safety and comfort (e.g., modified schedule, supervised transitions, separate spaces). • Regular follow-up meetings will be held to verify the student's sense of security and continued access to support. • Staff directly involved with the student will be discreetly informed of any safety or supervision measures necessary to protect and support the victim. 	<ul style="list-style-type: none"> • The alleged perpetrator will be met by the Principal (or designate) only after sufficient information has been gathered to ensure a fair and safe process. • The student will have the opportunity to share their version of events and will be reminded of the seriousness of the allegation and the school's zero-tolerance stance on sexual violence. • The student will be informed of the behavioural expectations, interim measures (e.g., no-contact directives, modified supervision), and potential disciplinary outcomes pending the investigation's conclusion. • Parent(s)/guardian(s) will be informed promptly of the situation and the measures in place. • The student will be monitored closely, and additional supervision will be arranged to ensure the safety of all parties. • If the allegation is substantiated, restorative or disciplinary measures will be applied in accordance with school policy and the Education Act. • Follow-up meetings will occur to ensure compliance with behavioural expectations and to provide opportunities for reflection and accountability. 	<ul style="list-style-type: none"> • The Principal (or designate) may meet with witnesses individually or in small groups to gather accurate information while maintaining confidentiality and sensitivity. • Witnesses will be reminded of the importance of discretion, respect, and avoiding gossip or social media discussion about the incident. • Students who supported or encouraged the incident will meet individually with administration to discuss the seriousness of their behaviour and possible consequences. • All witnesses will be reminded of appropriate ways to support peers who have experienced harm and will be informed that any further incidents must be reported immediately. • Additional education on consent, respect, and inclusion may be provided to reinforce a culture of safety and dignity within the school community.

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Supervisory and support measures established and put in place following a needs analysis in relation to an act of bullying or violence based on the aforementioned motives

For the student who is the victim	For the student who is an instigator	For witnesses
<ul style="list-style-type: none"> • The student will meet promptly with the Principal (or their designate) or another trusted adult to discuss the situation in a safe and supportive setting. • The student will be treated with sensitivity, respect, and dignity, with particular attention given to the racial or cultural nature of the incident. • Confidentiality will be ensured to help the student feel safe in discussing the incident without fear of retaliation. • The student will be informed of the steps that will follow, including actions taken with those involved. • Parent(s)/guardian(s) will be informed of the situation and of the measures being implemented, in a manner that protects the student's well-being. • The student's input will be sought regarding immediate measures to ensure safety and comfort (e.g., changes to seating arrangements, class groups, or supervision zones). • Follow-up meetings will take place to ensure that the bullying or racially motivated behaviour has stopped and that the student feels secure. • Staff directly involved with the student will be discreetly informed of any supervision or support measures needed to maintain safety and inclusion. • If additional community or cultural supports are appropriate, the Principal (or designate) will connect the family with relevant external services. 	<ul style="list-style-type: none"> • The instigator will be met with once the situation has been reviewed to ensure an accurate understanding of the incident and its discriminatory nature. • The student will be given the opportunity to share their perspective and reflect on the impact of their words or actions. • The student will be informed that their behaviour constitutes discrimination and violates school and board policies on respect, inclusion, and human rights. • Consequences and corrective measures will be explained, emphasizing accountability, empathy, and education. • Parent(s)/guardian(s) will be informed of the incident and of the steps being taken to address it. • The student will be reminded of future expectations and the increased severity of consequences should similar behaviour occur. • Regular follow-up will occur to monitor behavioural progress and ensure the safety of all students. • Staff members will be discreetly informed of the need for increased supervision and support for both parties. 	<ul style="list-style-type: none"> • The Principal (or designate) may meet with witnesses individually or in small groups, depending on the situation, to ensure accuracy and understanding of events. • Witnesses will be reminded of the importance of speaking out against racism and discrimination, while maintaining confidentiality and respect for all involved. • Students who supported or encouraged discriminatory behaviour will meet individually with administration to discuss the seriousness of their actions and the corresponding consequences. • Witnesses will be encouraged to act as allies and upstanders, promoting inclusion and mutual respect in the school environment. • Future expectations will be clarified, and witnesses will be informed that any similar future incidents must be reported immediately. • Where appropriate, educational interventions or classroom discussions on racism, empathy, and inclusion will be facilitated to reinforce a safe and equitable school culture.

DISCIPLINARY MEASURES

Disciplinary measures for acts of **bullying or violence**, according to their severity or repetitive nature (EA, s. 75.1, para. 3, subpara. 8)

- Please reference Lord Aylmer's Code of Conduct 2025-26.

Sexual violence

Possible disciplinary measures, in the event of sexual violence, determined according to an analysis of the situation as well as the *nature, severity and frequency* of the acts committed

- Please reference Lord Aylmer's Code of Conduct 2025-26.
- If legal proceedings have taken place and a student is found guilty of a criminal offence, the educational institution may be required to apply the judicial measures imposed on the student.

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Possible disciplinary measures, in the event of bullying or violence based on the aforementioned motives, determined according to an analysis of the situation as well as the nature, severity and frequency of the acts committed

- Please reference Lord Aylmer's Code of Conduct 2025-26.

FOLLOW-UP ON ANY REPORT OR COMPLAINT

Required follow-up on any report or complaint concerning an act of bullying or violence (EA, s. 75.1, para. 3, subpara. 9)

For each complaint received concerning bullying or violence, the principal shall, as soon as possible, send the director general of the school service centre a summary report on the nature of the incident and the follow-up measures taken (EA, s. 96.12).

Sexual violence

Measures taken to follow up on any report or complaint concerning an act of bullying or violence

For each report received relating to an act of sexual violence, the principal shall, as soon as possible, send the director general of the school service centre a summary report on the nature of the incident and the follow-up measures taken (EA, s. 96.12). The summary report concerning an act of sexual violence shall also be sent to the regional student ombudsman (EA, s. 96.12).

Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background

Measures taken to follow up on any report or complaint concerning an act of bullying or violence based on the aforementioned motives

For each complaint received concerning bullying or violence, the principal shall, as soon as possible, send the director general of the school service centre a summary report on the nature of the incident and the follow-up measures taken (EA, s. 96.12).

OTHER ACTIONS SPECIFIC TO SEXUAL VIOLENCE

In addition to the elements prescribed above, a separate section of the anti-bullying and anti-violence plan must be for sexual violence. That section must include the following elements (EA, s. 75.1).

Compulsory training activities for management and other personnel

All management staff and school personnel must receive mandatory training on preventing, recognizing, and appropriately responding to sexual violence. Training shall include:

- Understanding definitions and forms of sexual violence.
- Legal obligations regarding disclosure, reporting, and confidentiality.
- Procedures for supporting victims and ensuring their safety.
- Strategies to promote a culture of respect, consent, and gender equality.
- Training will be updated annually and upon hiring of new staff.
- Documentation of participation in training sessions will be maintained by the administration.

Safety measures to stop sexual violence

Immediate protective measures will be implemented to ensure the physical and psychological safety of the victim. These may include:

- Adjustments to schedules, supervision, or physical space to prevent contact between the victim and the alleged perpetrator.
- Access to a safe, confidential space (e.g., office of a trusted adult or counselor).

- Increased adult supervision in identified areas of risk.
- Implementation of no-contact agreements when appropriate.
- The victim and their parent(s)/guardian(s) will be informed of the measures taken and any follow-up actions.
- Support services such as counseling, external referrals, and restorative measures will be offered.
- The school will immediately report any incident of sexual violence to the appropriate authorities, in accordance with legal and board-level procedures.

RESOURCES

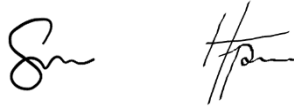
RESOURCES

If you need immediate social-emotional support, please consider reaching out to one or more of the following services:

- CISSS: Call 811, option 2. They provide crisis support and a link to access services
- Tel-Jeunes: Call 1-800-263-2266 or text 514-600-1002 or live chat <https://www.teljeunes.com/Home>
- Hope for Wellness Helpline: Call 1-855-242 3310 <https://www.hopeforwellness.ca/> *Indigenous support line, counselling provided in English, French or upon request Cree, Ojibway, and Inuktitut
- Suicide Prevention Hotline: 988
- Kids Help Phone: Call 1800-668-6868 or text "CONNECT" to 686868 or download "Always there" app to your device <https://kidshelpphone.ca/>

Distress Center of Ottawa: Call 1-866-996-0991 <https://www.dcottawa.on.ca/i-need-help/>

OTHER IMPORTANT INFORMATION

* Date of approval of the anti-bullying and anti-violence plan by the governing board (EA, s. 75.1):	October 22 nd , 2025
Resolution number	
* Date of annual evaluation of the results by the governing board (EA, s. 83.1)	May 2026
* Date of annual review of the anti-bullying and anti-violence plan (EA, s. 75.1)	September 2026
Principal's signature	
Date	October 22 nd , 2025
Signature of the person who chairs the governing board	<i>Meghan Deere</i>
Date	October 22 nd , 2025



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