Anti-Bullying and Anti-Violence plan

FOR A HEALTHY AND SAFE LEARNING ENVIRONMENT

Lord Aylmer Elementary School

2026-2027

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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 institution 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 main purpose of the anti-bullying and anti-violence plan must be to prevent and put an end to all forms of bullying and violence targeting a student, a teacher or any other school staff member (EA, s. 75.1).
- 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 a school is the victim of bullying or violence (EA, s. 75.3).
- 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).

Definitions

Conflict, violence, bullying or sexual violence?

Conflict	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.
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 (EA, s. 13).
Bullying	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).
Bystander	A bystander is any student who witnesses, observes, or becomes aware of an incident of bullying, conflict, or violence, but is not the primary target (victim) or primary aggressor (perpetrator). • **Passive Bystanders:** Students who witness an incident without taking part, but may experience emotional distress or fear. • **Reinforcing Bystanders:** Students who actively or passively encourage, join in, or support the aggressor (e.g., cheering, recording, sharing online). • **Upstanders:** Students who intervene safely, report the incident, or offer direct comfort and support to the target.
Sexual violence	The *Education Act* does not provide a definition of sexual violence. However, reference to the following definition is suggested: 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 (*Act to prevent and fight sexual violence in higher education institutions* [CQLR, c. P-22.1]).

General Information

Characteristics of the school

Name of the school	Lord Aylmer Elementary School
Name of the principal	Sam Halpin (Principal), Rebecca Gilbert (Vice-Principal)
Level of instruction	Four-Year-Old Kindergarten to Cycle 3.2, English & French Immersion Programs
Number of students	539 (2026-09-21)
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	Objective #1- To use academic and social emotional practices that promote diversity and inclusion at Lord Aylmer Elementary. Target - To increase the knowledge of staff, students, and community members to reduce the acts of violence/bullying targeted.

Information about the committee

Name and role of the person responsible for coordinating the work of the committee	Sam Halpin- Principal, Rebecca Gilbert- Vice Principal

Members of the committee

- Jenna Vatcher Robertson (Special Education Technician)
- Ellen Luker (Teacher)
- Michelle MacDonald (Special Education Technician)
- Wendy Larin (Special Education Technician)

- Alicia Duperron (Special Education Technician)
- Megan Kuchinsky (Teacher)
- Alanna McIntyre (Teacher)

Mandates of the committee

- Safe and Inclusive School Climate
- Prevention of Bullying and Violent Behaviour
- Response to Incidents
- Support for Students, Staff, and Families
- Policy Development and Compliance
- Education and Awareness
- Monitoring and Evaluation
- Collaboration and Community Partnerships

Frequency of committee meetings

- Monthly basis

Undertakings of the principal

Toward the student who is the victim and their parents

- 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 perpetrator and their parents

- 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 practices to help the student understand the impact of their actions and develop positive social skills.
- 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.

Elements of the Anti-Bullying and Anti-Violence Plan (EA, s. 75.1)

1. Analysis of the situation

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

Data was collected between September and June of the previous school year through multiple sources, including:

- 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 based on the analysis of the current situation

- 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.

Specific findings concerning sexual violence, if applicable

No substantiated reports of sexual violence were recorded during the 2025-26 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

- 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.

Specific priorities concerning sexual violence, if applicable

- 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.

2. 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)

- Reporting procedures have been implemented to ensure the early identification of vulnerable youth by evaluating historical context and tracking notable changes in student well-being. This framework ensures students receive timely support, protection, and education, as well as referrals to external services when appropriate.
- 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.

Specific prevention measures put in place to put an end to sexual violence

- 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

3. 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)

- 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.
- **1. Parents/Guardians of Students Identified as Targets (Victims)** Parents or guardians of a student who has experienced victimization will be contacted immediately upon identification of an incident or pattern of concern. The school will evaluate the student's emotional and academic well-being, request observations of any behavioural changes at home, and establish a personalized safety and support plan. Parents/guardians will be informed of all internal interventions and external resources available to their child. Follow-up contact will be scheduled periodically to evaluate the effectiveness of the support measures. The administration will actively partner with families to ensure the student feels safe, supported, and valued at school.
- **2. Parents/Guardians of Students Exhibiting Aggressive Behaviours (Perpetrators)** Parents or guardians of a student engaging in bullying, harassment, or violent behaviour will be notified promptly by the principal or designate. The school will outline the behavioral concerns, evaluate underlying factors, and discuss disciplinary consequences aligned with the school Code of Conduct alongside supportive interventions. A formal meeting may be requested to create a collaborative behavioural contract. The school will inform parents/guardians of internal support services (social-emotional learning interventions) and community resources, assisting with referrals upon request to help the student learn positive social behaviours.
- **3. Parents/Guardians of Bystanders (Witnesses and Reinforcers)** Recognizing that witnessing or participating in peer conflict impacts all students, the school evaluates and supports bystanders based on their role in the incident:
  - **Reinforcing Bystanders:** Parents or guardians of students who actively encouraged, supported, or amplified aggressive behaviour will be contacted to discuss their child's involvement, restorative learning opportunities, and any disciplinary consequences. Parents will be invited to share insights to help guide their child toward empathetic choices.
  - **Passive Witnesses and Upstanders:** Parents or guardians of students who witnessed a disturbing incident, or who stepped forward as upstanders, will be notified of the situation and informed of the supportive measures implemented by the school related to their

child. The school will assess the emotional impact on witness students, offer debriefing or support as needed, and provide guidance on how parents/guardians can help their child process the event at home.

Specific measures planned to encourage parents to collaborate in preventing and stopping sexual violence

- 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 immediately upon identification of an incident or pattern of concern. 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 disseminated

▪ A document explaining the anti-bullying and anti-violence plan must be distributed to the parents (EA, s. 75.1).	▪ September 2026
▪ A document reporting on the annual evaluation of the anti-bullying and anti-violence plan must be distributed to parents (EA, s. 83.1).	▪ September 2027
▪ The rules of conduct and the safety measures must be sent to the parents at the beginning of each school year (EA, s. 76).	▪ September 2026
▪ 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).	▪ September 30th, 2026

Specific information to be disseminated concerning sexual violence

The school must display, in a visible manner, a document provided by the National Student Ombudsman explaining who may file a complaint and how that right is to be exercised. This document must include the contact information of the regional student ombudsman to whom the complaints must be addressed. It informs students and their parents of the possibility of making a report or filing a complaint concerning an act of sexual violence with the regional student ombudsman (ANSO, s. 21).

4. 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 may follow these procedures to file a complaint:

- Schedule a meeting with the Principal(s) to discuss concerns regarding the follow-up and actions taken.

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 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: Report an act of sexual violence against a student
  - 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
  - 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/
- **Non-urgent calls (inquiries for information and requests to city departments):** 311 or 819-595-2002 or 1-866-299-2002
- **Non-urgent call center of the Service de police de la Ville de Gatineau** : 819-246-0222
- **Emergency calls (police officers, firefighters and paramedics):** 9-1-1

5. Actions 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)

By a student who is a witness or a confidant	▪ 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.
By a staff member who is a direct witness or a confidant (Stakeholder 1)	▪ 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.
By the person responsible for follow-up (Stakeholder 2)	Take note of the necessary information about the situation and store it securely.
By the 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 ▪ Rebecca Gilbert (Vice- Principal)- rgilbert@wqsb.qc.ca

Specific actions to be taken when an act of sexual violence is observed

By a student who is a witness or a confidant	▪ 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.
By a staff member who is a direct witness or a confidant (Stakeholder 1)	▪ 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 by calling the following number: 819 771-6631
By the person responsible for follow-up (Stakeholder 2)	▪ 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).
By the school principal	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).

Any school staff member is required to immediately report to the DYP any situation covered by the *Youth Protection Act* (CQLR, c. P-34.1, hereinafter "YPA") that involves minors, including situations of sexual abuse or a serious risk 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 principal must be informed when a situation involves a school staff member, whether as the victim, perpetrator 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 forward the information as per the procedures established by the school board.

6. 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)

- 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 perpetrator may not be sent to the parents of the student who is the victim.

Specific 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.

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)

7. 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	▪ 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 specialized or external supports requiring parental consent, such as a psychologist or assistance accessing external services through the school social worker are deemed appropriate, the principal or their designate will consult with the parent(s)/guardian(s) to obtain the necessary permission.
For the student who is a perpetrator	▪ 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. ▪ The 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.

	▪ The perpetrator will be met with after discussions have been held with the victim and any bystanders to ensure the intervening adult has an accurate understanding of the situation. ▪ The perpetrator is given the opportunity to explain the situation from their perspective. ▪ The perpetrator is informed of the school's findings regarding the incident, why the behaviour violates school rules, and what the immediate consequences will be. ▪ The perpetrator is guided through a reflective discussion on how the situation could have been handled differently and what steps are needed to repair the harm caused. ▪ The perpetrator is asked to identify concrete actions they will take to ensure the behaviour does not happen again. ▪ The perpetrator is provided with targeted school-based supports, such as conflict management strategies, emotional regulation tools, and empathy-building resources to help develop healthier peer interactions. ▪ The perpetrator is informed that their parent(s)/guardian(s) will be contacted. ▪ The principal or their delegate will inform both the perpetrator and their parent(s)/guardian(s) that any future incidents will result in progressively more severe consequences. ▪ Appropriate staff members are informed to ensure the perpetrator is closely supervised, and their behaviour is proactively redirected when necessary. ▪ Regular follow-up meetings with the perpetrator occur to monitor their progress, reinforce positive behaviour changes, and ensure the bullying has stopped. ▪ If specialized or external supports requiring parental consent, such as psychological services or referrals to external agencies facilitated by the school social worker are deemed appropriate to address the underlying behaviour, the principal or their designate will consult with the parent(s)/guardian(s) to obtain the necessary permission.
For witnesses	▪ 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.

	Assessment & Grouping: The principal or designate may conduct individual or group meetings with bystanders depending on student safety, privacy needs, and the dynamics of the event. **Addressing Reinforcing Behavior:** When a student actively encourages or amplifies aggressive behavior, administration will conduct an individual meeting to review behavioral expectations, issue appropriate consequences, and establish restorative goals. The student will be informed of upcoming parent notification and the outcome of repeated policy violations. **Support & Debriefing for Witnesses:** Administration will conduct check-ins with passive witnesses to assess emotional well-being, provide debriefing, and connect students with internal support services if needed. **Upstander Protection:** Administration will meet with students who reported or intervened in the incident to affirm their choices and evaluate any need for ongoing protection or check-ins.

Specific supervisory and support measures concerning an act of sexual violence

For the student who is the victim	▪ 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.
For the student who is a perpetrator	▪ 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.
For the students who are witnesses	▪ 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.

8. 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 2026-2027

Specific disciplinary measures that are possible in the event of 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 2026-27.
- 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.

9. 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).

Specific measures taken to follow up on any report or complaint concerning an act of sexual 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).

Other actions specific to sexual violence

In addition to the nine 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

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

- CISSSO: 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	November 18, 2026
Resolution number	11182026
Date of annual evaluation of the results by the governing board	May 2027
Date of annual review of the anti-bullying and anti-violence plan	October 2026



September 2026 & November 2026

Principal's signature **Date**