

Anti-Bullying and Anti-Violence Plan



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Introduction

In June 2012, the National Assembly passed Bill 56, An Act to prevent and fight bullying and violence in schools. This bill makes amendments to the *Education Act (EA)* and the *Act Respecting Private Education (ARPE)*, which requires all schools, whether public or private, to implement measures to ensure a learning environment free from bullying and violence. At the request of the Ministry of Education, private schools must:

- Adopt an anti-bullying and anti-violence plan,
- Develop a document explaining the plan to parents, including procedures for reporting or to make a complaint about acts of sexual violence to the Regional Student Ombudsman,
- Establish a code of conduct that respects the plan,
- Review the plan annually and update it as necessary,
- Transmit the plan and updates to the Ministry of Education and the National Student Ombudsman yearly

The Anti-Bullying an Anti-Violence plan includes the following:

- Preventive measures to counter all forms of bullying and violence.
- Specific measures to be taken when acts of bullying or violence occur.
- Support and guidance measures for victims, witnesses and perpetrators.
- Disciplinary measures sanctions according to the seriousness of the acts
- Recording and follow up measures
- Actions to encourage and foster the parents' collaboration in the fight against bullying and violence, and in the creation of a safe and healthy learning environment.
- A follow-up to be provided for each report or complaint concerning an act of bullying or violence (LEP, 2012, c. 19, a. 24; 2022, c. 17, a. 71).

The Anti-Bullying and Anti-Violence Plan is intended as a reference tool for Peter Hall School in the prevention and management of bullying and violence. It contains information for students, parents, staff and community partners.

Anti-Bullying and Anti-Violence Committee

This plan was established by the Anti-Bullying and Anti-Violence Committee

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1. Definitions

1.1 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; (art. 13, EA; art. 9, ARPE).

1.2 Violence

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 (art. 13, EA; art. 9, ARPE).

1.3 Sexual violence

Violence committed through sexual practices or targeting sexuality, including sexual assault. It also includes any other misconduct manifested by unwanted gestures, words, behaviors or attitudes of a sexual nature, including those relating to sexual or gender diversity, expressed directly or indirectly, including by technological means (Act to prevent and fight sexual violence in higher education institutions, art.1).

1.4 Aggressive Behaviors

Actions that impact the psychological or physical well-being of the student and/or intervener. These behaviors can manifest in several forms:

- Symbolic: Warning signs of an impending crisis
- Verbal: Shouting, countering
- Psychological: Threatening, intimidating, harassing
- Material: Destroying property, vandalism
- Physical: towards others (acting-out), towards oneself (acting-in), (ITCA, 2016).

1.5 Crisis

A disturbance observed in a student who is faced with adverse conditions, experiencing tensions that he or she can neither escape nor resolve with his or her usual means. This state of distress may affect the student's emotional, cognitive or behavioral state. The crisis may be alleviated by preventive interventions or alternative measures aimed at defusing the situation, but it can also escalate into an emergency in the face of an imminent risk threatening the student's safety or that of others.

1.6 Emergency

A behavioral disorganization that necessarily implies a real threat to the physical safety of the student or others. These situations are unpredictable, endanger people in the vicinity and require immediate intervention because of an imminent risk. Behavioral clues are thus observable and demonstrate that the student's degree of agitation and gestures represent an immediate risk of acting out and a danger to the safety of the student or a third party (MSSS, 2015, p.6).

2. Our Commitment

At Peter Hall School, we are collectively committed to implementing the anti-bullying and anti-violence plan to ensure a caring and safe environment for all.

We therefore commit to:

- Implement a zero tolerance policy for any form of bullying or unacceptable behavior whether committed by a student toward another student, a student toward a staff member or a staff member toward a student to ensure a respectful environment for all;
- Treat every report of bullying or violence seriously.
- Consider the student's limitations and disability when determining whether an act of violence is intentional or deliberate.
- Teach students how to react if they are bullied at school, at home or in their community.
- Ensure the safety and well-being of students and staff.

- Collaborate with parents and external partners to eliminate all forms of bullying and violence.
- Provide ongoing training for staff.

3. Roles and Responsibilities

3.1 Student

To the best of his/her ability the student will:

- Respects him/herself and others by word and deed.
- Take care of the premises and materials provided.
- Respect the school's code of conduct.
- Reports on acts of bullying or violence to school staff.

3.2 Parent/ Legal Respondent

- Listens to his/her child.
- Reports acts of bullying and violence to school staff.
- Educates his/her child about the importance of respectful behavior.
- Collaborates with the school team.
- Informs the school if bullying persists.
- Take steps to protect his/her child from bullying and cyberbullying.
- Read, explain and sign the code of conduct to his/her child.

3.3 School Direction

- Apply and disseminate the plan in their campus.
- Coordinates the implementation of preventive interventions.
- Ensures that all staff are aware of and cooperate in respecting the guidelines of the plan.
- Exercises his or her duty to supervise staff.
- Ensures the safety of the school's students.
- Informs parents about the action protocol against bullying and violence.

- Assures the follow-up of the complaint forms and completes the reports.

3.4 School Team

Is responsible for thoroughly understanding the school's anti-bullying plan.

- Applies the school's anti-bullying and anti-violence plan.
- Participate in the development of preventative measures.
- Uses preventive measures adapted to the specific needs of students.
- Integrates teaching practices adapted to students' abilities to counter bullying and violence.
- Considers every confidence, regardless of whether it comes from students, staff or parents and reports it to their direction.

3.5 The Anti- Bullying and Anti-Violence Committee

- Meets twice a year to ensure the ongoing review and updating plan.
- Assists in the development of training and prevention activities.

3.6 Educational Services

- Ensures that the plan respects the legal framework and Ministry of Education orientations.
- Offers training and coaching on the anti-bullying and anti-violence plan to the school teams.
- Assures the coordination of the committee.

4. Components of the Plan

4.1 Situational Analysis at Peter Hall School

Peter Hall School is a subsidized private school offering specialized educational services to students aged 4 to 21, spread over two campuses. The students have intellectual disabilities, autism spectrum disorders or psychopathological disorders, with or without associated disabilities.

At Peter Hall School, the goal of educational success is to help each student reach his or her full potential in all spheres of life. This journey begins at an early age and continues throughout its

development. By considering everyone's abilities, our approach aims to foster optimal social participation. To achieve this, students need to develop their autonomy, personal and social skills as well as communication abilities. Successful social participation, adapted to the student's abilities, has a positive impact on his or her quality of life, well-being, self-determination and self-esteem. To obtain a complete picture of the situation, it is essential to consider the:

- Particularities of the environment and the clientele.
- Existing practices and policies within the school, such as the application of "Intervention Thérapeutique lors de conduites agressives (ITCA)", "Prevention and Crises Management Protocol", Measures of control policy and the Code of Ethics
- Any other source of information related to school climate, violence and bullying.

Because of the characteristics of the Peter Hall School clientele, we do not consider student behavior to be "violent" as defined in the ARPE. Aggressive behavior may be attributable to impulsiveness, misunderstanding of situations, communication difficulties and sensory dysregulation. Such aggression is generally not intentional, nor directed specifically against any one person, but rather against those who are intervening or present in the environment at the time. However, certain gestures can sometimes be perceived as intimidation, particularly if there is an imbalance in the power dynamics or if the act is repetitive.

4.2 Preventive measures

Peter Hall School fully recognizes its responsibilities in terms of health and safety in the workplace, as well as its crucial role in maintaining a caring and safe school environment that fosters active listening, communication, and harmonious relationships. To effectively fulfill this mission, the school relies on the competence and commitment of the staff as well as the specific school protocols and policies such as the Code of Ethics, a Measure of Control Policy, and the application of "Intervention Thérapeutique lors de conduites agressives (ITCA)". In addition, at each campus there is a Behavior Prevention committee which ensures that safety and well-being practices are implemented proactively and rigorously, providing a safe and harmonious setting for all.

In addition to the above, each year, Peter Hall School participates in at least one school-wide anti-bullying activity, such as Pink Shirt Day (February 26th, 2025). Also, whenever possible, the School

collaborates with other schools or organizations in the community, to raise awareness on the issues of bullying and violence against students with intellectual disabilities and autism spectrum disorders.

The School also celebrates the International Day of Non-Violence, which takes place on October 2, by dedicating an entire week to preventive activities focused on promoting the code of conduct. Throughout the school year, the teachers and school team organize educational activities on bullying, violence prevention and sexual harassment. These activities are adapted to students' developmental levels. They include topics such as:

- Respecting others personal space,
- Using kind words and gestures,
- Being a good friend,
- Adopting appropriate social behavior,
- Differentiating between good and bad deeds,
- Recognizing signs of bullying,
- Taking proper care of school equipment and belongings,
- Saying “No” when feeling pressured by others or when faced with an uncomfortable request,
- Knowing who to talk to if you feel intimidated or pressured into doing something,
- Learning to manage emotions,
- Learning and understand the notion of informed consent
- Differentiating between public and private spaces
- Using the internet safely.

In accordance with section 63.5 of the ARPE, Peter Hall School signs an annual agreement with the Service de Police de la Ville de Montreal, SPVM This agreement commits the school to collaborate on several areas, which includes:

- Working with community resources to run classroom workshops on various issues related to violence, bullying and sexual harassment.

- Informing and sensitizing students to the legal consequences of their actions.
- Organizing individual meetings to meet the specific needs of certain students.
- Helping to organize theme days for students and parents on the prevention of violence and bullying at school.

In addition, Peter Hall School implements the following measures:

- The development of a behavior support plan for all students exhibiting violent behaviors,
- Ongoing training on safe crisis management, enabling staff to intervene effectively in the event of violence,
- Provision of resources, activities and suggestions for adapting teaching on bullying violence and sexual harassment to students with special needs,
- Professional development activities for managing difficult behaviors.

4.3 Collaboration with Parents / Legal Respondents

- Meet with the parents/legal respondent when they register at the school or make the transition from primary to secondary school, to present the services offered, explain how the school operates and give an overview of the different clientele.
- Obtain parents/ legal respondent signatures confirming that they have read and understood the school's code of conduct, at the same time as they sign the enrolment or re-enrolment contract.
- Daily communication with parents/legal respondents to maintain regular follow-up.
- Contact with parents/legal respondents in the event of problematic situations concerning their child.
- Discussions with parents/legal respondents to review certain situations involving their child.
- Involvement of parents/legal respondents in the elaboration of their child's intervention plan.
- Inform parents about the resources available in the community to support them in their role.

- Assist parents in accessing services, if necessary.

4.4 Procedure to File a Report

All Peter Hall School employees have a responsibility to report any act of bullying or violence, whether they are witnesses or victims, or confident.

- Anyone who reports bullying or violence must do so directly to the school direction
- To report an act of bullying or violence, the employee can meet the school director in person or fill out a bullying or violence complaint form (see.Appendix.7);

If the perpetrator of the act of bullying or violence is a member of the school direction, the act should be reported to person responsible for completing the inquiry of the complaint will be the Director of Human Resources.

4.5 Actions to be Taken

Once an act of bullying or violence has been reported, the school director is responsible for acting promptly by initiating an inquiry within 48 hours. During the inquiry, the director must respect the confidentiality of those involved and consider their fears, concerns and limitations at the end of the preliminary inquiry, the direction will contact the parents/legal respondent and concerned to inform them of upcoming measures, in accordance with Peter Hall School's Anti-Bullying and Anti-Violence Plan.

Acts of Sexual Violence

The school director will inform the parents of any act of sexual violence and inform them that it is possible to refer the complaint to the *Commission des services juridiques*.

Educational Services must provide to the Regional Student Ombudsman with a summary report for each report or complaint regarding an act of sexual violence. This report outlines the nature of the reported events and the follow up actions taken (63.5, ARPE)

4.6 Confidentiality

All acts of bullying or violence reported to the school direction, including the name and relationship of the victim and alleged perpetrator, are confidential treated confidentially and may be reported anonymously. The school administration will keep the bullying or violence complaint form in a confidential file separate from the general file of the victim, witness or perpetrator.

4.7 Support and Guidance

To ensure the safety and well-being of everyone involved, the school direction is responsible for implementing supervision and support measures as soon as possible. Depending on when they are informed of an act of violence, these support measures may be put in place immediately after the act, or over the following days or weeks.

Considering factors such as the student's limitations, the involvement of the school team, and coordination between external partners and parents, support could also extend over several weeks.

To assess the supervision and support measures appropriate to the severity of the act and the limitations of the students involved, the direction may decide to:

- Communicate directly with the people involved.
- Discuss with the student's teacher.
- Consult the school psychologist.
- Work with the parents/legal respondents to manage the situation.
- Organize a case discussion with the school team.

To ensure the safety and well-being of victims, witnesses, and the student responsible for the bullying or violence, the following support measures may be put in place:

Victim

- Preventive measures (surveillance, physical distance) are put in place to deal with the situation immediately.

- The parents are informed about the situation.
- Provision of a safe place where the student or staff member can discuss the event with the direction, psychologist, staff member or one of the ITCA trainers.
- Consultation with external partners to provide additional support to help the victim overcome the act.

Witness

- Acknowledgement of the act and reassurance of the student.
- Evaluation of the relevance of a specific intervention with the witness.

Important Note

The school direction will give serious consideration to any request for help from a witness or victim following an act of bullying or violence. If necessary, it may consult the person responsible for Human Resources and/or the General Director to ensure an appropriate response to such requests for help.

- The parents are informed about the situation.
-

Responsible for the Act

- Organize a meeting with the student's teacher to integrate classroom activities aimed at encouraging appropriate behaviors and better management of emotions.
- Hold a school team meeting to identify the causes of the act and determine preventive measures.
- The parents are informed about the situation.
- Consult external partners, especially if the student is exhibiting bullying or violent behavior at home or in the community.
- Develop a behavior support plan, especially if the act of bullying or violence involves a risk of physical harm to the victim, perpetrator or school property.
- The social worker can also, if necessary, offer adapted support to students and families.

4.8 Disciplinary Measures

The school direction, in consultation with the school team and parents, may decide to take disciplinary action against the person responsible for the act. The main objectives of these measures are as follows:

- Ensure the safety of those involved.
- Provide support to help the student develop appropriate social behaviors.
- Teach the student self-regulation strategies.
- Demonstrate that inappropriate behavior has consequences.

Disciplinary measures must always respect the student's abilities and limitations. Possible measures include, for example:

- Involving the student in cleaning up or repairing damaged school property.
- Encouraging the student to reflect on his or her actions and formally apologize to the victim.
- Establishing a personalized commitment contract with positive reinforcement.
- Implementing support and assistance measures.
- Deciding on internal or external suspension (approved by the direction only).

School or Transport Interruption

In certain situations, if an act of bullying or violence presents an immediate danger to the perpetrator, the victim or people in the vicinity, the school director may decide to suspend the student or restrict his or her access to school transportation until a safe reintegration plan is put in place. Peter Hall School also ensures that the plan and any other policies concerning the safety and well-being of students are shared with transporters.

4.9 Reporting and Complaint Follow-Up

The school director will determine the duration of any disciplinary, supervisory or support measures applied to the person responsible for the act, witness and victim of the act. They will also

communicate with the parents of the victim and perpetrator, as well as those of the witness, if necessary. Finally, the director will meet with the person who originally reported the act. To preserve confidentiality, details of the plan will not be disclosed. However, the director will confirm that an inquiry has been launched and that measures will be taken to ensure the safety and well-being of all concerned.

4.10 Registry

The school director is responsible for recording the act by writing a report of act (see Appendix 2), which will include:

- 1) The Nature of the Act
- 2) Supervision and Support Measures
- 3) Disciplinary Action
- 4) A Follow-up Plan

Once the report has been completed, it is saved in a confidential file, accessible to the School Director and Educational Services.

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Appendix

Appendix 1: Bullying and Violence Report Form



Bullying or Violence Report Form

Once completed, please place this report in a sealed envelope and return it to the school director.

Your name: _____

Your role in the act: **Student** **Staff member** **Parent**
 Victim **Witness** **Confident**

Date and place of the act: _____

Victim(s): _____

Responsible(s) for the act: _____

Witness(es): _____

Type of act: **Intimidation** **Violence**

Nature of incident:

- Physical:** hitting, kicking, damaging school property;
- Sexual:** harassment, touching, sexual assault, actions and interactions against a person's will;
- Verbal:** insults, threats, shouts;
- Other:** please specify: _____

Brief description of the act: include any relevant information or details you consider important.

Date (YYYY/MM/DD)

Appendix 2: Inquiry Report: Bullying or Violence



Inquiry Report: Bullying or Violence

SECTION 1: INFORMATION

Nature of the act	Date of registration of the act:	Date of act:
<input type="checkbox"/> Intimidation <input type="checkbox"/> Violence	_____	_____
	YYYY/MM/DD	YYYY/MM/DD
People involved:		
	Victim(s):	_____

	Witness(es):	_____

	Responsible(s) for the act:	_____

Type of act	Short description of the reported act:	
<input type="checkbox"/> Student – Student	<div style="border: 1px solid black; height: 60px;"></div>	
<input type="checkbox"/> Student – Staff Member		
<input type="checkbox"/> Staff Member - Student		

SECTION 2: INQUIRY

What measures were undertaken to analyze and comprehend the act?

Once the inquiry was completed and based on the definitions in the Peter Hall School Anti-Bullying and Violence Plan, was it concluded that the reported act constitutes a form of bullying or violence?

YES – Please complete the Section 3

NO – Please explain

Appendix 2: Inquiry Report: Bullying or Violence (page 2)

SECTION 3: SUPPORT MEASURES AND MONITORING
Provide a detailed description of the support and follow-up measures for the victim(s), witness(es) and responsible(s) of the act.

Victim

Parents / respondents contacted: Yes, date: _____ No

SUPPORT MEASURE(S)	RESPONSIBLE PERSON	FOLLOW-UP (please include the date)

Witness(es)

Parents / respondents contacted: Yes, date: _____ No

SUPPORT MEASURE(S)	RESPONSIBLE PERSON	FOLLOW-UP (please include the date)

Responsible(s) for the act

Parents / respondents contacted: Yes, date: _____ No

SUPPORT MEASURE(S)	RESPONSIBLE PERSON	FOLLOW-UP (please include the date)

SECTION 4: SIGNATURES AND CONFIDENTIALITY

This report was completed by:

Signature: _____
 Name: _____
 Role: _____
 Date (YYYY/MM/DD): _____

A copy of this report will be given to Educational Services. This report is confidential and will be kept in a separate file from the student file or staff member's general file.