



COMMISSION SCOLAIRE
Eastern Townships
SCHOOL BOARD

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ANTI-BULLYING & ANTI-VIOLENCE ACTION PLAN

2024-2025

ALEXANDERGALT.ETSB.QC.CA

819-563-0770

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Table of Contents



THE COMMITTEE	1
DEFINITIONS	2
ANALYSIS OF THE SITUATION AT SCHOOL	3
OBJECTIVES	4
PREVENTION MEASURES	5
MEASURES FOR PARENT COLLABORATION	6
PROCEDURES FOR REPORTING	7
INTERVENTION PROTOCOL	8
MEASURES TO ENSURE AND PROTECT CONFIDENTIALITY	9
SUPERVISORY AND SUPPORT MEASURES	10
DISCIPLINARY SANCTIONS	12
FOLLOW-UP PROTOCOL	13
ACTION PLAN EVALUATION	14
ANNEX	15

THE COMMITTEE

Pursuant to Bill 56, *An Act to prevent and deal with bullying and violence in schools*, **THE PRINCIPAL SHALL SET UP AN ANTI-BULLYING AND ANTI-VIOLENCE TEAM AND DESIGNATE A SCHOOL STAFF MEMBER TO COORDINATE THE DEVELOPMENT, THE REVIEW, AND, IF NECESSARY, THE UPDATING OF THE ANTI-BULLYING AND ANTI-VIOLENCE PLAN.**



COORDINATOR

Kohl Kelso, Vice-Principal

MEMBERS

Valerie Huot, Re-adaptation Officer

The Alexander Galt Regional High School Governing Board approved the 2024-2025 Anti-Bullying & Anti-Violence Action Plan on **October 8, 2024**.



stopbullying@edu.etsb.qc.ca

DEFINITIONS

BULLYING

Any repeated direct or indirect behaviour, comment, act or gesture, whether deliberate or not, including cyberspace, which occurs in a context where there is a power imbalance between the persons concerned and which causes distress and injuries, hurts, oppresses, intimidates or ostracizes.

(Education Act Section 13 (1.1))

VIOLENCE

Any intentional demonstration of verbal, written, physical, psychological, or sexual force which causes distress and injuries, hurts or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights to privacy.

(Education Act Section 13 (1.1))

SEXUAL VIOLENCE

The concept of sexual violence as used in the Integrated Violence Strategy includes reference to issues of sexual assault, sexual exploitation, and sexual harassment, including their various manifestations. Anchored in a dynamic of power imbalance, exposing victims to multiple consequences and violating fundamental rights.

Contre la violence sexuelle, la violence conjugale et Rebâtir la confiance - Stratégie gouvernementale intégrée 2022-2027 (quebec.ca)

RACISM

Racism corresponds to the, “set of ideas, attitudes, and actions whose purpose is to make ethnocultural and national groups feel inferior socially, economically, culturally, and politically, thereby preventing them from benefitting fully from the advantages to which all citizens are entitled.” Racist discourse is usually based on real or presumed physical and cultural differences.

MIDI, 2015

DISCRIMINATION

Every person has the right to full and equal recognition and exercise of [their] human rights and freedoms, without distinction, exclusion or preference based on race, colour, sex, gender identity, or expression, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, language, ethnic or national origin, social condition, a handicap or use of any means to palliate a handicap. Discrimination exists where such a distinction, exclusion or preference has the effect of nullifying or impairing such right.

Contre la violence sexuelle, la violence conjugale et Rebâtir la confiance - Stratégie gouvernementale intégrée 2022-2027 (quebec.ca)

CYBERBULLYING

Cyberbullying is a type of bullying that is found in digital media. It may occur through different types of platforms, such as social networks, blogs, online games, instant messages, text messages and email.

(<https://www.quebec.ca/en/family-and-support-for-individuals/violence/cyberbullying>)

ANALYSIS OF THE SITUATION AT SCHOOL

SCHOOL PORTRAIT (2024)

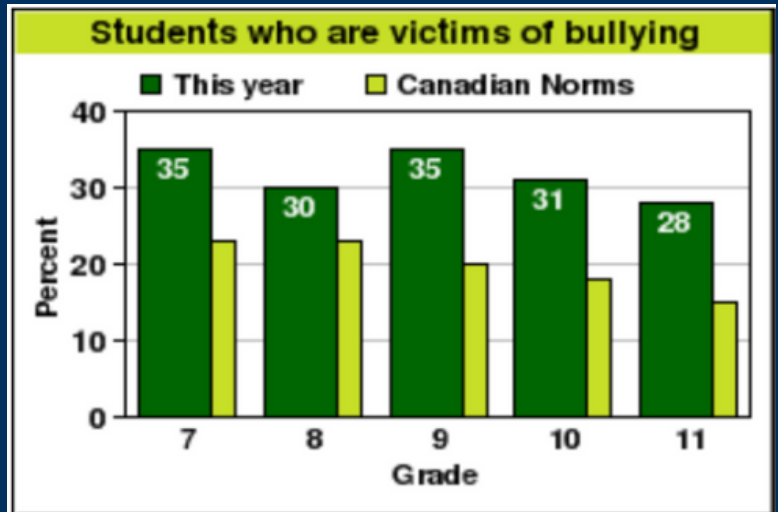
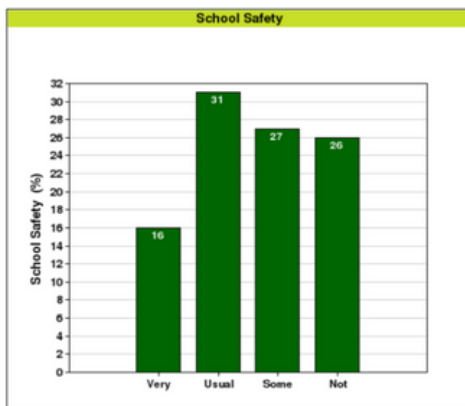


Student Population: 865
Staff Members: 120
Administrators: 3 (2 vice-principals)
Feeder Schools: 9*



THE DATA

- Very Safe (Very)
- Usually Safe (Usual)
- Somewhat Safe (Some)
- Not very safe (Not)



Alexander Galt draws its student population primarily from its nine feeder schools: **Ayer's Cliff Elementary, Cookshire Elementary, Lennoxville Elementary, North Hatley Elementary, Pope Memorial Elementary, Sawyerville Elementary, Sherbrooke Elementary, and Sunnyside Elementary.**

OBJECTIVES



TO INCREASE THE FEELING OF SAFETY AMONG STUDENTS FROM 47% TO 70% BY JUNE 2025.

MEANS

- Quarterly assemblies that address school safety, anti-bullying, and anti-violence.
- Small group intervention in collaboration with student services, paraprofessionals, and other school stakeholders.
- Offer a variety of extra-curricular activities during non structured periods of the day.
- Engage the services of a community police officer to meet with students, educate about the law, and assist the school team in interventions.



TO DECREASE THE PERCENTAGE OF STUDENTS WHO ARE VICTIMS OF BULLYING FROM 31.8% TO 20% (CANADIAN NORM) BY JUNE 2025.

MEANS

- Work session involving the school staff focusing on shared ownership in addressing these types of incidences
- Mandatory lunch time information sessions for small groups of students who have adopted bullying or violent behaviours (Academic blocks could also be used)
- Classroom information sessions on cyber-bullying offered by the Sherbrooke Police (Priorities set by level: done towards the beginning of the year)
- Meetings with the community liaison police officer to address major incidents of violence for which there have not been any charges laid.
- Filing police reports when students infringe the law by committing acts of violence towards school staff (after school session with the police officer to clarify our rights and acts of violence)
- Individual support and guidance to victims and aggressor offered by Student Services
- Ensure follow up procedures related to bullying
- Student services professionals connect vulnerable students to external services to address the root of their behaviours, frustration, and anger.

PREVENTION MEASURES

TO ADDRESS THE AREA(S) OF CONCERN, THE FOLLOWING PREVENTATIVE MEASURES AIMED AT PUTTING 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 INCLUDE:

CURRENT PRACTICES

- Targeted interventions (mediation, education) for specific groups of students with our community liaison police officer and other organizations (Le Pont, CAVAC, CALAC etc.)
- Bullying sensitization sessions provided by student services
- Assemblies during the first days of school to inform and remind school community of the school's ABAV plan and the rights of responsibilities of all stakeholders
- Letters sent home to parents of aggressors with an excerpt from the Education Act to inform of the legalities of bullying situations in the school setting

PRACTICES TO ENHANCE

- Making more accessible and user friendly reporting forms for students and staff.
- As a staff, identify our collective commitments regarding adult behaviours in the application of the anti-bullying and anti-violence plan.
- Strive for clarity in roles and expectations, targeting 2 specific targets related to school violence and bullying with a defined plan of action per year.

PARENT COLLABORATION

THE SUCCESS OF THIS PLAN DEPENDS ON THE UNDERSTANDING AND SUPPORT OF ALL OF OUR STAKEHOLDERS. SCHOOL ADMINISTRATORS AND STAFF PLAY A KEY ROLE IN DEVELOPING PROGRAMS AND STRATEGIES TO IMPROVE DAILY SCHOOL LIFE. STUDENTS ALSO HAVE A RESPONSIBILITY TO PROMOTE AND SUPPORT POSITIVE BEHAVIOURS. PARENTS ARE EQUALLY IMPORTANT AND NECESSARY PARTNERS IN THIS INITIATIVE. PARENTS ARE ENCOURAGED TO BE ACTIVE ADVOCATES FOR THEIR CHILDREN AND TO BE AWARE OF CHANGES IN THEIR BEHAVIOURS AND TO CONTACT THE SCHOOL WHEN BEHAVIOURS AT HOME BECOME A CONCERN.

THE FOLLOWING MEASURES ARE AIMED AT ENCOURAGING PARENTS TO COLLABORATE IN PREVENTING AND STOPPING BULLYING AND VIOLENCE AND IN CREATING A HEALTHY AND SECURE ENVIRONMENT.

CURRENT PRACTICES

- The Application of the Bill 56 Protocol & Forms document.
- Distribution of the ETSB Parent Brochure and the Protocol and Forms document.
- Meetings with parents (ad hoc and re-entry) & seeking their input and collaboration.
- Re-entry contracts.
- Assistance to parents in accessing external support/agencies.
- Meetings between police and parents for specific cases.

PRACTICES TO ENHANCE

- The ABAV Plan will be explained and made available to parents/guardians; it will be posted on the school website, under the tab ABAV.
- The School's Code of Conduct will be communicated with the parents.
- Communications to parents and the greater community relevant to the healthy and secure learning environment.

REPORTING



THE SCHOOL WILL TAKE THE NECESSARY MEASURES TO ENSURE CONFIDENTIALITY FOR ALL PARTIES.

CURRENT PRACTICES

Application of the procedures outlined in the ETSB-Alexander Galt Bill 56 Protocol & Forms document <http://alexandergalt.etsb.qc.ca/anti-bullying-anti-violence/>

PRACTICES TO ENHANCE

- Ensure all stakeholders are aware of the reporting protocol.
- Review the forms from the Bill 56 Protocol & Forms document and update as deemed necessary to facilitate their ease of use and application.

 **Anti-Bullying & Anti-Violence Report Form** 

Name of School: ALEXANDER GALT REGIONAL HIGH SCHOOL

Date of Incident: _____ Date of Report: _____

Name of Reporter: _____ Victim Witness Parent Staff

Victim: _____

Level						
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> MAPS	<input type="checkbox"/> WOTP

Injuries: None Minor Severe

Perpetrator(s): _____

Level						
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> MAPS	<input type="checkbox"/> WOTP

Accomplice(s): _____



Level						
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> MAPS	<input type="checkbox"/> WOTP

Witness(es): _____

Level						
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> MAPS	<input type="checkbox"/> WOTP

Type of Incident (Please select all that apply)

<input type="checkbox"/> Physical nature (physical assault with fists, bare hands, firearm, knife, stick, chain, theft, extortion, threats)	<input type="checkbox"/> Cyber (filming or photographing someone without their knowledge and distributing it or posting it online; posting, sending, or distributing a prejudicial message, photo, or video.)
<input type="checkbox"/> Verbal, moral, or psychological nature (humiliating, ridiculing, putting down, harassing, hounding, denigrating, mocking, insulting, scolding, blackmailing)	<input type="checkbox"/> Discrimination (ethno-cultural, sexual orientation, gender, handicap, weight, size, personal hygiene, illness)
<input type="checkbox"/> Threat to Security (overall threat to anyone at school, carrying a firearm, knife or other, raising false alarms)	<input type="checkbox"/> Property damage (deliberately damaging personal or public property – graffiti, tags)
<input type="checkbox"/> Social (excluded, isolated, ignored, ruining, or damaging a reputation, spreading rumors, gossip)	<input type="checkbox"/> Sexual Violence (non-consensual sexual activity, voyeurism, taking and/or sharing of sexual images, sexual harassment)
<input type="checkbox"/> Other – Please Specify Below:	

 **Anti-Bullying & Anti-Violence Report Form** 

Location of Incident

<input type="checkbox"/> Classroom	<input type="checkbox"/> Bathroom	<input type="checkbox"/> Lounge	<input type="checkbox"/> Bus Loading Zone
<input type="checkbox"/> Gym	<input type="checkbox"/> Hallway	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> School Bus
<input type="checkbox"/> Auditorium	<input type="checkbox"/> Stairs	<input type="checkbox"/> Locker Room	<input type="checkbox"/> Parking Lot
<input type="checkbox"/> Elevator	<input type="checkbox"/> Sports Field	<input type="checkbox"/> Social Media	
<input type="checkbox"/> Other: _____			

Additional Information

Frequency: Isolated Ongoing

Imbalance of Power: YES NO

Did the victim feel threatened? YES NO

Description of Incident

Submitted by: _____ Submitted to: VP Cycle 1 & MAPS VP Cycle 2 & WOTP Principal

For Administration Use Only

Result of Investigation: Conflict Intimidation/Bullying Violence

Actions (if applicable): Mediation Referral to Student Services INT/EXT Suspension Safe School Analysis/Assessment Police Intervention Other: _____

Administrator Signature: _____ Date: _____

INTERVENTION PROTOCOL

OUR SCHOOL IS COMMITTED TO PROVIDING A SAFE, CARING AND POSITIVE CLIMATE. ADULT INDIFFERENCE IS NOT-TOLERATED. SCHOOL PERSONNEL MUST REPORT AND/OR INVESTIGATE ALL INCIDENTS OF BULLYING AND TAKE APPROPRIATE ACTION WHETHER THEY PERSONALLY OBSERVE INCIDENTS OR LEARN OF THEM BY SOME OTHER MEANS. REPORTING, INVESTIGATION AND ACTION MUST OCCUR EVEN IF THE VICTIM DOES NOT FILE A FORMAL COMPLAINT OR DOES NOT EXPRESS OVERT DISAPPROVAL OF THE INCIDENT.

THIS INTERVENTION PROTOCOL ESTABLISHES PRACTICES AND PROCEDURES FOR OBSERVED AND REPORTED INCIDENTS OF BULLYING AND/OR VIOLENCE.

CURRENT PRACTICES

- Demand the behaviour to stop, denouncing the behaviour and not the individual.
- Steer toward the desired behaviour.
- Separate aggressor(s) and victim(s).
- Verify the well-being of those involved (as well as witnesses depending on the situation) and inform the victim(s) and the aggressor(s) of next steps and what can be expected.
- Document the event (time/date, place, actions of those involved, potential witnesses, attempted interventions of staff), completing the relevant report form and submitting it to the House Office.
- **INCIDENCES OF SEXUAL VIOLENCE:** A call is immediately made to the Director of Youth Protection to signal the incident. (With or without the victim) Protective measures will be implemented to ensure that the victim and alleged aggressor are not in close proximity. The victim is also referred to our school community police officer for more guidance in the judicial process. The victim is referred to our student services department, as well as external resources such as CALACS and CAVAC.

PRACTICES TO ENHANCE

- Work to support greater alignment and consistency of application with all staff.

CONFIDENTIALITY

CURRENT PRACTICES

- Direct emailing of reports to the Vice-Principal, accessibility of report forms in offices, and fillable and printable forms on school website. .
- Confidential disclosure to a staff member or parent who can assist in the completion and confidential submission of the report to the Vice-Principal.
- Submission of hard copy to the Vice-Principal directly or via another staff member.
- All report forms are kept in a confidential file in our TRIAGE room.

PRACTICES TO ENHANCE

- Ensure full utilization of the Bill 56 email address.



stopbullying@edu.etsb.qc.ca

SUPPORT MEASURES

IT IS THE RESPONSIBILITY OF EVERY ADULT STAFF MEMBER TO USE DIFFICULT / CHALLENGING SITUATIONS AS OPPORTUNITIES TO HELP STUDENTS IMPROVE THEIR SOCIAL AND EMOTIONAL SKILLS, ACCEPT PERSONAL RESPONSIBILITY FOR THEIR LEARNING ENVIRONMENT, AND UNDERSTAND CONSEQUENCES FOR POOR CHOICES AND BEHAVIOURS.

CURRENT PRACTICES

VICTIM

- Measures to protect (separation from the aggressor; establishment of safe locations/zones; buddies/staff shadows...).
- A climate of trust and confidence.
- Support in integration where relevant.
- Mediation where desired/relevant.
- Support in advocacy/accompaniment through process.
- Referral and accompaniment in filing police charges where merited.
- Support from Student Services and/or external agencies where relevant and desired.

- Denouncing the behaviour not the individual.
- Educational approach to remediation and making amends.
- Growth mindset.
- A climate of trust and confidence.
- Guiding toward ownership of behaviour and accountability.
- Support/interventions to develop conflict resolution and/or anger management skills; self-regulation training and tools.
- Relevant consequences.
- Support in reintegration and moving forward.
- Support from Student Services and/or external agencies where relevant and accepted.
- Establishment of an intervention plan.

PERPETRATOR

SUPPORT MEASURES

IT IS THE RESPONSIBILITY OF EVERY ADULT STAFF MEMBER TO USE DIFFICULT / CHALLENGING SITUATIONS AS OPPORTUNITIES TO HELP STUDENTS IMPROVE THEIR SOCIAL AND EMOTIONAL SKILLS, ACCEPT PERSONAL RESPONSIBILITY FOR THEIR LEARNING ENVIRONMENT, AND UNDERSTAND CONSEQUENCES FOR POOR CHOICES AND BEHAVIOURS.

CURRENT PRACTICES

WITNESS

- Support from student services where relevant.
- A climate of trust and confidence.
- Steps to protect the confidentiality of the reporting individual(s).
- Provision of a support group for students involved where relevant.

PRACTICES TO ENHANCE

- Strengthen partnerships with external services. (Le Pont, Le Tandem, CAVAC, CALACS, CIUSSS, etc.)
- Ensure immediate follow up with Student Services when needed.

DISCIPLINARY ACTIONS

CURRENT PRACTICES

- Parents of victim and aggressor contacted with interventions that will be put into place
- Aggressors will receive an official letter of warning, highlighting the specific legalities of Bill 56
- Aggressors may be assigned an internal or external suspension
- Aggressors may be subject to specific terms of re-entry contract which may include: limited access to free periods, limited spaces to remain for those free periods, partial re-integration, mandatory sensitization sessions with student services, mandatory mediation sessions with community liaison police officer, alternative service plans (student may receive home services for a time period)
- Depending on the severity of the incident, the ETSB Safe School Analysis protocol may be implemented. The aggressor may be externally suspended pending the analysis by the team of professionals.
- An alternative service plan where the aggressor receives academic services outside of the school environment.

PRACTICES TO ENHANCE

- Continued development of preventative sessions with outside organizations such as Le Pont supported by community liaison police officer

COMMUNICATION & FOLLOW UP

THE PRINCIPAL OR THEIR DESIGNATE WILL ENSURE THAT EACH INCIDENT WAS PROPERLY FOLLOWED UP ON AND DOCUMENTED.

CURRENT PRACTICES

- The school administrator or delegate will inform you that the report has been received and that follow-up will ensue.
- The school administrator or delegate will verify if the understanding of the situation corresponds to what you have observed.
- The school administrator or delegate will contact the parents of the victim and the perpetrator (highlighting the interventions in place and the expectations).
- The school administrator or delegate will contact the victim's parents within a reasonable time period after the interventions have been put into place, to inquire whether the interventions have been effective.
- The school staff member will contact the administrator or delegate who responded to the report, to inquire about actions undertaken or planned regarding the perpetrator(s) and witness(es) (measures), as well as planned support for the victim (safe haven, counselor support, etc.)
- The school staff member who initiated the report will check in with the victim within a reasonable period of time to ensure that bullying has stopped and if not, ensure that the victim completes and submits a report to the appropriate office.



EVALUATION OF THE PLAN

TO ENSURE THE INTEGRITY OF THE PLAN, THE AGRHS ABAV COMMITTEE WILL CONDUCT A YEARLY EVALUATION THAT REVIEWS:

- The Our School Survey results.
- Analysis of Bill 56 Report related to bullying and/or violence to assess decrease or increase in incidents of bullying and/or violence.
- The initiatives put in place for the year and assessment of effectiveness of the actions.



ANNEX

ANNEX 1 - REPORT FORM



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Anti-Bullying & Anti-Violence Report Form



Name of School: ALEXANDER GALT REGIONAL HIGH SCHOOL

Date of Incident: _____ Date of Report: _____

Name of Reporter: _____ Victim Witness Parent Staff

Victim: _____

Level							
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> MAPS	<input type="checkbox"/> WOTP	
Injuries: <input type="checkbox"/> None <input type="checkbox"/> Minor <input type="checkbox"/> Severe							

Perpetrator(s): _____

Level							
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> MAPS	<input type="checkbox"/> WOTP	
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> MAPS	<input type="checkbox"/> WOTP	
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> MAPS	<input type="checkbox"/> WOTP	

Accomplice(s): _____

Level							
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> MAPS	<input type="checkbox"/> WOTP	
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> MAPS	<input type="checkbox"/> WOTP	
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> MAPS	<input type="checkbox"/> WOTP	

Witness(es): _____

Level							
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> MAPS	<input type="checkbox"/> WOTP	
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> MAPS	<input type="checkbox"/> WOTP	
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> MAPS	<input type="checkbox"/> WOTP	

Type of Incident (Please select all that apply)	
<input type="checkbox"/> Physical nature (physical assault with fists, bare hands, firearm, knife, stick, chain, theft, extortion, threats) <input type="checkbox"/> Verbal, moral, or psychological nature (humiliating, ridiculing, putting down, harassing, hounding, denigrating, mocking, insulting, scolding, blackmailing) <input type="checkbox"/> Threat to Security (overall threat to anyone at school, carrying a firearm, knife or other, raising false alarms) <input type="checkbox"/> Social (excluded, isolated, ignored, ruining, or damaging a reputation, spreading rumors, gossip)	<input type="checkbox"/> Cyber (filming or photographing someone without their knowledge and distributing it or posting it online; posting, sending, or distributing a prejudicial message, photo, or video.) <input type="checkbox"/> Discrimination (ethno-cultural, sexual orientation, gender, handicap, weight, size, personal hygiene, illness) <input type="checkbox"/> Property damage (deliberately damaging personal or public property – graffiti, tags) <input type="checkbox"/> Sexual Violence (non-consensual sexual activity, voyeurism, taking and/or sharing of sexual images, sexual harassment) <input type="checkbox"/> Other – Please Specify Below:

ANNEX 2 - REPORT FORM



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Anti-Bullying & Anti-Violence Report Form



Location of Incident			
<input type="checkbox"/> Classroom	<input type="checkbox"/> Bathroom	<input type="checkbox"/> Lounge	<input type="checkbox"/> Bus Loading Zone
<input type="checkbox"/> Gym	<input type="checkbox"/> Hallway	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> School Bus
<input type="checkbox"/> Auditorium	<input type="checkbox"/> Stairs	<input type="checkbox"/> Locker Room	<input type="checkbox"/> Parking Lot
<input type="checkbox"/> Elevator	<input type="checkbox"/> Sports Field	<input type="checkbox"/> Social Media	
<input type="checkbox"/> Other: _____			

Additional Information		
Frequency:	<input type="checkbox"/> Isolated	<input type="checkbox"/> Ongoing
Imbalance of Power:	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Did the victim feel threatened?	<input type="checkbox"/> YES	<input type="checkbox"/> NO

Description of Incident

Submitted by: _____

- Submitted to:
- VP Cycle 1 & MAPS
 - VP Cycle 2 & WOTP
 - Principal

For Administration Use Only			
Result of Investigation:	<input type="checkbox"/> Conflict	<input type="checkbox"/> Intimidation/Bullying	<input type="checkbox"/> Violence
Actions (if applicable):	<input type="checkbox"/> Mediation	<input type="checkbox"/> Referral to Student Services	<input type="checkbox"/> INT/EXT Suspension
	<input type="checkbox"/> Safe School Analysis/Assessment		<input type="checkbox"/> Police Intervention
	<input type="checkbox"/> Other: _____		

Administrator Signature: _____ Date: _____