



# École Le Sommet

ANTI-BULLYING AND ANTI-VIOLENCE PLAN

FOR A HEALTHY AND SAFE LEARNING ENVIRONMENT

2025-2026

Québec 

**For information**

École Le Sommet

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# TABLE OF CONTENT

PREAMBLE	1
INTRODUCTION	2
Conflict, violence or bullying?	3
GENERAL INFORMATION	4
CHARACTERISTICS OF THE EDUCATIONAL INSTITUTION	4
INFORMATION ABOUT THE COMMITTEE	4
UNDERTAKING OF THE INSTITUTION (APE, s. 63.2)	5
ELEMENTS OF THE ANTI-BULLYING AND ANTI-VIOLENCE PLAN (APE, s. 63.1)	6
ANALYSIS OF THE SITUATION (OVERVIEW)	6
PREVENTION MEASURES	7
COLLABORATION WITH PARENTS	8
PROCEDURES FOR MAKING A REPORT OR REGISTERING A COMPLAINT	10
CONFIDENTIALITY	12
ACTIONS TO BE TAKEN FOLLOWING AN ACT OF BULLYING OR VIOLENCE	14
SUPERVISORY AND SUPPORT MEASURES	18
DISCIPLINARY MEASURES	19
FOLLOW-UP ON ANY REPORT OR COMPLAINT	20
OTHER ACTIONS SPECIFIC TO SEXUAL VIOLENCE	22
RESOURCES	22
OTHER IMPORTANT INFORMATION	22

# PREAMBLE

This template for the anti-bullying and anti-violence plan is the result of a joint effort between the Ministère de l'Éducation and its network of regional support officers. Improved upon through the various comments received from their partners, it takes into particular account the suggestions made during the day of action to prevent violence and bullying in schools held on May 24, 2024.

The development of an anti-bullying and anti-violence plan is one process among a set of actions implemented by the educational institution to ensure a healthy and safe environment. The prevention of violence and bullying requires ongoing actions that depend, in particular, on the continuous and consistent application of the rules of conduct and safety measures. The Act respecting private education (APE) stipulates that the anti-bullying and anti-violence plan must be accompanied by a document that sets out the rules of conduct and the safety measures applicable in the institution, including the obligation for students to conduct themselves in a civil and respectful manner toward their peers and the institution's personnel, to contribute to creating a healthy and secure learning environment, and to take part in civics and anti-bullying and anti-violence activities held by the institution. It also stipulates that these rules of conduct must be presented to the students during a civics session held each year by the institution in collaboration with the institution's personnel. The rules of conduct must also be sent to the parents at the beginning of each school year (APE, s. 63.3).

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

In this template for the anti-bullying and anti-violence plan, the term "instigator" replaces the term "perpetrator," which is more widely used, especially in legal frameworks. Thus, the term "instigator" is used in this document, except when excerpts of these frameworks are cited.

# INTRODUCTION

In order to clarify the duties and responsibilities of educational institutions and all school stakeholders involved in situations of violence and bullying, the Act respecting private education (hereinafter, “APE” [CQLR, c. E-9.1]) 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 APE.

In particular, the APE therefore stipulates the following:

- The plan, rules and measures provided for in sections 63.1 and 63.3 are prepared with the participation of the members of the institution’s personnel (APE, s. 63.4).
- The institution shall see to it that all the members of its personnel are informed of the institution’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 (APE, s. 63.5).
- Every personnel member shall collaborate in implementing the anti-bullying and anti-violence plan and shall see to it that no student in the institution is a victim of bullying or violence (APE, s. 63.5).
- A document explaining the anti-bullying and anti-violence plan must be distributed to parents. The institution 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 (APE, s. 63.1).
- The anti-bullying and anti-violence plan must be reviewed each year, and updated if necessary. The institution sends a copy of the anti-bullying and anti-violence plan and any updated version to the National Student Ombudsman (APE, s. 63.1).

## Conflict, violence or bullying?

Conflict	Violence	Intimidation
<p>Misunderstanding or disagreement between two or more individuals who do not share the same point of view, values or interests. There are no victims, even if the individuals may feel like they are losing. A conflict may be resolved either through negotiation or mediation.</p>	<p>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 (APE, s. 9).</p>	<p>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 (APE, s. 9).</p>

Sexual violence
<p>The <i>Act respecting private education</i> does not provide a definition of sexual violence. However, reference to the following definition is suggested:</p> <p>The concept of sexual violence refers to any form of violence committed through sexual practices or by targeting sexuality, including sexual assault. It also refers to any other misconduct, including that relating to sexual and gender diversity, in such forms as unwanted direct or indirect gestures, comments, behaviours or attitudes with sexual connotations, including by a technological means (<i>Act to prevent and fight sexual violence in higher education institutions</i> [CQLR, c. P-22.1]).</p>

# GENERAL INFORMATION

## CHARACTERISTICS OF THE EDUCATIONAL INSTITUTION

Name of the educational institution	École Le Sommet
Name of the principal	Bena Finkelberg
Type of instruction	Preschool, Elementary, Secondary, Special education
Number of students	674
Other characteristics	The vast majority of the clientele is affected by neurodiverse conditions as a primary deficit, which are often associated with numerous comorbid conditions. All students have Individualized Educational Plans and follow the curriculum mandated by the provincial government based on age and ability (Challenges, CASP, WOTP, etc.).
Values identified in the educational project	
Objective(s) of the educational project in relation to the anti-bullying and anti-violence plan	

## INFORMATION ABOUT THE COMMITTEE

Name of the committee	Anti-Bullying and Anti-Violence Committee
Name and role of the person responsible for coordinating the work of the committee (APE, s. 63.5)	Bena Finkelberg - Senior Principal
Members of the committee (name and role)	Herman Erdogan - Director General Bena Finkelberg - Senior Principal Cindy Larson - Principal Costa Kyriakou - Vice-Principal Tanya Peixe - Vice-Principal Josh Cunningham - Vice-Principal
Mandates of the committee	<ul style="list-style-type: none"> <li>To coordinate the development of a Prevention and Intervention Plan.</li> <li>To assess training needs and set up activities for students.</li> <li>To act as the coordinator of all interventions, inquiries, witness, and parent interviews as well as sanctions as needed.</li> <li>To keep an updated registry of all incidents/complaints, intervention measures and their follow-up.</li> <li>To write a yearly report depicting the</li> </ul>

	school situation, interventions, training, and awareness activities.
Frequency of committee meetings	5 times per school year

## UNDERTAKING OF THE INSTITUTION (APE, s. 63.2)

Toward the student who is the victim and their parents	<p>Rapid communication with parents</p> <p>Implementation of support measures</p> <p>Appropriate follow-up with the student and their parents to ensure that the situation has ended.</p>
Toward the instigator and their parents	<p>Rapid communication with parents</p> <p>Ensuring that the student and the parents make a commitment to the principal to take action to prevent a recurrence of the bullying or violence</p> <p>Applying supervisory and disciplinary measures based on the act committed</p> <p>Implementation of support measures</p> <p>Appropriate follow-up with the student and their parents to ensure that the commitments have been respected</p>



# ELEMENTS OF THE ANTI-BULLYING AND ANTI-VIOLENCE PLAN (APE, s. 63.1)

## ANALYSIS OF THE SITUATION (OVERVIEW)

Analysis of the situation prevailing at the school with respect to bullying and violence (APE, s. 63.1, para. 3, subpara. 1)

<b>Time of data collection, tool(s) used to produce the overview and information gathered</b>	Incident reports Bus incident reports Data collection from behavioural tracking sheets Reviewed at the end of the school year
<b>Findings from the analysis of the current situation</b>	Most of the incidents are not premeditated but rather are a result of the students' neurodiversity. Incidents which are premeditated tend to occur during transitions, recess, bus rides, and on social media. Types of premeditated incidents include verbal aggression and limited instances involving physical aggression.
<b>Priorities in relation to the overview and the analysis of the situation</b>	<ul style="list-style-type: none"> <li>• Reduced student to staff ratio</li> <li>• Interdisciplinary staff including psychologists, behaviour technicians, and social workers</li> <li>• Frequent communication with families</li> <li>• Non-Violent Crisis Intervention (NVCi) training program provided yearly to staff</li> <li>• School-wide implementation of Positive Behaviour and Intervention Supports</li> <li>• Increased supervision during transitions</li> <li>• Ongoing partnership with local police station for educational activities</li> <li>• Reduced number of students on the buses to reduce travel time</li> <li>• Afterschool program for the 16+ students</li> <li>• Structured lunch time activities</li> </ul>

## Sexual violence

<b>Findings with respect to sexual violence, if applicable</b>	In our school, which serves students with neurodiverse conditions, incidents of sexual violence are very rare (i.e. fewer than 5 per year). When they do occur, they most often stem from students engaging in exploration, sometimes with consent and sometimes without.
<b>Priorities in relation to the overview and the analysis of the situation with respect to sexual violence, if applicable</b>	Providing sexuality education and explicitly teaching boundaries are essential in supporting our students. These lessons help students develop healthy relationships, understand consent, and reduce the risk of inappropriate or harmful behaviours. By addressing these topics directly and proactively, we equip students with the skills

they need to navigate social and personal interactions safely and respectfully.

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

<b>Findings with respect to bullying or violence based on the aforementioned motives, if applicable</b>	At Summit School, we experience very few incidents of bullying or violence related to students' skin colour, ethnic, or national background, which reflects the nature of our student population, who do not typically engage in discrimination based on cultural or ethnic differences.
<b>Priorities in relation to the overview and the analysis of the situation with respect to bullying or violence based on the aforementioned motives, if applicable</b>	We actively celebrate diversity within our school community to continue fostering a safe, respectful, and inclusive environment for all students.

## PREVENTION MEASURES

<b>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 (APE, s. 63.1, para. 3, subpara. 2)</b>
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<b>Prevention measures to prevent and put an end to all forms of bullying or violence at school</b>	<ul style="list-style-type: none"> <li>• "Positive Behaviour Integration Support" (PBIS) program is used across the school</li> <li>• Engage students in educational activities that counter the development of bullying and violence at school, in the community, and in cyberspace</li> <li>• Yearly review of the Student Code of Conduct</li> <li>• Implement discussions at the classroom level regarding rules of conduct and safety measures</li> <li>• Implement an anti-bullying and anti-violence curriculum (e.g. PEERS social skills program, Positive Choices, Social Express, Acting Out, Autism: Attack Social Interaction Problems, Attainment's Explore Social Skills)</li> <li>• Offer extra-curricular activities that promote positive peer relationships (e.g. choir, intramural sports, after-school program)</li> <li>• Support from a psychologist, social worker, and/or behaviour technician is available</li> </ul>
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## Sexual violence

<b>Prevention measures put in place with regard to sexual violence</b>	<ul style="list-style-type: none"> <li>- Sexuality Education for all students</li> <li>- Workshops for students offered by the SPVM community officers</li> <li>- Workshops for students regarding social</li> </ul>
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media etiquette  
- Informing staff of the Sexual Violence Intervention Protocol

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

### Prevention measures put in place with regard to bullying or violence based on the aforementioned motives

- “Positive Behaviour Integration Support” (PBIS) program is used across the school
- Engage students in educational activities that counter the development of bullying and violence at school, in the community, and in cyberspace
- Yearly review of the Student Code of Conduct
- Implement discussions at the classroom level regarding rules of conduct and safety measures
- Implement an anti-bullying and anti-violence curriculum (e.g. PEERS social skills program, Positive Choices, Social Express, Acting Out, Autism: Attack Social Interaction Problems, Attainment’s Explore Social Skills)
- Offer extra-curricular activities that promote positive peer relationships (e.g. choir, intramural sports, after-school program)
- Support from a psychologist, social worker, and/or behaviour technician is available

### Other information concerning updated promotion and prevention measures to prevent bullying and violence in the educational institution

At Summit School, we encounter very few incidents of bullying or violence related to students' skin color, ethnic origin, or nationality, reflecting the nature of our student population, which generally does not discriminate based on cultural or ethnic differences.

## 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 (APE, s. 63.1, para. 3, subpara. 3)

#### Measures planned to involve parents and encourage them to collaborate

- Weekly newsletter with the upcoming activities
- Annual concerts and activities for which the parents/guardians are invited to attend
- 3 in-person meetings per year with the parents/guardians

During situations of bullying or violence:  
Involve parents in finding solutions. Ensure that parents are involved in the process.  
Support parents and refer them to resources and tools if

necessary.

Guide parents throughout the process, provide them with support and refer them, if necessary, to organizations that can meet their needs.

Access to a social worker if needed

Information to be shared	Strategies for sharing this information	Date
A document explaining the anti-bullying and anti-violence plan must be distributed to the parents (APE, s. 63.1).	Anti-bullying and anti-violence plan is accessible on our website. The plan is also shared in the Welcome Package mailed to parents/guardians in May for the following school year.	2026/05/15
A document that sets out the rules of conduct and the safety measures applicable in the institution must be sent to the parents at the beginning of each school year (APE, s. 63.3).	The code of conduct is published in the student agenda. A parent/guardian and student signature are requested.	2025/09/05
A private educational institution 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 the ANSO (ANSO, s. 21).	The information is shared during the General Assembly for parents/guardians during Curriculum Night. The information is also posted on our school website.	2025/09/09
The contract or registration form must contain the procedure for processing complaints provided (APE, s. 21.1, r. 1).	The information will be added to next year's educational contract.	2026/01/15
Other:		

## Sexual violence

<b>Measures planned to involve parents and encourage them to collaborate</b>	<ul style="list-style-type: none"> <li>- Online resources for parents/guardians curated by the psychology and social worker departments.</li> <li>- Regular updates regarding the content presented during Sexuality Education classes.</li> </ul>
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Information to be shared	Strategies for sharing this information
A document informing the students and their parents of the possibility of making a report or filing a complaint concerning an act of sexual violence to or with the regional student ombudsman (ANSO, s. 21)	<ul style="list-style-type: none"> <li>- Information is accessible on our school website.</li> <li>- Information is posted at our front entrance.</li> </ul>

A document specifying the contact information of the regional student ombudsman to whom the complaint must be referred. This document, provided by the National Student Ombudsman, must also explain who may file a complaint and how that right is to be exercised (ANSO, s. 21).	Web complaint form: <a href="https://pne.gouv.qc.ca/Anonymous/Index/a1feb0c1-fd38-4675-ab7d-d4e3f80c0fcf/7cd4e09a-a5c8-4fdb-9588-4a8d73f87640?lang=en-US">https://pne.gouv.qc.ca/Anonymous/Index/a1feb0c1-fd38-4675-ab7d-d4e3f80c0fcf/7cd4e09a-a5c8-4fdb-9588-4a8d73f87640?lang=en-US</a> • Phone or text message: 1-833-420-5233
Other:	

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

<b>Measures planned to involve parents and encourage them to collaborate</b>	<ul style="list-style-type: none"> <li>- Share policies, procedures, and expectations with families during Curriculum Night</li> <li>- Weekly newsletters announcing upcoming events celebrating diversity</li> </ul>
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Information to be shared	Strategies for sharing this information	Date
Upcoming events	Weekly newsletter emails from classroom teacher	

<b>Other information concerning collaboration with parents</b>	
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## PROCEDURES FOR MAKING A REPORT OR REGISTERING A COMPLAINT

<b>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 (APE, s. 63.1, para. 3, subpara. 4)</b>	
<b>Procedures implemented for reporting incidents</b>	An incident can be reported to any staff member in-person, by email, or by telephone. This staff member is required to relay the information to administration. admin@summit-school.com 514-744-2867
<b>Strategies for sharing these procedures</b>	<ul style="list-style-type: none"> <li>- Information is shared with students at the beginning of the school year when the code of conduct is presented.</li> <li>- Information is shared with parents/families during Curriculum Night.</li> <li>- Information is accessible on our website.</li> </ul>

<b>Procedures implemented for registering a complaint</b>
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:

Procedures implemented for reporting incidents	Strategies for sharing these procedures
If unsatisfied with the follow-up on a report or complaint concerning an act of bullying or violence, a complaint may be registered with the ombudsman.	Ed Cukier ecukier@summit-school.com 514-744-2867
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).	

## Sexual violence

Specific procedures for reporting, or registering a complaint concerning, an act of sexual violence
<ul style="list-style-type: none"> <li>The procedures prescribed in the previous section also apply for reporting, or registering a complaint concerning, an act of sexual violence.</li> <li>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): <ul style="list-style-type: none"> <li>Using the online form: File a complaint if you are dissatisfied with a school service</li> <li>By telephone or text message: 1-833-420-5233</li> <li>By email: <a href="mailto:plaintes-pne@pne.gouv.qc.ca">plaintes-pne@pne.gouv.qc.ca</a>.</li> </ul> </li> </ul>

Other procedures
<p>An incident can be reported to any staff member in-person, by email, or by telephone. This staff member is required to relay the information to administration.  <a href="mailto:admin@summit-school.com">admin@summit-school.com</a>  514-744-2867</p> <p>Another option is to report the incident directly to the regional ombudsman:  Web complaint form: <a href="https://pne.gouv.qc.ca/Anonymous/Index/a1feb0c1-fd38-4675-ab7d-d4e3f80c0fcf/7cd4e09a-a5c8-4fdb-9588-4a8d73f87640?lang=en-US">https://pne.gouv.qc.ca/Anonymous/Index/a1feb0c1-fd38-4675-ab7d-d4e3f80c0fcf/7cd4e09a-a5c8-4fdb-9588-4a8d73f87640?lang=en-US</a>  • Phone or text message: 1-833-420-5233  • Email: <a href="mailto:Maia.Aziz@pne.gouv.qc.ca">Maia.Aziz@pne.gouv.qc.ca</a></p>

<ul style="list-style-type: none"><li>• 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:</li></ul>	
Contact information for the DYP	514-935-6169 <a href="http://www.batshaw.qc.ca/en/node/40/">www.batshaw.qc.ca/en/node/40/</a>

<b>Contact information for the police department</b>	Agent Brigitte Lévesque Service de Police de la Ville de Montréal Poste de Quartier 7 1761 Grenet St Laurent (Québec) H4L 2R6 brigitte.levesque@spvm.qc.ca 514-280-0407
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#### Strategies for sharing these procedures

<b>The place(s) where the document is posted in the educational institution</b>	- Front entrance of the school - Main office
<b>Website of the private educational institution, if applicable</b>	<a href="#">See the website</a>
<b>Other</b>	

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

<b>Specific procedures for reporting, or registering a complaint concerning, an act of bullying or violence based on the aforementioned motives</b>	An incident can be reported to any staff member in-person, by email, or by telephone. This staff member is required to relay the information to administration. admin@summit-school.com 514-744-2867
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#### Strategies for sharing these procedures

<b>Strategies for sharing these procedures</b>	- Information is shared with students at the beginning of the school year when the code of conduct is presented. - Information is shared with parents/families during Curriculum Night. - Information is accessible on our website.
<b>Other information concerning the procedures for reporting or registering a complaint</b>	

## CONFIDENTIALITY

<b>Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence (APE, s. 63.1, para. 3, subpara. 6)</b>
<b>Measures implemented to protect confidentiality</b>
Each report of abuse, aggression, bullying, harassment, or violence will be investigated promptly in a way that respects the privacy and confidentiality of all parties concerned, to the extent permitted by the law and to the extent practical and appropriate under the

circumstances.

Summit School also respects the confidentiality principles from the:

- Le respect de la vie privée et la protection des renseignements personnels dans les établissements privés
- Code of Ethics of professional orders in the school of Social Workers, Speech-Language Pathologists, Occupational Therapists, Physiotherapists, Psychologists and Nursing

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

## Sexual violence

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

Each report of sexual violence will be investigated promptly in a way that respects the privacy and confidentiality of all parties concerned, to the extent permitted by the law and to the extent practical and appropriate under the circumstances.

Summit School also respects the confidentiality principles from the:

- Le respect de la vie privée et la protection des renseignements personnels dans les établissements privés
- Code of Ethics of professional orders in the school of Social Workers, Speech- Language Pathologists, Occupational Therapists, Physiotherapists, Psychologists, and Nursing

\* 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 (Youth Protection Act, s. 41)

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

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

Each report of abuse, aggression, bullying, harassment, or violence will be investigated promptly in a way that respects the privacy and confidentiality of all parties concerned, to the extent permitted by the law and to the extent practical and appropriate under the circumstances.

Summit School also respects the confidentiality principles from the:

- Le respect de la vie privée et la protection des renseignements personnels dans les établissements privés
- Code of Ethics of professional orders in the school of Social Workers, Speech- Language Pathologists, Occupational Therapists, Physiotherapists, Psychologists, and Nursing

### Other information concerning confidentiality



## ACTIONS TO BE TAKEN FOLLOWING AN ACT OF BULLYING OR VIOLENCE

**Actions to be taken when a student, teacher or other personnel 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 (APE, s. 63.1, para. 3, subpara. 5)**

Actions to be taken by a student who is a witness or a confidant	Actions to be taken by a staff member who is a direct witness or a confidant (Stakeholder 1)	Actions to be taken by the person responsible for follow-up (Stakeholder 2)
<p>The actions to be taken must be adapted to the situation.</p> <p>Seek help from a staff member.</p>	<p>The actions to be taken must be adapted to the situation.</p>	<p>The actions to be taken must be adapted to the situation.</p> <p>Take note of the necessary information and store it securely.</p>
	<p>Put an end to the inappropriate behaviour.</p> <p>Describe the behaviour that is expected under the code of conduct.</p> <p>Guide the student towards the expected behaviour.</p> <p>Always verify how the victim is doing and assure them that the situation is being dealt with.</p> <p>Report incident to the Behaviour Services Department.</p>	<p>Ensure the safety of the student who was a victim.</p> <p>Support the people affected by the situation.</p> <p>Gather information.</p> <p>Meet with the student who was a victim, the students who were instigators and the witnesses.</p> <p>Inform the parents of the situation and encourage collaboration in finding solutions.</p> <p>Evaluate and analyze the situation, such as the frequency and severity of the behaviours as well as</p>

the needs of the students involved.

On receiving a complaint concerning bullying or violence, and after considering the best interest of the students directly involved, the person designated by the institution from among the members of its management personnel shall promptly communicate with their parents to inform them of the measures in the anti-bullying and anti-violence plan (APE, s. 63.5).

**Name and contact information:**

Bena Finkelberg, bfinkelberg@summit-school.com, 514-744-2867 ext. 236

Note: The person designated by the institution must be informed when a situation involves a personnel member, whether as the victim, instigator or witness of an act of bullying or violence. The designated person 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 private educational institution. If the personnel member is a victim or a witness, the person designated by the institution must also send the information to the institution's health and safety committee, if applicable.

## Sexual violence

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

By a student who is a witness or a confidant	By a staff member who is a direct witness or a confidant (Stakeholder 1)	By the person responsible for follow-up (Stakeholder 2)
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The actions to be taken must be adapted to the situation.	Any adult in the educational institution who receives information concerning a situation of sexual violence must:	- 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 regional student ombudsman, if applicable (APE, s. 63.5).
Seek help from a staff member.	<ul style="list-style-type: none"> <li>- listen to the student and allow them to speak freely at their own pace, while respecting their silences</li> <li>- refrain from attempting to steer the conversation or question the student</li> <li>- take note of what the student as well as the adult confidant say</li> <li>- reassure the student that the situation is being taken care of</li> <li>- inform the principal of the educational institution</li> <li>- immediately report the situation to the DYP by calling the following number:</li> </ul>	<b>Other:</b>
	514 935-6196	
	<b>Other:</b>	

- In accordance with the Youth Protection Act (CQLR, c. P-34.1, hereinafter “YPA”), any personnel member is required to immediately report to the DYP any situation covered by the YPA that involves minors, including situations of sexual abuse. Furthermore, any person, regardless of their role, is required to immediately report to the DYP any situation of sexual abuse or physical abuse (YPA, ss. 39-39.1). The confidentiality of the identity of the persons who report a situation to the DYP is guaranteed (YPA, s. 44).
- In the case of a complaint concerning an act of sexual violence, the designated person 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 designated person also informs their parents of that option, and if the student is 14 years of age or over, the designated person may also inform [their] parents of that option, with the student’s consent (APE, s. 63.5).

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

By a student who is a witness or a confidant	By a staff member who is a direct witness or a confidant (Stakeholder 1)	By the person responsible for follow-up (Stakeholder 2)
The actions to be taken must be adapted to the situation.	The actions to be taken must be adapted to the situation.	<p>The actions to be taken must be adapted to the situation.</p> <p>Take note of the necessary information and store it securely.</p>
Seek help from a staff member.	<p>Put an end to the inappropriate behaviour.</p> <p>Describe the behaviour that is expected under the code of conduct.</p> <p>Guide the student towards the expected behaviour.</p> <p>Always verify how the victim is doing and assure them that the situation is being dealt with.</p> <p>Report incident to the Behaviour Services Department.</p>	<p>Ensure the safety of the student who was a victim.</p> <p>Support the people affected by the situation.</p> <p>Gather information.</p> <p>Meet with the student who was a victim, the students who were instigators and the witnesses.</p> <p>Inform the parents of the situation and encourage collaboration in finding solutions.</p> <p>Evaluate and analyze the situation, such as the frequency and severity of the behaviours as well as the needs of the students involved.</p>

<b>Other information concerning the actions to be taken when an act of bullying or violence is observed</b>	
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## 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 (APE, s. 63.1, para. 3, subpara. 7)**

For the student who is the victim	For the student who is an instigator	For witnesses
<ul style="list-style-type: none"> <li>- Referral to and follow-up by nursing when necessary.</li> <li>- Individual counselling sessions by psychologist, behaviour technician or social worker to work on strategies to assist the victim.</li> <li>- Possibility of physical separation from offender.</li> <li>- Referral to outside partners if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual counselling sessions by psychologist, behaviour technician or social worker to work on strategies.</li> <li>- Possibility of physical separation from victim.</li> <li>- Possible implementation of individualized behaviour program.</li> <li>- Referral to outside partners if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual counselling sessions by psychologist, behaviour technician or social worker to work on strategies.</li> <li>- Possibility of physical separation from offender.</li> </ul>

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

### Sexual violence

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

For the student who is the victim	For the student who is an instigator	For witnesses
<ul style="list-style-type: none"> <li>- Referral to and follow-up by nursing when necessary.</li> <li>- Individual counselling sessions by psychologist, behaviour technician or social worker to work on strategies to assist the victim.</li> <li>- Possibility of physical separation from offender.</li> <li>- Referral to outside partners if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual counselling sessions by psychologist, behaviour technician or social worker to work on strategies.</li> <li>- Possibility of physical separation from victim.</li> <li>- Possible implementation of individualized behaviour program.</li> <li>- Referral to outside partners if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual counselling sessions by psychologist, behaviour technician or social worker to work on strategies.</li> <li>- Possibility of physical separation from offender.</li> </ul>

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

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

For the student who is the victim	For the student who is an instigator	For witnesses
<ul style="list-style-type: none"> <li>- Referral to and follow-up by nursing when necessary.</li> <li>- Individual counselling sessions by psychologist, behaviour technician or social worker to work on strategies to assist the victim.</li> <li>- Possibility of physical separation from offender.</li> <li>- Referral to outside partners if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual counselling sessions by psychologist, behaviour technician or social worker to work on strategies.</li> <li>- Possibility of physical separation from victim.</li> <li>- Possible implementation of individualized behaviour program.</li> <li>- Referral to outside partners if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual counselling sessions by psychologist, behaviour technician or social worker to work on strategies.</li> <li>- Possibility of physical separation from offender.</li> </ul>

Other information concerning the supervisory and support measures	

## DISCIPLINARY MEASURES

Disciplinary measures for acts of bullying or violence, according to their severity or repetitive nature (APE, s. 63.1, para. 3, subpara. 8)
Possible disciplinary measures, determined according to an analysis of the situation as well as the nature, severity and frequency of the acts committed
<ul style="list-style-type: none"> <li>- Disciplinary actions encompass a full range of measures depending on the severity of the incident or repetitive nature of acts. These may include: <ul style="list-style-type: none"> <li>o Reflection</li> <li>o Community service</li> <li>o Loss of privilege</li> <li>o Increased supervision</li> <li>o In-school suspension</li> <li>o Home suspension</li> <li>o Expulsion</li> <li>o Police intervention</li> </ul> </li> </ul>

### 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**

<ul style="list-style-type: none"> <li>- Disciplinary actions encompass a full range of measures depending on the severity of the incident or repetitive nature of acts. These may include: <ul style="list-style-type: none"> <li>o Reflection</li> <li>o Community service</li> <li>o Loss of privilege</li> <li>o Increased supervision</li> </ul> </li> </ul>
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- o In-school suspension
- o Home suspension
- o Expulsion
- o Police intervention

- If legal proceedings have taken place and a student was found guilty of a criminal offence, the educational institution may be required to apply the judicial measures imposed on the student.

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

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

- Disciplinary actions encompass a full range of measures depending on the severity of the incident or repetitive nature of acts. These may include:
  - o Reflection
  - o Community service
  - o Loss of privilege
  - o Increased supervision
  - o In-school suspension
  - o Home suspension
  - o Expulsion
  - o Police intervention

## **FOLLOW-UP ON ANY REPORT OR COMPLAINT**

### **Required follow-up on any report or complaint concerning an act of bullying or violence (APE, s. 63.1, para. 3, subpara. 9)**

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

Depending on the severity of the incident, follow-up will vary and may include:

- Meeting with parties involved to ensure that planned interventions are now in place.
- Verification by administration that the incident has been properly documented.
- Verification that outside resources have been contacted if necessary.
- Long-term follow-up will be carried out periodically throughout the year to ensure the continued well-being of all parties involved in the incident.

Summit School Administration keeps copies of all school incident reports. The Anti-Violence and Bullying Committee submits a yearly report to Ministère de l'Éducation following the confidentiality principles from the:

- Le respect de la vie privée et la protection des renseignements personnels dans les établissements privés
- Code of Ethics of professional orders in the school of Social Workers, Speech- Language Pathologists, Occupational Therapists, Physiotherapists, Psychologists and Nursing.

The Anti-Violence and Bullying Committee meets periodically throughout the school year to assess the current situation, review the plan, and make required updates.

For each report and complaint received with regard to an act of sexual violence, the person designated by the institution from among the members of its management personnel shall, as soon as possible, send the regional student ombudsman a summary report on the nature of the incident and the follow-up measures taken (APE, s. 63.5).

## Sexual violence

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

For each report and complaint received with regard to an act of sexual violence, the person designated by the institution from among the members of its management personnel shall, as soon as possible, send the regional student ombudsman a summary report on the nature of the incident and the follow-up measures taken (APE, s. 63.5).

Depending on the severity of the incident, follow-up will vary and may include:

- Meeting with parties involved to ensure that planned interventions are now in place.
- Verification by administration that the incident has been properly documented.
- Verification that outside resources have been contacted.
- Long-term follow-up will be carried out periodically throughout the year to ensure the continued well-being of all parties involved in the incident.

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- Code of Ethics of professional orders in the school of Social Workers, Speech-Language Pathologists, Occupational Therapists, Physiotherapists, Psychologists, and Nursing.

The Anti-Violence and Bullying Committee meets periodically throughout the school year to assess the current situation, review the plan, and make required updates.

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

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

Depending on the severity of the incident, follow-up will vary and may include:

- Meeting with parties involved to ensure that planned interventions are now in place.
- Verification by administration that the incident has been properly documented.
- Verification that outside resources have been contacted.
- Long-term follow-up will be carried out periodically throughout the year to ensure the continued well-being of all parties involved in the incident.



Summit School Administration keeps copies of all school incident reports. The Anti-Violence and Bullying Committee submits a yearly report to Ministère de l'Éducation following the confidentiality principles from the:

- Le respect de la vie privée et la protection des renseignements personnels dans les établissements privés
- Code of Ethics of professional orders in the school of Social Workers, Speech-Language Pathologists, Occupational Therapists, Physiotherapists, Psychologists, and Nursing.

The Anti-Violence and Bullying Committee meets periodically throughout the school year to assess the current situation, review the plan, and make required updates.

## OTHER ACTIONS SPECIFIC TO SEXUAL VIOLENCE

**In addition to the elements prescribed above, a separate section of the anti-bullying and anti-violence plan must be for sexual violence. That section must include the following elements (APE, s. 63.1).**

<b>Compulsory training activities for management and other personnel</b>	<ul style="list-style-type: none"> <li>- Training webinars produced by the Ministère de l'Éducation for administration</li> <li>- Staff training for sexual violence provided by Marie-Vincent Foundation</li> <li>- Staff training offered by l'Anonyme</li> </ul>
<b>Safety measures to stop sexual violence</b>	<ul style="list-style-type: none"> <li>- Sexuality Education for all students</li> <li>- Workshops for students offered by the SPVM community officers</li> <li>- Workshops for students regarding social media etiquette</li> <li>- Informing staff of the Sexual Violence Intervention Protocol</li> </ul>

## RESOURCES

<b>RESOURCES</b>	
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## OTHER IMPORTANT INFORMATION

<b>* Date of adoption of the anti-bullying and anti-violence plan by the institution</b>	2025-10-21
<b>* Date of annual review of the anti-bullying and anti-violence plan (APE, s. 63.1)</b>	2026-08-21
<b>Signature of person designated by the institution</b>	
<b>Date</b>	

