



Anti-Bullying and Anti-Violence Plan:
Creating a Healthy and Safe Learning Environment

Giant Steps School

2025-2026

For information

Giant Steps

Telephone : 514-935-1911

Giant Steps, 2025

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PREAMBLE

This plan to combat bullying and violence is part of a broader set of actions implemented by Giant Steps School to ensure a healthy and safe school climate. Preventing violence and bullying requires ongoing action, including consistent application of conduct rules, adapted teaching and support for students, and safety measures adopted by the Board of Directors.

Under the Private Education Act (LEP), these rules of conduct specify:

- The attitudes and behaviours expected from students in all circumstances.
- Prohibited actions and exchanges at all times, regardless of the medium used, including through social media and school transportation.
- Disciplinary sanctions applicable according to the severity or repetitive nature of the wrongful act.

Our rules of conduct, presented in the ***school's Code of Conduct***, aim to create optimal conditions for academic success and proper school functioning. They establish the expected daily behaviours that foster positive coexistence (e.g., respect, civility).

These rules are presented to students during regular civics training activities and shared with parents at the beginning of the school year (LEP, art. 63.3).

This plan also takes into account the characteristics of autistic students, which can influence both their risk of being bullied and the factors that may lead them to display violent or bullying behaviours.

This plan is designed to prevent the occurrence of any incident of violence or bullying and to organize interventions when such an incident unfortunately occurs.

INTRODUCTION

To clarify the duties and responsibilities of educational institutions and school stakeholders regarding situations of violence and bullying, the Private Education Act (RLRQ, chapter E-9.1, hereinafter 'LEP') requires each educational institution to develop a plan to prevent and address all forms of bullying and violence, to ensure a healthy and safe learning environment.

The LEP provides that:

- The plan, , rules, and measures provided under articles 63.1 and 63.3 must be developed with the participation of staff members (LEP, art. 63.4).
- The institution must ensure that all staff members are informed of the rules of conduct, safety measures, preventive measures, and procedures applicable in cases of violence or bullying (LEP, art. 63.5).
- All staff members must collaborate in implementing the plan and ensure that no student is subjected to bullying or violence (LEP, art. 63.5).
- A document explaining the plan to combat bullying and violence is distributed to parents. The institution ensures that this document is written clearly and accessibly. This document must indicate the possibility of making a report or filing a complaint regarding an act of sexual violence with the regional student protector, as well as the possibility for a person dissatisfied with the follow-up given to a complaint made to the institution to use the complaint-handling procedure provided for under the Act respecting the National Student Ombudsman (LEP, art. 63.1);
- The plan must be reviewed annually, and updates must be sent to the Ministry.

Giant Steps School has developed an online toolkit of resources intended for elementary and high school staff, for all students (autistic or not), and for their parents.

This toolkit includes three types of learning tools (illustrated social stories, a memory aid, and a communication board), video modules, and guides for students, school staff, and parents.

LINKS

THE TOOLKIT : [Neurodiversity and Bullying Toolkit](#)

[GUIDE FOR SCHOOL STAFF](#): This guide is intended for school personnel as a reference and prevention tool. It provides theoretical foundations for training and interventions with staff, students, and parents. It helps to understand the student's needs based on their role in a bullying situation and outlines the steps to follow as well as the skills to develop.

[GUIDE FOR STUDENTS](#): This guide is intended for elementary and high school students to raise awareness about autism and bullying. It also includes targeted sections based on the student's role—victim, witness, or instigator—with guidelines to understand the situation and take action.

[GUIDE FOR PARENTS](#) : This guide helps parents of elementary and high school students better understand their child's needs in cases of bullying or cyberbullying. It explains dynamics specific to autistic youth and outlines the approach used by school staff.

Conflict, violence or bullying?

Conflict	Violence	Bullying
A disagreement between two or more people who do not share the same point of view, the same values, or the same interests. There is no victim, even if the individuals may feel like they have lost. A conflict can be resolved either through negotiation or mediation.	Any use of force—verbal, written, physical, psychological, or sexual—intentionally directed at a person, causing distress, harming them, injuring them, or oppressing them by attacking their integrity or their psychological or physical well-being, their rights, or their property (LEP, art. 9).	Any behaviour, word, act, or gesture—whether deliberate or not—that is repetitive in nature, expressed directly or indirectly, including in cyberspace, occurring in a context characterized by an imbalance of power between the individuals involved, and that causes distress or results in harming, injuring, oppressing, or ostracizing someone (LEP, art. 9).

Sexual Violence
The concept of sexual violence refers to any form of violence committed through sexual acts or targeting sexuality, including sexual assault. It also includes any other misconduct expressed through unwanted gestures, words, behaviours, or attitudes of a sexual nature—including those related to sexual or gender diversity—expressed directly or indirectly, including through technological means (Act to Prevent and Combat Sexual Violence in Higher Education Institutions [RLRQ, chapter P-22.1]).

GENERAL INFORMATION

CHARACTERISTICS OF THE SCHOOL

Name	Giant Steps
Director	Alain Beaudoin
Type of education	Special education (preschool, elementary, and secondary)
Number of students	132
Other characteristics	All students enrolled in our school are autistic. Many of them have a co-occurring intellectual disability.
Values identified in the project	We, the members of the Board of Directors and the management team of Giant Steps, recognize that: • Our students and staff have the right to protection, safety, and respect for their physical, psychological, and moral integrity, while acknowledging the particular nature of our institution and its student population. In this specific context, we strive to prevent abuse, aggression, and all forms of violence toward our students, employees, and partners. • We encourage the establishment of healthy relationships among individuals, based on mutual respect, trust, and the inviolability of each person. • We provide support to all individuals who are victims of abuse, violence, or aggression.
Educational Project Objective(s) Related to the Anti-Bullying and Anti-Violence Plan	• Contribute to addressing problematic situations and inappropriate behaviours that compromise the safety, development, and integrity of students and staff. • Promote collaboration and coordination—within a culture of shared responsibility—among school leadership, staff, students, and parents in creating and maintaining a safe, healthy, motivating, stimulating, and respectful environment for all. • Ensure that all staff members understand the importance of consistently protecting and ensuring the safety, dignity, and integrity of students, and their responsibility to encourage behaviours free of bullying, aggression, and all forms of violence. • Support students in learning about different forms of abuse, aggression, and violence,

	helping them recognize and manage problematic situations and inappropriate behaviours that may impact their own safety and integrity or that of others. • Train staff members in prevention and intervention strategies so they are equipped to address issues related to all forms of violence and to intervene appropriately and effectively to support those who experience it. • Enable students to participate in activities—appropriate to their developmental level—related to issues that may affect their health, safety, and development, and inform them of the measures they can take to protect themselves from certain dangers.
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INFORMATION ABOUT THE COMMITTEE

Committee Name	Prevention and Intervention Committee Against Bullying and Violence
Name and position of the person responsible for coordinating the committee's work (LEP, art. 63.5)	Vanessa Clarke, School Director
Committee Members (name and position) (LEP, art. 63.5)	Alain Beaudoin, Director General Vanessa Clarke, School Director Emily Curtis, Director of Educational Services Richard Kerkhoven, Behaviour Success Coordinator Richard Paré, Educator Laura Schneider-Schmid, Nurse
Mandate	The Prevention and Intervention Committee Against Bullying and Violence is mandated to ensure the implementation, monitoring, and evaluation of the school's anti-bullying and anti-violence plan. It oversees prevention, intervention, and support for students, staff, and parents in order to maintain a safe, respectful, and inclusive learning environment. The committee meets regularly to analyze the situation, propose improvement measures, and ensure coherence in actions across the entire school.
Frequency of committee meetings	Once a month

COMMITMENTS OF THE SCHOOL ADMINISTRATION (LEP, art. 63.2)

Toward the student victim and their parents	The administration is committed to ensuring the immediate safety of the student victim, providing support adapted to their needs, and accompanying them throughout the follow-up process. It will maintain open and respectful communication with the parents, informing them of the measures taken and involving them in the search for long-term solutions.
Toward the student instigator and their parents	The administration is committed to intervening in an educational and caring manner with the student instigator, implementing adapted measures to help them understand the impact of their actions and develop appropriate behaviours. It will work in collaboration with the parents to encourage a shared approach to support and responsibility.

ELEMENTS OF THE ACTION PLAN (LEP, art. 63.1)

SITUATION ANALYSIS (PROFILE)

Analysis of the situation of the educational institution with regard to acts of bullying and violence (LEP, art. 63.1, para. 3, subpara. 1°)

Timing of data collection, tools used to create the profile, and information gathered	Data collection is carried out continuously throughout the school year, with an annual compilation and analysis during the review of the action plan. Information comes from incident reports written by staff, the event log maintained by the administration, and observations recorded in students' intervention plans. These data help identify the frequency, nature, and context of bullying or violent acts, as well as the profiles of individuals involved, in order to guide preventive and corrective measures.
Findings from the analysis of the current situation	Analysis of the collected data shows that the most frequent incidents are physical in nature—such as hitting, pinching, or throwing objects—and occur mainly during transitions or periods of heightened anxiety. Sexualized behaviours are rarer. Staff members are the primary victims, although some students are also victims. These findings confirm the need to maintain constant supervision, strengthen emotional regulation strategies, and continue staff training. It should also be noted that characteristics associated with autism—such as communication challenges and difficulties with social understanding—may limit students' ability to recognize social cues, anticipate the consequences of their actions, and resolve conflicts appropriately.
Priorities based on the profile and situation analysis	• Strengthen preventive interventions related to anxiety management, social skills development, and emotional regulation. • Maintain and optimize supervision during high-risk times and in high-risk areas, especially during transitions. • Continue ongoing staff training on intervention strategies adapted to autism and the prevention of violent or inappropriate behaviours. • Intensify collaboration with families to ensure coherence between school and home interventions. • Adapt visual tools and supports to help students better understand social cues and expected behaviours.

Findings related to sexual violence, if applicable	Sexualized incidents in the school are rare but tend to recur among certain students with significant social comprehension challenges. These behaviours may include inappropriate gestures, unsolicited physical contact, or sexual behaviours in public, often linked to a lack of awareness of social norms or sensory needs. Most of these situations occur without intent to harm but still require immediate and educational intervention to protect victims, support the student instigator, and prevent recurrence.
Priorities based on the profile and situation analysis regarding sexual violence, if applicable	• Strengthen explicit instruction on body boundaries, consent, and respecting others' physical integrity, tailored to students' level of understanding. • Integrate regular educational activities on appropriate behaviours in school and community settings. • Train staff on specific interventions related to sexualized behaviours in autistic students. • Implement proactive supervision strategies in identified high-risk contexts. • Work closely with families to ensure continuity of learning and interventions at home.

Bullying or violence based on factors such as skin colour or ethnic or national origin

Findings related to bullying or violence based on the above-mentioned factors, if applicable	Incidents of bullying or violence related to skin colour, ethnic origin, or national origin are extremely rare within the institution. When they do occur, they are often due to a lack of understanding of cultural differences or to verbal awkwardness rather than intentional discrimination. In a context where students present characteristics associated with autism, such situations may stem from difficulty interpreting or using social cues appropriately.
Priorities based on the profile and situation analysis regarding bullying or violence based on the above-mentioned factors, if applicable	• Raise students' awareness—according to their level of understanding—about cultural diversity and respect for differences. • Provide staff with tools to intervene quickly and in an educational manner in situations involving discriminatory behaviour, even when unintentional. • Integrate activities and educational materials that promote inclusion and highlight the cultures represented in the school. • Maintain a school climate where all forms of discrimination are clearly identified, prohibited, and proactively discussed.

PREVENTATIVE MEASURES

Preventive measures aimed at countering all forms of bullying or violence motivated by racism, sexual orientation, gender identity, homophobia, disability, or physical characteristics (LEP, art. 63.1, para. 3, subpara. 2°)

Preventive measures to prevent and counter all forms of bullying or violence at school	• Implement activities at the beginning of the school year that promote a safe and inclusive environment. • Ensure constant and proactive supervision in high-risk areas and times, particularly during transitions. • Explicitly teach social skills, emotional regulation, and conflict-resolution strategies adapted to autistic students. • Maintain and update individualized intervention plans, including strategies for preventing violent behaviours. • Provide continuous training to staff on safe, caring, and autism-adapted intervention approaches. • Work closely with families to ensure consistency between home and school interventions.
Crisis management measures	• Prevention: relaxation techniques, use of visual tools, schedules, student communication systems, reinforcement systems, social stories, anxiety and emotional regulation tools, Zones of Regulation program, etc. • Strategies to prevent escalation: calm attitude, ensuring the student's and environment's safety, relaxation techniques, visual tools, schedules, communication systems, communication strips, modifying demands or activities, anxiety-management tools, etc. • During the crisis: secure the environment for the student in crisis and for other students; transport the student if necessary to avoid dangerous or confined areas, such as stairwells. • CPI protocol. • After the crisis: (Phase 4 of the CPI protocol) re-establish a positive relationship with the student (connection and communication), review the event, and introduce alternative choices to encourage their use in future situations; apply predetermined consequences when applicable.

Sexual Violence

Preventive measures related to sexual violence	• Explicit and adapted teaching on body boundaries, consent, and respect for others' physical integrity. • Use of visual tools and adapted social stories to explain appropriate and inappropriate behaviours. • Regular educational activities on healthy interpersonal relationships and respect for others. • Increased supervision in contexts identified as higher risk (e.g., transitions, movement through hallways, outdoor activities). • Ongoing staff training on intervention and prevention of sexual behaviours, particularly in autistic contexts. • Collaboration with families to reinforce learning and ensure consistency between home and school.
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Bullying or violence based on factors such as skin colour or ethnic or national origin

Preventive measures related to bullying or violence based on the above-mentioned factors	• Raise awareness about cultural diversity and respect for differences. • Integrate inclusive activities that highlight and value all cultures represented in the school. • Intervene quickly and educationally at the first sign of discriminatory behaviours or comments.
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Other information regarding updated promotion and prevention measures to prevent violence and bullying in the school	Preventive measures are reviewed annually based on data collected in the incident registry and staff observations. They are adapted to the particular needs of autistic students and implemented consistently across all school environments. Special emphasis is placed on developing social skills, managing anxiety, and promoting a positive and inclusive school climate.
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COLLABORATION WITH PARENTS

Measures to promote parent collaboration in preventing bullying and violence and in fostering a healthy, safe learning environment (LEP, art. 63, para. 3, subpara. 3°)	
Measures planned to involve parents and promote their collaboration	- Establish a trusting relationship between school staff and parents. - Provide effective and varied communication methods to keep parents informed (Pluriportail, meetings, emails). - Ensure parent collaboration in individualized intervention plans. - Consider parents as key partners when it comes to finding solutions to significant difficulties experienced by their child. - Involve parents in prevention strategies and in reducing violent behaviours at school. - Provide support to parents of students with serious behavioural difficulties: meetings, accompaniment during medical appointments, and coordination with mental health teams.

Information to be shared	Strategies for sharing this information	Date
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A document explaining the anti-bullying And anti-violence plan is distributed to parents (LEP, art. 63.1).	Email and Pluriportail	August / September each year
A document outlining the annual evaluation of results regarding bullying and violence prevention is given to parents (LEP, art. 63.1).	Annual report on bullying and violence	Annually
Rules of conduct and safety measures are shared with parents at the start of the school year (LEP, art. 63.3).	Email and Pluriportail	August / September each year
By no later than September 30 each year, we must inform students, children, and their parents of the possibility of filing a complaint under the complaint-handling procedure provided for in the Act (LPNE, art. 21).	Email and in the Policies and Regulations document for parents	August / September each year

Sexual Violence

Measures planned to involve parents and promote their collaboration	• Inform parents about the prevention and intervention measures implemented at school regarding sexual violence. • Offer individual meetings to discuss observed behaviours and appropriate educational strategies. • Share resources and tools to use at home to reinforce teaching about respecting boundaries and consent. • Encourage open and continuous communication between the school and families to ensure consistency in interventions. • Involve parents in the development and monitoring of individualized intervention plans when concerning behaviours are observed.
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Information to be Shared	Strategies for sharing this information
A document informing parents of the possibility of reporting or filing a complaint regarding an act of sexual violence to the regional student protector (LPNE, art. 21).	Email and Pluriportail
A document presenting the contact information of the regional student protector to whom the complaint must be submitted. This document, provided by the National Student Protector, must also explain who may file a complaint and the modalities for exercising this right (LPNE, art. 21).	Email and Pluriportail

Bullying or Violence Based on Factors Such as Skin Colour or Ethnic or National Origin

Measures planned to involve parents and promote their collaboration	• Inform parents about the prevention and intervention measures implemented at school. • Offer individual meetings to discuss observed behaviours and appropriate educational strategies. • Share resources and tools to reinforce learning at home. • Encourage open and continuous communication between the school and families to ensure consistency in interventions. • Involve parents in the development and monitoring of individualized intervention plans when concerning behaviours are observed.
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PROCEDURES FOR MAKING A REPORT OR FILING A COMPLAINT

Procedures for making a report	
Applicable procedures for making a report or filing a complaint regarding an act of bullying or violence within the institution, and specifically for reporting the use of social media or communication technologies for cyberbullying (LEP, art. 63.1, para. 3, subpara. 4°)	
Procedures for making a report	Strategies for communicating these procedures
Any student, parent, or staff member who witnesses or is informed of an act of bullying or violence must promptly notify the school administration, either verbally or in writing. A report may also be made to any staff member, who must forward it immediately to the administration. The information provided must be precise and factual and will be treated confidentially. In cases of sexual violence or situations requiring urgent intervention, an immediate report to Youth Protection (DPJ) is made in accordance with legal obligations.	- Presentation of reporting procedures at the start of the school year to students, staff, and parents. - Periodic reminders to staff during team meetings or internal trainings. - Targeted communication to parents via Pluriportail or email.

Procedures for filing a complaint	
In the event of dissatisfaction with the follow-up to a report or complaint regarding an act of bullying or violence, a person may use the following procedures to file a complaint:	
Procedures for filing a complaint	Strategies for communicating these procedures
If a person is dissatisfied with the follow-up to a report or complaint, they may submit a written complaint to the school administration, specifying the facts, the steps already taken, and the reasons for their dissatisfaction. The administration will review the complaint and respond within the required timelines. If the response does not satisfy the complainant, they may then address their complaint to the complaint-handling officer or, if applicable, to the regional student protector, according to the procedure outlined in the Act respecting the National Student Ombudsman.	-Presentation of the procedures at the beginning of the school year to students, staff, and parents. -Periodic reminders to staff during team meetings or internal trainings. -Targeted communication to parents via Pluriportail or email.
Furthermore, any person who is dissatisfied with the follow-up given to a report or complaint regarding an act of bullying or violence made to a school administrator may file a complaint with the complaint-handling officer (LPNE, art. 24, para. 2).	

Sexual Violence

Specific procedures for making a report or filing a complaint regarding an act of sexual violence

- The procedures listed in the previous section also apply when making a report or filing a complaint regarding an act of sexual violence.
- It is also possible to make a report or file a complaint directly with the Regional Student Protector (LPNE, art. 33, para. 2°). This must be done in writing (LPNE, art. 31):
 - Using the online form: *File a complaint following dissatisfaction with a school service.*
 - By phone or text message: 1-833-420-5233
 - By email: plaintes-pne@pne.gouv.qc.ca

The person who is a victim, or those close to them, may at any time report the situation to the police or to Youth Protection (DPJ), whether or not they previously informed the educational institution or the Regional Student Protector. Reports and complaints submitted to the educational institution do not replace the work of police services or youth protection authorities.

DPJ contact information	514 896-3100
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Police service contact information	514 393-1133
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Strategies for communicating these procedures

Indicate where the document is posted	Pluriportail
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Website	www.apasdegeantmontreal.com
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Bullying or violence based on factors such as skin colour or ethnic or national origin

Specific procedures for making a report or filing a complaint regarding an act of bullying or violence based on the above-mentioned factors	Any student, parent, or staff member who witnesses or is informed of an act of bullying or violence of a discriminatory nature must immediately inform the school administration, either verbally or in writing, specifying the observed facts and context. A report may also be made to any staff member, who is required to forward it immediately to the administration. Complaints must be documented factually and handled confidentially. If the person is dissatisfied with the follow-up, they may bring the complaint to the complaint-handling officer or to the regional student protector, in accordance with established procedures.
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Strategies for communicating these procedures

Strategies for communicating these procedures	-Presentation of procedures at the beginning of the school year to students, staff, and parents. -Periodic reminders to staff during team meetings or internal trainings. -Targeted communication to parents via Pluriportail or email.
Other information regarding reporting or complaint procedures	Adapting the approach for non-verbal students or students with significant communication difficulties When the victim or the instigator has major communication challenges or does not use spoken language, the intervention is adapted to support expression and comprehension of the facts. The team uses alternative or augmentative communication tools (pictograms, PECS, visual boards, electronic communication devices), gestures, signs, or simple visual supports. Sufficient time is provided to allow the student to express emotions, needs, and their version of events. Interactions take place in a calm, safe environment with the support of individuals familiar to the student, ensuring that their perspective is heard and understood.

CONFIDENTIALITY

Measures to ensure the confidentiality of all reports and complaints concerning an act of bullying or violence (LEP, art. 63.1, para. 3, subpara. 6°)

Measures adopted to ensure confidentiality

Information related to students involved in a situation must be handled confidentially. For example, information regarding the nature of actions taken or sanctions applied to the instigating student **cannot** be shared with the victim's parents.

Sexual Violence

Confidentiality measures to implement in cases of sexual violence

All information related to an act of sexual violence is handled with the utmost discretion to protect the privacy and dignity of those involved. Only individuals directly responsible for managing the situation have access to the necessary information. Communication with the victim, instigator, witnesses, and their families occurs in a confidential setting, and no personal details are shared with unauthorized third parties. Written documents are stored securely, and the identity of individuals who report the incident is protected.

** Under the Youth Protection Act (RLRQ, chapter P-34.1, "LPJ"), breaking professional confidentiality is justified when a person contacts DPJ to make a report. It should be noted that the obligation to report to DPJ all situations involving sexual abuse of children and adolescents applies even to individuals bound by professional secrecy, except in specific exceptions (LPJ, art. 41).*

Bullying or Violence Based on Factors Such as Skin Colour or Ethnic or National Origin

Confidentiality measures to implement in cases of bullying or violence based on the above-mentioned factors

All information regarding an act of bullying or violence of a discriminatory nature is handled with rigor and discretion to protect the dignity and privacy of those involved. Access to details of the situation is restricted to intervention staff directly responsible for handling it. Documents and reports are stored securely, and the identity of individuals who file reports is protected. No information that could identify the victim, instigator, or witnesses is shared with unauthorized third parties.

ELEMENTS OF THE ACTION PLAN (continued)

ACTIONS TO BE TAKEN FOLLOWING AN ACT OF BULLYING OR VIOLENCE

Actions that must be taken when an act of bullying or violence is observed by a student, teacher, another staff member of the educational institution, or any other person, or when a report or complaint is forwarded to the institution by the Regional Student Protector (LEP, art. 63.1, para. 3, subpara. 5°).

Actions a student who witnesses the event or is confided in must take	Actions a staff member who is the direct witness or confidant (first responder) must take	Actions the person responsible for follow-up (second responder) must take
Actions must be adapted according to the situation. • Move away from the situation to ensure personal safety. • Immediately alert a trusted adult at school (teacher, educator, administrator). • Clearly describe what happened, specifying who was involved, and where and when the incident occurred. • Use alternative communication methods if needed (pictograms, tablet, gestures) to report the facts. • Not intervene physically or verbally to avoid escalating the situation. • Cooperate with adults during the information-gathering process to help clarify the events.	Actions must be adapted according to the situation. • Intervene immediately to stop the situation and ensure the safety of everyone present. • Separate the students involved, if necessary, and bring them to a safe location. • Check the physical and emotional state of the victim and provide immediate support. • Ensure that the student instigator is supervised to prevent any immediate recurrence. • Gather the facts from those involved and from witnesses, using clear and adapted language. • Quickly note details of the incident (location, time, individuals involved, nature of the actions). • Forward the information without delay to the administration.	Actions must be adapted according to the situation. • Take note of all necessary information and store it securely, particularly to prepare a summary report to the Director General, if applicable.

Sexual Violence

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

By a student witness or confidant	By the staff member who is the direct witness or confidant (first responder)	By the person responsible for follow-up (second responder)
Actions must be adapted according to the situation. • Move away from the situation immediately and ensure personal safety. • Inform a trusted adult at school (teacher, educator, administrator) without delay. • Explain, in their own words, what they saw or heard. • Use alternative communication methods if needed (pictograms, tablet, gestures) to describe the situation. • Avoid directly confronting the instigating student. • Remain available to provide further details to a responsible adult if requested.	-Write down the student's words and those of the adult confidant. -Reassure the student that the situation is being handled. -Notify the school administration immediately. -Report the situation without delay to Youth Protection (DPJ): 514-896-3100. -Avoid making the student repeat the disclosure.	-Avoid having the student repeat the disclosure. -Write down the necessary information and keep it in a secure manner, notably for the purpose of transmitting a summary report to the Director General and to the Regional Student Protector, if applicable (LEP, art. 63.5).

Sexual Violence (continued)

According to the Youth Protection Act (RLRQ, chapter P-34.1, hereinafter "LPJ"), every school staff member is required to report without delay to DPJ any situation covered by the Act involving a minor, including situations of sexual abuse.

In addition, any person, regardless of their role, must report without delay to DPJ any situation of sexual or physical abuse (LPJ, art. 39 and 39.1).

The confidentiality of individuals who make a report to DPJ is guaranteed (LPJ, art. 44).

- When a complaint concerns an act of sexual violence, the school administration must inform the student victim of their right to contact the Commission des services juridiques.
- When the student is under 14 years old, the administration must also inform the parents.
- When the student is 14 years old or older, the administration may also inform the parents if the student consents (LEP, art. 63.5).

Intimidation or violence based on motives related in particular to skin colour or ethnic or national origin

Actions to be taken when an act of intimidation or violence based on the above-mentioned motives is observed.

By a student who witnesses or is confided in	By the staff member who is a direct witness or confidant (1st responder)	By the person responsible for follow-up (2 nd responder)
Move away from the situation to ensure their own safety. • Immediately inform a trusted adult at school (teacher, educator, principal) about what happened. • Explain, in their own words, what they saw or heard, including any discriminatory words or gestures. • If necessary, use alternative communication tools (pictograms, tablet, gestures) to describe the incident. • Avoid any direct confrontation with the instigating student. • Cooperate with adults during the information-gathering process to help support the understanding and follow-up of the situation.	The actions to be taken must be adapted to the situation. -Intervene immediately to end the situation and ensure the safety of all individuals present. -Separate the students involved, if necessary, and bring them to a safe location. -Check the physical and emotional state of the victim and offer immediate support. -Ensure that the instigating student is supervised to prevent immediate recurrence. -Gather facts from the people involved and the witnesses, using clear and adapted language. -Quickly note the details of the incident (location, time, individuals involved, nature of the actions). -Transmit the information without delay to the school administration	The actions to be taken must be adapted to the situation. - Record all necessary information and keep it securely, including for the purpose of providing a summary report to the Director General, where applicable.

School Administration

The principal of an educational institution who receives a complaint concerning an act of intimidation or violence must, after considering the best interests of the students directly involved, promptly communicate with their parents to inform them of the measures provided for in the school's anti-bullying and anti-violence plan. The principal must also inform them of their right to request the assistance of the person designated by the school service centre for this purpose (LEP, art. 63.5).

Name and contact information: Alain Beaudoin, Director General
abeaudoin@giantstepsmontreal.com 514-935-1911 extension 130

Note: When the situation involves a staff member of the educational institution—whether as a victim, instigator, or witness of an act of intimidation or violence—the school administration must be informed. The administration must analyze the situation in order to determine the appropriate support measures, supervision, and, if applicable, sanctions, in accordance with legal frameworks, applicable collective agreements, and the roles and responsibilities of the school organization. In the case of a staff member who is a victim or witness, the administration must also forward the information to the institution's health and safety committee.

SUPPORT AND SUPERVISION MEASURES

Support or supervision measures offered to a student who is a victim of an act of intimidation or violence, as well as those offered to a witness or to the student responsible for such an act (LEP, art. 63.1, para. 3, subpara. 7°)

For the student victim	For the student instigator	For witnesses
-Provide immediate, reassuring, and safe support after the incident. -Check and treat any physical injury; refer for medical care if needed. -Offer psychological support adapted to the student's level of understanding. -Allow the student to express their emotions and version of events using adapted communication methods (pictograms, PECS, tablet, gestures). -Clearly and accessibly explain the measures taken to ensure their safety. -Keep the student away from the instigator to prevent further aggression. -Reinforce the student's sense of belonging and safety within the school environment. -Provide regular follow-ups to assess the student's well-being and adjust support measures as needed. -Involve the family in monitoring and implementing coherent strategies at school and at home.	-Provide immediate supervision to stop the situation and ensure everyone's safety. -Offer a calm and safe space for the student to regulate before discussing the incident. -Use adapted communication methods (pictograms, PECS, tablet, gestures) to support expression and understanding. -Discuss the incident when the student is ready, clearly explaining the impact of their actions. -Teach or review expected behaviours using visual supports, social stories, or role-playing. -Work on emotional regulation and social skills through targeted programs. -Implement or adjust an individualized behavioural intervention plan. -Involve the family to ensure coherence between home and school interventions. -Provide regular follow-ups to prevent recurrence and encourage positive behaviours.	-Provide immediate, reassuring support after the incident. -Check the student's emotional state and respond to their need for reassurance. -Allow the student to describe what they saw or heard, using adapted communication methods if needed. -Clearly explain that reporting or testifying is a positive and safe action. -Address questions and concerns about the incident and its consequences. -Offer psychological support or accompaniment if the student shows anxiety or distress. -Reinforce values of respect, inclusion, and cooperation through educational activities. -Maintain regular follow-ups to ensure the student feels safe and supported at school.

Note : When the situation involves a staff member—either as victim, instigator, or witness—the school administration must be informed. The administration must analyze the situation to determine appropriate support, supervision, and possible sanctions, in accordance with legal frameworks, collective agreements, and the roles and responsibilities of the school organization.
If the staff member is a victim or witness, the administration must also notify the school's health and safety committee.

Sexual Violence

Support or Supervision Measures Determined and Implemented Following the Analysis of Needs Related to an Act of Sexual Violence

For the student victim	For the student instigator	For witnesses
-Ensure the student's immediate safety and remove them from the instigator. -Provide a calm, caring, and reassuring welcome. -Listen to the student without judgment, respecting their pace and silences. -Use adapted communication methods (pictograms, PECS, tablet, gestures) to support expression. -Reassure the student that they are not responsible for what happened. -Provide psychological support tailored to the student's age and level of understanding. -Refer the student for medical care if necessary, including treatment for physical injuries or specialized medical evaluation. -Refer to specialized resources (e.g., sexual assault support centres, mental health services) when required. -Inform the parents (in accordance with legal requirements and the student's age) and involve them in the follow-up. -Document the incident accurately and confidentially. -Maintain regular follow-up to ensure the student's well-being and safety.	-Immediately intervene to stop the situation and protect all individuals involved. -Bring the student to a calm and safe environment. -Use adapted communication tools to support the student in expressing emotions and understanding the incident. -Clearly and simply explain why the behaviour is unacceptable, considering the student's level of understanding. -Teach concepts such as consent, personal boundaries, and physical integrity using visual supports and social stories. -Adjust or implement a personalized behavioural intervention plan. -Offer support in emotional regulation and social skills development. -Involve the family to ensure consistent intervention between school and home. -Provide regular follow-up to prevent recurrence. -Refer the student to specialized resources when appropriate.	-Ensure the student's safety and move them away from the scene. -Provide a reassuring welcome and a calm environment for expression. -Allow the student to describe what they saw or heard, using adapted communication methods if needed. -Reassure the student that reporting the situation was the right thing to do. -Respond to questions and concerns, explaining the measures taken to ensure everyone's safety. -Offer psychological support if the student experiences anxiety or trauma. -Reinforce educational messages about respect, consent, and safety. -Maintain regular follow-up to support the student's well-being and sense of safety at school.

Intimidation or Violence Based on Motives Related Notably to Skin Colour or Ethnic or National Origin

Support or supervision measures determined and implemented following the analysis of needs related to an act of intimidation or violence based on the above-mentioned motives.

For the student victim	For the student instigator	For witnesses
- Provide a safe and reassuring welcome immediately after the incident. -Check and treat any physical injury; refer to medical care if necessary. -Offer psychological support adapted to the student's level of understanding. -Allow the student to express their emotions and account of the events using adapted communication tools (pictograms, PECS, tablet, gestures). -Clearly and accessibly explain the measures taken to ensure their safety. -Separate the student from the instigator to prevent further aggression. -Strengthen the student's sense of belonging and safety within the school environment. -Offer regular follow-up to assess the student's well-being and adjust support measures as needed. -Involve the family in the follow-up and in implementing coherent strategies at school and at home.	-Immediately intervene with the student to end the situation and ensure everyone's safety. -Provide a calm and secure space so the student can self-regulate before any discussion. -Use adapted communication tools (pictograms, PECS, tablet, gestures) to support expression and understanding. -Discuss the incident when the student is ready, clearly explaining the impact of their actions. -Teach or review expected behaviours using visual tools, social stories, or role-playing. -Work on emotional regulation and social skills through targeted programs. -Implement or adjust a personalized behavioural intervention plan. -Involve the family to ensure consistency of interventions between home and school. -Provide regular follow-up to prevent recurrence and encourage positive behaviours.	-Provide a reassuring and safe welcome immediately after the incident. -Check the student's emotional state and meet their need for reassurance. -Allow the student to describe what they saw or heard, using adapted communication tools if needed. -Clearly explain that reporting or testifying is a positive and safe action. -Respond to the student's questions and concerns about the incident and its consequences. -Offer psychological support or accompaniment if the student shows anxiety or distress. -Reinforce values of respect, inclusion, and cooperation through educational activities. -Maintain regular follow-up to ensure the student's well-being and sense of safety at school

DISCIPLINARY SANCTIONS

Disciplinary sanctions applicable to acts of intimidation or violence based on the seriousness or repetitive nature of these acts (LIP, art. 63.1, para. 3, subpara. 8°)

Possible disciplinary sanctions, determined based on the analysis of the situation as well as the nature, seriousness, and frequency of the behaviours

DISCIPLINARY SANCTIONS

Sanctions—although intended to be rare—are always applied with an educational intent and are explained to the offending student and their parents.

Article 63.6 of the LEP regarding disciplinary sanctions states:

“In the case of a major infraction, the student is subject to a sanction determined by the school administration. The sanction takes into account the seriousness, duration, frequency, scope, dangerousness, and legality of the behaviour, as well as its impact on the victim(s). The choice also considers the student’s age, maturity, needs, challenges, abilities, and best interest.”

A student who does not comply with the Code of Conduct may be subject to one of the following sanctions:

- Reflection period
- “Stop-action” measure
- Removal from the environment
- Phone call to parents
- Meeting with the school administration, with or without the parents
- Internal or external suspension
- Police report
- Billing or replacement for damage or theft
- Reintegration plan (gradual return)
- Increased frequency of individual support
- Behaviour plan
- A student may be sent home during the school day if we are unable to ensure the safety and well-being of staff and/or other students
- Referral to professional resources within the school or community

Sexual Violence

Possible disciplinary sanctions in cases of sexual violence, determined based on the analysis of the situation as well as the nature, seriousness, and frequency of the behaviours

Disciplinary sanctions are determined based on the analysis of each individual situation, taking into account the nature, seriousness, and frequency of the behaviours, as well as the student's level of understanding and particular needs. They may include any of the sanctions listed above, as well as: increased supervision and reinforced monitoring, temporary restrictions on participation in certain activities, and educational measures aimed at teaching appropriate behaviours.

If legal proceedings have been undertaken and a student has been found guilty of a criminal offence, the educational institution may be required to apply the judicial measures imposed.

Intimidation or Violence Based on Motives Related Notably to Skin Colour or Ethnic or National Origin

Possible disciplinary sanctions in cases of intimidation or violence based on the above-mentioned motives, determined according to the analysis of the situation as well as the nature, seriousness, and frequency of the behaviours

Disciplinary sanctions are determined based on the analysis of each situation, taking into account the nature, seriousness, and frequency of the behaviours, as well as the student's level of understanding and particular needs. They may include any of the sanctions listed above, as well as educational measures aimed at teaching appropriate behaviours.

FOLLOW-UPS AND OTHER ACTIONS

FOLLOW-UP OF REPORTS AND COMPLAINTS

Follow-up that must be provided for any report or complaint concerning an act of intimidation or violence (*LIP, art. 63.1, para. 3, subpara. 9°*)

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

- Acknowledge receipt of the report or complaint as quickly as possible.
- Quickly assess the situation in order to determine the immediate protective measures required.
- Gather the facts from those involved and from witnesses, using adapted communication methods when needed.
- Document all information accurately and confidentially in the incident log.
- Inform the parents or guardians of the students involved, according to legal requirements.
- Implement support or supervision measures adapted to the victim, the instigator, and the witnesses.
- Apply, when necessary, the disciplinary sanctions provided for in the action plan.
- Ensure regular follow-up with those involved to evaluate the effectiveness of the measures implemented.
- Review and adjust prevention and intervention strategies based on observations.
- Produce a summary report intended for the general director and, if needed, for relevant authorities.

As soon as possible, the school principal transmits to the general director, for each complaint related to intimidation or violence, a summary report describing the nature of the events and the follow-up that was carried out (*LEP, art. 63.5*).

Sexual Violence

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

As soon as possible, the school principal transmits to the general director, for each report related to an act of sexual violence, a summary report describing the nature of the events and the follow-up that was carried out. This report is also transmitted to the regional student protector (*LEP, art. 63.5*).

- Immediately ensure the victim's safety and remove them from the instigator.
- Provide psychological support and, if necessary, refer the victim to medical care and specialized resources (e.g., sexual assault victim support centres).
- Gather the facts delicately, respecting the victim's pace and communication needs, without asking suggestive questions.
- Avoid having the student repeat their account multiple times in order to reduce retraumatization.
- Inform the parents or guardians according to legal requirements and the student's age, and obtain their collaboration for the follow-up.
- Immediately report the situation to Youth Protection (DPJ), in accordance with legal obligations.

- Document the incident precisely and keep all information in a confidential and secure file.
- Apply, when appropriate, disciplinary sanctions adapted to the situation.
- Maintain regular follow-up with the victim, the instigator, and any witnesses to assess the impact of the event and adjust measures as needed.
- Prepare a report to be transmitted to the Director General.

Intimidation or Violence Based on Motives Related Notably to Skin Colour or Ethnic or National Origin

Measures taken to follow up on any report or complaint concerning an act of intimidation or violence based on the above-mentioned motives

- Immediately ensure the victim's safety and remove them from the instigator.
- Listen to the victim with respect and sensitivity, acknowledging the specific impact of discriminatory behaviours or remarks.
- Gather the facts from those involved and from witnesses, taking into account possible communication difficulties and the cultural context.
- Document the incident accurately and confidentially in the incident log.
- Inform and involve parents or guardians in the follow-up, according to legal requirements.
- Provide support measures for the victim (psychological support, increased supervision, reinforcement of their sense of safety).
- Apply, where appropriate, the disciplinary sanctions provided for in the action plan and adapted to the situation.
- Offer educational activities to the instigator on diversity, inclusion, and respect for differences.
- Conduct regular follow-up to evaluate the effectiveness of measures and prevent recurrence.
- Produce a summary report intended for the Director General and, if required, for relevant authorities.

OTHER ACTIONS SPECIFIC TO SEXUAL VIOLENCE

In addition to the elements listed above, the action plan against intimidation and violence must include a separate section dedicated to sexual violence. This section must include the following elements (LEP, art. 63.1).

Mandatory Training Activities for Administrators and Staff Members

Planned Training Activities for Staff – Sexual Violence

- Training on recognizing signs and behaviours that may indicate sexual violence among autistic students.
- Awareness training on consent, personal boundaries, and appropriate behaviours, as well as strategies for teaching these concepts to students.
- Communication approaches adapted for non-verbal students or those with significant communication difficulties during sensitive situations.
- Safe and caring intervention techniques to immediately stop inappropriate behaviour.
- Legal procedures and mandatory reporting obligations to Youth Protection (DPJ).
- Strategies for gathering testimony from a student while minimizing retraumatization and emotional distress.
- Use of visual tools, social stories, and educational programs to prevent inappropriate sexual behaviours.

	• Interdisciplinary collaboration (teachers, educators, therapists, administration) when following up on situations and implementing coherent interventions. • Annual review of internal policies and protocols related to the prevention and handling of sexual violence.
Safety Measures Aimed at Preventing Sexual Violence	Safety Measures Aimed at Preventing Sexual Violence • Increased supervision and visible staff presence in identified high-risk areas (hallways, playground, washrooms, changing rooms, transition zones). • Planned student movement schedules to reduce situations involving close physical proximity. • Restricting unsupervised access to certain enclosed or isolated spaces. • Adjustments to the physical environment to improve visibility (windows on doors, adequate lighting, removal of hidden areas). • Increased supervision during school outings, outdoor activities, or unstructured periods. • Strict control of visitors and mandatory ID badges for all non-staff individuals. • Systematic application of the intervention protocol in cases of sexually inappropriate behaviour, including immediate separation of those involved. • Regular updating of behavioural intervention plans to include specific preventive measures. • Proactive communication with parents to report any concerning behaviour and to ensure coordinated follow-up.

RESOURCES

RESOURCES	Neurodiversity and Bullying Toolkit GUIDE FOR SCHOOL STAFF: This guide is intended for school personnel as a reference and prevention tool. It provides theoretical foundations for training and interventions with staff, students, and parents. It helps to understand the student's needs based on their role in a bullying situation and outlines the steps to follow as well as the skills to develop. GUIDE FOR STUDENTS: This guide is intended for elementary and high school students to raise awareness about autism and bullying. It also includes targeted sections based on the student's role—victim, witness, or instigator—with guidelines to understand the situation and take action. GUIDE FOR PARENTS : This guide helps parents of elementary and high school students better understand their child's needs in cases of bullying or cyberbullying. It explains dynamics specific to autistic youth and outlines the approach used by school staff.
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OTHER IMPORTANT INFORMATION

* Date of adoption of the action plan by the Governing Board (LIP, art. 75.1)	August 20, 2025
Resolution number	2025-08-20-01
* Date of the annual evaluation of results by the Governing Board (LIP, art. 83.1)	À venir
* Date of annual revision of the action plan (LIP, art. 75.1)	À venir
Signature of the Director General	
Date	2025-08-20
Signature of the Chair of the Board of Directors	NICK KATALIFOS
Date	2025-08-20