CONCERTED MANAGEMENT PROCESS FOR THE DEVELOPMENT AND IMPLEMENTATION OF THE ANTI-BULLYING AND ANTI-VIOLENCE PLAN (EA, ss. 75.1, 89.2, 96.6, 210.1, 220)

The administration provides transformational leadership so as to create, in collaboration with the different stakeholders, inclusive, safe and caring school environments (EA, ss. 96.12, 96.13)

STEPS[1]	COURSES OF ACTION	REFLECTION QUESTIONS
PREPARE THE PROCESS	– Become familiar with the legal framework, the Ministère's strategic plan and the school's educational project with regard to the socializing aspect of the mission of Québec schools. – Form a committee to develop the anti-bullying and anti-violence plan. – Establish a work schedule. – Become familiar with the different aspects of school climate and the conditions conducive to establishing and maintaining a healthy, safe and caring school climate. – Adopt a constructive stance to foster an educational approach. – Share information about the stakeholders' roles and responsibilities in developing the school's anti-bullying and anti-violence plan. – Present the nine prescriptive elements of the legal framework to all staff members and to the governing board. 🖥 Tools: *Plan stratégique 2019-2023*, legal framework, school climate approach (in French only)	– When should the process be presented to staff members, partners and the governing board? – What documents will we need? – Who will do what so that the anti-bullying and anti-violence plan is developed, implemented and successful? – Who will be part of the committee to develop and update the anti-bullying and anti-violence plan? – What will the development committee's work schedule be? – At what point will the governing board, students and staff members be consulted?
PREPARE THE ACTIONS **Analyze the school's situation (healthy, safe and positive)**	– Draw up a portrait of the situation using reliable sources of data. – Develop a shared vision using findings (strengths and challenges) based on the portrait of the situation. – Question the effectiveness of the educational practices currently in place. – Target the areas in need of improvement. 🖥 Tool: Pre-diagnostic questionnaire	– What tools do I have that allow me to draw up a portrait of the situation and give me access to reliable data? – What have we determined in our educational project with regard to the mission to socialize? – How can the environment in my school be characterized in terms of school climate? – Are all the aspects of school climate taken into account? – Is there a specific context to be taken into account?
PRIORITIZE (EA, ss. 18.1, 75.3 and 96.12)	– Establish priorities based on approaches recognized by researchers. – Translate priorities into specific and measurable objectives. – Consult the stakeholders involved on the chosen methods of making relevant changes (governing board, general ssembly, teacher participation committee, student council, daycare service, etc.). Note: *Reflection and discussions should be based on knowledge gained from research and experience; however, 21st-century competencies should also be taken into account.* 🖥 Tool: *Pan-Canadian Systems-Level Framework on Global Competencies* (CMEC)	– What do we want to maintain to ensure a caring climate in our school? – What do we want to improve to foster the well-being of the adults and students in our school and to ensure a positive, safe and caring school climate? – Are our objectives specific and measurable? – How will we ensure that the students, school staff and governing board are consulted?

[1] Ministère de l'Éducation (MEQ)

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STEPS[2]	COURSES OF ACTION	REFLECTION QUESTIONS
PLAN, IMPLEMENT AND REGULATE ACTIONS	– Be sure to establish conditions conducive to the implementation of courses of action. – Come to an agreement with the school team on the action plan to implement to meet the objectives. – Allocate, if necessary, the human, financial and material resources based on the objectives to be met (Measure 15031 of the Budget Rules). – Clearly identify the courses of action designed to promote better collective living and to prevent bullying and violence, especially the compulsory civics activities (EA, ss. 18.1, 96.7.1). – Plan for interventions in the event of situations of bullying or acts of violence. – Have a specific procedure to follow up on events related to bullying and violence, such as the support measures for victims, perpetrators and witnesses. – Establish the terms and schedule for following up on the anti-bullying and anti-violence plan with the school committee. – Present the anti-bullying and anti-violence plan for adoption by the governing board. – Prepare and distribute a document for parents that presents the anti-bullying and anti-violence plan in clear, accessible language (EA, s.75.1). **Follow up on courses of action** – Develop tools to record and follow up on events for the school and for follow-up in accordance with the Act (EA, s.96.12). – Regularly analyze whether targets and objectives are being met and the effectiveness of the courses of action and/or methods currently in place. – Identify, if necessary, any changes to be made to the courses of action and methods currently in place, tools and path of intervention. Tools: Conseil supérieur de l'éducation (2020 brief), MEQ memory aid for school administrators, action plan framework	– What courses of action will we take? How will we carry them out? – Are the chosen courses of action consistent with the selected objectives? Are they relevant to meeting the challenges identified in the analysis of the situation? – Which concrete actions will support socialization? – Which specific actions will help to prevent violence and bullying? – In the event that a situation is reported, are the school staff familiar with the path of intervention? – Are support and guidance measures planned for victims, perpetrators and witnesses? – Are the school staff aware of their role and responsibilities with regard to the anti-bullying and anti-violence plan? – What is the best way to ensure that the action plan is implemented?
EVALUATE AND ADJUST ANNUALLY EA, s. 75.1 **The plan may be simply updated or it could be completely overhauled in light of its results and changing needs.**	– With the school committee, analyze the results obtained and carry out the annual evaluation of the anti-bullying and anti-violence plan (EA, s.75.1). – Inform the partners and community of the results and evaluation of the anti-bullying and anti-violence plan (EA, s.75.1). **Note:** **A winning practice consists in reviewing the anti-bullying and anti-violence plan at the same time as the educational project so as to benefit from a more detailed analysis.** Link: Action plan framework	– What benefits were observed? – Do the courses of action achieve the expected results? – Do we foresee any new challenges? – Are there any innovative practices to integrate into our pedagogical practices on a daily basis? For example, the use of digital technologies and resources? – How did we use resources such as the allocation under Measure 15031 to improve our practices? – Do certain aspects of the anti-bullying and anti-violence plan need to be revised?