



Preventing and Managing Violence Against School Staff

PRACTICAL SUPPORT GUIDE

August 2025

Note

This practical support guide on preventing and managing violence against school staff constitutes a whole, meaning that the content of the main document must be read together with its appendices. Readers may, if they so choose, use Appendix III for practical purposes while referring to the main content.

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Ministère de l'Éducation

General information

Ministère de l'Éducation
1035, rue De La Chevrotière, 27^e étage
Québec (Québec) G1R 5A5
Telephone: 418-643-7095
Toll-free: 1-866-747-6626

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Context

As part of the Violence and Bullying Prevention in Schools Week that took place from March 17 to 21, 2025, the Minister of Education announced the establishment of a working committee responsible for producing a guide to help prevent violence against school staff and to provide better guidelines for the actions to be taken when it occurs. This guide is intended for school service centres (SSC), school boards (SB) and all of their staff.

This initiative stems from different observations made over the years and the importance given by the Minister to preventing violence against school staff.

This work was carried out in collaboration with several partners: the Fédération des centres de services scolaires du Québec (FCSSQ); the Quebec English School Boards Association (QESBA); the Centrale des syndicats du Québec (CSQ) and its three federations in the education sector, that is, the Fédération des syndicats de l'enseignement (FSE), the Fédération du personnel de soutien scolaire (FPSS) and the Fédération des professionnelles et professionnels de l'éducation (FPPE), as well as the Association provinciale des enseignantes et enseignants du Québec (APEQ); the Syndicat des professionnelles et professionnels de Laval-Rive-Nord (SPPLRN); the Fédération des employées et employés de services publics (FEESP); the Syndicat canadien de la fonction publique (SCFP); the Syndicat des employées et employés professionnels et de bureau (SEPB); the Union des employés et employées de service, section locale 800 (UES-800); the Independent Association of Western Québec (IAWQ-AIWQ); the Independent Association of Support Staff of the Lester-B.-Pearson School Board; and associations representing managerial staff, that is, the Fédération québécoise des directions d'établissement d'enseignement (FQDE), the Association québécoise du personnel de direction d'école (AQPDE), the Association montréalaise des directions d'établissement scolaire (AMDES), the Association québécoise des cadres scolaires (AQCS), the Association of Administrators of English Schools of Québec (AAESQ) and the Association des cadres scolaires du Grand Montréal (ACSGM). The Commission des normes, de l'équité, de la santé et de la sécurité du travail (CNESST) was also consulted.

All stakeholders share an undeniable desire to take concrete action and commit to proactively addressing situations of violence against school staff by providing optimal support to those who are victims.

Introduction

School is a place where relationships are interconnected, whether they be with students, their parents or between school staff members. The latter are called on to work with many people who have different profiles and needs.

While these relationships are, in most cases, healthy and enriching, violent incidents may occur and affect the physical and psychological well-being of one or more school staff members.

In occupational health and safety (OHS), physical or psychological violence, including intimate partner, family or sexual violence, is among the recognized psychosocial risks of the workplace, as are harassment or exposure to a potentially traumatizing incident. Violence is not unique to the school environment and can occur in any field. Whether intentional or not, violence must be managed.

Situations that qualify as workplace harassment (psychological harassment, sexual harassment or cyberstalking) may consist of one or more forms of violence. Efforts made in the workplace to foster respect, civility and conflict management may help prevent workplace harassment and violence. Workers who are exposed to workplace violence may also develop psychological health problems related to one or more potentially traumatizing incidents. In addition, psychosocial risk factors—such as the capacity to make decisions, support from colleagues and superiors, organizational justice, recognition and workload—may influence the physical and psychological health of workers.

This guide essentially covers acts of violence against school staff by a student, a parent, or another employee of the SSC or SB. This means that certain situations, such as family, intimate partner and sexual violence, are only covered briefly.

The *Education Act* (EA) sets out guidelines for the actions to be taken when a student is a victim of violence and bullying in school. In the case of violence against school staff, it is the obligations set out in the *Act respecting occupational health and safety* (AROHS) that apply.

In view of providing all school staff with the necessary tools and helping them deal with a situation of violence, the following guidelines, based on a proven approach to occupational health and safety, have been adapted to the reality of schools. First, the orientations and guiding principles governing the actions of school staff are presented. Then, the actions that must be taken before, during and after a violent incident are addressed in full detail in order to expand upon the existing practices of SSCs and SBs. Lastly, a summary is provided, followed by applicable appendices, including Appendix III, which is necessary for a thorough understanding of the actions to be taken.

1 Orientations

1.1 Definitions and legal framework, including work contracts

Definitions relating to violence are presented in Appendix I in order to keep the text light and easy to read.

The health and safety of school staff are well regulated by law, whether in the *Charter of Human Rights and Freedoms*, in legislation, or in provincial collective agreements and other collective agreements. The main applicable excerpts can be found in Appendix II.

1.2 Guiding principles

- The proposed actions take into account student rights and needs; however, this guide aims mainly for the protection of school staff.
- Employers and workers have obligations regarding occupational health and safety, which are a shared responsibility.
- The success of the approach depends on the commitment not only of the employers and workers, but also of all the stakeholders involved in preventing violence (parents, health network, community partners, etc.).
- Following numerous discussions and agreements with the parties involved as well as various field testing, many schools have already implemented different measures for managing the risk of violence, the results of which are quite promising. This guide will help improve these practices, as needed.
- The occupational health and safety approach that was adopted is based on the hierarchy of preventive measures, meaning that when a risk cannot be eliminated at its source, measures must be put in place to correct and control it. This hierarchy of measures is presented in greater detail in the section on preventive measures.

1.3 Commitment and collaboration of all stakeholders

In addition to employers and workers in the school network, other parties involved can also play a significant role in preventing, managing or following up on situations of violence by providing increased support to families, the school or the community:

- The health and social services network, which provides need-based services and increases support for students both at and outside of school.
- Community organizations, which provide services that increase support for students, parents or guardians, as well as for school and managerial staff.

- The CNESST, which provides reference documents and guides on risk management, especially psychosocial risks such as workplace violence. The CNESST also provides access to counsellors in psychosocial risk prevention. Its inspectors, who enforce the AROHS and its regulations, also visit schools after an incident or, occasionally, as a means of prevention.
- Parents, through the commitments they must undertake in order to prevent, when necessary, the recurrence of any act of bullying or violence, as well as through their collaboration with different actions taken by the school (action plan, individualized education plan, support and supervision measures, disciplinary measures, access to external services).
- The [National Student Ombudsman](#) and the regional student ombudsmen, who protect the rights of students and parents by enabling them to express their dissatisfaction toward services they have received from their school.
- The regional police force(s), which can intervene in an emergency or as part of an investigation.

1.4 Actions that must be taken before, during and after a violent incident

This section outlines the actions aimed at the prevention of a violent incident, the intervention that must occur and the analysis to be conducted following the incident. Appendix III includes a template for applying the guide, providing concrete actions that may be taken before, during and after an act of violence.

From the outset, it is important to consider that risk factors (e.g. absence of action) could turn into protection factors (e.g. implementation of action).

1.4.1 Preventive measures (before)

When it comes to prevention in schools, different models may be used to categorize the actions that have been rolled out or are to be implemented, for example, Beaumont's (2023) adapted prevention pyramid or the "3 x 3" model (CSSMB 2016).

However, in the context of occupational health and safety, preventive actions to be rolled out or corrective measures to be taken in light of the risks identified and prioritized must be considered based on the **hierarchy of preventive measures**. This is a proven method from the field of occupational health and safety.

Employers, who are subject to the AROHS, must take steps to **identify, analyze and prioritize risks** in the workplace.

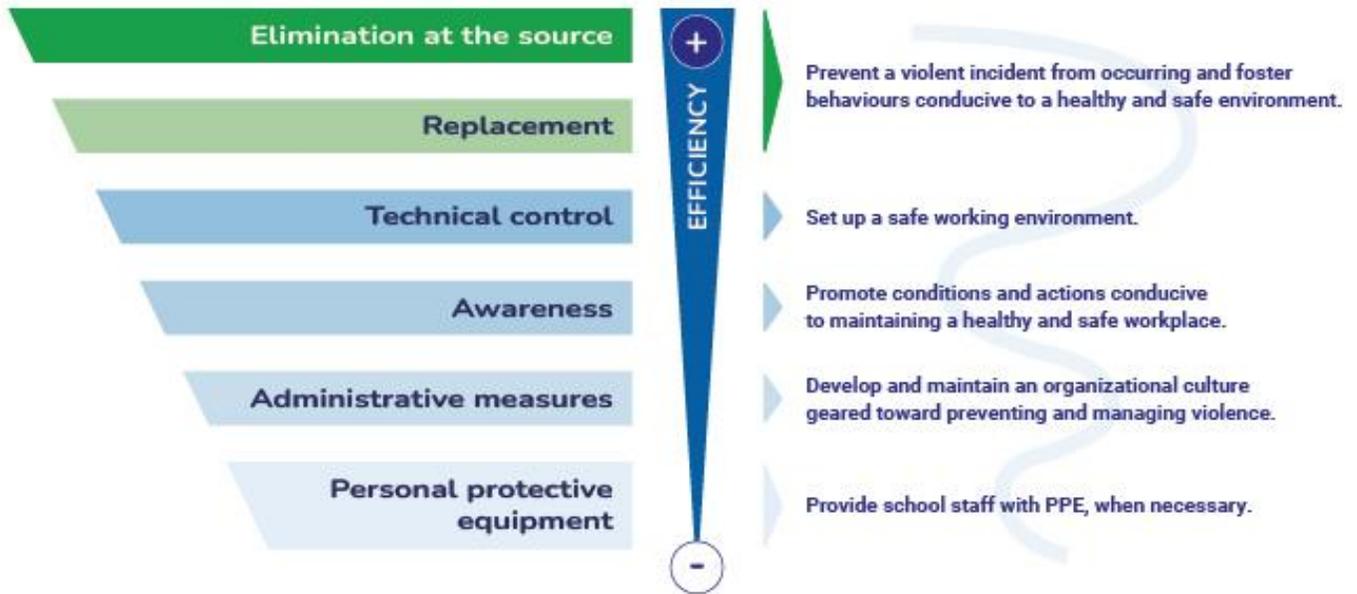
For example, examining the school's situation and identifying areas of vulnerability—such as the physical layout, the characteristics of individuals or the schedules of students and school staff—could be helpful in analyzing the risk.

Then, measures must be implemented to **eliminate, minimize or control risks** using the hierarchy of preventive measures.

This is a sequence of searching for solutions where priority is given to the application of the most effective solution before consideration of the least effective solution. The combination of several preventive measures is encouraged and has shown to be more effective in controlling a single risk.

In schools, the hierarchy of preventive measures is intended to be flexible. It is illustrated on the right-hand side of Figure 1. It is believed that, when properly applied, it allows for a high level of efficiency in the search for measures that control violence against school staff. Figure 1 is adapted for schools in accordance with the CNESST model (CNESST 2022b, 10).

Figure 1: Hierarchy of preventive measures in schools



The following guidelines address each of the elements that characterize the **adaptation** of the hierarchy of preventive measures in schools.

1.4.1.1 Elimination at the source¹ and replacement: prevent a violent incident from occurring and foster behaviours conducive to a healthy and safe environment

All the measures implemented in the workplace and by stakeholders are intended to eliminate the risk at the source or to minimize it. In this way, every time that a violent incident is avoided or that its severity is lessened because of the actions and efforts of everyone involved is considered a success. This is the first step to fostering a healthy and safe environment marked with respect and civility.

Examples: implementation of educational and preventive interventions for all students (universal measures), workshops, instructional activities, reinforcement, preventive measures from the anti-bullying and anti-violence plan as well as rules of conduct²

1.4.1.2 Technical control: set up a safe working environment

This action involves setting up the environment so as to minimize the risk of assault (see Appendix IV). This can be achieved by arranging the physical layout (classrooms, administrative offices, rooms, hallways, outdoor spaces, etc.) according to the characteristics of individuals. Among other things, this action makes it easier to move around quickly and safely, minimizes the presence of possible projectiles, prevents risks of falling and allows for the necessary help to be obtained more effectively using a communications system in an emergency.

Examples: pay close attention to objects that could be used as projectiles and/or weapons, inspect and declutter spaces (classrooms, reception area/lobby, hallways, administrative offices, outdoor spaces, etc.), lay out furniture in a way that allows school staff to make a quick exit (classrooms, reception area/lobby, administrative offices, etc.), use reliable communication tools adapted to the school (intercom, handheld radio, etc.), ensure proper lighting, make sure that improvements are maintained over time and control building access

¹ Elimination at the source can be difficult to apply when the situation involves psychosocial risks. The adapted hierarchy of preventive measures in school model provides solutions that aim to prevent a violent incident from occurring and fosters behaviours conducive to maintaining a healthy and safe environment.

² With regard to preventive measures, SSCs and SBs can receive support from regional support officers working on the school climate, bullying and violence file, regional support and expertise service agents, or centres of excellence for the English network.

1.4.1.3 Awareness of the presence of risk: promote conditions and actions conducive to maintaining a healthy and safe workplace

This awareness is characterized by the promotion of expected behaviours in situations likely to turn into violent incidents. These measures improve, among other things, the ability of individuals who interact with school staff to remain vigilant and identify risks.

Examples: hang thematic posters encouraging positive behaviours in the administrative office (e.g. “I remain calm when asking for information”), create a newsletter from the administration encouraging the adoption of respectful behaviour toward school staff, record a voicemail message encouraging respect and promote positive attitudes toward others

1.4.1.4 Administrative measures: develop and maintain an organizational culture geared toward preventing and managing violence

Administrative measures are multi-faceted and complementary (see Appendix V). They are designed to guide and support the prevention and management of violence in educational institutions, and include, in particular, laws, policies and management practices. It is important that these measures be readily available and communicated to all stakeholders, who must understand and apply them.

Support the full understanding and integration of obligations, policies and procedures by all stakeholders

- SSC or SB policy on preventing and managing violence
- Rules of conduct, safety measures, and anti-bullying and anti-violence plan
- *Reference Framework for Control Measures in Schools*
- Individualized education plan
- Emergency measures
- Organization of work and work procedures
- Other measures, if applicable

Provide information, instruction and training to school and managerial staff

This involves **providing information** to staff to improve their knowledge of the risks of violence. A method specifically adapted to the workplace should also be planned to inform newly hired staff, staff who are replacing another employee, and interns and volunteers of the existing risks in the schools, as well as the means at their disposal for preventing violence and intervening safely.

Examples: discussions, presentation during a meeting, review of the tools available, information videos addressing violence or other topics, such as the well-being of staff, psychological health, lifestyle habits, stress management or how to recognize signs of fatigue

In addition, providing **instruction** and **training** to staff members enables them to acquire the knowledge required and develop the skills necessary to carry out their work safely. A solid understanding of student needs and characteristics is an asset in preventing certain situations of violence.

Examples: training program for preventing and intervening in a crisis situation (e.g. Oméga program, Crisis Prevention Institute [CPI]) training programs and Intervention thérapeutique lors de conduites agressives [ITCA] program), simulation exercises, coaching, review activity, emergency response plan, training programs on other topics, such as civility, respect, conflict management, psychosocial risks and compassion fatigue

Implement other relevant measures

Specific measures are necessary for certain work situations.

Examples: introduce practices for staff on how to dress safely (see the tools presented in Appendix IV); establish the process for documenting work events, incidents and accidents and the subsequent management steps, then communicate them to staff (see Section 1.4.3.2 and Appendix IV); ensure that first aid responders are present in the workplace (physical and psychological care), and plan or organize psychological support

1.4.1.5 Personal protective equipment (PPE): provide school staff with PPE, when necessary

The use of PPE is an option in situations where none of the preventive measures can fully ensure the health and safety of staff or enable them to carry out their work safely. Since this measure is a last resort (it should not be the first solution), there should still be an effort made to implement more effective preventive measures.

Examples: Kevlar gloves or sleeves for bites, scratches or pinching

In summary:

Preventive measures (before)

- **Implement** educational and preventive interventions for all students (universal measures), workshops, instructional activities, reinforcement, preventive measures from the anti-bullying and anti-violence plan, and rules of conduct.
- **Set up** the work environment in a safe manner by, among other things, implementing an effective communications system and arranging the physical layout of classrooms, rooms and hallways according to the characteristics of individuals.
- **Promote** expected behaviours in situations likely to turn into violent incidents.
- **Support** the full understanding and integration of obligations, policies and procedures by all stakeholders.
- **Inform** staff to improve their knowledge of the risks of violence.
- Provide **instruction** and **training** to staff members to enable them to acquire the knowledge required and develop the skills necessary to carry out their work safely.
- **Provide** school staff with personal protective equipment (PPE), when necessary.

1.4.2 Intervention measures (during)

Despite the implementation of appropriate preventive measures, school staff may still be faced with crisis situations or aggressive behaviours requiring differentiated interventions, depending on the context.

The choice of interventions to ensure everyone's safety must be based on careful consideration on the part of the school, taking into account, in particular:

- the organizational culture
- existing policies and procedures
- the contribution of the various parties involved, such as the occupational health and safety department of SSCs and SBs, educational services, material resources and the joint health and safety committee

In addition, safe behaviours should be prioritized in situations of violence. Learning acquired through training sessions on prevention and intervention in crisis situations can be applied. Examples include the ability to determine whether a safety risk is present, defuse a crisis situation, help reduce tension, maintain a safe distance and position, use an appropriate tone and volume of voice, and project calmness.

Strategies aimed at restoring calm should be prioritized as soon as the first behavioural signs of a crisis situation with the potential for assault appear. All efforts made prior to an individual's (student, stakeholder or parent) disorganized behaviour contribute to the effective and safe management of the situation for both staff and those involved.

Evaluating the situation and how it unfolds will make it possible to determine whether wearing PPE is necessary and help from colleagues is needed to manage the situation. If needed, previously determined communication procedures should be applied in order to ask for help, secure the area, communicate throughout the intervention, inform the administration and communicate with emergency services.

In cases where the crisis situation escalates, the use of protective techniques learned during training could be required. In very specific situations involving physical assault, school staff could apply safe physical intervention techniques if they received the required training.

Lastly, it is imperative to remember that the educational strategies used in educational institutions are interventions that complement the occupational health and safety strategies that contribute to everyone's safety. The implementation of the interventions set out in school emergency plans or protocols related to the *Reference Framework for Control Measures in Schools* promotes the safety of both students and school staff.

In summary:

Intervention measures (during)

- **Determine** whether a safety risk is present.
- **Implement** the interventions set out in the school emergency plans or protocols.
- **Adopt** behaviours and use strategies aimed at restoring calm:
 - **Defuse** a crisis situation.
 - **Help** reduce tension.
 - **Maintain** a safe distance and position.
 - **Use** an appropriate tone and volume of voice, and project calmness.
- **Wear** PPE, if necessary.
- **Determine** whether help from colleagues is needed to manage the situation and, when necessary, apply the previously determined communication procedures.
- **Apply**, when the situation calls for it, the safe physical intervention techniques learned in training.

1.4.3 Follow-up measures (after)

This section is intended for school staff who have been the victim of an act of violence and addresses the interventions to carry out following an assault.

To deal with students who engage in aggressive or violent behaviour, the anti-bullying and anti-violence plan, the student's individualized education plan, or other documents are used to identify the interventions that need to be updated. Similarly, the anti-bullying and anti-violence plan is used, among other things, to consider the actions that need to be taken to intervene with and to support students who have witnessed a situation of violence.

1.4.3.1 Support for staff

Provide immediate support to staff who are victims or witnesses of violence

Following a difficult situation or intervention, it is important to quickly inform the school administration and ensure that staff receive compassionate and empathetic support, which can be provided by the school administration itself, colleagues or the designated individuals within the school (e.g. first aid responder). If staff have sustained physical injuries, the first aid responder in the workplace can provide the necessary care and follow-up in accordance with the first aid and emergency response protocols (e.g. need for an ambulance).

Emotions and reactions can differ greatly from one individual to another. Listening, quality of presence and reassurance are important. The goal in that moment is to restore a sense of safety, find comfort and regain a relative state of calm. It is therefore important that the staff who were involved or were witnesses be granted the time they need to regain the necessary composure before resuming their duties.

Some staff needs and concerns can arise suddenly and will guide the support to be provided in the moment (see the "Offer support resources" section).

Lastly, it is important to be available and offer support in the short and medium term, or according to the conditions established in the workplace.

Ensure follow-up with staff over time

Following up within the time frame agreed upon with the individual, based on their needs or their observations, or those of their colleagues or friends and family, ensures ongoing support over time. Support may also spread over several instances, depending on the individual. These interventions, which are of limited duration, can be conducted in person or virtually. They provide practical assistance, help maintain contact, and inform or refer the individual to specialized services if their condition requires it (e.g. if difficulties adjusting persist after two to four weeks). These actions can give the individual the sense of being listened to, respected and supported. There may also be times when the individual who experienced the incident shows certain symptoms or reactions, but refuses support or does not seem open to receiving any. When this occurs, it is possible, for example, to point out to the individual the

behaviours that are being observed (e.g. “I notice that you are often lost in thought during breaks”). If the person is still closed off to the support being offered, it is important to remind them that the door is always open should they ever want to talk, and that support is always available.

Offer support resources

There are many resources that can offer staff support outside the workplace. Following an incident, the reflex is to refer staff to the employee assistance program (EAP). It should be noted that services offered by the EAP differ from one SSC or SB to another.

Other resources (counselling, community resources, etc.) are also available in various forms (by phone, text, chat and sometimes in person) depending on the level of urgency required. Some are available 24 hours a day, 7 days a week, and others during limited hours.

A psychological support tool (see the tool in Appendix IV) can be made available to staff on the SSC or SB intranet, placed in the staff room or handed out by the person offering the support (superior, colleague or designated person in the workplace (e.g. first aid responder)).

1.4.3.2 Organizational practices and administrative actions

Document the work event, incident or accident as set out in the organizational procedures

The work event, incident or accident must be documented according to the usual organizational procedures for employee health and safety. If there is no specific procedure in place, the following template may be used and adapted according to the school. It provides a means of collecting the information needed to analyze the situation at hand and proceed with the management steps to meet the requirements of the AROHS (s. 51 (5) and (9)):

1. Event (accident, incident or medical emergency)
2. Intervention and management of the event, according to the situation
3. First aid and emergency response, if necessary
4. Documentation of the event using the specific form
5. Investigation and analysis of the event by the superior, identification of the causes
6. Implementation of corrective measures, when necessary
7. Follow-up with the individual involved
8. Adjustment of work procedures and implementation of preventive measures, if required

Following a violent incident, a balance must be struck between the collection of information immediately required from the person who is a victim or a witness and the creation of a supportive environment that allows them to adapt to the situation. In this regard, research tends to show, among other things, that it is best to provide as few “graphic details”³ as possible and that it can be helpful for the individual to obtain assistance from another person when documenting the incident (Geoffrion 2025). The staff involved are asked to establish the facts as objectively as possible in a timely manner after the incident.

Every school’s anti-bullying and anti-violence plan sets out the procedures to follow for reporting or filing a complaint concerning an act of bullying or violence. When an act of violence is committed by a student and meets the definition of the EA (s. 13), it is advisable to interpret the documented incident as a report of an act of bullying or violence. In addition, according to the EA (s. 96.12), in the event of sexual violence, a summary report must be submitted⁴ to the regional student ombudsman and to the director general of the SSC or SB.

Provide relevant information to those involved

Depending on the nature of the incident, the various questions below could be considered to determine to whom information must be sent while **ensuring confidentiality**:

- If the person who committed the act is a student, have the parents been informed?
- Are all students concerned? Should a message be communicated to all parents, in collaboration with the SSC or SB, to control the information being divulged?
- Is a police investigation warranted? Does the victim want to file a complaint with the police?
- Could the situation lead to intervention by the CNESST?
- Could this result in media coverage? Was the SSC or SB promptly informed? Should the MEQ be informed?
- Does the situation require that the union be informed?
- Should other stakeholders be informed?

³ “Graphic details” means explicit content that goes beyond what is needed to understand and analyze the situation.

⁴ The school principal must send a summary report for each complaint relating to bullying or violence and for each report concerning an act of sexual violence submitted to them. This also applies when the person who committed the act is a student and the person who is a victim is a member of the school staff.

Plan for follow-up on the incident to analyze the situation

When school staff are in the midst of action (crisis management), they must act quickly and apply the known procedures in order to effectively resolve the situation. However, during an intervention, some difficulties may arise and make it hard to carry out. These difficulties may vary in nature (human, technical, environmental, etc.) and sometimes highlight certain weaknesses in the established procedures. Generally speaking, barriers to effective interventions are identified during the investigation and analysis of the incident (during the process of documenting the work event, incident or accident). The resulting findings make it possible to adjust the measures to be implemented to prevent similar situations from occurring. The lessons learned by analyzing these situations will enable SSCs and SBs as well as their schools to improve risk prevention and management.

A winning practice is to involve the various stakeholders in order to discuss the causes identified and the preventive measures to be put in place to improve practices and better protect the health, safety, and physical and mental well-being of everyone. Managing the situation within the school should be prioritized. The occupational health and safety committee may participate in this process.

While it is always preferable in occupational health and safety that situations not lead to incidents or accidents with consequences for workers, these situations should be used as a source of learning and reinvested as opportunities to improve work processes and procedures.

Thus, implementing corrective measures and following up on recommendations and changes will enable improvements to be maintained over time.

In the event of work leave, plan measures to put in place to promote a successful and sustainable return to work

A violent incident can sometimes lead to work leave. In order to promote a successful and sustainable return to work following such an event, the SSC or SB should plan various support and assistance measures for those concerned. Support from the immediate supervisor and colleagues is essential in creating a welcoming and respectful environment.

Depending on the situation, additional safety measures may be implemented, psychological support may be offered, if needed, and different initiatives may be taken to facilitate the reintegration of those concerned.

Lastly, at the request of those concerned, a variety of accommodations may be analyzed and implemented.

Know how to proceed in the event of a right of refusal, complaint or CNESST intervention by an inspector

Certain work situations or incidents may lead to the exercise of a right of refusal or the filing of a complaint with the CNESST (refer to the tools in Appendix IV). These are a worker's rights under the AROHS. There may also be times when inspectors show up for inspection for no particular reason.

In all these situations, interventions are carried out jointly, meaning that they require the presence of both the "employer" and the "employee." It is advisable to be adequately prepared, to be surrounded by the appropriate people for the case, and to develop a climate of openness, collaboration and transparency with the inspector. A report is usually written following the intervention and may lead to the identification of issues of non-compliance resulting in notices of corrective action to be taken within a specified time frame. The SSCs, SBs and their schools also have rights throughout this process, including the right to contest issues of non-compliance within a specific time frame.

In summary:

Intervention measures (after)

- Provide staff with **immediate support**.
- **Quickly inform the school administration**, and ensure that staff receive compassionate and empathetic support.
- **Ensure follow-up** with the staff concerned over time.
- **Offer resources** that can provide staff with support outside the workplace.
- **Document** the work event, incident or accident as set out in the organizational procedures.
- **Inform** the people concerned, if applicable.
- Plan for **follow-up on the incident** in order to analyze the situation, then, **if needed, update the student's individualized education plan** or other documents that help identify the required interventions.
- Plan the measures to be put in place **to promote a successful and sustainable return to work**.
- Know how to **proceed** in the event of a right of refusal, a complaint or a CNESST intervention by an inspector.

Conclusion

No one is entirely safe from unfortunate violent incidents in everyday life. The same can be said in schools: many social interactions take place, and the socialization of young and adult students is an integral part of the mission of Québec schools. In addition, priority should be given to an approach that, without disregarding the many daily interactions between members of the educational community (parents, education stakeholders), focuses on preventive measures in occupational health and safety.

In order to minimize the potential impacts of situations of violence, it is important to be prepared. This document was developed with this in mind. And so, the orientations guiding the actions are presented after providing context on violence in schools and introducing the necessity for key stakeholders in schools to work together to minimize the occurrence of such acts. Next, the description of a proven approach, adapted to schools, indicating the actions to be taken before, during, and after a violent incident, gives school staff the tools they need to deal with such situations.

Lastly, the importance of maintaining healthy and safe work environments goes far beyond ensuring simple well-being in the workplace. It is a fundamental factor that undoubtedly contributes to the educational success of both young and adult students.

Appendix I – Definitions relating to violence

Education Act (EA)

Violence

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. (EA, s. 13, para. 3)

Note: Despite this definition from the EA, with regard to workers, the *Act respecting occupational health and safety* (AROHHS) applies, and violence, whether intentional or not, must be managed.

Occupational health and safety (OHS)

Violence in the workplace

Any action, incident or behaviour that departs from reasonable conduct in which a person is assaulted, threatened, harmed, injured in the course of, or as a direct result of, his or her work. (International Labour Organization 2003)

Internal violence

Occurs among staff members from all hierarchical levels in the same organization, including managers. (CNESST 2025a; INSPQ 2025)

External violence

Can occur between workers and any other person in the workplace who does not have an employment relationship with the company, such as a client, patient, student or supplier. (CNESST 2025a; INSPQ 2025)

Physical violence

Use of force against a person or group of people, which may result in physical, sexual, or psychological harm. (CNESST 2025b)

Psychological violence

Characterized by actions and behaviours that are generally (but not necessarily) repeated and directed against one or more individuals. These unwanted behaviours may be committed deliberately or unconsciously, but clearly cause humiliation, offence or distress. They may also interfere with work performance or create an unpleasant work environment. (CNESST 2025b)

Sexual violence

Any form of violence targeting sexuality or any other misconduct, including unwanted gestures, practices, comments, behaviours or attitudes with sexual connotations, whether they occur once or repeatedly, including violence relating to sexual and gender diversity. (AROHS, s. 1)

Family violence

Occurs when someone uses abusive behaviour to control or harm a member of their family. Family violence includes many different forms of physical, psychological, sexual and economic abuse. It also includes abusive behaviours and neglect. Family violence can also occur online in the form of cyberviolence. (CNESST 2025b)

Intimate partner violence

Occurs between one of the two individuals who are in a marital, extramarital or romantic relationship, and takes the form of physical, psychological, sexual and economic violence or may occur online in the form of cyberviolence. (CNESST 2025b)

Perpetrators of intimate partner violence follow a specific cycle. The *Government Action Plan on Domestic Violence* presents this cycle of violence created by the perpetrator, and explains how the victim reacts and feels.

Certain signs should be monitored to recognize and detect manifestations of intimate partner and family violence.

Cyberviolence

Involves the use of new communication technologies to control an individual. Cyberviolence includes emails, chat messages, text messages, geolocation and the posting of content online. It may also be used in combination with other forms of violence. (CNESST 2025b)

Psychological harassment

Vexatious behaviour in the form of repeated and hostile or unwanted conduct, verbal comments, actions or gestures, that affects an employee's dignity or psychological or physical integrity and that results in a harmful work environment for the employee. To be more specific, psychological harassment includes such behaviour in the form of such verbal comments, actions or gestures of a sexual nature. A single serious incidence of such behaviour that has a lasting harmful effect on an employee may also constitute psychological harassment. (*Act Respecting Labour Standards* (ARLS), s. 81.18)

Civility

A set of implicit or explicit norms that govern behaviours promoting harmonious and productive relationships, for the benefit of all members of a group. These behaviours refer to norms relating to respect, politeness, courtesy, good manners and collaboration. In contrast, incivility is behaviour, comments or gestures that violate these norms and have a negative effect on the person experiencing them. (Gouvernement du Québec 2020)

Appendix II – Legal frameworks

Charter of human rights and freedoms (CQLR, c. C-12)

“40. Every person has a right, to the extent and according to the standards provided for by law, to free public education.

...

46. Every person who works has a right, in accordance with the law, to fair and reasonable conditions of employment which have proper regard for [their] health, safety and physical well-being.

...

9.1. In exercising [their] human rights and freedoms, a person shall maintain a proper regard for democratic values, State laicity, the importance given to the protection of French, . . . public order and the general well-being of the citizens of Québec.

In this respect, the scope of the freedoms and rights, and limits to their exercise, may be fixed by law.”

Act respecting occupational health and safety (CQLR, c. S-2.1) (AROHS)

Employers’ obligations (AROHS, s. 51)

“Every employer must take the necessary measures to protect the health and ensure the safety and physical and mental well-being of [their] worker. [They] must, in particular,

(1) see that the establishments under [their] authority are so equipped and laid out as to ensure the protection of the worker;

...

(3) ensure that the organization of the work and the working procedures and techniques do not adversely affect the safety or health of the worker;

...

(5) use methods and techniques intended for the identification, control and elimination of risks to the safety or health of the worker;

...

(7) supply safety equipment and see that it is kept in good condition;

...

(9) give the worker adequate information as to the risks connected with [their] work and provide [them] with the appropriate training, assistance or supervision to ensure that [they possess] the skill and knowledge required to safely perform the work assigned to [them];

...

(11) provide the worker, free of charge, with all the individual protective means and equipment selected by the health and safety committee in accordance with paragraph 4 of section 78 or, as the case may be, the individual or collective protective means and equipment determined by regulation, and require that the worker use these devices and equipment in the course of work;

...

(16) take the measures to ensure the protection of a worker exposed to physical or psychological violence, including spousal, family or sexual violence, in the workplace and take any other measure that may be determined by regulation to prevent or put a stop to sexual violence.

For the purposes of subparagraph 16 of the first paragraph, in a situation of spousal or family violence, the employer is required to take the measures if [they know] or ought reasonably to know that the worker is exposed to such violence.”

Workers’ obligations (AROHs, s. 49)

“A worker must

(1) become familiar with the prevention program applicable to [them];

(2) take the necessary measures to ensure [their] health, safety or physical or mental well-being;

(3) see that [they do] not endanger the health, safety or physical or mental well-being of other persons at or near [their] workplace;

...

(5) participate in the identification and elimination of risks of work accidents or occupational diseases at [their] workplace;

...”

Workers' rights (AROHs, ss. 9 and 10)

"9. Every worker has a right to working conditions that have proper regard for [their] health, safety and physical and mental well-being.

10. In accordance with this Act and the regulations, the worker is entitled, in particular,

(1) to training, information and counselling services in matters of occupational health and safety, especially in relation to [their] work and [their] work environment, and to receive appropriate instruction, training and supervision;

..."

Act respecting industrial accidents and occupational diseases (CQLR, c. A-3.001) (ARIAOD)

The object of the ARIAOD is to provide compensation for employment injuries and the consequences they entail for beneficiaries. Some presumptions are provided for in the event of a workplace accident or occupational disease. For example, an injury that is sustained in the workplace in the course of the worker's employment is presumed to be an occupational injury. As such, an act of violence causing injury would allow for a worker to file a claim with the Commission des normes, de l'équité, de la santé et de la sécurité du travail (CNESST). A worker who sustains an occupational injury is entitled to an income replacement indemnity if they become unable to carry on their employment by reason of the injury.

Act respecting labour standards (CQLR, c. N-1.1) (ARLS)

In relation to psychological harassment as defined above, the ARLS stipulates that every employee has a right to a work environment free from psychological harassment. Employers must take reasonable action to prevent psychological harassment from any person and, whenever they become aware of such behaviour, to put a stop to it. They must, in particular, adopt and make available to their employees a policy to prevent and manage situations of psychological harassment, the minimum content of which is set out in section 81.19 of the ARLS. The policy must set out, in particular, the methods and techniques used to identify, control and eliminate the risks of psychological harassment, and include a section on behaviours that manifest in the form of verbal comments, actions or gestures of a sexual nature.

Education Act (CQLR, c. I-13.3) (EA)

“18.1. Students shall conduct themselves in a civil and respectful manner toward their peers and school service centre personnel.

They shall contribute to creating a healthy and secure learning environment. To that end, they shall take part in civics and anti-bullying and anti-violence activities held by their school.

...

75.1. The governing board is responsible for adopting, in the form prescribed by the Minister, the anti-bullying and anti-violence plan, and any updated version of the plan, proposed by the principal. The main purpose of the plan must be to prevent and stop all forms of bullying and violence targeting a student, a teacher or any other school staff member. In addition to any elements the Minister may prescribe by regulation, the plan must include

- (1) an analysis of the situation prevailing at the school with respect to bullying and violence;
- (2) 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;
- (3) measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment;
- (4) procedures for reporting, or registering a complaint concerning, an act of bullying or violence to or with the institution and, more particularly, procedures for reporting the use of social media or communication technologies for cyberbullying purposes;
- (5) the actions to be taken when a student, teacher or other school staff 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;
- (6) measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence;
- (7) supervisory or support measures for any student who is a victim of bullying or violence, for witnesses and for the perpetrator;
- (8) specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature; and
- (9) the required follow-up on any report or complaint concerning an act of bullying or violence.

A separate section of the anti-bullying and anti-violence plan must be for sexual violence. That section must include . . . the following elements:

(1) compulsory training activities for management and other personnel; and

(2) safety measures to stop sexual violence.

A document explaining the anti-bullying and anti-violence plan must be distributed to the parents. . . . The governing board shall see to it that the wording of the document is clear and accessible.

The anti-bullying and anti-violence plan must be reviewed each year, and updated if necessary.

75.2. The anti-bullying and anti-violence plan must specify the form and nature of the undertakings to be given by the principal to a student who is a victim of bullying or violence and to [their] parents. . . and specify the form and nature of the undertakings they must give in order to prevent any further act of bullying or violence.

76. The governing board is responsible for approving the rules of conduct and the safety measures proposed by the principal.

. . . The rules of conduct must specify

(1) the attitudes and conduct that are required of students at all times;

(2) the behaviours and verbal or other exchanges that are prohibited at all times, including during school transportation, regardless of the means used, including social media; and

(3) the applicable disciplinary sanctions, according to the severity or repetitive nature of the prohibited act.

The rules of conduct and the safety measures must be presented to the students during a civics session held each year by the principal in collaboration with the school staff, and must be sent to the parents at the beginning of each school year.

77. The plan, rules and measures . . . shall be developed in collaboration with the school staff.

96.12. The principal, under the authority of the director general of the school service centre, shall ensure that educational services provided at the school meet the proper standards of quality. . . .

The principal shall see to the implementation of the anti-bullying and anti-violence plan, and shall promptly deal with any report or complaint concerning an act of bullying or violence that the principal receives or that the regional student ombudsman sends to the principal.

On receiving a complaint concerning bullying or violence, and after considering the best interest of the students directly involved, the principal shall promptly communicate with their parents to inform them of the measures in the anti-bullying and anti-violence plan. The principal shall also inform them of their right to request assistance from the person specifically designated by the school service centre for that purpose. . . .

For each complaint received concerning bullying or violence and each report received relating to an act of sexual violence, the principal shall send the director general of the school service centre a summary report on the nature of the incident and the follow-up measures taken. The summary report concerning an act of sexual violence shall also be sent to the regional student ombudsman.

The principal shall set up an anti-bullying and anti-violence team and designate a school staff member to coordinate its work as part of [their] regular duties.

96.13. The principal shall assist the governing board in the exercise of its functions and powers and, for that purpose, the principal shall

. . .

(1.2) coordinate the development, the review and, if necessary, the updating of the anti-bullying and anti-violence plan.

110.4. Sections 75.1 to 75.3, 77, 80 to 82, 83.1, 89.2 and 93 to 95, adapted as required, apply to the governing board of a centre.

The document referred to in the fourth paragraph of section 75.1 and the second paragraph of section 83.1 must also be distributed to the students.

. . .

110.13. . . . the third, fourth, fifth and sixth paragraphs of section 96.12, subparagraph 1.2 of the first paragraph of section 96.13 . . . apply to the principal of a centre.

. . .

210.1. The school service centre shall see to it that each of its institutions provides a healthy and secure learning environment that allows every student to develop [their] full potential, free from any form of bullying or violence. To that end, it shall support the principals of its institutions in their efforts to prevent and stop bullying and violence.”

Regulation respecting the rules of conduct in elementary and secondary schools (CQLR, c. I-13.3, r. 10.01)

“2. The rules of conduct must state the following principles

(1) the right of students and school staff to evolve in an environment that is conducive to learning and development, and in a setting that is respectful, considerate, welcoming, tolerant, secure, healthy and inclusive in which cooperation, mutual aid and attentiveness are shared values;

(2) the duty of students to show civility at all times towards other students and school staff, respect authority and their learning environment, and develop positive behaviours that favour the involvement of students in their academic success.

3. The rules of conduct must prescribe that students conduct themselves in a civil manner and, more specifically,

(1) respect the authority of school staff and the rules of the school, including those of the classroom;

(2) act and communicate with other students and school staff in a respectful, courteous and polite manner at all times, irrespective of the communication method used;

(3) refrain from committing any acts of intimidation or violence;

(4) use a formal form of address when speaking to school staff;

(5) use the title “madam” or “sir” to address school staff;

(6) respect the reputation and privacy of other students and school staff, in particular by obtaining their consent and the consent of the person having parental authority over the student or the student’s tutor, as applicable, before capturing images or recording voices, and by using social media appropriately;

(7) be diligent and punctual by respecting in particular the applicable schedules and deadlines;

(8) take good care of school materials, infrastructures and equipment; and

(9) comply with the school dress code, where applicable.”

Civil Code of Québec (CQLR, c. CCQ-1991)

Section 2087 of the Code stipulates that the employer is bound not only to allow the performance of the work agreed upon and to pay the remuneration fixed, but also to take any measures consistent with the nature of the work to protect the health, safety and dignity of the employee.

Concept of diligence

While the AROHS does not specifically mention the obligation of diligence, as does section 96.12 of the EA, which stipulates that the principal shall promptly deal with any report or complaint concerning an act of bullying or violence that the principal receives or that the regional student ombudsman sends to the principal; situations involving school staff must be handled with the same diligence. Employers must be able to demonstrate that they have taken due care to prevent incidents, otherwise they could face civil or even criminal penalties, particularly in cases of gross negligence. An employer could face criminal charges if they fail to take the necessary measures to fulfill their duties of foresight, efficiency, and authority in the area of occupational health and safety.⁵

Provincial and local agreements and collective agreements

All provincial agreements and collective agreements that apply to individuals working in SSCs and SBs refer to the definition of psychological harassment provided for in the ARLS and specify that it includes sexual harassment.

Based on this definition, they establish a statement of principle according to which SSC and SB staff are entitled to a workplace free from psychological harassment and that, to this end, the SSC or SB must take reasonable action to prevent psychological harassment from any person and, whenever they become aware of such behaviour, to put a stop to it.

The 2023-2028 provincial agreement, reached with staff affiliated with the Fédération autonome de l'enseignement (FAE), includes, in addition to this statement of principle on psychological harassment, a specific provision on violence whereby the parties recognize teachers' right to a workplace free of violence and require the SSC to take reasonable measures to prevent violence in the workplace.

Certain provincial agreements also have special provisions. This is the case, for example, with those that apply to professional staff, which reiterate the obligation of the SSC to ensure the protection in the workplace of victims of physical or psychological violence, including intimate partner violence, family, or sexual violence, by reaffirming the obligation of the SSC or SB to take action when it knows or should reasonably know that the professional is exposed to such violence.

⁵ See sections 217.1, 219, 220 and 221 of the *Criminal Code* (R.S.C., 1985, c. C-46).

Appendix III – Template for applying the guide

Notice concerning the use of the appendix: This appendix can be used independently of the main content. However, the support guide concerning the prevention and management of violence against school staff should be consulted when using the appendix, as it forms a whole.

Notice concerning the actions to be taken with students: Applying the interventions set out in school emergency plans or protocols related to the *Reference Framework for Control Measures in Schools* promotes the safety of both students and school staff. **It is therefore important to refer to the student protocol and the school protocol.**

Preventive measures (before)

Preventive actions to be taken or corrective measures to be implemented in light of the risks identified and prioritized

Establish procedures for identifying, analyzing and prioritizing risks
All employers must take steps to identify, analyze and prioritize risks to health and safety in the workplace. In schools, the risks relate to violence and assault. In SSCs, SBs and their schools, this requires the implementation of measures to eliminate, minimize and control these risks.

Establish measures to eliminate, minimize or control risks	
Proposed actions	Best practices
<p>Elimination at the source and replacement</p> <p>Prevent a violent incident from occurring and foster behaviours conducive to a healthy and safe environment</p>	<p>Examples (non-exhaustive): continuous implementation of educational and preventive interventions for all students (universal measures), workshops, instructional activities, reinforcement, preventive measures from the anti-bullying and anti-violence plan, rules of conduct and for quick and effective conflict management as well as activities to promote a respectful and civil environment for both school staff and students</p>

Establish measures to eliminate, minimize or control risks	
Proposed actions	Best practices
<p>Technical control</p> <p>Set up a safe working environment</p>	<p>Examples (non-exhaustive): pay close attention to objects that could be used as projectiles and/or weapons, inspect and declutter spaces (classrooms, reception area/lobby, hallways, administrative offices, etc.), lay out furniture in a way that allows school staff to make a quick exit (classrooms, reception area/lobby, administrative offices, etc.), use reliable communication tools adapted to the school (intercom, handheld radio, etc.), ensure proper lighting, make sure that improvements are maintained over time and control building access</p>
<p>Awareness of the presence of risk</p> <p>Promote conditions and actions conducive to maintaining a healthy and safe workplace</p>	<p>Examples (non-exhaustive): hang thematic posters encouraging positive behaviours, create a newsletter from the administration encouraging the adoption of respectful behaviour toward school staff, record a voicemail message encouraging respect and promote positive attitudes toward others</p>

Administrative measures	
Develop and maintain an organizational culture geared toward preventing and managing violence	
Proposed actions	Best practices
<p>Support the full understanding and integration of obligations, policies and procedures by all stakeholders</p>	<ul style="list-style-type: none"> ▪ SSC or SB policy on preventing and managing violence ▪ Rules of conduct, safety measures and anti-bullying and anti-violence plan ▪ <i>Reference Framework for Control Measures in Schools</i> ▪ Individualized education plan ▪ Emergency measures

Administrative measures Develop and maintain an organizational culture geared toward preventing and managing violence	
Proposed actions	Best practices
	<ul style="list-style-type: none"> ▪ Organization of work and work procedures (work procedure when working with an individual presenting disruptive behaviours [child, parent, citizen, etc.] that specifies what staff can do when the individual goes beyond the established boundary, written communication procedure when in need of help, checklist to be completed when welcoming a new student so as to implement all the preventive measures before their arrival, etc.) ▪ Other measures, if applicable (preventive measures during parent-teacher meetings, self-administered questionnaire concerning the psychological health of staff, etc.)
<p>Provide information, instruction and training to school and managerial staff</p>	<ul style="list-style-type: none"> ▪ Identify a resource person who will provide information and support to new employees. ▪ Inform staff about the risk of violence using a variety of means (examples: discussions, presentation during a meeting, review of the tools available, information videos addressing violence or other topics, such as the well-being of staff, psychological health, lifestyle habits, stress management or how to recognize signs of fatigue). ▪ Provide instruction and training to staff, who will need the required knowledge and skills to prevent and intervene in crisis or emergency situations. To do so, ensure that knowledge is regularly updated, offer a training program for this purpose (e.g. Oméga program, Crisis Prevention Institute [CPI] training programs and Intervention thérapeutique lors de conduites agressives [ITCA] program, and support the adoption of practices proposed in the <i>Reference Framework for Control Measures in Schools</i>). ▪ Plan simulation exercises or coaching, as needed.

Administrative measures Develop and maintain an organizational culture geared toward preventing and managing violence	
Proposed actions	Best practices
Implement other relevant measures	Examples: <ul style="list-style-type: none"> ▪ Introduce practices for staff on how to dress safely, when appropriate (this does not relate to PPE). ▪ Establish the process for documenting work events, incidents, and accidents and the subsequent management steps, then communicate them to staff—see the procedures applicable to SSCs and SBs (form, digital tool, etc.). ▪ Ensure that first aid responders are present in the workplace and arrange for psychological support. ▪ Facilitate the identification and management of risks inherent in the workplace (e.g. availability of a form for reporting a material problem associated with a risky situation).
Personal protective equipment (PPE) Provide school staff with PPE, when necessary	<ul style="list-style-type: none"> ▪ The need for PPE varies depending on the risks specific to each school, but also on the behaviours observed in the students. ▪ Some examples of PPE (non exhaustive): Kevlar gloves and sleeves

Intervention measures (during)

Actions to be taken when an act of violence toward staff is likely to occur or is observed	
Roles of staff who were victims	<ul style="list-style-type: none"> ▪ Apply the learning acquired through training sessions on prevention and intervention in crisis situations. ▪ Prioritize strategies aimed at restoring calm as soon as the first behavioural signs of a crisis situation appear.

**Actions to be taken when
an act of violence toward staff is likely to occur or is observed**

<p>Roles of staff who were witnesses</p>	<ul style="list-style-type: none"> ▪ Apply the learning acquired through training sessions on prevention and intervention in crisis situations. ▪ Use the previously determined communication procedures in order to ask for help. ▪ Secure the area. ▪ Communicate throughout the intervention. ▪ Inform the administration. ▪ Prioritize strategies aimed at restoring calm as soon as the first behavioural signs of a crisis situation appear. ▪ Contribute to quick and effective conflict management. <p>Evaluating the situation and how it unfolds will make it possible to determine whether help from colleagues is needed to manage the situation.</p>
<p>Role of trained staff (prevention and intervention in a crisis situation)</p>	<ul style="list-style-type: none"> ▪ Apply the learning acquired through training sessions on prevention and intervention in crisis situations. ▪ Use the previously determined communication procedures in order to ask for help. ▪ Secure the area. ▪ Communicate throughout the intervention. <p>In cases where the crisis situation escalates, the use of protective techniques learned during training may be required.</p> <p>In very specific situations that involved physical assault, safe physical intervention techniques may be used by school staff if they have received the required training.</p> <p>Evaluating the situation and how it unfolds will make it possible to determine whether help from colleagues is needed to manage the situation.</p>
<p>Role of the school principal (or of their substitute)</p>	<ul style="list-style-type: none"> ▪ Communicate with emergency services, if applicable. ▪ Contribute to quick and effective conflict management in collaboration with the relevant SSC or SB services.

Follow-up measures (after)

Support for staff

Provide immediate support to staff who are victims or witnesses of violence	
Role of the school principal	<ul style="list-style-type: none"> ▪ Ensure that staff, either victim or witness, receive compassionate and empathetic support. ▪ Demonstrate attentiveness, a positive presence, reassurance, and availability, or ensure that a designated person (e.g. first aid responder, colleague) is available to assist staff. ▪ Provide immediate support according to staff needs and concerns. ▪ Provide support in the short and medium term (e.g. plan for follow-up with the staff involved).
Roles of staff who were victims or witnesses	<ul style="list-style-type: none"> ▪ Promptly inform: <ul style="list-style-type: none"> • the school principal • the workplace first aid responder ▪ Collaborate with those who offer support.
Role of the workplace first aid responder	Provide the necessary care and follow-up in accordance with first aid and emergency response protocols (e.g. calling for an ambulance, if needed, filling out the registry).
Roles of all those designated by the principal to offer support	<ul style="list-style-type: none"> ▪ Demonstrate attentiveness, a positive presence, reassurance and availability. ▪ Provide immediate support according to staff needs and concerns. ▪ Provide support in the short and medium term (e.g. plan for follow-up with the staff involved).

Ensure follow-up with staff over time	
Role of the school principal	<ul style="list-style-type: none"> ▪ Conduct one or more follow-ups (in person or online) within the time frame agreed upon with the victim or witness, according to: <ul style="list-style-type: none"> • the needs of the victim or witness • the observations made by colleagues or friends and family ▪ Refer the victim or witness to support resources or specialized services. ▪ Be attentive, respectful and supportive. ▪ Observe and, if needed, use the mirror technique. ▪ Let the victim or witness know that they are available.
Roles of staff who were victims or witnesses	<ul style="list-style-type: none"> ▪ Collaborate with those responsible for follow-up(s). ▪ Attempt to identify and name own needs in order to help those offering follow-up support that best meet those needs.
Role of colleagues	Demonstrate empathy and support for a colleague who is a victim or witness of a violent incident.
All those designated by the principal to offer support	<p>Conduct one or more follow-ups (in person or online) within the time frame agreed upon with the victim or witness, according to:</p> <ul style="list-style-type: none"> ▪ the needs of the victim or witness ▪ observations made by colleagues or friends and family

Offer support resources	
Roles of the school principal and/or the SSC or SB	<ul style="list-style-type: none"> ▪ Be familiar with the services offered by the employee assistance program (EAP) of their SSC or SB. ▪ Refer staff to the EAP. ▪ Inform the victim or the witness of the resources and support services (government and community) available as needed. A psychological support tool can be handed out or made available on the intranet or in the staff room.
Roles of staff who were victims or witnesses	<ul style="list-style-type: none"> ▪ Become familiar with the support services offered in the region to learn about all the resources available. ▪ Take advantage of the support services offered.

Organizational practices and administrative actions

Document the work event, incident or accident as set out in the organizational procedures	
Roles of staff who were victims	<ul style="list-style-type: none"> ▪ Document the work event, incident or accident. ▪ Follow the procedure set out by the SSC or SB to submit the incident documentation to the individuals designated by the employer. ▪ Collaborate with the employer throughout the incident documentation process. ▪ Reflect on own practices and propose possible solutions to prevent another incident from occurring.
Roles of the school principal and/or the SSC or SB	<ul style="list-style-type: none"> ▪ Conduct an investigation and an analysis of the incident in order to identify the causes.* ▪ Identify and implement corrective measures.* ▪ Follow up with the individual who documented the incident. ▪ Inform staff of the changes made, if any. ▪ Maintain preventive and corrective measures over time. ▪ Treat incident documentation as a report under the action plan, when this is appropriate, while ensuring confidentiality is respected. <p>* Depending on the complexity of the situation or as needed, it may be appropriate to follow up on the incident with various stakeholders in the school (see the “Plan for follow-up on the incident to analyze the situation” section).</p>
Roles of school staff who are involved	<ul style="list-style-type: none"> ▪ Collaborate with the employer throughout the incident documentation process. ▪ Apply corrective measures and ensure that they are maintained, if applicable.

Provide information relevant to those involved	
Roles of the school principal and/or the SSC or SB	<ul style="list-style-type: none"> ▪ Respect confidentiality. ▪ Make sure that the relevant information is provided to the proper individuals or stakeholders (parents of a particular student, all parents, police, CNESST, communication services and general secretariat of the SSC or SB, MEQ, union, others).

Plan for follow-up on the incident to analyze the situation	
<p>Roles of the school principal and/or the SSC or SB</p>	<ul style="list-style-type: none"> ▪ Following an incident and the documentation of an event, incident or accident by the victim or witness, it is possible that: <ul style="list-style-type: none"> • causes be identified and lead to corrective measures without requiring the mobilization of several individuals • the situation, causes and methods used to correct the situation be more complex and that follow-up be required by several stakeholders to carry out the steps ▪ Identify alternative solutions. ▪ Verify the effectiveness of the interventions carried out and limit the negative psychological impact on the people who experienced the incident. ▪ Emphasize the lessons to be learned from the incident. ▪ Determine the support measures to be put in place or enhanced.
<p>Roles of staff who were victims or witnesses and of school staff invited to the follow-up meeting</p>	<ul style="list-style-type: none"> ▪ Share ideas. ▪ Participate in the search for various possible solutions with the employer to improve work situations. ▪ Identify alternative solutions. ▪ Verify the effectiveness of the interventions carried out and limit the negative psychological impact on the people who experienced the incident. ▪ Emphasize the lessons to be learned from the incident. ▪ Determine the support measures to be put in place or enhanced.

Work leave

Plan the measures to be put in place to promote a successful and sustainable return to work	
<p>Roles of the school principal and/or the SSC or SB</p>	<p>Plan and implement support and guidance measures for the individual returning to work and the individuals involved, if applicable.</p> <p>Depending on the situations, additional safety measures, psychological support or support measures may be required.</p>
<p>Roles of staff who were victims or witnesses</p>	<p>Collaborate on guidance and support measures.</p>
<p>Role of colleagues</p>	<ul style="list-style-type: none"> ▪ Collaborate on guidance and support measures. ▪ Create, by means of support, a welcoming and respectful environment.

Right of refusal

Know how to proceed in the event of a right of refusal, a complaint or CNESST intervention by an inspector	
Employer	<ul style="list-style-type: none"> ▪ Be appropriately prepared. ▪ Involve individuals relevant to the file. ▪ Develop a climate of openness, collaboration and transparency with the inspector. ▪ Read the investigator’s intervention report closely. ▪ In the event of issues of non-compliance, ensure that non-compliant elements are corrected within the specified time frame. <p>Issues of non-compliance may be contested within the prescribed time frame.</p>
Employee	<ul style="list-style-type: none"> ▪ Be appropriately prepared. ▪ Involve individuals relevant to the file. ▪ Develop a climate of openness, collaboration and transparency with the inspector. ▪ Read the investigator’s intervention report closely. ▪ In the event of issues of non-compliance, collaborate with the employer in implementing corrections.

Measures and follow-up with the individual who committed the act of violence

Apply measures and follow up with the individual who committed the act of violence	
Student	Analyze the situation and identify interventions to undertake, that is, support and guidance measures, disciplinary measures and follow-up, including with the student’s parents, according to the anti-bullying and anti-violence plan, the student’s individualized education plan or other relevant documents.

Apply measures and follow up with the individual who committed the act of violence	
Parent	<ul style="list-style-type: none"> ▪ Seek to understand the motives behind the parent’s actions. ▪ Refer the parent to psychosocial support resources. ▪ Mediate, involving partners when appropriate. ▪ Establish clear guidelines for communication and contact with the school, and explain the measures that will be taken if the guidelines are not followed. ▪ As a last resort, prohibit the parent from entering the school or communicating with school staff.
Staff member	<ul style="list-style-type: none"> ▪ Seek to understand the motives behind the staff member’s actions. ▪ Refer the staff member to psychosocial support resources. ▪ Mediate, involving partners when appropriate. <p>Depending on the situation, the staff member could be subject to administrative or disciplinary measures.</p>

Measures and follow-up with the individuals who witnessed the act of violence

Apply measures and follow up with the witnesses	
Students	The anti-bullying and anti-violence plan is used to consider the actions that need to be taken to support students who were witnesses.
Parents	<ul style="list-style-type: none"> ▪ Prepare a message aimed at reassuring parents that the situation is being managed. ▪ Allocate time to meet with parents, if needed. ▪ Refer parents to psychosocial support resources as needed.
Staff members	For staff members, the content has been integrated into the previous sections.

Appendix IV – Examples of tools

The following tools were developed by the Comité spécial sur la violence et les risques d'agression en milieu scolaire (special committee on violence and risks of assault in schools) made up of members from the FCSSQ and 11 SSCs.

Safe classroom layout and dressing safely for staff

MESURES PRÉVENTIVES
AMÉNAGEMENT SÉCURITAIRE DE LA CLASSE

L'une des façons de prévenir des accidents de travail en lien avec le risque de violence et d'agression est d'appliquer les mesures préventives en matière d'aménagement sécuritaire de la classe. En combinaison avec les autres mesures préventives, l'aménagement veille à protéger le personnel scolaire ainsi que les élèves.

LA CLASSE

- Faciliter les entrées et les sorties rapides et la circulation dans la classe
- S'assurer que les accès à la classe soient dégagés et fonctionnels
- Permettre aux collègues d'ouvrir les portes (basses) en cas de besoin d'assistance
- S'assurer que la classe soit bien éclairée
- Utiliser des cache-prises pour sécuriser les prises électriques accessibles aux élèves
- Ranger, dissimuler ou fixer les objets et les cordons de manière sécuritaire
- Privilégier les poignées de porte en bec de canne ou poignées à lever

LE MOBILIER

- Localiser le bureau de travail de l'enseignant(e) ou enseignant le plus près de la porte
- Orienter le bureau de manière à ce que le personnel soit assis le plus près possible de la porte par rapport aux personnes qui l'accompagnent
- Sécuriser les coins avec des protecteurs d'angle
- Fixer le mobilier servant de séparation dans la classe
- Privilégier l'achat de tables magnétiques plutôt que ceux à pontons

LES PETITS OBJETS

- Vérifier l'intégrité du matériel, puis le réparer ou le remplacer au besoin
- Ranger tout matériel d'activité pointu, tranchant, contondant, cassant ou dangereux dans un espace prévu et verrouillé. Une bonne pratique est de ranger immédiatement après l'activité ou leur utilisation
- Retirer, ranger, fixer ou contrôler les objets pouvant être utilisés comme projectiles
- Retirer les petits appareils électriques susceptibles de causer des coupures ou des brûlures

LES MOYENS DE COMMUNICATION

- Avoir des moyens de communication efficaces pour permettre de recevoir du soutien rapidement et en tout temps
- Établir une procédure pour le système d'appel à l'aide, adaptée à la réalité de l'établissement
- S'assurer que tout le personnel est informé et formé à l'utilisation du système d'appel ainsi qu'à la procédure qui s'y rattache
- Vérifier à intervalles régulières le bon fonctionnement du système d'appel à l'aide et la réponse obtenue par les personnes en soutien

– Comité spécial sur la violence et les risques d'agression en milieu scolaire –

 4 juin 16 2023

COMITÉ SPÉCIAL SUR LA VIOLENCE ET LES RISQUES D'AGRESSION EN MILIEU SCOLAIRE

FICHE - AMÉNAGEMENT SÉCURITAIRE DE LA CLASSE

Lorsqu'une situation à risque de débordement survient en classe, le personnel scolaire doit agir rapidement et n'a pas toujours le temps de mettre en place les mesures adéquates pour assurer la sécurité. C'est pourquoi une réflexion approfondie sur l'aménagement de la classe permet de limiter les risques d'accident, tant pour le personnel que pour les élèves.

En santé et sécurité du travail, l'objectif premier est d'éliminer à la source les risques en milieu de travail. Cependant, quand un risque ne peut pas être éliminé, il faut trouver des moyens pour le réduire et le maîtriser en utilisant la hiérarchie des mesures de prévention (Commission des normes, de l'équité, de la santé et de la sécurité du travail [CNESST], 2025).

Dans la présente fiche, les mesures de prévention présentées sont principalement en lien avec la mise en place de contrôles techniques pour faire de la classe un lieu sécuritaire pour l'ensemble du personnel et des élèves. Cette mesure permet de réduire le risque en prévenant ou en limitant l'accès ou l'exposition au risque, en réduisant l'énergie disponible ou en changeant la façon d'être en contact avec le risque (CNESST, 2025).

À considérer

En plus de penser à l'aménagement sécuritaire de la classe, il importe de bien réfléchir au matériel qui sera utilisé dans la classe :

- Est-il vraiment nécessaire?
- Pourrait-il être remplacé par du matériel plus sécuritaire?
- Est-il en bon état?
- Pourrait-il causer des blessures?
- Est-il utilisé au bon moment de la journée? (Ex. prendre en compte le niveau de fatigue, de concentration, autant des élèves que du personnel, etc.)

Il faut savoir que l'aménagement sécuritaire de la classe est l'une des mesures préventives demandées lors des interventions de la CNESST.

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MESURES PRÉVENTIVES
HABILLEMENT SÉCURITAIRE

L'une des façons de prévenir des accidents de travail en lien avec le risque de violence et d'agression est d'appliquer les mesures préventives en matière d'habillement sécuritaire. En combinaison avec les autres mesures préventives, un habillement sécuritaire contribue à protéger les travailleuses et travailleurs.

CHEVEUX Avoir les cheveux attachés, si la longueur le permet. Une queue de cheval basse ou un chignon serré sont des options appropriées.	BOUCLES D'OREILLES Privilégier le port de petites boucles d'oreilles sans pendente, directement sur le lobe.
VÊTEMENTS Porter des vêtements adaptés aux activités de travail, permettant de se déplacer aisément lors des interventions. Il est préférable d'éviter les vêtements amples.	BIJOUX Privilégier une tenue sans port de bijoux au cou et aux poignets.
ÉCHARPE, CAPUCHON ET CORDONS Privilégier une tenue sans écharpe, sans capuchon et sans cordons.	ONGLES Privilégier une manucure avec ongles courts.
CHAUSSURES Porter des chaussures fermées, à talon plat et à semelle antidérapante.	FOULARD Pour les catégories de travailleurs pouvant porter le foulard de type hijab, il est privilégié d'insérer le foulard à l'intérieur du col de son vêtement.

– Comité spécial sur la violence et les risques d'agression en milieu scolaire –

 4 juin 16 2023

COMITÉ SPÉCIAL SUR LA VIOLENCE ET LES RISQUES D'AGRESSION EN MILIEU SCOLAIRE

FICHE - HABILLEMENT SÉCURITAIRE DU PERSONNEL EN MILIEU SCOLAIRE

Lorsqu'il est appelé à intervenir dans une situation à risque de débordement, le personnel scolaire n'a pas le temps de changer de tenue. Pourtant, celle-ci peut avoir un impact significatif lors d'une intervention. Pour prévenir et réduire les risques, des consignes vestimentaires de sécurité peuvent être établies ou, à tout le moins, recommandées.

En santé et sécurité du travail, l'objectif premier est d'éliminer à la source les risques en milieu de travail. Cependant, quand un risque ne peut pas être éliminé, il faut trouver des moyens pour le réduire et le maîtriser en utilisant la hiérarchie des mesures de prévention (Commission des normes, de l'équité, de la santé et de la sécurité du travail [CNESST], 2025).

Dans la présente fiche, les mesures de prévention présentées sont principalement en lien avec la mise en place de mesures administratives. Il s'agit de méthodes qui améliorent la capacité du personnel à travailler en toute sécurité à l'aide, par exemple, de la formation, de méthodes de travail, d'instructions sur les responsabilités et l'organisation du travail, etc. (CNESST, 2025).

À considérer

Certaines recommandations ou bonnes pratiques en matière d'habillement sécuritaire peuvent être mises de l'avant par le centre de services scolaire (CSS). Bien qu'on ne réfère pas ici à des équipements de protection individuelle (EPI), ces consignes en matière d'habillement visent à assurer la sécurité et l'intégrité physique du personnel scolaire, notamment dans les milieux spécialisés ou dans les classes où la clientèle peut représenter certains risques pour le personnel.

De façon générale, il est reconnu en droit du travail que l'employeur peut fixer des exigences quant à la tenue vestimentaire de ses employés, cela constitue un droit de l'employeur. Cependant, nous vous conseillons de ne pas imposer unilatéralement des exigences vestimentaires, action qui pourrait nuire à vos relations de travail. Il est fortement recommandé d'impliquer les associations accréditées concernées dans le processus, notamment le comité paritaire de santé et sécurité du travail (CPSTT) de l'établissement et/ou du regroupement concerné.

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Workplace incident or accident report and investigation template form (may be modified by the organization)

Votre logo RAPPORT D'ENQUÊTE INCIDENT ACCIDENT

Une enquête sert à identifier les causes d'un incident/accident afin de le prévenir une prochaine fois.

1. IDENTIFICATION
 Nom : _____ Prénom : _____
 Date de naissance : _____ Matricule : _____
 Téléphone : _____ Courriel : _____
 Enseignant Professionnel Soutien Cadre Autres : _____

2. DESCRIPTION DE L'ÉVÉNEMENT
 Date : _____ Heure : _____
 Établissement : _____
 Lieu de l'événement : _____
 Élève(s) impliqué(s) : Non Oui - initiales : _____
 Autre(s) personne(s) impliquée(s) : Non Oui - nom(s) : _____
 Témoin(s) : Non Oui - nom(s) fonction : _____

Description précise de l'événement (rapporter des faits et non des impressions. Décrivez la tâche effectuée au moment de l'événement, élément déclencheur, gestes posés par les personnes impliquées, matériel/appareils impliqués, mots utilisés, état des lieux, protection utilisée, premier contact avec certains élèves, etc.) : _____

 Selon vous, comment cet événement aurait-il pu être évité ? _____

3. BLESSURE/MALADIE ET PREMIERS SECOURS/PREMIERS SOINS
 Aucune blessure ou maladie
 Si atteinte physique, entourez la zone touchée. Si atteinte psychologique, décrivez : _____

 Premiers secours/premiers soins reçus : Physiques Psychologiques
 Nom(s) aide(s) secouriste(s) : _____

4. SIGNATURE ET DATE
 Cochez la case si vous désirez être contacté(e) par un membre de l'équipe de prévention
 Signature : _____ Date : _____

Les sections suivantes sont remplies par le supérieur immédiat ou la personne identifiée par l'enquêteur.

5. ANALYSE ET IDENTIFICATION DES CAUSES PRINCIPALES
 À la suite de l'analyse des faits, quelles sont les causes identifiées ?
 1. _____
 2. _____
 3. _____

6. MESURES PRÉVENTIVES

Corrections/recommandations	Responsable	Échéancier
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

_____ Réalisé ? Non, pourquoi ?
 Oui, date : _____

_____ Réalisé ? Non, pourquoi ?
 Oui, date : _____

_____ Réalisé ? Non, pourquoi ?
 Oui, date : _____

7. SUJETS
 Est-ce que la situation a nécessité : un transport en ambulance visite chez le médecin
 Est-ce que la personne a été : contactée rencontrée Date : _____ Non
 Oui a participé au contact/rencontre ? _____

Informations complémentaires : _____

8. PERSONNES RESPONSABLES DE L'ENQUÊTE

NOM et prénom	Titre d'emploi	Signature	Date
_____	_____	_____	_____
_____	_____	_____	_____

Cochez si d'autres documents (ex. plans, croquis, feuille d'informations supplémentaires, etc.) ont été requis pour compléter ce rapport d'enquête (si oui, merci de les joindre à ce rapport) :
 Indiquez ici le cheminement que doit prendre le formulaire une fois complété conformément à vos procédures.

Document proposé par le FCSSQ, version finale 2024-04-25 2

Reference tool – Psychological health support for staff (non-exhaustive list)

 **Outil de référence - Soutien en santé psychologique pour le personnel (Liste non exhaustive)**

Nom de la ressource	Services offerts et résumé	Contact et horaire
Programme d'aide aux employés (PAE)	Inscrire les services offerts au personnel de votre CSS	Inscrire les informations
Info-Social 811	Service de consultation téléphonique gratuit et confidentiel. Service qui permet d'obtenir de l'aide ou de l'information concernant votre santé mentale ou celle d'un proche ou pour obtenir une assistance immédiate. Un intervenant psychosocial répond aux urgences et, au besoin, vous dirige vers une ressource appropriée dans le réseau de la santé et des services sociaux ou une ressource communautaire.	Téléphone : 811 (Info-Santé), choisir option 2 pour l'Info-Social Horaire : 24 heures par jour / 7 jours par semaine
Prévention du suicide par l'Association québécoise de prévention du suicide et de nombreux partenaires	Service téléphonique, par message texte (texto) ou clavardage (chat). Service gratuit et confidentiel. Service professionnel qui s'adresse aux : <ul style="list-style-type: none"> personnes pensant au suicide personnes en détresse inquiètes pour un proche endeuillées par suicide intervenants qui travaillent auprès de clientèles vulnérables 	Téléphone : 1 866 APPELLE (1-866-277-3553) Texto : 535353 Clavardage : suicide.ca Site Web : suicide.ca Horaire : 24 heures par jour / 7 jours par semaine
Service d'urgence 911 (Urgence immédiate)	Service téléphonique d'urgence. Service à utiliser si vous êtes témoin ou victime d'une situation d'urgence qui menace votre sécurité, celle des autres, vos biens ou l'environnement.	Téléphone : 911
Écoute Entraide	Ligne d'écoute et service de référence gratuits, anonymes et confidentiels. Services pour toute personne qui vit des difficultés : situation difficile, anxiété, séparation, recherche de solutions, besoin de s'exprimer, briser l'isolement, etc. Service de groupes d'entraide et de partage pour toutes et tous ou pour les hommes seulement. vous permettant d'échanger avec des gens qui traversent eux aussi une période difficile. Ces groupes de soutien sont offerts à Montréal.	Téléphone : Montréal : 514-278-2130 Sans frais : 1 855 EN LIGNE (365-4463) Site Web : https://www.ecoute-entraide.org Horaire : 7 jours par semaine, de 8 h à 22 h

1

Right of refusal in school – Memory aid and best practices



PRÉSENCE AU TRAVAIL & SST
DROIT DE REFUS EN MILIEU SCOLAIRE
AIDE-MÉMOIRE ET BONNES PRATIQUES

Note aux lecteurs

Le terme « **employeur** » réfère au centre de services scolaire et ses représentants (dirigeants, directions, gestionnaires et cadres).

Le terme « **travailleur** » réfère à tous les individus qui effectuent une prestation de service pour le centre de services scolaire, salarié ou non (employés salariés, stagiaires et bénévoles).

CADRE LÉGISLATIF DU DROIT DE REFUS

La Loi sur la santé et la sécurité du travail (LSST) accorde au travailleur le **droit de refuser d'exécuter un travail** lorsqu'il a des **motifs raisonnables** de croire que l'exécution de celui-ci l'expose à un **danger** pour sa santé, sa sécurité ou son intégrité physique ou psychique ou peut avoir l'effet d'**exposer une autre personne** à un semblable danger. On réfère alors à l'exercice d'un droit de refus¹.

L'article 13 de la LSST prévoit que le travailleur **ne peut cependant exercer le droit** que lui reconnaît l'article 12, si :

- le refus d'exécuter ce travail **met en péril immédiat** la vie, la santé, la sécurité ou l'intégrité physique ou psychique d'**une autre personne** ; ou
- si les **conditions d'exécution de ce travail sont normales** dans le genre de travail qu'il exerce.

Une **condition d'exécution du travail** est normale lorsque tous les risques associés ont été éliminés ou réduits, en tenant compte des contraintes excessives.

PISTE DE RÉFLEXION — ÉVALUER SI LES CONDITIONS DE TRAVAIL SONT NORMALES

1. Est-ce que le travail s'effectue selon les règles de l'art ? (Méthodes reconnues sécuritaires)
2. Est-ce que toutes les mesures de sécurité adéquates ont été prises en lien avec la tâche à effectuer ?

¹Le droit de refus est encadré par les articles 12 à 31 de la LSST (RLRQ, ch. S-2.1)

1

Complaints made to the CNESST – Memory aid and best practices



PRÉSENCE AU TRAVAIL & SST
PLAINTÉ À LA CNESST
AIDE-MÉMOIRE ET BONNES PRATIQUES

Note aux lecteurs

Le terme « **employeur** » réfère au Centre de services scolaire et ses représentants (dirigeants, directions, gestionnaires et cadres).

Le terme « **travailleur** » réfère à tous les individus qui effectuent une prestation de service pour le Centre de services scolaire, salarié ou non (employés salariés, stagiaires et bénévoles).

Les travailleurs et travailleuses peuvent déposer une plainte dans plusieurs contextes auprès de la CNESST, soit en matière de normes du travail, d'équité salariale et de santé et sécurité du travail.

Selon la nature de la plainte, les délais pour déposer celle-ci à la CNESST peuvent varier de quarante-cinq (45) jours à deux (2) ans à partir de la date de l'évènement en cause.

Dans le document qui suit, nous traiterons exclusivement des **plaintes en matière de santé et sécurité du travail**.

1. Plainte en matière de santé et sécurité du travail

En vertu de la Loi sur la santé et la sécurité du travail (LSST) ainsi que la Loi sur les accidents du travail et les maladies professionnelles (LATMP), tous les travailleurs peuvent déposer une plainte ou signaler une situation dangereuse ou à risque à la CNESST.

Les travailleuses et travailleurs peuvent déposer une plainte en santé et en sécurité du travail concernant :

- Une lésion professionnelle (blessure ou maladie)
- L'exercice d'un droit reconnu par la Loi sur les accidents du travail et les maladies professionnelles (LATMP)
- L'exercice d'une fonction ou d'un droit reconnu par la Loi sur la santé et la sécurité du travail (LSST)
- Le programme « Pour une maternité sans danger » (PMSD)

Le travailleur ou la travailleuse peut déposer sa plainte via la ligne téléphonique de garde ou via la page web de la CNESST prévue à cet effet.

1

Appendix V – Detailed administrative measures

Policy of the SSC or SB on preventing and managing violence

A policy is a formal statement of principle confirming the commitment of the SSC or SB to prevent violence. The policy on preventing and managing violence must be followed by staff members as well as anyone who is involved in the school community.

The policy has a direct impact on both the success and educational mission of a SSC or SB, as well as on the well-being of its workers and students. It also allows for compliance with the occupational health and safety requirements and is, in fact, required in the event of CNESST intervention.

Rules of conduct, safety measures and the anti-bullying and anti-violence plan

The rules of conduct provide students and staff members with guidelines on the attitudes and conduct that are required of students at all times, the behaviours and verbal or other exchanges that are prohibited at all times, and the applicable disciplinary measures, according to the severity or repetitive nature of the prohibited act.

The main purpose of the anti-bullying and anti-violence plan must be to prevent and stop all forms of bullying and violence targeting a student, a teacher or any other school staff member. It must include measures or actions aimed at analyzing the situation at the school, implementing preventive measures, establishing procedures for reporting incidents or filing complaints, and establishing support and monitoring measures or disciplinary measures and follow-up mechanisms.

Reference Framework for Control Measures in Schools

The [Reference Framework for Control Measures in Schools](#) is designed to support appropriate preventive interventions in crisis or emergency situations that may require the use of control measures with students. Considering the risks of psychological and physical harm associated with the use of control measures, both for students and staff, this document suggests guidelines that ensure the health and safety of everyone.

The appendices of the document include a variety of useful tools for schools (e.g. school protocol, student protocol, memory aid, post-incident procedures).

Individualized education plan

The [individualized education plan](#) is the responsibility of the school administration. It is developed in collaboration with the members of the school team who work with the student, the parents and the student (unless the student is unable to do so) (EA, s. 96.14). The individualized education plan is sometimes developed in collaboration with external stakeholders.

- The individualized education plan is used to plan concerted and coordinated actions with the aim of supporting the educational success and well-being of students with disabilities, social maladjustments or learning difficulties.
- The needs and abilities of each student help determine the choice of interventions.
- The individualized education plan includes the set goals for the student as well as the means and resources needed to meet them. The stakeholders responsible for implementing the means are appointed. The deadlines and conditions set out for reviewing the plan and evaluating the student's progress are usually indicated.

Emergency measures

“In the emergency context, the agreement⁶ must contain the following special stipulations: the roles, responsibilities and procedures to be followed when an event occurs that requires an emergency police intervention, taking into account the respective mission of each party and, where applicable, any applicable emergency plan or other mode of intervention” (EA, r. 6.1, s. 6).

Communication and preparation for the implementation of the emergency measures plan should take place before the incident occurs. In this way, when a situation arises, every staff member knows their role and follows the prescribed procedures.

Certain very specific emergency situations (e.g. active shooter) are subject to known procedures that are included in the emergency measures plan. Management of these situations is meticulously planned with emergency services and must be followed as outlined.

⁶ “A school service centre [or school board] and each competent authority in respect of a police force in its territory shall enter into an agreement to determine how the officers of that police force will intervene in an emergency and when an act of bullying or violence is reported to them, and to establish a mode of collaboration for prevention and investigation purposes” (EA, s. 214.1).

Organization of work and work procedures

Work procedures are tools used alongside a policy and specify the concrete actions to be implemented, using instructions set out in predetermined steps, in order to fulfill and comply with the general principles of the policy. In terms of preventing violence, evaluating how work is organized and implementing work procedures are concrete ways of controlling risk. They may take several forms: work procedure when working with an individual presenting disruptive behaviours (child, parent, citizen, etc.) that specifies what staff can do when the individual goes beyond the established boundary, written communication procedure when in need of help, checklist to be completed when welcoming a new student so as to implement all the preventive measures before their arrival, etc.

Other measures, if applicable

Other administrative measures may be implemented by the school: preventive measures during parent-teacher meetings, self-administered questionnaire concerning the psychological health of staff, etc.

Process for reporting work events, incidents and accidents

As part of the employer's prevention process, documenting incidents is important for identifying workplace risks and their causes, as well as for planning corrective measures and the preventive measures that are to be implemented.

The employer identifies individuals who are responsible for conducting investigations and analyses following incidents, and ensures that these individuals are trained. School staff must then be informed of the importance of documenting incidents and of the process for reporting work events, incidents, and accidents, as well as the subsequent management steps. Schools can use these incidents to reflect on their practices and propose possible solutions to prevent another incident from occurring.

An example of a form for documenting incidents is available in Appendix IV.

Presence of first aid responders in the workplace and planning or organization of psychological support

In every educational institution, the employer must comply with the requirements for organizing first aid and emergency response. In this regard, first aid responders must be ready to intervene quickly and effectively in the workplace. Following the 16-hour training, in addition to mastering basic resuscitation techniques, these first aid responders are able to provide first aid to people in distress in the workplace (CNESST 2022a).

In addition to first aid and emergency response, some schools have introduced various practices specifically aimed at providing psychological support (e.g. peer support among staff, network of sentinels, psychological first aid, etc.).

It is recommended that the roles and responsibilities of the stakeholders involved in providing psychological support immediately after an event and follow-up over time be determined in advance. This may lead to the establishment of procedures and require training in some situations.

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