



WORKING TOGETHER TOWARD A SOCIETY FREE OF BULLYING

CONCERTED ACTION PLAN TO PREVENT AND COUNTER

BULLYING AND CYBERBULLYING

2020-2025

Editing

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ministère de la Famille

Collaboration

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- Ministère de la Justice;
- Director of Criminal and Penal Proceedings (DCPP);
- Ministère de la Santé et des Services sociaux et Secrétariat aux aînés;
- Ministère de la Sécurité publique;
- Ministère de l'Éducation and Secrétariat à la condition féminine;
- Ministère de l'Enseignement supérieur;
- Ministère de l'Immigration, de la Francisation et de l'Intégration;
- Ministère des Affaires municipales et de l'Habitation;
- Secrétariat à la communication gouvernementale, Secrétariat à la jeunesse and Secrétariat aux affaires autochtones;
- Ministère du Travail, de l'Emploi et de la Solidarité sociale;
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List of initialisms and acronyms

AQAIRS	Association québécoise des arénas et des installations récréatives et sportives
AQDR	Association québécoise de défense des droits des personnes retraitées et préretraitées
AQLM	Association québécoise du loisir municipal
AQLP	Alliance québécoise du loisir public
ARAQ	Association régionale des aquariophiles de Québec
ASR	Agent de soutien régional ou agente de soutien régionale climat, violence et intimidation
BLCHT	Bureau de lutte contre l'homophobie et la transphobie
CEFRIO	Centre facilitant la recherche et l'innovation dans les organisations
CQL	Conseil québécois du loisir
DCPP	Director of Criminal and Penal Proceedings
ENPQ	École nationale de police du Québec
FEEPEQ	Fédération des éducateurs et éducatrices physiques enseignants du Québec
INSPQ	Institut national de santé publique du Québec
ISQ	Institut de la statistique du Québec
MEQ	Ministère de l'Éducation
MES	Ministère de l'Enseignement supérieur
MFA	Ministère de la Famille
MIFI	Ministère de l'Immigration, de la Francisation et de l'Intégration
MJQ	Ministère de la Justice
MSP	Ministère de la Sécurité publique
MSSS	Ministère de la Santé et des Services sociaux
OPHQ	Office des personnes handicapées du Québec
RLSQ	Regroupement loisir et sport du Québec
RQOH	Réseau québécois des OSBL d'habitation
RQRA	Regroupement québécois des résidences pour aînés
RSEQ	Réseau du sport étudiant du Québec
SA	Secrétariat aux aînés
SAA	Secrétariat aux affaires autochtones
SAJ	Secrétariat à la jeunesse
SCF	Secrétariat à la condition féminine
SCG	Secrétariat à la communication gouvernementale
SQ	Sûreté du Québec



MESSAGE FROM THE PREMIER

Building a society free of bullying is a project that concerns everyone, regardless of their age and community. This commitment demands concrete measures such as those proposed in the *Concerted Action Plan to Prevent and Counter Bullying and Cyberbullying 2020-2025*.

With this updated action plan, which is based on the results of public consultation, particularly with young people, we seek to continue the work of the past few years. We are all extremely pleased with the improvements witnessed in the field, but must continue our efforts for the good of victims and their families and friends.

If our goal is to further increase public recognition of the importance of adopting caring attitudes and behaviours in both the real and virtual worlds, it is because too many people are still victims of bullying. We must not let our guard down. Many injured people are in need of our support.

The more mindful we are of the challenges, the fewer victims there will be. I am confident that our society will derive major benefits from a greater awareness in this regard.

The Premier of Québec,
François Legault



MESSAGE FROM THE MINISTER OF FAMILIES

Faced with a societal problem as important as bullying, our government has decided to take action. Today, I am proud to present Quebecers with the new concerted action plan to prevent and counter bullying – and because we are now in the year 2021 – cyberbullying.

While Québec has made great strides in the fight against bullying in recent years, this phenomenon has grown more complex in both the real and virtual worlds. That is why our government has paid particularly close attention to cyberbullying and young people: to ensure that they are better supported and equipped to become key actors as well in a more inclusive and egalitarian society.

The *Concerted Action Plan to Prevent and Counter Bullying and Cyberbullying 2020-2025* is the result of broad consultation with civil society and the partners and actors concerned. It can also be credited to the transpartisan work done by sitting members of all political parties in the National Assembly.

I would like to thank each and every one of them for their invaluable collaboration in the development of this plan. Thanks also go to all the stakeholders who, for years, have contributed daily to our collective goodwill.

The measures proposed in this action plan address the concerns and needs voiced during the consultations. They also reflect a variety of strategies aimed at creating the best conditions for living together harmoniously.

Now more than ever, it is our duty to do more and to do better in the fight against bullying and its various forms. It is the responsibility of each and every citizen to help cultivate a society built on mutual respect.

I am hopeful that in the years ahead we will see the positive effects of our collective commitment to a society free of bullying. Together, we can improve the situation of thousands of individuals throughout Québec.

Minister of Families,
Mathieu Lacombe



MESSAGE FROM THE PARLIAMENTARY ASSISTANT TO THE MINISTER OF FAMILIES

The *Concerted Action Plan to Prevent and Counter Bullying and Cyberbullying 2020-2025* describes our government's vision for a Québec that is inclusive and respectful of the dignity of each and every person.

I am pleased to have taken part in the consultation tour of organizations already engaged in the fight against bullying. Enriching on the human level, this experience served as a laboratory of ideas on ways to better support these organizations, while providing a better understanding of their realities and challenges. During this tour, which led me to increase the number of meetings held in several regions of Québec, I also had the opportunity to hear young people's concerns about bullying and cyberbullying.

These regional tours, as well as the day of consultation with provincial partners and the day of reflection with First Nations and Inuit organizations, highlighted the major issues and, above all, possible solutions. The main orientations, objectives, and measures set forth in this action plan attest to a desire to create caring social and living environments where all individuals can thrive. We will thus be able to impact the future of thousands of people, particularly youth, in positive ways.

For the first time in Québec, a statistical overview of bullying and cyberbullying will be produced. This Action Plan also provides for a digital communication strategy that will bring together, in one place, both information and prevention and intervention tools related to these two phenomena.

It was a privilege for me to have contributed to the development of this action plan with all my fellow members of the National Assembly and the various stakeholders who work to move our society forward. Our unified efforts in this common cause is proof that each and every one of us feels impelled to act.

I am therefore very optimistic for all the people who, thanks to the *Concerted Action Plan to Prevent and Counter Bullying and Cyberbullying 2020-2025*, will be able to grow and thrive in living environments that are increasingly healthy, respectful, and safe.

Parliamentary Assistant to the Minister of Families,
Stéphanie Lachance

MESSAGES FROM OPPOSITION GROUPS IN THE NATIONAL ASSEMBLY



Christine Labrie
*Member for Sherbrooke and Second Opposition
Group Critic for Families*
Québec solidaire

The issue of cyberbullying, particularly that of women in the public arena, matters to me personally, and I sincerely hope that the actions launched will help Québec become a better society. While bullying occurs everywhere, in all settings and all age groups, we also know that positive actors in the fight against bullying are present everywhere. In fact, we are all concerned about improving the situation. It is up to us to act together to create a better, more inclusive and egalitarian world. I thank my colleagues and all stakeholders for their crucial work. Together, let us ensure that respect is the foundation for our future actions.



Enrico Ciccone
*Member for Marquette and Official Opposition
Critic for Anti-Bullying*
Quebec Liberal Party

We all have a role to play in the fight against bullying. It was precisely due to this sense of responsibility that I participated in developing the Government of Québec's second concerted action plan to prevent and counter bullying and cyberbullying. We know that bullying occurs everywhere, affecting both young and older people, and that it can spread into all spheres of our life: work, school, cyberspace, and even places where we practice our sports activities.

The fight against bullying will never be totally won, which is why we must remain vigilant and mindful. We must continue to work together so that we can live in a Québec characterized by harmony and respect for all.



Véronique Hivon
*Member for Joliette and Third Opposition
Group Critic for Families*
Parti québécois

Bullying has no place in a just society that is respectful of differences. We must therefore spare no effort to put an end to it. Each of our individual and collective gestures can help achieve this.

I am pleased to join my voice with that of my colleagues and of all the individuals whose voices were heard during the development of this action plan. We sincerely hope that its legacy will be a Québec where all citizens are able to find fulfilment.

INTRODUCTION

Following the launch of the *Concerted Action Plan to Prevent and Counter Bullying 2015-2018, Together Against Bullying. A Shared Responsibility*¹, a number of actions were taken to fight bullying, as detailed in the report on the 2015-2018 plan².

However, while the population at large is aware of the phenomenon of bullying, it still remains a worrisome issue among both young and older people. In 2016-2017, according to the Québec Health Survey of High School Students, 32% of high school students had been bullied at least once either at school or on the way to school, and 6% had been victims of cyberbullying³.

In fall 2019 and winter 2020, the Government of Québec conducted extensive public consultations on the phenomenon of bullying (online consultations, regional consultation tour, a day of consultation with provincial partner organizations and a day of reflection with First Nations and Inuit organizations). These consultations highlighted the need to continue efforts to prevent and counter bullying, an issue that remains top of mind for both the general public and organizations⁴.

Bullying can have serious consequences. It is therefore important that concrete and pertinent actions be taken to promote and defend civic social relationships that are inclusive and egalitarian, in both the real world and cyberspace. Such is the goal of this action plan. *The Concerted Action Plan to Prevent and Counter Bullying 2020-2025. Working Together Toward a Society Free of Bullying* (the “Action Plan”) which covers a period of five years, includes 26 measures that will be put in place to step up government action in the fight against bullying. The government has allocated \$20M for the plan’s implementation, with an additional \$9.6M coming from the regular budgets of the departments and organizations responsible for this task.

Like the preceding action plan, this new plan is the result of a non-partisan process involving the participation of all parliamentary groups in the National Assembly and close collaboration among numerous departments and agencies. It addresses everyone, irrespective of age, gender, sexual

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**In this document,
the term *bullying* also refers
to cyberbullying unless
otherwise indicated.**

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orientation, ethnocultural or national origin, physical appearance, financial situation, or the presence of an autism spectrum disorder (ASD), a mental disorder, or a motor, intellectual, language, visual, auditory or other disability.

In this new plan, the government proposes actions that will have positive and sustainable outcomes for the entire population. Attainment of the objectives depends on the mobilization of all stakeholders concerned in the public, educational and community sectors, and on the implementation of follow-up and outcome evaluation measures. It represents a major challenge, but also a top government priority.

DEFINITION OF BULLYING

Like the *Concerted Action Plan to Prevent and Counter Bullying 2015-2018*, the Concerted Action Plan 2020-2025 is based on the definition of bullying given in the Education Act, namely, “any repeated direct or indirect behaviour, comment, act or gesture, whether deliberate or not, including in cyberspace, which occurs in a context where there is a power imbalance between the persons concerned and which causes distress and injures, hurts, oppresses, intimidates or ostracizes⁵ ».

While this definition still meets with general consensus in the community today, a broader look must be taken at the manifestations of the key elements of bullying. These elements are presented in the following figure, and consist of the context (power imbalance), nature (generally deliberate and repeated), and consequences for the person targeted. Each situation must be evaluated separately before concluding that an act of bullying is involved.

Appendix I provides more information on bullying, including examples, a list of its consequences, and the risk, protective and preventive factors. Appendix II presents the phenomena associated with bullying. Appendix III describes the legislative framework applicable in the most serious bullying situations.

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What is the difference between conflict and bullying? A conflict is a disagreement, or a difference in opinions or interests, between two people. Unlike bullying, conflict does not always involve a power relationship and is resolved through negotiation or mediation. There is no victim, even if the two people involved may feel like they have lost. However, they also feel free to give their respective versions of the facts. By contrast, bullying is characterized by the unequal nature of the power relationship between two people and the impacts it has on one of them.

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MANIFESTATIONS OF THE KEY ELEMENTS

Bullying

Physical

Tripping, restraining, hitting, etc.

Verbal

Insulting, threatening, ridiculing, etc.

Social

Spreading rumours, shunning, excluding, etc.

Material

Destroying, vandalizing, taking another person's property – including, for example, images on the Internet, etc.)

Cyberbullying

Acts of bullying committed in cyberspace (social media, text messages, e-mails, blogs, Web sites, etc.)

Key elements

Power imbalance that can be expressed through:

- superiority in terms of numbers of people
- superiority in terms of age
- greater physical strength
- a position of authority
- a difference in aptitudes and attitudes

Nuances

Varies in intensity, and the power imbalance is not always apparent.
A power relationship can be created by the desire to wield power at another person's expense, for example, through threatening gestures.



Generally a deliberate act intended to harm or hurt

In some situations, the gestures can be involuntary where the perpetrator does not realize the effects on the other person, for example, when young people act impulsively due to immaturity or when people have certain pathologies.



Repetitive nature that can take the form of:

- a gesture performed repeatedly by the same person
- a gesture performed by several different people: even if each person performs the gesture only once, cumulatively it becomes repetitive

Depending on the context, some single, objectively serious gestures can also be associated with acts of bullying without being repetitive in nature (e.g. assault causing injury, assault with a weapon, or death threats).



Negative consequences for the person targeted that can translate into feelings of:

- distress
- humiliation
- insecurity
- an invasion of privacy

Negative consequences can also be seen in the other people involved (close relatives or friends, witnesses, the person who does the bullying).
Likewise, the same gestures may not be considered bullying if the targeted person does not feel affected.

Each situation must be evaluated separately before concluding that an act of bullying is involved.

Given the increasingly important part that the digital world plays in our lives and the widespread use of the social media, the Action Plan focusses specifically on cyberbullying. According to the General Social Survey of 2014, approximately 9% of people aged 15 to 34 experienced at least one form of bullying on the Internet between 2009 and 2014⁶.

According to a survey by the Centre facilitant la recherche et l'innovation dans les organisations (CEFRIO) published in 2018⁷, social media earned a higher popularity rating among adult Quebecers than in 2016. In fact, many more adult Quebecers were found to be using the social networks: 98% of those aged 18 to 24, 94% of those aged 25 to 34, and 96% of those aged 35 to 44. Daily use was also up, with 65% of adult Quebecers logging onto social networks at least once a day, an increase of 13 percentage points from 2016. Facebook and YouTube were relatively more popular among Quebecers aged 18 to 44, while Instagram attracted, more specifically, young adults aged 18 to 24 (62%), as did Snapchat (69%) and Twitter (23%).

Another CEFRIO survey revealed that a large number of young people aged 6 to 17 were also present on the Internet, with 57% of them having an e-mail address or a personal profile page on a social network such as Facebook or Instagram in 2019⁸. The same survey indicated that 49% of those aged 6 to 12 and 75% of those aged 13 to 17 used a smart phone. The immense popularity of the Snapchat and Instagram platforms among Québec high school students also emerged during the regional consultation with high school students in the fall of 2019. Lastly, according to a study published in 2019 and involving 500 young people who were followed for eight years, 13-year-old teens spent on average of 30 to 60 minutes a day on social networks. The amount of time they spent increased gradually over the years to reach 2.6 hours a day on the threshold of adulthood⁹.

The behaviours associated with cyberbullying exist in cyberspace, an environment where time and space relations are different. The vast possibilities offered by digital technology, particularly an almost unlimited audience and spontaneous real-time reactions, influence interpersonal relationships. Also, the sense of anonymity it provides, combined with impulsivity, can lead to improper use of digital technologies, and ultimately, cyberbullying. In some cases, the anonymity can create a feeling of power in the person committing the cyberbullying¹⁰. The power imbalance can also derive from the fact that the cyberbully may have better computer skills or the victim may lack means of self-defence¹⁰.

Like other forms of bullying, cyberbullying is not always the result of harmful, malicious or deliberate intent, but it can have unexpected effects that the people involved may be unable to control. In cyberspace, a single act can in fact be repeated indefinitely, as well as instantly and exponentially replicated, and perpetuated, all in an environment accessible to vast numbers of people, making it difficult for victims to defend themselves.

OVERVIEW OF THE PUBLIC CONSULTATIONS

Wanting to hear from the people, the Government of Québec held extensive public consultations on the phenomenon of bullying in fall 2019 and winter 2020. These included online consultation involving 3,120 participants, as well as meetings with over 700 young people and nearly 100 organizations from 11 administrative regions where the issues inherent to the phenomenon of bullying and possible counter-measures were discussed. A day of consultation was also held with provincial partners (October 22, 2019) in which 46 organizations participated, as well as a day of reflection with 29 representatives of 11 First Nations and Inuit organizations in Québec (February 11, 2020). A summary of these public consultations has been published⁴.

The government's aim in these public consultations was to:

- identify initiatives that could be implemented in the short and medium terms to better prevent and counter bullying and cyberbullying;
- explore possible ways of improving interventions carried out with people who commit acts of bullying or cyberbullying, but also with witnesses and victims of such acts; and
- continue mobilizing the various communities to create a caring society that is accepting of differences.

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As bullying is above all a relationship problem, the solutions lie in the development of healthy and positive relations.

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A number of points were raised during these consultations, including:

- the importance of tackling the problem of bullying from a prevention perspective and through an educational, non-judgmental approach;
- the need to encourage the public to adopt caring behaviours that reflect an openness to the richness of diversity;
- the importance of teaching responsible use of social media;
- the need to provide, in a single place, both information on bullying and tools designed to help tailor prevention and intervention practices to different clientele; and
- the need to facilitate dialogue among stakeholders and to steer people who are victims, witnesses, or perpetrators of acts of bullying toward support resources for appropriate follow-up.

VISION

Based on the findings of its public consultations and its desire to eliminate the phenomenon of bullying, the government has adopted the following vision for the next five years:

Make Québec a place where bullying is not accepted and where caring behaviours are valued.

The government drew on the following guiding principles to develop this action plan:

- It should be inclusive and collaborative, and the responsibility for fighting against bullying shared by the Government of Québec, stakeholders from various communities, and the population at large.
- It should focus on promoting the expected positive behaviours.
- It should be evidence-based and propose sustainable solutions.
- It should be developed in compliance with good government practices.

PLAN THAT IS INCLUSIVE AND COLLABORATIVE

The measures set forth in the Action Plan reflect the government's desire to address diverse realities and clientele. The Plan is intended for all Quebecers and concerns each and every person, regardless of age, sex, sexual orientation, gender identity, ethnocultural or national origin, physical appearance, financial situation, or the presence of an ASD, a mental disorder, or a motor, intellectual, language, visual, hearing or other disability.

Bullying can be observed in all living environments. This means that all members of society must work together to create caring environments so that each and every person can find fulfilment and evolve safely. Employees, directors, unions, service providers, all stakeholders from sport environments, young people, parents and close relatives, organizations present in the different living environments, as well as the government, must work together toward a society free of bullying.

Government Action Plan for the Social and Cultural Development of the First Nations and Inuit 2017-2022

In June 2017, under the coordination of the Secrétariat aux affaires autochtones (SAA), the Government of Québec launched the *Government Action Plan for the Social and Cultural Development of the First Nations and Inuit 2017-2022*. This plan introduced a new means of intervention by continuously integrating measures addressed to Aboriginal peoples. It therefore includes the measure to prevent and counter bullying in Aboriginal communities.

PLAN FOCUSED ON PROMOTING THE EXPECTED POSITIVE BEHAVIOURS

The importance of promoting the positive behaviours expected of the public and of elected officers was raised repeatedly during the public consultations held in fall 2019 and winter 2020. The learning of these behaviours often depends on the values conveyed to children. In the Action Plan, the government therefore favours an educational approach based on socio-emotional learning covering topics such as anger management, empathy, self-confidence, the development of egalitarian behaviours and an openness to the richness of diversity.

PLAN BASED ON EVIDENCE AND PROPOSING SUSTAINABLE SOLUTIONS

Many actions have been taken in the last few years to fight bullying, as witnessed in the *Concerted Action Plan to Prevent and Counter Bullying 2015-2018*. A number of organizations have successfully introduced into their own communities measures focussed on living harmoniously with others, notably with the help of the "Ensemble contre l'intimidation" (Together Against Bullying) financial support program. These initiatives guided the development of the new Action Plan.

PLAN DEVELOPED IN COMPLIANCE WITH GOOD GOVERNMENT PRACTICES

In accordance with the Public Administration Act, a preliminary follow-up and evaluation framework for monitoring implementation of the new Action Plan and an evaluation framework for assessing its outcomes will be developed, as required by the Conseil du trésor.

In addition, differentiated gender-based analysis was considered throughout the drafting of the Action Plan. This approach, which fosters the attainment of equality between women and men, was taken into account during the development of the measures whenever differentiated gender-based data were available. The measure that consists of informing the public of the consequences of online

hostility toward women, particularly women in the public arena, reflects this. Close attention will also be paid to collecting this type of data during the evaluation of the Action Plan.

Moreover, the Action Plan aligns with the objectives of the government's sustainable development strategy 2015-2020. The Action Plan in fact incorporates the following principles set forth in the Sustainable Development Act:

- participation and commitment, through the public consultations held in fall 2019 and winter 2020, as well as the participation of departments and agencies in the implementation of the measures presented;
- social solidarity, in that it addresses everyone, regardless of age, sex, sexual orientation, gender identity, ethnocultural or national origin, physical appearance, financial situation, or the presence of an ASD, a mental disorder, or a motor, intellectual, language, visual, hearing or other disability;
- access to knowledge, through support measures for research, knowledge transfer, information dissemination, sharing of intervention tools, and referrals to specialized resources in the field;
- health and quality of life, by ensuring safe communities and decreasing negative health effects, given that people are entitled to a healthy, productive life;
- subsidiarity, through support measures for service providers working in close proximity to the target clientele and decision-making centres;
- intergovernmental partnership and cooperation, through a measure specifically for First Nations and Inuit; and
- economic efficiency, through the production of a statistical overview of the phenomenon of bullying, which in turn will allow programs, measures and policies to be adjusted and provide a baseline for future interventions.

GENERAL OBJECTIVES

The Action Plan has the following four objectives:

OBJECTIVE 1

Raise public awareness and promote positive behaviours to prevent and counter bullying

To prevent bullying, it is important to raise young people's and adults' awareness of the phenomenon, its causes and its consequences. A better collective understanding will foster more responsible civic behaviour and a more positive atmosphere within the community. It is also essential to support each person and provide the tools he or she needs to adopt prosocial behaviours. Likewise, exemplary actions taken by individuals should be formally acknowledged as an incentive for all stakeholders to commit to and engage in the fight against bullying.

OBJECTIVE 2

Carry out interventions with people who are victims, witnesses or perpetrators of acts of bullying

Anyone affected by an act of bullying – whether victim, witness or perpetrator – is entitled to support and a personalized intervention. Access to various support resources is a key issue, and it is important to publicize existing services to better meet the needs of different clienteles. An educational and positive intervention based on a non-judgmental approach will help individuals deal with inappropriate situations. As well, certain practices should be revised to facilitate a rapid response to specific situations, including those related to repeated requests for images of an intimate nature.

People who witness bullying can play a vital role in breaking this dynamic. They must first be made aware of the phenomenon if they are to be induced to report bullying and not to encourage destructive behaviours. Given that bullying usually takes place in the presence of witnesses, the role of the latter must be emphasized. As studies have shown, when witnesses intervene, most acts of bullying stop within 10 seconds. However, when witnesses fail to act or react, it can reinforce the perpetrators' various behaviours. Valuing the power of witnesses to act in terms of reporting can thus help reduce the phenomenon.

OBJECTIVE 3**Support action and innovation in the different communities**

Creating conditions that foster the fulfillment and safety of communities is crucial in the fight against bullying. This responsibility, which is shared by the various government authorities, organizations and the public, promotes the building of a caring and open society that is rich in its diversity. The participation of different groups in the development of innovative practices makes it possible to adapt interventions to communities' real needs, in turn enhancing the well-being of the entire population.

OBJECTIVE 4**Improve knowledge and promote the transfer of innovative practices**

Improving knowledge about how to prevent and counter bullying depends mainly on research. Research will provide a statistical overview of the phenomenon and make it possible to define the specific needs of different clienteles and adapt practices to create safe environments respectful of diversity. The sharing of successful initiatives and exchange of expertise among the different communities is also desirable for mobilizing the community in the fight against bullying.

ORIENTATIONS AND MEASURES

The Action Plan includes **26 measures**, grouped as follows:

- **2 core measures** that are structural and play an innovative role in terms of knowledge dissemination and acquisition;
- **23 measures** grouped under 3 orientations:
 - stepping up actions to reduce cyberbullying,
 - providing a healthy, safe and positive environment for all young people,
 - increasing initiatives for vulnerable people; and
- **1 measure** specifically for **Aboriginal communities**.

CORE MEASURES



Over the past few years, numerous departments, organizations and stakeholders have taken actions and created tools to prevent bullying and cyberbullying. A total of 255 projects received support between 2016 and 2020 under the Together Against Bullying financial support program. It is now important that a single place be created for publicizing these various tools. The general public and organizations also need access to a wide range of information on the phenomena of bullying and cyberbullying and to the existing support resources.

Furthermore, given the absence of a statistical overview of bullying within Québec society as a

whole, it behooves the government to develop a reliable portrait of this phenomenon for future interventions, as the current information deals essentially with young people. While the Ministère de la Famille (MFA) held online consultations on bullying with both young people and adults in the fall of 2019, the results obtained cannot be extrapolated to the provincial level.

The two core measures will provide solid foundations for the dissemination and acquisition of knowledge that will enable action today and more effective intervention tomorrow. The MFA will allocate \$4.0M for this purpose^a.

THE MEASURES IN DETAIL

- 1. Adopt a digital communication strategy aimed at bringing information on bullying and cyberbullying together in one place, proposing prevention and intervention tools for different clienteles, and facilitating exchanges among stakeholders as well as referrals to support resources ▲***

This measure responds to a need expressed repeatedly during the public consultations. Its aim is to present information (e.g. research data, interactive content and videos) on the phenomena of bullying and cyberbullying all in one place, as well as to propose tools to guide the prevention and intervention practices used with different clienteles: the general public, young people, parents, seniors, people of varying sex or gender, people with disabilities, immigrants and ethnocultural minorities, service providers, organizations and researchers, etc. This measure is also designed to facilitate exchanges among stakeholders and referrals to support resources to ensure appropriate follow-up for people who are victims, witnesses or perpetrators of acts of bullying.

Responsibility: MFA

Collaboration: Members of the Comité de travail interministériel sur l'intimidation (interministerial working committee on bullying)

Budget: \$2.4M

^a The amounts associated with each of the measures cover the entire duration of the Action Plan and comprise credits awarded for the Plan's implementation, as well as other amounts self-funded by the departments and agencies concerned.

2. Produce a statistical overview of bullying and cyberbullying in Québec to advance knowledge ▲

To obtain the most accurate possible portrait of bullying in Québec, the MFA plans to conduct a survey, in collaboration with the Institut de la statistique du Québec (ISQ), to obtain evidence on the phenomenon of bullying province-wide. The knowledge acquired through this portrait will help Québec authorities implement and adjust measures, programs and policies aimed at preventing and reducing acts of bullying. It will also serve as a baseline for measuring how the phenomenon evolves over time.

Responsibility: MFA

Collaboration: ISQ

Budget: \$1.6M

TOTAL FOR CORE MEASURES

\$4.0M

* The measures followed by a ▲ are new.

The measures in **boldface** constitute flagship measures: they stand out as innovative or for their significant, potential effects on the phenomena of bullying and cyberbullying.

ORIENTATION 1

Step up actions to reduce cyberbullying



In the last few years, social networks have continued to grow in popularity. On the one hand, these virtual meeting places offer users increasing opportunities to take the public stage. This characteristic of social networks is particularly appealing to teens, who tend to place great importance on their image as it is often a prerequisite to their social inclusion. The importance placed on their online image becomes, in a bullying context, both a source of vulnerability and a factor that aggravates the harmful effects on victims.

On the other hand, paradoxically the social media offer the possibility of anonymity (through the use of fake profiles, for example) and a certain distancing from the feelings and reactions elicited by online interventions. Contrary to in-person interactions, those taking place in cyberspace often do not offer the protagonists the possibility of seeing the distress, sadness and shame caused by their comments. This characteristic can contribute to the occurrence of acts of bullying as it can create a sense of impunity.

Incidents involving the non-consensual sharing of intimate images among young people, an issue that has received major media coverage in recent years, also provides a compelling reason for taking action. Given the serious consequences these incidents can have, prevention by means of raising teenagers' and young adults' awareness of the potential issues – including legal issues – involved in sexting or sending intimate images, in making persistent requests to obtain such images and in non-consensual sharing of these images, appears to be an optimal solution. Likewise, a better knowledge of the notions of consent and respect for privacy could well have a positive effect on young people's choices and on victims' reporting of inappropriate acts.

When cases involving the non-consensual exchange of intimate images occur, however, an intervention is necessary to limit the dissemination of the photographs and put a quick end to the situation.

The implementation of a proven response model could induce stakeholders in the school, police and judicial communities to take prompt, consistent and coordinated action. Reducing the time involved in the judicial processing of cases and the corresponding reduction in the resulting media coverage will most certainly limit the prejudicial impacts on both underage victims and perpetrators.

Reported cases of online hostility toward women in the public arena also underscore the importance of informing the public of the ethical and responsible use of digital technology in promoting a caring and respectful atmosphere in cyberspace. All milieus need to collaborate and work as partners to achieve this goal.

Lastly, little is yet known about the characteristics of seniors who are victims of cyberbullying, pointing to the need to study the risk, protective and preventive factors associated with this age group as well.



Objectives

The objectives pursued are as follows:

- inform the general public about the responsible use of digital technology;
- respond quickly to cases involving the non-consensual sharing of intimate images to limit victimization and the consequences for underage offenders; and
- take ethical action with victims and people who repeatedly request the non-consensual sharing of sexual or intimate images.

Measures

The following measures are planned with a view to stepping up actions regarding cyberbullying

THE MEASURES IN DETAIL

3. Support the implementation of a coordinated response model by the police, judicial and school communities in the case of cyberbullying arising from incidents that involve the non-consensual sharing of intimate images (SEXTO project) ▲*

The province-wide implementation of a coordinated response model in the school community will promote a prompt response in cases of non-consensual sharing of intimate images and help limit the consequences on all the students affected by the incident. Greater and faster collaboration among police forces, educational service providers and the DCPD will ensure the success of the interventions – whether they involve limiting dissemination of the images, supporting the victim, preventing other similar incidents or taking the necessary measures regarding underage offenders – and will help avoid the harm caused by a long judicial process and the resulting media coverage.

Responsibility: Ministère de la Sécurité publique (MSP)

Collaboration: DPCP, ministère de l'Éducation (MEQ), ministère de la Justice (MJQ), Secrétariat à la condition féminine (SCF), École nationale de police du Québec (ENPQ), Service de police de la Ville de Saint-Jérôme, Sûreté du Québec (SQ), representatives of municipal police forces

Budget: \$1.5M

4. Inform the population at large of the consequences of online hostility toward women, particularly those in the public arena, and of the possible legal recourses available to victims ▲◆

Disseminating information on the problem of online hostility toward women, the real consequences of this hostility for the victims, and the legal recourses that can be exercised in such situations will help reverse the trivialization of vexatious comments and online bullying. This measure is also intended to promote good complaint-intake practices in police forces and the evaluation of the current judicial context with regard to online bullying.

Responsibility: SCF

Collaboration: Conseil du statut de la femme, ministère de l'Enseignement supérieur (MES), MJQ, MSP, DPCP

Budget: \$350k

5. Prevent situations involving repeated requests for the non-consensual sharing of sexual or intimate images among young people aged 11 to 24 and take ethical action in these situations ▲

Prevention activities will be carried out in elementary and high schools, college and university establishments, and training will be offered to service providers on how to protect the dignity of the individuals concerned. The treatment prioritized for the problem of the non-consensual sharing of intimate images will help reduce the pressure experienced by victims.

Responsibility: MEQ, MES

Collaboration: MSP, Secrétariat à la jeunesse (SAJ), SCF, ministère de la Santé et des Services sociaux (MSSS), MJQ, DPCP

Budget: \$375k

6. Study risk, protective and preventive factors to ensure more effective prevention of the cyberbullying of seniors ▲ ◆

Cyberbullying factors involving seniors will be studied through the most recent research in this field. The information collected will then be disseminated, notably through a webinar.

Responsibility: MSSS

Collaboration: —

Budget: \$275k

TOTAL FOR ORIENTATION 1 MEASURES \$2.5M

* The measures followed by a ▲ are new.

The measures followed by a ◆ are related to Measure 1.

The measures in **boldface** constitute flagship measures: they stand out as innovative or for their significant, potential effects on the phenomena of bullying and cyberbullying.

ORIENTATION 2



Provide a healthy, safe and positive environment for all young people

The educational community

Bullying is one form of assault that students may experience during their school years. The places where acts of bullying occur may vary, depending on the young people's age. Based on the portrait of violence in educational establishments in Québec, assaults that occur in elementary school generally take place in the school yard, neighbourhood or gymnasium, or on the way to school, while those in high school usually take place in the locker room, corridors, school yard or neighbourhood¹¹. More specifically, in 2016-2017, according to data from the Québec Health Survey of High School Students, violence had affected nearly one-third of all high

school students: 32% had been the victims of at least one act of bullying at school or on the way to school during the school year, while 6% had been victims of cyberbullying. Proportionally more boys than girls reported being bullied at school or on the way to school (36% of boys compared to 28% of girls), while more girls reported being victims of cyberbullying (9% of girls compared to 3.5% of boys)¹².



Given the potentially serious consequences of bullying and cyberbullying (e.g. depression, anxiety, self-harm, problems concentrating in class, sleep disorders, weight problems or dropping out of school), it appears important that we continue prevention efforts. While each educational establishment has a plan for combatting bullying and violence, it is also important – if we are to create and maintain a healthy, safe and positive educational environment – to prioritize interventions centred on students’ socio-emotional learning (managing emotions and stress, interpersonal relations, conflict resolution) and on offering updated training to staff, educational service providers and future teachers. With the advent of new technologies and the speed at which they are changing, teachers who assist young people in becoming responsible citizens in the digital era must have training. As mentioned earlier, the use of technological devices, especially mobile phones, is growing significantly among students at both the elementary and high school levels. The percentage of students who reported having a device for sending or receiving text messages rose from 61% to 80% between 2013 and 2017¹³.

We also see that sexual and gender minority youth face numerous challenges on a daily basis. They often run up against misunderstandings, particularly administrative inconsistencies, and are more often stigmatized, intimidated or subjected to violence. Adults involved in key educational decisions that can have an effect on the rights of these young people and their families to respect, equality and dignity must be made aware of this reality.

Data from the Chaire de recherche Bien-être à l'école et prévention de la violence also indicate that conflicts between ethnic groups have been on the rise in recent years in student populations. In this regard, it is important to take action to counter the polarization of the discourse that can lead to conflicts, violence or bullying, particularly targeting immigrants and ethnocultural minorities.

While the measures itemized below concern the educational community, the essential role that parents play as role models for their children in terms of openness to others, kindness and responsible use of social media must not be minimized. During the regional consultation tour, many students mentioned the importance of the family in learning about respect for diversity and the responsible and respectful use of digital technologies.

Objectives

The objectives pursued are as follows:

- support schools in maintaining a healthy, safe and positive school climate; and
- offer training that enables school staff to maintain a high level of skills.

Measures

The following measures are planned with a view to offering young people a healthy, safe and positive school climate.

THE MEASURES IN DETAIL

7. Assist schools in developing guidelines that set parameters for interventions and responsibilities regarding ethical use of digital technologies ■*

Schools will be able to base themselves on orientations and parameters set regarding the ethical use of digital technologies in the school environment, and on the entire staff to ensure implementation of the guidelines aimed at ensuring students' safety and well-being.

Responsibility: MEQ

Collaboration: MSP, MJQ

Budget: –

8. Support young people's learning about the responsible use of social media to encourage them to become responsible citizens in the digital era ■

Different strategies will be used to promote educational and pedagogical practices, as well as the ethical conducts to be adopted, to become a responsible citizen in the digital era, using elements covered in the Québec Education Program (QEP).

Responsibility: MEQ

Collaboration: –

Budget: \$450k

9. Support the development of the skills and expertise of school staff regarding healthy and positive behaviours ■

Based on the needs in the school community, training and support activities are planned for school personnel regarding prevention and intervention in varying contexts. These activities will focus mainly on social and emotional notions such as self-awareness, self-control, social conscience, interpersonal skills and responsible decision making.

Responsibility: MEQ

Collaboration: –

Budget: –

10. Assist the school community in taking better account of sexual, gender and family diversity ■

The individuals who are decision makers within schools will be made aware of the realities faced by young people and families of diverse sexuality or gender, and of their right to respect and dignity. Information tools will also be designed in collaboration with the Fédération des comités de parents du Québec.

Responsibility: MEQ

Collaboration: Fédération des comités de parents du Québec, MJQ (Bureau de lutte contre l'homophobie et la transphobie [BLCHT])

Budget: \$50k

11. Collaborate in work aimed at developing the skills of future school staff regarding the prevention and reduction of violence and bullying ■

The Référentiel de compétences professionnelles de la profession enseignante (in French) constitutes the main reference document for developing university programs on teaching. Changes to the initial version were proposed regarding aspects related to socialization, the need to take into account social and interpersonal skills, as well as risk, protective and preventive factors in the most vulnerable clientele. Strategies designed to equip student trainees or vocational integration teachers may also be developed as a complement and in partnership with the network and those in charge of the initial training of teaching staff.

Responsibility: MEQ

Collaboration: MES

Budget: —

12. Continue deploying regional support agents (RSAs), school climate, violence and bullying, whose mission is to help school boards maintain a healthy, safe and positive school climate ■

The deployment of RSAs to address regional particularities and specific needs concerning the fight against bullying will continue. These officers support actions regarding the prevention and handling of violence in the schools, taking the realities and regional needs into account. They promote the establishment of a safe and inclusive environment that is open to the richness of diversity in all school service centres and schools.

Responsibility: MEQ

Collaboration: —

Budget: \$6.5M

13. Understand and prevent the polarization of the discourse potentially leading to conflicts, violence or bullying ▲

An overview of the manifestations of the polarization of the discourse will be prepared, and tools and differentiated support offered to schools to raise awareness of the different forms of polarization (far right, populism, masculinism, white supremacy, etc.) and their impacts on safety, the school climate and the living-together experience.

Responsibility: MEQ

Collaboration: School service centres, RSAs, researchers whose work concerns the intercultural environment in schools, Recherche et actions sur les polarisations sociales, ministère de l'Immigration, de la Francisation et de l'Intégration (MIFI)

Budget: \$250k

TOTAL FOR ORIENTATION 2 MEASURES (Educational community)

\$7.3M

* The measures followed by a ■ are continued or enhanced, while the measure followed by a ▲ is new. The measures in **boldface** constitute flagship measures: they stand out as innovative or for their significant, potential effects on the phenomena of bullying and cyberbullying.

The sports community

In Québec, more than 400,000 young people practice an organized sport and over 235,000 of them practice a school sport¹⁴. While sports are often seen as a positive development tool, they are often accompanied by disrespectful behaviours. These behaviours have become a concern in the sports community. For example, a study of 1,055 male and female athletes aged 14 to 17 revealed that 79.2% had experienced psychological violence, 39.9% had experienced physical violence, 35.7% had been victims of neglect and 28.2% had been victims of sexual violence¹⁵.

On 12 June 2018, the National Assembly unanimously passed a motion making the recognition of sports federations contingent on their implementation of an action plan aimed at preventing and countering abuse, harassment and violence in all its forms. This motion led, on 25 November 2019, to a ministerial statement stipulating that sports organizations had to implement the following in order to be recognized by the provincial government:

- a policy on the protection of integrity, including an independent mechanism for handling complaints;
- a policy on conducting criminal background checks of their staff, volunteers and administrators; and
- measures aimed at raising the awareness of, and providing information and training on the subject of protecting integrity to, all stakeholders in sport and recreational settings (athletes, volunteers, coaches, officials, and administrators).

The MEQ plans to assist sports organizations in complying with this process through a specific measure.

Between 31 January 2018 and 31 March 2020, sportsmanship ambassadors carried out 474 interventions throughout all regions of Québec, reaching approximately 65,000 young people, parents, coaches, teachers and others.



Again with the aim of promoting the importance of the healthy and safe practice of sports, in 2018 the Ministère de l'Éducation et de l'Enseignement supérieur conducted a survey of sports organizations on the use of tools for promoting good sportsmanship. A majority of them expressed the desire to see the *Charte de l'esprit sportif* (sportsmanship charter) and other related tools revised and updated to address the new realities. During the day of reflection held with Aboriginal organizations, one young Aboriginal female hockey player indicated that she had been the victim of prejudices, bullying and violence from players on opposing teams and parents in the bleachers. Studies have shown that athletes from an ethnic or sexual minority or who have a disability are at greater risk of being victims of violence than others¹⁶. The tools developed must therefore promote more inclusive sport environments.

Since January 2018, a team of sportsmanship ambassadors has visited all regions of Québec to promote the positive values of sports. In keeping with this initiative, the MEQ will increase the number of interventions of the recognized leaders from the community at large. It will continue to encourage people to adopt healthy behaviours, and to raise awareness, among sports and recreational stakeholders, of the use of existing tools such as the [SportBienetre.ca](https://sportbienetre.ca) platform, the Sport'Aide support service and the independent complaint-handling mechanism¹⁷.

Objective

The objective is as follows: foster and promote the healthy and safe practice of sports and recreational activities.

Measures

The following measures are planned with a view to fostering a health and safe environment in sports and recreational activities.

THE MEASURES IN DETAIL

14. Assist organizations in implementing measures to protect integrity in sports and recreational activities ▲*

The type of assistance and support will be defined in light of the needs expressed by the organizations at the time when the government implements the measures prerequisite to their recognition, in accordance with the ministerial statement regarding integrity in sports and recreational activities. This statement addresses the worrisome issues of the safety and integrity of athletes, who may experience various forms of violence (physical violence, sexual violence, psychological violence and neglect).

Responsibility: MEQ

Collaboration: Regroupement loisir et sport du Québec (RLSQ), SPORTSQUÉBEC, Sport'Aide, Conseil québécois du loisir (CQL)

Budget: \$3.0M

15. Disseminate revised and more inclusive tools to young people, parents and service providers in the sports community to promote the healthy and safe practice of sports ■ ◆

The Charte de l'esprit sportif (sportsmanship charter) will be re-thought, and tools based on the positive values of sports (equality, integrity, perseverance, pleasure, respect and solidarity) will be disseminated to promote healthy sportsmanship behaviours. These tools, which will be chosen together with the sports community, could take the form of posters, Web capsules, live videos using Facebook Live, podcasts, etc. Efforts will be made to avoid stereotyping the sports and recreational activities shown and portraying emotions as gender-specific.

Responsibility: MEQ

Collaboration: SPORTSQUÉBEC, sportsmanship ambassadors, Réseau des unités régionales de loisir et de sport du Québec, Réseau du sport étudiant du Québec (RSEQ), Fédération des éducateurs et éducatrices physiques enseignants du Québec (FEEPEQ), Alliance québécoise du loisir public (AQLP) (Association québécoise des arénas et des installations récréatives et sportives [AQAIRS], Association québécoise du loisir municipal [AQLM], Association régionale des aquariophiles de Québec [ARAQ]), CQL

Budget: \$145k

16. Continue and reinforce the promotion of positive values in the practice of recreational and sports activities ■

The involvement of recognized leaders from the community at large in the promotion of the healthy and safe practice of recreational and sports activities will be stepped up. This measure will also aim to raise public awareness and increase adherence of the stakeholders concerned to positive values such as respect, perseverance and pleasure. Existing resources and tools for cases of abuse or harassment will be shared with parents, participants and service providers in the sports community.

Responsibility: MEQ

Collaboration: Réseau des unités régionales de loisir et de sport du Québec, Sport'Aide, SPORTSQUÉBEC, CQL, RLSQ

Budget: \$1.0M

TOTAL FOR ORIENTATION 2 MEASURES (Sports community)

\$4.1M

* The measure followed by a ▲ is new, while those followed by a ■ are continued or enhanced.

The measure followed by a ◆ is related to Measure 1.

The measures in **boldface** constitute flagship measures: it stands out as innovative or for its significant, potential effects on the phenomena of bullying and cyberbullying.

ORIENTATION 3

Increase initiatives for vulnerable people



Certain characteristics such as cultural background, age, sexual orientation and physical appearance often constitute the reasons given in situations of bullying¹⁸. Measures have therefore been planned to foster openness to the richness of diversity. It is important to raise public awareness, through up-to-date strategies and means of communication, of the potential consequences faced by victims of bullying, and of the behaviours to adopt to ensure that everyone can grow and flourish in a caring and welcoming society. The important role that witnesses can play in breaking a bullying dynamic must also be reiterated and valued.

Regarding seniors in particular, more and more information is coming to light about the bullying and mistreatment to which they are subject. For example, seniors may be pressured by family members wishing to access their financial assets or they may fear losing an interpersonal relationship if they refuse a material request. A number of psychological, physical and social consequences can result and affect both their well-being and safety. To protect their rights and ensure their social recognition, it is crucial that seniors be offered personalized support, regardless of the setting in which they live. Increased public awareness will both help improve intrafamily relations and place value on the notion of respect for the dignity of vulnerable seniors.

Bullying among seniors in retirement homes is another real phenomenon that was also raised during the public consultations. Such situations can considerably undermine the quality of life of the people in these homes. The consequences of bullying can manifest themselves in feelings of fear or insecurity, less participation in social activities

or a feeling of dissatisfaction with the living environment¹⁹. Raising awareness among this clientele will help improve human relations, promote healthy exchanges and reduce the ostracization some of them experience.

As victims of bullying are often targeted for a characteristic that distinguishes them from others, some studies indicate that young people with disabilities run a greater risk of being bullied²⁰. In addition to the Office des personnes handicapées du Québec (OPHQ), various associations from the independent community action movement for people with disabilities have produced awareness-raising tools on bullying in the past, the best known being clips titled *Autisme et intimidation, c'est non!* from the Fédération québécoise de l'autisme. While most of these prior initiatives concerned specific types of disability, the next tools to be developed will treat all types of disability and be aimed directly at raising young people's awareness.



A telephone survey conducted by the MJQ in May 2017 on Quebecers' perceptions of and attitudes toward LGBTQ realities found regional disparities in comfort levels with sexual or gender diversity²¹. Given the importance of field organizations in raising public awareness, as well as the inequality in services from region to region, it is relevant to study the situation that exists in different local and regional settings. A better understanding of the realities experienced will help identify needs more effectively and make it possible to adjust the necessary services and interventions.

Through the collaboration of various communities (educational, health and social services, workplace) involved in the fight against homophobic and transphobic bullying, a variety of measures have been put in place to ensure the safety and fulfilment of LGBTQ people. To support both the groups concerned and service providers, a toolkit will be developed to facilitate the actions of people of varying sexuality or gender who are victims of bullying. Services and advice that meet the needs of the individuals concerned should be offered, which in turn requires better knowledge of the realities experienced. The idea of a responsibility that is shared by the different authorities, partners and the population at large must be promoted so that everyone feels concerned by the fight against homophobia and transphobia.

To support local initiatives, it is important to maintain the Together Against Bullying financial support program. During the public consultations, several organizations mentioned, however, that its terms and conditions need to be revised to allow projects to be implemented over a longer period of time and ultimately strengthen their outreach in the various communities. The changes made will also allow for better integration of the projects in the target living environments, in turn fostering their sustainability and increasing their positive impacts.

The social engagement and dedication of individuals, organizations, schools or school boards in the fight against bullying must also be formally acknowledged if we are to mobilize new stakeholders. The awarding of the Prix Ensemble contre l'intimidation (Together Against Bullying Award) underscores these initiatives, which help create safe and inclusive environments. It is important to reach more people, but also more types of organizations that have thus far been underrepresented in the nominations awarded.



Objectives

The objectives pursued are as follows:

- encourage the population at large to adopt respectful and caring behaviours and to show openness to the richness of diversity;
- encourage the population at large and the various organizations to continue carrying out innovative projects; and
- create and disseminate tools designed to prevent the bullying of vulnerable people.

Measures

The following measures are planned with a view to raising public awareness of the bullying experienced by certain groups of people.

THE MEASURES IN DETAIL

17. Implement an annual communication plan including up-to-date strategies and means of communication that are adapted to the different clienteles in order to raise their awareness of the phenomena of bullying and cyberbullying ■ ◆*

Means of raising awareness (e.g. video clips and posters) among the entire population, in all its diversity, will be used. Seniors, young people and adults will all be taken into account, as well as physical, cultural, sexual and gender differences.

Responsibility: MFA

Collaboration: MEQ, MES, MJQ, MSP, MSSS, OPHQ, SAA, Secrétariat aux aînés (SA), SAJ, SCF, Secrétariat à la communication gouvernementale (SCG)

Budget: \$2.9M

18. Revise the terms and conditions of the Together Against Bullying financial support program to better address the needs of organizations and various living environments, particularly by allowing projects to be carried out over a longer period of time ■ ◆

The financial support program will be revised to better support local as well as provincial initiatives and mobilize the various organizations in the fight against bullying. The program eligibility requirements will be modified, and project implementation will in future be allowed to span a period of up to three years, thus promoting their integration into the living environment.

Responsibility: MFA

Collaboration: —

Budget: \$5.9M

19. Raise public awareness, even among the youngest members, of the importance of having healthy family relations with regard to financial assets ▲ ◆

The population at large will be informed of the problem of financial abuse within families. It will be made aware of the unacceptable nature of such pressure on seniors. People who commit financial abuse are often family members or close friends of the victim and are not always aware of doing so. By gaining awareness of the abusive nature of their behaviour, they will be able to put a stop to it. In the most serious situations, people may use bullying as a way to exert pressure on seniors. Younger people should be helped to take responsibility for their own financial situation, to master the notions involved in managing it soundly and not to regard their family members' assets as something to which they are automatically entitled.

Responsibility: MSSS

Collaboration: MJQ (BLCHT)

Budget: \$150k

20. Formally acknowledge the exemplary contribution of individuals, schools and school boards, and organizations in creating safe and inclusive environments by granting the Prix Ensemble contre l'intimidation (Together Against Bullying Award) ■ ◆

By giving out this award, we will continue giving formal recognition to the social engagement and dedication of individuals, organizations, and schools and school boards that are taking active part in the fight against bullying. We will also continue encouraging collective mobilization and promoting initiatives and behaviours that foster a caring society.

Responsibility: MFA

Collaboration: MEQ

Budget: \$117k



21. Carry out awareness-raising activities on the importance of having relationships free of bullying and of promoting a caring environment in retirement homes for seniors ▲ ◆

Through a variety of activities, seniors as well as the staff and managers of retirement homes for seniors will be made aware of the importance of creating an inclusive, safe and welcoming environment for all. Behaviours free of bullying and the integration of new residents will be encouraged. Value will be placed on caring relationships and on reporting acts of bullying.

Responsibility: MSSS

Collaboration: MJQ (BLCHT), Association québécoise de défense des droits des personnes retraitées et préretraitées (AQDR), Regroupement québécois des résidences pour aînés (RQRA), Réseau québécois des OSBL d'habitation (RQOH)

Budget: \$300k

22. Produce and make available tools designed to raise public awareness of the bullying which can target people with disabilities ▲ ◆

Tools designed to raise public awareness of the reality faced by people with disabilities and the bullying of which they may be victims will be produced and posted online. For example, they may consist of pamphlets or video clips. These tools will cover different types of disability.

Responsibility: OPHQ

Collaboration: —

Budget: \$60k

23. Support the acquisition of knowledge on the phenomenon of homophobic and transphobic bullying in specific regions ▲ ◆

Homophobic and transphobic bullying will be studied. Close attention will be paid to the factors that promote or hinder this phenomenon in specific regions. This will then allow the actions needed to prevent and fight against this problem in specific regions to be defined.

Responsibility: MJQ (BLCHT)

Collaboration: Researchers and community partners who are active in the field of the fight against homophobia and transphobia

Budget: \$50k

24. Develop a toolkit for supporting the various communities (e.g. educational, health and social services, workplace) engaged in the fight against homophobic and transphobic bullying ▲ ◆

A toolkit will be developed and made available to the various communities involved in the fight against homophobic and transphobic bullying. This toolkit could include video clips, explanatory documents and reference documents that will help service providers better identify the realities faced by vulnerable groups. The following topics may be covered in the toolkit: recognition of the common forms of homophobic and transphobic bullying, psychosocial consequences, judicial framework and existing recourses, resources and individual assistance.

Responsibility: MJQ (BLCHT)

Collaboration: Researchers and community partners who are active in the field of the fight against homophobia and transphobia

Budget: \$50k

25. Update the online information package on bullying in light of the latest data ■ ◆

An online information package on bullying (in French) was developed by the Institut national de santé publique du Québec (INSPQ) as part of the Concerted Action Plan to Prevent and Counter Bullying 2015-2018 and was posted online in March 2019. The INSPQ will update the information package annually to include any new developments and new scientific knowledge on bullying and cyberbullying. Content on topics that received less coverage when the package was first developed, such as cyberbullying, could thus be added. New topics could also be covered, based on the available literature.

Responsibility: MFA

Collaboration: INSPQ, members of the Comité de travail interministériel sur l'intimidation (interministerial working committee on bullying)

Budget: \$168k

TOTAL FOR ORIENTATION 3 MEASURES

\$9.7M

* The measures followed by a ■ are continued or enhanced, while the measures followed by a ▲ are new.

The measures followed by a ◆ are related to Measure 1.

The measures in **boldface** constitute flagship measures: they stand out as innovative or for their significant, potential effects on the phenomena of bullying and cyberbullying.

MEASURE SPECIFICALLY FOR ABORIGINAL COMMUNITIES



In the wake of the conclusions of the National Inquiry into Missing and Murdered Indigenous Women and Girls and the Public Inquiry Commission on Relations between Indigenous Peoples and Certain Public Services in Québec, a new measure aimed at preventing and countering bullying within Aboriginal communities has been put in place. It has been integrated into the *Government Action Plan for the Social and Cultural*

Development of the First Nations and Inuit 2017-2022. Follow-up and evaluation of this measure will take place in the context of the latter plan.

Several measures in the above Action Plan concern issues such as homophobia, abuse of seniors or discrimination against Aboriginal people. These various measures may cover bullying directly or indirectly.

THE MEASURE IN DETAIL

26. Develop and support projects and initiatives aimed at preventing and countering the bullying of Aboriginal students ▲*

To foster living together harmoniously and student retention, financial support will be given to regional or Québec-wide projects and initiatives, knowledge transfer activities, and training. For example, projects on Aboriginal cultures and languages, projects promoting the power to act locally, projects for adapting tools to Aboriginal realities, as well as projects for raising student awareness of the consequences of bullying, may be supported. Through students, it is hoped that this measure will have a broader impact on all Aboriginal families and communities.

Responsibility: MEQ, MES

Collaboration: —

Budget: \$2.0M

TOTAL

\$2.0M

* The measure followed by a ▲ is new.



FOLLOW-UP AND EVALUATION

This action plan was developed as the result of the joint efforts of 17 government departments and agencies that are members of the Comité de travail interministériel sur l'intimidation (interministerial working committee on bullying):

- Ministère de la Famille;
- Ministère de la Justice;
- Director of Criminal and Penal Proceedings;
- Ministère de la Santé et des Services sociaux and Secrétariat aux aînés;
- Ministère de la Sécurité publique;
- Ministère de l'Éducation et Secrétariat à la condition féminine;
- Ministère de l'Enseignement supérieur;
- Ministère de l'Immigration, de la Francisation et de l'Intégration;
- Ministère des Affaires municipales et de l'Habitation;
- Secrétariat à la communication gouvernementale, Secrétariat à la jeunesse and Secrétariat aux affaires autochtones;
- Ministère du Travail, de l'Emploi et de la Solidarité sociale;
- Commission des normes, de l'équité, de la santé et de la sécurité du travail; and
- Office des personnes handicapées du Québec.

The Ministère de la Famille is responsible for coordinating the implementation and follow-up of all the measures in the Action Plan. The progress made in implementing the measures will thus be subject to annual follow-up, with the collaboration of the responsible departments and agencies. In addition, to better publicize the government's achievements in the fight against bullying, a preliminary assessment in the form of a general overview will be produced after three years of implementation. In 2025, when the Action Plan ends, a final report will provide a picture of the implementation of all the measures.

Moreover, the evaluation framework will make it possible to measure the effects of the Action Plan on the phenomenon of bullying according to the four general objectives mentioned earlier. Likewise, a preliminary follow-up and evaluation framework will enable the departments and agencies involved in the Action Plan to make decisions regarding the type of information to be collected and the data collection methods to be used to ensure follow-up of the implementation of the measures under their responsibility.

CONCLUSION

The Concerted Action Plan to Prevent and Counter Bullying and Cyberbullying 2020-2025 attests to the government's desire to address diverse realities and clienteles to ensure that everyone takes ownership of and engages in the fight against bullying and cyberbullying.

To promote a caring environment in cyberspace, some measures focus on the responsible use of digital technologies. Close attention is paid to the issues of the non-consensual sharing and repeated requests for intimate images among individuals, particularly young people. Efforts also continue, through an educational approach, to support the school and sports communities in maintaining a healthy, safe and positive environment for young people.

In addition to covering certain groups such as people with disabilities or of diverse sexuality or gender, the measures target specific environments such as retirement homes for seniors and Aboriginal schools.

Above all, this action plan stands out for its two core measures, which will provide solid foundations for knowledge dissemination and acquisition. One will promote public access to tools, a host of information on the phenomenon of bullying and support resources. The other will provide the government with a reliable portrait of the phenomenon of bullying in Québec, which in turn will serve as a baseline for future interventions and for measuring how the phenomenon evolves over time.

To make Québec a place where bullying is not accepted and where caring behaviours are valued, each and every one of us must do our part to help prevent and counter this phenomenon. The social engagement and dedication of individuals, organizations, and schools and school boards will continue to be formally acknowledged.

APPENDIX I

COMPLEMENTARY INFORMATION

Examples of bullying

- Every day, a group of seniors living in a residence play cards and refuse to include another person in their game. This person stops going to the common room for fear of feeling shunned.
- In the locker rooms at the public swimming pool, every week some teenage girls make fun of one swimmer's weight. She bursts into tears and vows never to go back to public swimming.
- A soccer coach always publicly humiliates the same female player to get her to make a bigger effort. The athlete is embarrassed to be around her teammates.
- A group of three students regularly forces a new arrival to hand over his lunch to them. The student in question does not report the situation as he fears reprisals.
- A young Aboriginal person working in a convenience store is insulted by a customer every day.
- Denigrating graffiti appear regularly on the locker of a trans athlete. He does not feel accepted by the other students and feels alone, and as a result stops going to class.
- A student with an autism spectrum disorder is often followed by a group of students who imitate him and make fun of him. The student in question becomes distressed.

Examples of cyberbullying²²

- Sending hurtful or threatening emails or text messages or posting these types of comments on a person's social network page.
- Spreading rumours, secrets or embarrassing gossip about someone on the social networks, in emails or text messages.
- Taking a photograph of someone or making an embarrassing video of the person using a digital camera and sending it to other people or posting it on the Internet without the person's knowledge or permission.
- Sharing an intimate photograph of an ex-partner via email or the social networks, without obtaining his or her consent.
- Using another person's password to access his or her social network account and posting embarrassing or offensive content there.
- Disseminating information about someone (telephone numbers, home address) so that other people will abuse him or her, or at least, undermine his or her feeling of safety.
- Create Web surveys and "rate" people in a negative and hurtful way.

Consequences and risk, protective and preventive factors

Consequences

The consequences of bullying are harmful to victim, family and friends. These consequences can affect physical and mental health and social relations. They can, however, differ from person to person and according to their particular characteristics.

Examples of the consequences of bullying are:

- a feeling of distress;
- fear;
- anxiety;
- high stress levels;
- a feeling of guilt;
- a feeling of humiliation;
- isolation;
- insecurity;
- depressive symptoms;
- suicidal thoughts;
- weight gain or loss;
- various physical ailments such as stomach aches or headaches;
- deterioration in overall health;
- loss of confidence and self-esteem;
- learning difficulties;
- problems concentrating;
- missing school or work;
- dropping out of school;
- social exclusion;
- acts of delinquency;
- **loss of intimacy;**
- **invasion of privacy; and**
- **withdrawal from social networks.**

Consequences specific to cyberbullying

Harmful effects are also seen in people who are witnesses or perpetrators of acts of bullying. Consequences such as fear, sadness, anxiety and problems concentrating can also be observed in witnesses. In people who actually commit acts of bullying, we see a tendency toward aggression, loss of school motivation, problems concentrating and the adoption of delinquent behaviours.

Risk factors

While it is difficult to define a specific profile for individuals who are victims of bullying, certain personal characteristics may increase a person's risk of being bullied, such as:

- having low self-esteem;
- being introverted (closed by nature); and
- having difficult interpersonal relationships.

These characteristics can also increase the risk of people using bullying as a way to take their place in society. In fact, some individuals who are or have been victims of bullying may in turn bully others.

Often people who, based on prejudices, are perceived as being different are often targets of bullying. These prejudices may concern:

- belonging to an ethnocultural or religious minority;
- sexual orientation or gender identity;
- the fact of not conforming to gender stereotypes;
- appearance or a physical characteristic such as weight or a disability;
- an intellectual disability or mental disorder;
- socioeconomic situation; or
- problems such as addiction, homelessness or delinquency.

Protective and preventive factors

Certain personal characteristics may lower people's risk of being bullied or of bullying others. These include:

- having self-confidence;
- knowing how to assert and express themselves;
- knowing how to interact easily with others;
- having the ability to make friends;
- being respectful of and kind toward others; and
- being able to count on support from friends and family.

Behaviours such as the following can prevent bullying and have a positive impact on social relationships:

- promoting equality in interpersonal relationships; and
- promoting solidarity and helping improve people's well-being and quality of life.

APPENDIX II

PHENOMENA ASSOCIATED WITH BULLYING

Bullying is sometimes confused with other types of violence or related phenomena. A general overview of these phenomena is provided below.

Definitions of phenomena associated with bullying

Discrimination

Treating a person differently on the basis of certain characteristics or differences. Reasons for discrimination that are prohibited in Canada's Charter of Human Rights and Freedoms include:

- race, colour, ethnic or national origin;
- sex;
- gender identity or expression;
- sexual orientation;
- age;
- religion;
- language; and
- disability, or the use of any means to alleviate a disability.

Homophobia and transphobia

Negative attitudes that can lead to the rejection of people who are homosexual, bisexual, or trans and of people whose appearance or behaviour does not conform to the stereotypes of masculinity and femininity²³.

Mistreatment

A single or repeated act, or lack of appropriate action, intentional or not, that is observed in a relationship where there should be trust between the caregiver and care recipient and that causes harm or distress to the latter^{24, 25}.

Racism

Ideas, attitudes and actions that as a whole are intended to portray, or end up portraying, ethnocultural and national groups as inferior socially, financially, culturally or politically, and which prevent them from taking full advantage of the benefits granted to other citizens^{26, 27, 28}.

Domestic violence

Psychological, verbal, physical, sexual, or financial abuse that is not the result of a loss of control, but, on the contrary, a means chosen to dominate others and assert power over them²⁹.

Sexual abuse

Any form of violence committed through sexual practices or targeting sexuality, including sexual assault. This notion also includes any other misconduct in the form of actions, comments, behaviours or attitudes with an unwanted sexual connotation, expressed directly or indirectly, including via a technological means³⁰.

Psychological harassment

"...any 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. For greater certainty, psychological harassment includes such behaviour in the form of such verbal comments, actions or gestures of a sexual nature³¹."

APPENDIX III

APPLICABLE LEGISLATIVE FRAMEWORK

The Canadian and Québec charters of rights and freedoms, the Civil Code of Québec, the federal Criminal Code and many specific laws govern, each within their scope of application, various behaviours that may qualify as bullying, depending on the context and the nature of the acts. These charters, codes and laws recognize people's rights to dignity and integrity, and stipulate sanctions for the most serious acts of bullying and cyberbullying and the various phenomena that may be linked to them, such as harassment, threats, incitement of hatred or the non-consensual dissemination or publication of images.

The Canadian Charter of Rights and Freedoms

States that everyone has the right to life, liberty, security and integrity, and to freedom of conscience and religion, and of thought, belief, opinion and expression. The Charter also provides certain legal safeguards for individuals in their interactions with the government or the criminal justice system.

Under this charter, everyone has the right to the equal benefit of the law, without discrimination, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

Québec's Charter of Human Rights and Freedoms

States that every human being has a right to life, and to personal security and inviolability. This charter further states that "every person has a right to full and equal recognition and exercise of his human rights and freedoms, without distinction, exclusion or preference based on race, colour, sex, gender identity or expression, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, language." The Québec Charter adds every person's right to dignity, honour and reputation and to respect for his or her private life, which has particular significance for people who are bullied. In addition, the Charter states that every person with a disability or senior has a right to protection from all forms of exploitation.

The Civil Code of Québec

In keeping with the Charter of Human Rights and Freedoms and the general principles of law, governs persons, relations between persons, and property. It includes provisions that may apply to bullying or cyberbullying.

The Criminal Code of Canada

Prohibits a series of criminal behaviours and stipulates the related sanctions. Some forms of bullying may be expressed by various behaviours, such as hitting, shoving or spitting on someone, but also by threatening death or serious bodily harm. These behaviours are all considered crimes. Also, in the case of repetitive threats, criminal harassment may be involved.

The Youth Protection Act

Applies to children experiencing situations that compromise or may compromise their security or development and whose parents fail to rectify the situation. It applies to children considered to be in great difficulty and in need of protection.

The Act Respecting Assistance for Victims of Crime

Recognizes the rights of victims of criminal offences and those of their immediate family and dependants.

The Crime Victims Compensation Act

Enables victims of criminal acts to obtain financial compensation for psychological or physical injury that they have sustained, and for medical and paramedical expenses incurred for their rehabilitation.

The Education Act

Governs the duties and obligations of public educational institutions, in particular, the obligation to adopt and implement an action plan to fight against bullying and violence.

The Act Respecting Private Education

Governs the duties and obligations of private educational institutions, in particular the obligation to adopt and implement an action plan to fight against bullying and violence.

The Act Respecting Labour Standards

Upholds the right of any employee to work in an environment free from psychological harassment, and imposes on the employer the duty to take all reasonable means to prevent psychological harm and, when such conduct is brought the employer's attention, to put a stop to it.

The Act to Secure Handicapped Persons in the Exercise of their Rights with a View to Achieving Social, School and Workplace Integration

Aims to ensure the rights of persons with disabilities and, through the involvement of government departments and their networks, municipalities and public and private organizations, to help them integrate into society on an equal footing with other citizens. To this end, the Act provides for various measures specifically for people with disabilities, their families and their living environment, as well as the organization of resources and services for them.

The Act to Prevent and Fight Sexual Violence in Higher Education Institutions

Is designed to strengthen actions aimed at preventing and fighting sexual violence in higher education institutions. It also seeks to foster a healthy and safe living environment for students and staff.

APPENDIX IV SUMMARY TABLES

CONCERTED ACTION PLAN TO PREVENT AND COUNTER BULLYING AND CYBERBULLYING 2020-2025 WORKING TOGETHER TOWARD A SOCIETY FREE OF BULLYING

VISION : Make Québec a place where bullying is not accepted and where caring behaviours are valued

CORE MEASURES (\$4.0M)

1. **Adopt a digital communication strategy aimed at bringing information on bullying and cyberbullying together in one place, proposing prevention and intervention tools for different clienteles, and facilitating exchanges among stakeholders as well as referrals to support resources** ▲
2. **Produce a statistical overview of bullying and cyberbullying in Québec to advance knowledge** ▲

ORIENTATION 1

Step up actions to reduce cyberbullying
(2,5 M\$)

3. **Support the implementation of a coordinated response model by the police, judicial and school communities in the case of cyberbullying arising from incidents that involve the non-consensual sharing of intimate images (SEXTO project)** ▲
4. **Inform the population at large of the consequences of online hostility toward women, particularly those in the public arena, and of the possible legal recourses available to victims** ◆ ▲
5. Prevent situations involving repeated requests for the non-consensual sharing of sexual or intimate images among young people aged 11 to 24 and take ethical action in these situations ▲
6. Study risk, protective and preventive factors to ensure more effective prevention of the cyberbullying of seniors ◆ ▲

ORIENTATION 2

Provide a healthy, safe and positive environment for all young people (\$11.4M)

THE EDUCATIONAL COMMUNITY:

7. **Assist schools in developing guidelines that set parameters for interventions and responsibilities regarding ethical use of digital technologies** ■
8. **Support young people's learning about the responsible use of social media to encourage them to become responsible citizens in the digital era** ■
9. **Support the development of the skills and expertise of school staff regarding healthy and positive behaviours** ■
10. Assist the school community in taking better account of sexual, gender and family diversity ■
11. Collaborate in work aimed at developing the skills of future school staff regarding the prevention and reduction of violence and bullying ■
12. Continue deploying regional support agents (RSAs), school climate, violence and bullying, whose mission is to help school boards maintain a healthy, safe and positive school climate ■
13. Understand and prevent the polarization of the discourse potentially leading to conflicts, violence or bullying ▲

THE SPORTS COMMUNITY:

14. **Assist organizations in implementing measures to protect integrity in sports and recreational activities** ▲
15. Disseminate revised and more inclusive tools to young people, parents and service providers in the sports community to promote the healthy and safe practice of sports ◆ ■
16. Continue and reinforce the promotion of positive values in the practice of recreational and sports activities ■

ORIENTATION 3

Increase initiatives for vulnerable people
(\$9.7M)

17. **Implement an annual communication plan including up-to-date strategies and means of communication that are adapted to the different clienteles in order to raise their awareness of the phenomena of bullying and cyberbullying** ◆ ■
18. **Revise the terms and conditions of the Together Against Bullying financial support program to better address the needs of organizations and various living environments, particularly by allowing projects to be carried out over a longer period of time** ◆ ■
19. **Raise public awareness, even among the youngest members, of the importance of having healthy family relations with regard to financial assets** ◆ ▲
20. Formally acknowledge the exemplary contribution of individuals, schools and school boards, and organizations in creating safe and inclusive environments by granting the Prix Ensemble contre l'intimidation (Together Against Bullying Award) ◆ ■
21. Carry out awareness-raising activities on the importance of having relationships free of bullying and of promoting a caring environment in retirement homes for seniors ◆ ▲
22. Produce and make available tools designed to raise public awareness of the bullying which can target people with disabilities ◆ ▲
23. Support the acquisition of knowledge on the phenomenon of homophobic and transphobic bullying in specific regions ◆ ▲
24. Develop a toolkit for supporting the various communities (e.g. educational, health and social services, workplace) engaged in the fight against homophobic and transphobic bullying ◆ ▲
25. Update the online information package on bullying in light of the latest data ◆ ■

MEASURE SPECIFICALLY FOR ABORIGINAL COMMUNITIES (\$2.0M)

(integrated into the Government Action Plan for the Social and Cultural Development of the First Nations and Inuit 2017-2022)

26. Develop and support projects and initiatives aimed at preventing and countering the bullying of Aboriginal students ▲

Legend: **Boldface:** flagship measure ◆: measure related to Measure 1 ▲: new measures ■: measure continued or enhanced

Guiding principles

- The plan should be inclusive and collaborative
- It should focus on promoting the expected positive behaviours
- It should be evidence-based and propose solutions
- It should be developed in compliance with good government practices

OBJECTIVE 1

Raise public awareness and promote positive behaviours to prevent and counter bullying

OBJECTIVE 2

Carry out interventions with people who are victims, witnesses or perpetrators of acts of bullying

OBJECTIVE 3

Support action and innovation in the different communities

OBJECTIVE 4

Improve knowledge and promote the transfer of innovative practices

Budget of \$29.6M, including \$9.6M self-funded by the government departments and agencies

MEASURES		RESPONSIBILITY	COLLABORATION	BUDGET
CORE MEASURES				
1	Adopt a digital communication strategy aimed at bringing information on bullying and cyberbullying together in one place, proposing prevention and intervention tools for different clienteles, and facilitating exchanges among stakeholders as well as referrals to support resources	MFA	Members of the Comité de travail interministériel sur l'intimidation (interministerial working committee on bullying)	\$2.4M
2	Produce a statistical overview of bullying and cyberbullying in Québec to advance knowledge	MFA	ISQ	\$1.6M
ORIENTATION 1: STEP UP ACTIONS TO REDUCE CYBERBULLYING				
3	Support the implementation of a coordinated response model by the police, judicial and school communities in the case of cyberbullying arising from incidents that involve the non-consensual sharing of intimate images (SEXTO project)	MSP	DPCP, MEQ, MJQ, SCF, ENPQ, Service de police de la Ville de Saint-Jérôme, SQ, representatives of municipal police forces	\$1.5M
4	Inform the population at large of the consequences of online hostility toward women, particularly those in the public arena, and of the possible legal recourses available to victims	SCF	Conseil du statut de la femme, MES, MJQ, MSP, DPCP	\$350K
5	Prevent situations involving repeated requests for the non-consensual sharing of sexual or intimate images among young people aged 11 to 24 and take ethical action in these situations	MEQ, MES	MSP, SAJ, SCF, MSSS, MJQ, DPCP	\$375K
6	Study risk, protective and preventive factors to ensure more effective prevention of the cyberbullying of seniors	MSSS	–	\$275K
ORIENTATION 2: PROVIDE A HEALTHY, SAFE AND POSITIVE ENVIRONMENT FOR ALL YOUNG PEOPLE				
7	Assist schools in developing guidelines that set parameters for interventions and responsibilities regarding ethical use of digital technologies	MEQ	MSP, MJQ	–
8	Support young people's learning about the responsible use of social media to encourage them to become responsible citizens in the digital era	MEQ	–	\$450K
9	Support the development of the skills and expertise of school staff regarding healthy and positive behaviours	MEQ	–	–
10	Assist the school community in taking better account of sexual, gender and family diversity	MEQ	Fédération des comités de parents du Québec, MJQ (BLCHT)	\$50K
11	Collaborate in work aimed at developing the skills of future school staff regarding the prevention and reduction of violence and bullying	MEQ	MES	–
12	Continue deploying regional support agents (RSAs), school climate, violence and bullying, whose mission is to help school boards maintain a healthy, safe and positive school climate	MEQ	–	\$6.5M
13	Understand and prevent the polarization of the discourse potentially leading to conflicts, violence or bullying	MEQ	School service centres, RSAs, researchers whose work concerns the intercultural environment in schools, Recherche et actions sur les polarisations sociales, MIFI	\$250K
14	Assist organizations in implementing measures to protect integrity in sports and recreational activities	MEQ	RLSQ, SPORTSQUÉBEC, CQL, Sport'Aide	\$3.0M
15	Disseminate revised and more inclusive tools to young people, parents and service providers in the sports community to promote the healthy and safe practice of sports	MEQ	SPORTSQUÉBEC, sportsmanship ambassadors, Réseau des unités régionales de loisir et de sport du Québec, RSEQ, FEEPEQ, AQLP (AQAIRS, AQLM, ARAQ), CQL	\$145K
16	Continue and reinforce the promotion of positive values in the practice of recreational and sports activities	MEQ	Réseau des unités régionales de loisir et de sport du Québec, Sport'Aide, SPORTSQUÉBEC, CQL, RLSQ	\$1.0M
ORIENTATION 3: INCREASE INITIATIVES FOR VULNERABLE PEOPLE				
17	Implement an annual communication plan including up-to-date strategies and means of communication that are adapted to the different clienteles in order to raise their awareness of the phenomena of bullying and cyberbullying	MFA	MEQ, MES, MJQ, MSP, MSSS, OPHQ, SA, SAA, SAJ, SCF, SCG	\$2.9M
18	Revise the terms and conditions of the Together Against Bullying financial support program to better address the needs of organizations and various living environments, particularly by allowing projects to be carried out over a longer period of time	MFA	–	\$5.9M
19	Raise public awareness, even among the youngest members, of the importance of having healthy family relations with regard to financial assets	MSSS	MJQ (BLCHT)	\$150K
20	Formally acknowledge the exemplary contribution of individuals, educational establishments and organizations in creating safe and inclusive environments by granting the Prix Ensemble contre l'intimidation (Together Against Bullying Award)	MFA	MEQ	\$117K
21	Carry out awareness-raising activities on the importance of having relationships free of bullying and of promoting a caring environment in retirement homes for seniors	MSSS	MJQ (BLCHT), AQDR, RQRA, RQOH	\$300K
22	Produce and make available tools designed to raise public awareness of the bullying which can target people with disabilities	OPHQ	–	\$60K
23	Support the acquisition of knowledge on the phenomenon of homophobic and transphobic bullying in specific regions	MJQ (BLCHT)	Researchers and community partners active in the field of fighting against homophobia and transphobia	\$50K
24	Develop a toolkit for supporting the various communities (e.g. educational, health and social services, workplace) engaged in the fight against homophobic and transphobic bullying	MJQ (BLCHT)	Researchers and community partners active in the field of fighting against homophobia and transphobia	\$50K
25	Update the online information package on bullying in light of the latest data	MFA	INSPQ, members of the Comité de travail interministériel sur l'intimidation (interministerial working committee on bullying)	\$168K
MEASURE SPECIFICALLY FOR ABORIGINAL COMMUNITIES				
26	Develop and support projects and initiatives aimed at preventing and countering the bullying of Aboriginal students	MEQ, MES	–	\$2.0M

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