

## Administrative Procedure 170

---

Please review [Policy 14 – A Place for All](#) and [AP 350, Code of Conduct - Respect for All](#) as additional background and support for this Administrative Procedure.

# BULLYING, HARRASSMENT AND THREATENING BEHAVIOUR

### Purpose

To achieve our Vision, Mission, and Organizational Purpose, each student holds a responsibility and role to play in contributing to, enhancing, and promoting a place for all in all FSD schools and facilities, and also when representing the school or school division on field trips or other school related activities.

### Background

Bullying, harassment or threatening behaviour directed towards students, employees, parents, volunteers and community members will have an adverse effect on the learning environment.

The Division is committed to providing a safe working and learning environment for students, employees, parents, volunteers and community members. Schools will intervene effectively to reduce bullying, harassment and threatening behaviour by developing a safe and supportive school climate.

### Procedures

1. Principals shall:
  - 1.1 Inform students, parents and staff of the Division's and school's expectations for appropriate behaviour.
  - 1.2 Encourage students to communicate to school personnel, in a safe and timely manner, any concerns they may have about bullying, harassment and threatening behaviour or incident thereof.
  - 1.3 Encourage parents to communicate to school personnel, in a timely manner, any concerns they may have about bullying or a bullying incident.
  - 1.4 Ensure that all staff and appropriate volunteers are in-serviced in the online RESPECT program as required.
2. Principals and school based staff will collaborate in educating students, parents and staff in the following areas:
  - 2.1 Promoting among students' effective communication, friendship, problem-solving and and conflict management skills.
  - 2.2 Avoiding stereotyping.
  - 2.3 Encourage prosocial behavior with students to enhance a welcoming school environment that promotes a sense of belonging for all.
3. When dealing with situations involving bullying, harassment and threatening behaviour school staff are to:

- 3.1 Intervene in a timely manner to enforce this administrative procedure.
  - 3.2 Enforce procedures consistently.
  - 3.3 Follow protocols when investigating incidents
  - 3.4 In the case of digital bullying (also known as cyberbullying), inform the Director of Learning Technologies as to the details of the cyberbullying where appropriate to assist in the investigation.
4. Threats of immediate physical danger are to be reported directly to the RCMP, investigated immediately, and communicated to the Superintendent or designate as soon as possible thereafter.
  5. Although there may be no threat of physical danger, threats of a psychological nature or those suggesting injury to reputation are quite serious and require a sensitive and timely response.
  6. Students, employees, parents and community members:
    - 6.1 Shall be treated with dignity, respect and fairness by other students and staff.
    - 6.2 Shall be provided with a learning environment that is free from discrimination, harassment and abuse of any kind.
    - 6.3 Who witness bullying have a responsibility to safely seek help or stop it.
  7. Possible consequences, interventions and supports for conduct that does not align with positive student behaviours will follow a progressive discipline approach and include (but are not limited to):
    - Parent/Guardian/Caregiver phone calls, meetings, requests to pick student up as soon as possible.
    - Referrals to specialized, school based, division based, or community-based supports (i.e., Principal and FSD Family School Liaison Counselor).
    - Detentions, in school and out of school suspensions. • Additional learning assignments (e.g., research on long terms effects of bullying on the brain).
    - Restorative justice practices.
    - Student expulsion (as per clauses in the Education Act).
    - Violence Threat Risk Assessments (VTRA)
    - Student attendance plans • Behavioural Support Plans

It is important to note:

- Parents will be notified of interventions and/or consequences related to major/severe behaviors for your child.
- Parents cannot be notified of any details about any interventions and/or consequences for any student except for their own child.
- The use of corporal punishment is strictly prohibited.

- Physically restraining a student shall only be used if a student is a danger to themselves or others (each school assures that some members on staff have up to date Non-Violent Crisis Intervention (NVCi) training)
- Consequences must consider the student's age, maturity and/or individual circumstances (e.g., student needs and complexities including physical, behavioural, communicational, cognitive, mental health, trauma, past interventions trialed, and accommodations/supports)

## Appendix A – Definitions

### Respect:

To show regard or consideration for others.

### Bullying:

Alberta's *Education Act* defines bullying as repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation. Bullying can take different forms and includes but is not limited to:

- Physical – pushing, hitting, other
- Verbal/written – name calling, threats, other
- Social/psychological – social exclusion, rumors, other
- Cyber/social media – using the computer, cell phone or other technology to harass, threaten, intimidate, demean, share images, other

### Conflict:

Alberta's *Education Act* defines bullying as different from conflict. Conflict is defined as a disagreement or struggle over opposing beliefs, needs, feelings or actions and is a normal part of life. Students as well as adults can benefit from learning how to resolve conflict peacefully and recognizing the difference between a conflict and bullying.

### Harassment:

Any conduct, comment, gesture, or physical contact that a reasonable person should know would be unwelcome, inappropriate, or otherwise offensive to an individual or group of individuals. It is not a relationship of mutual consent; it is any action that is unwelcome or intimidating and denies any individual dignity and respect. Excluded from the definition of harassment is any reasonable conduct of an employee in respect of the management and supervision of employees or students. Alberta law explicitly protects Albertans from discrimination for a wide variety of reasons under the Alberta *Human Rights Act*.

### Sexual Harassment:

Harassment also encompasses any unwanted sexual advances, requests for sexual favours, or other verbal or physical conduct of a sexual nature which:

- Implicitly or explicitly makes submission of such conduct a term and condition of an individual's learning environment;
- Affects access to learning;
- Affects access to school services or events;
- Creates a hostile or offensive environment which interferes with an individual's learning environment;
- Intimidates, embarrasses, coerces or humiliates an individual at school; or
- Arises out of a relationship which is not based on mutual consent.

- Cyber/social media – using the computer, cell phone or other technology to harass, threaten, intimidate, demean, share images, other

Examples of conduct which would meet these descriptors include, but are not limited to the behaviours listed herein:

- Verbal abuse or threats associated with behaviour of a sexual nature;
- Unwelcome remarks or jokes of a sexual nature;
- Unwelcome invitations or requests if a sexual nature;
- Staring, leering or inappropriate observation of an individual of a sexual nature;
- Displaying, sharing or posting pornographic, offensive or derogatory materials of a sexual nature online or in the learning environment;
- Unwelcome physical contact of a sexual nature;
- Exposing oneself sexually;
- Explicit or implicit demands of a sexual nature; and
- Any other behaviour, conduct or activity of a sexual nature which is unwelcome or uninvited.

#### **Discrimination:**

A distinction made based upon characteristics protected under the Alberta *Human Rights Act*, whether or not intentional, based on a characteristic or perceived characteristic referenced in the protected grounds that has the effect of imposing on an individual or group of individuals burdens, obligations or disadvantages that are not imposed on others, or of withholding or limiting access to opportunities, benefits and advantages available to other individuals in society.

#### **Inclusion:**

Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners. This is defined in Alberta's Policy Document on Inclusive Education.

#### **Equity:**

Alberta's *Human Rights Act* states that it is recognized in Alberta as a fundamental principle and as a matter of public policy that all persons are equal in dignity, rights, and responsibilities.

#### **Diversity:**

Alberta's *Human Rights Act* states that in Alberta, as a fundamental principle and as a matter of public policy that all Albertans should share in an awareness and appreciation of the diverse racial and cultural composition of society and that the richness of life in Alberta is enhanced by sharing that diversity. The diverse racial and cultural composition of Alberta's society and its importance is a fundamental principle and matter of public policy.