



Administrative Procedures

AP-438 STUDENT HARASSMENT, INTIMIDATION, AND BULLYING	Date of implementation: October 10, 2024 Date of review:
	Related Administrative Procedures: AP-409 Student Behaviour AP-437 Student Use of Personal Electronic Devices

Purpose: To outline the regulations and guidelines to allow for safe, caring, and inclusive learning environments in Prairie Spirit schools.

The Division believes that all students have the right to learn and interact in a learning environment that is caring, healthy, and safe.

Harassment, intimidation, and bullying are behaviours that can disrupt a student’s ability to learn and interfere with the school’s ability to maintain a caring, healthy, and safe learning environment. These behaviours can be in the form of written, verbal, or physical acts that can harm a student or damage the student’s property; and/or are so severe, persistent, or pervasive that they create an intimidating educational environment.

Harassment, intimidation, and bullying constitute serious misconduct that warrant appropriate intervention and the implementation of educational programs and administrative measures that are designed for prevention and appropriate response.

Background: This procedure is explicitly directed toward the conduct of students in their interaction with other students.

Definitions:

Harassment – any unwelcome behaviour, conduct, or communication directed intentionally or unintentionally at an individual’s race, religion, sex, gender, age, disability, or any other of the grounds of discrimination. The intent or perceived intent is to threaten, intimidate, instill fear, alarm, annoy, or belittle a person and could include any unwelcome and/or uninvited sexual or gender-directed behaviour.

Harassment may include, but is not limited to, unwelcome remarks, jokes, innuendoes or taunting about a person’s body, attire, gender, sexual orientation, racial or ethnic background, place of birth, citizenship, ancestry, age, physical size or weight, religion, marital status, family status or ability. It is particularly concerning when such behaviour persists after the aggressor has been asked to stop.

Intimidation – any behaviour, whether physical and/or verbal/written (including the use of technology), which instills fear in someone as a means of controlling that person. It can include, but is not limited to, threats, defacing or stealing an individual’s property, coercing an individual to do something dangerous or illegal, extortion (demanding payment or goods for an individual’s safety), inciting hatred toward an individual, or setting up an individual to take the blame for an offence.

Bullying – any behaviour, whether physical and/or verbal/written (including the use of technology) that is intentional, repeated and used by an individual to maintain power over another individual. It can include, but is not limited to, physical, emotional, relational, and psychological bullying. Bullying behaviour can take many forms and can be direct (e.g., hitting, throwing things, verbal taunts, teasing, or threats) or indirect (e.g., gossiping, spreading malicious rumours, social isolation, or exclusion from the group).

Bullying with a Device – any behaviour with a digital technology that is intentional, repeated, and used to harass, threaten, embarrass, mock, or target another person or group of individuals. This may take place on social media, messaging platforms, gaming platforms and mobile phones. Bullying with a device may include online threats, texts, social media posts, posting of personal information, pictures or videos designed to hurt or embarrass someone else.

Conflict in Relationship - conflict typically involves disagreements and/or misunderstandings that are not ongoing. As students learn and grow together, conflict is inevitable. To be clear, conflict does not constitute premeditated efforts to cause harm, fear, or distress, such as harassment, intimidation or bullying. Addressing conflict between students may be dealt with through counselling and/or AP-409 Student Behaviour.

Procedures:

- 1) Schools will ensure that positive learning environments are established that include the following practices:
 - a) Utilizing the Saskatchewan curriculum, including outcomes and indicators related to the development of healthy and respectful relationships to teach students how to negotiate disagreements and manage conflict.
 - b) Using curriculum and other resources to support digital citizenship to address bullying with a device.
 - c) Emphasizing proactive strategies that invite co-construction, teaching, and support of appropriate student behaviours.
 - d) Implementing a continuum of positive behaviour supports for all students, taught in classroom and other educational settings.
 - e) Encouraging all staff members to help stakeholders understand the definitions of harassment, intimidation, and bullying to work as partners to help students develop healthy and respectful relationships.
 - f) Maintaining partnerships with parents/caregivers, the Ministry of Education, RCMP/police services, and other community agencies to provide support in creating caring, healthy, and safe schools.
- 2) All members of the school community have a “duty to report” incidents and school staff have a “duty to respond” to resolve incidents of harassment, intimidation, and/or bullying.

a) Duty to Report

- i) Students – any student who witnesses or becomes aware of situations involving bullying behaviour shall inform a staff member.
- ii) Parents/caregivers – parents/caregivers who are concerned that their child may be bullied or who suspect that their child may be the perpetrator of bullying behaviour are encouraged to contact their child’s classroom teacher or in-school administration.
- iii) Staff members – staff members shall report any incidents of witnessed or reported bullying behavior to the classroom teacher and/or in-school administration.

b) Duty to Respond

- i) Teacher(s), in consultation with in-school administration, will listen to the concerns, investigate the alleged incident, offer support to those involved, and, together with those involved, determine a course of action.
- ii) The teacher(s), in consultation with their in-school administration, will contact the parents/caregivers in a timely fashion and inform them of the incident and how it is being handled.
- iii) Staff will support the students involved in the situation.
- iv) Responses should emphasize taking responsibility and accountability for actions.
- v) Restorative and collaborative approaches to responding will be emphasized after responsibility has been taken.
- vi) Intentionally and falsely accusing another student of bullying behaviour shall be considered bullying behaviour and dealt with as such.
- vii) School staff will provide learning and support for the student who committed the act so they understand the impact of their actions.
- viii) The student’s age and maturity and/or special circumstances, such as any formal diagnoses, will be considered in the response to the incident.
- ix) The in-school administration will follow Division discipline procedures when implementing any required consequences.
- x) The classroom teacher and/or in-school administration must document all instances of bullying behaviour.

3) Harassment, intimidation, and/or bullying behaviour will not be tolerated and will be dealt with in a serious and timely manner that respects the dignity and privacy of students.

- 4) School personnel and school communities need to be especially sensitive to students whose racial or cultural background, sexual orientation, gender identity, appearance, religion, socio-economic status, or ability might make them targets of harassment, intimidation, bullying and discrimination.

References:

Canadian Charter of Rights and Freedoms

Saskatchewan Human Rights Code

Centre for Trauma Informed Practices

Student Harassment Intimidation, and Bullying Internal Supporting Document