



Appendix N

**Prairie Spirit School Division
Student Harassment Protocol**

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Glossary of Terms

Harrasment	<p>Harassment is any unwanted comment or behaviour by an individual toward another which is or is perceived to be hurtful, intimidating or alienating. 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. Harassment is against the law.</p> <p>Harassment can consist of a single incident. It is common, however, for harassment to involve a series of unwanted, often subtle, incidents over time.</p>
Bullying	Repeated harassment is commonly referred to as bullying.
Complainant	The alleged or confirmed recipient of harassment or bullying.
Respondent	The person alleged or confirmed to have harassed or bullied another.
School Personnel	Any employee of the school division who commonly works in the school.
Supporting Adult	The Classroom Teacher, a School-Based Administrator or the School Counsellor.
Informal Process	The process to be used to address harassment when the level of intent and/or seriousness is perceived to be low and no other interventions have been implemented.
Formal Process	The process used to address serious levels of harassment or when the informal process has not resolved the situation.
Collaborative Problem Solving (CPS)	A model originated by Dr. Ross Greene designed to understand and help behaviourally challenging children. Two major tenets of the approach are that challenging behavior in students is best understood as the result of lagging skills and that the best way to reduce challenging episodes is by working together with the student to solve the problems (Greene, 2017).
Healing Circle	A core component of restorative justice which has its roots in traditional Aboriginal views of justice. This model has the complainant, respondent, along with other members of the community affected by an offence come together in a circle of sharing, and often prayer, to develop a consensus on how to repair the harmful results of an offence. It focusses on the impact of the offence on relationships and on the underlying causes of the offence (Justice Education Society, 2016).
Mediation	“A collaborative problem solving process in which an impartial party helps those in a dispute to communicate so they can more clearly understand their differences and make informed voluntary choices about how to address those differences in a way that best satisfies their needs” (Saskatchewan Mediation Services, 2011).

Introduction

This protocol is developed in a manner consistent with the goals, values, and mission statement of the Prairie Spirit School Division (PSSD) Board of Education. The Board of Education recognizes that harassment may occur within the education community and believes all students and employees have the right to learn and work in environments that are free from all forms of harassment.

This protocol is meant to provide students and employees with a process by which they can successfully address any harassment or bullying behaviours that occur within the school setting and/or directly impact student learning. Whether the informal process or the formal process is implemented in response to harassment or bullying the protocol upholds the PSSD belief in a safe, caring, and supportive learning environment for all. PSSD values parents as partners. Connecting with parents is an important part of addressing student harassment.

Guiding Principles

The Board considers itself responsible for the protection of students' and employees' human rights and dignity. Thus, harassment of any member of the education community is intolerable and may warrant investigation and possible disciplinary action. This protocol complements the PSSD Discipline Policy.

The Board recognizes its responsibility to provide students and employees with education about harassment. The Board encourages harassment and bullying prevention awareness and education so students are able to recognize and identify these behaviours in themselves and others and can learn what can be done if they believe they or someone else is experiencing harassment.

Incidents of harassment and bullying behaviour initially are responded to in the least intrusive manner. Employees are encouraged to follow the procedures and suggested practice as outlined in this protocol. Those who engage in harassment or bullying behaviour shall be dealt with in a corrective rather than a punitive manner. Education and intervention are effective in preventing and dealing with harassment. However, the Board expects supervisors to respond appropriately and if the situation is not resolved, the student/s engaging in harassing behaviour may be subject to reprimand, suspension, dismissal, or expulsion.

Statement of Belief

Based on the Harassment Policy, the Board of Education of the Prairie Spirit School Division believes:

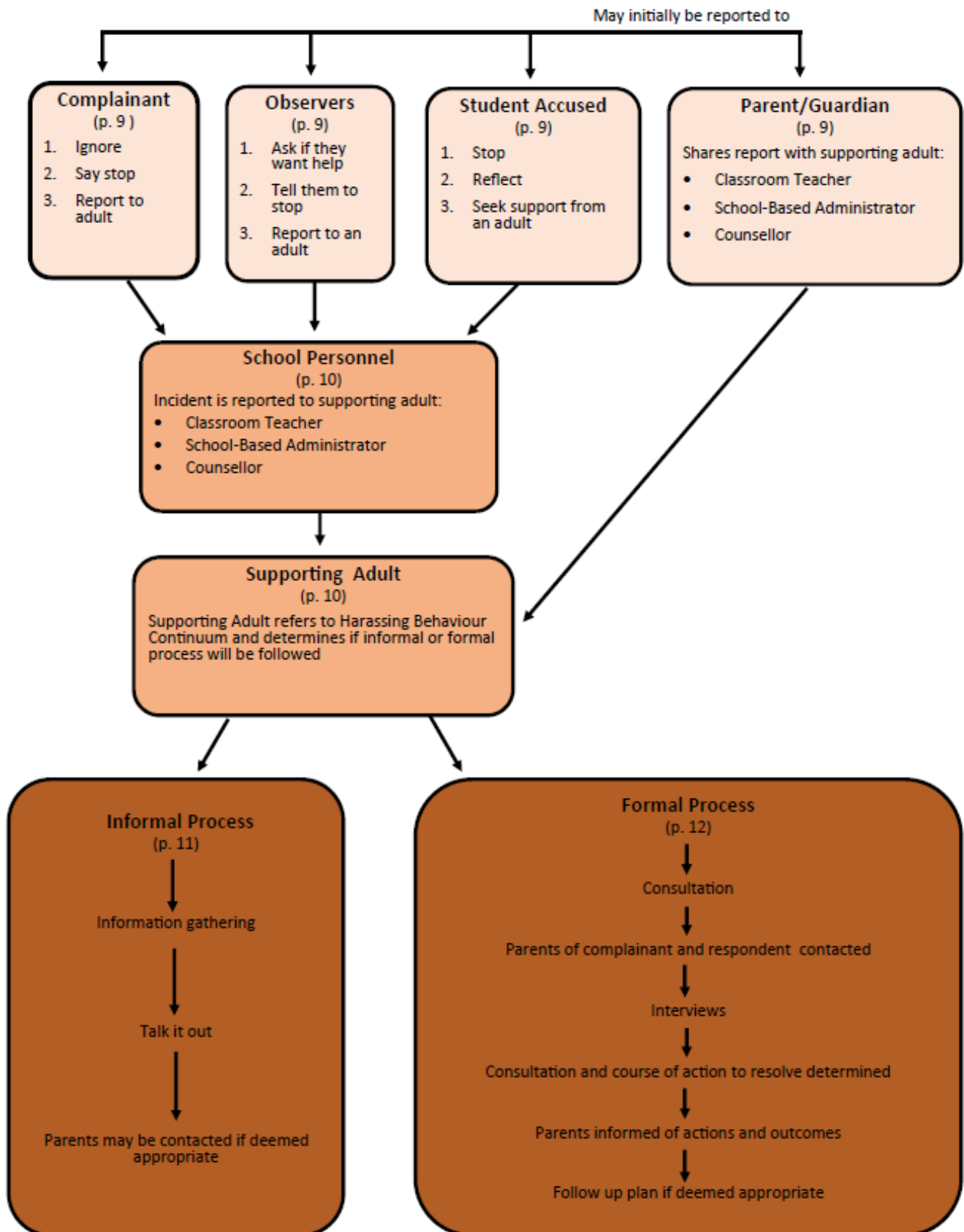
- Harassment is a school and community issue. Harassment impairs the right of students to learn and interact in a safe, affirming environment.
- Harassment may include comments or behaviour by any individual towards another which is perceived to be intimidating or hurtful. This includes, but isn't limited to, harassment on the basis of race, creed, religion, gender, sexual orientation, marital status, family status, ability, physical size or weight, nationality, age, ancestry, place of origin, or receipt of public assistance.
- Education, intervention, and policy are effective in preventing and dealing with harassment.
- School personnel have a duty to take harassment seriously and deal with it effectively. Harassment must be met with an appropriate response.
- Harassment is unacceptable conduct; likewise a false accusation of harassment is unacceptable conduct.

What all PSSD Students Need to Know about Harassment

- Harassment is unacceptable conduct in the Prairie Spirit School Division.
- Harassment has an impact on the individual involved and on the functioning of the classroom and the school generally.
- It is every student's responsibility to be aware of their behaviour and its affect on others. All students shall know or learn the difference between acceptable friendly joking behavior and harassment or bullying.
- If it is known that a certain behaviour is unwelcome and unwanted, the student should stop the behaviour.
- If someone tells a person that their behaviour results in them feeling uncomfortable, then the person should stop the behaviour.
- The Student Harassment Protocol shall be available on PSSD's Safe Schools website.

Flow Chart

INCIDENT



Definition Of Harassment

Harassment is any unwanted comment or behaviour by an individual toward another which is or is perceived to be hurtful, intimidating or alienating. 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. Harassment is against the law.

Harassment can consist of a single incident. It is common, however, for harassment to involve a series of unwanted, often subtle, incidents over time. Repeated harassment is commonly referred to as bullying.

Consultation with administrators regarding VTRA, reporting to police or child protection may be warranted depending on the severity and nature of the situation.

Types Of Harassment

Physical: Harassment can be physical in nature involving contact in some way with the target. Examples include hitting, grabbing, pushing, using a weapon, etc.

Verbal: Harassment can be verbal in nature involving using words in some way to hurt or intimidate another person. Examples include name-calling, demeaning language, racial slurs, rumors, etc.

Social: Harassment may not necessarily involve direct physical or verbal contact. Examples include purposeful exclusion, refusal to work with a person, inciting a group to reject someone, etc.

Sexual: Harassment can be sexual in nature involving unwanted sexual activity or attention. It may involve remarks, gestures or actions of a sexual nature that result in a person feeling unsafe or uncomfortable. Examples include unwelcome physical contact, rude jokes or sexually suggestive remarks, threats or bragging about sexual prowess, requests for sexual favors, etc. It may also involve displaying pornographic or offensive material.

Cyber Harassment or online harassment is simply a different setting for the various types of harassment. Technology can be used to verbally, socially, or sexually harass. In cyber harassment, the harassing individual or group use email, instant messaging, text messages, blogs, mobile phones and websites to engage in deliberate, repeated and hostile behavior with the intent of harming others. Cyber harassment can be as simple as continuing to send e-mail to someone who has said they want no further contact with the sender. Cyber harassment may also include threats, sexual remarks, or pejorative labels (i.e., hate speech). Students who engage in cyber bullying may publish personal contact information of those they harass on websites. They may attempt to assume the identity of another individual for the purpose of publishing material in the individual's own name that defames or ridicules them.

Harassing Behaviours Continuum

<p><i>The severity and intent of these offences may require consultation with administrators regarding VTRA, reporting to police or child protection.</i></p>		
LEVEL 1	LEVEL 2	LEVEL 3
<p><i>Cyber harassment may be a component within all types and levels.</i></p>		
SOCIAL		
<ul style="list-style-type: none"> • dirty looks • gossiping • ignoring 	<ul style="list-style-type: none"> • spreading rumors • exclusion from a group • social rejection • intolerance 	<ul style="list-style-type: none"> • severe alienation • public humiliation • group harassment • public-wide distribution via technology
VERBAL		
<ul style="list-style-type: none"> • teasing • name-calling 	<ul style="list-style-type: none"> • intimidation • racial slurs • swearing 	<ul style="list-style-type: none"> • threats of harm • threatening use of weapon – danger to life
PHYSICAL		
<ul style="list-style-type: none"> • rough play • pushing and shoving 	<ul style="list-style-type: none"> • punching, kicking • spitting • clear intentions to hurt 	<ul style="list-style-type: none"> • inflicting bodily harm • use of a weapon
SEXUAL		
<ul style="list-style-type: none"> • jokes with a sexual theme • innuendo 	<ul style="list-style-type: none"> • comments on physical character-issues • sexual gestures 	<ul style="list-style-type: none"> • sexual touching • threats of sexual acts • forcing sexual acts • pornography

Severity and Intent

Severity

- Increases with repetition (e.g. repeated name-calling or shoving becomes more impactful).
- Increases when the harassing behavior occurs in multiple settings (e.g. cyber, on playground or schoolbus, in classroom) or involves multiple complainants.
- Prior incidents or interactions may be relevant (e.g. complainant verbally insulted respondent earlier that day, history of conflict between the individuals involved).

Intent

- Degree of intent can be difficult to determine.
- Age and developmental level are relevant (e.g. spitting by a kindergarten student may be level 1, whereas spitting by a grade 8 student may be level 3).

Considerations in Determining Seriousness of the Harassment

The complainant's feelings are important in assessing the situation. Harassment is likely if the complainant feels hurt, humiliated, or intimidated, and also believes that the respondent intended to hurt them with the unwanted treatment. The negative emotions experienced can range from mild to extreme. It needs to be understood that all harassment and bullying is serious in terms of the detrimental potential for the individual who is harassed.

The complainant's response to the unwanted behaviour can offer information about the situation. If the complainant has told the respondent how they feel and asked them to stop and the unwanted comments or behaviours have continued, this would increase the seriousness of the situation.

Situations of alleged harassment are more serious if there is an imbalance of power between the complainant and the respondent. This imbalance of power makes it more difficult for the complainant to deal with the situation.

Procedures And Suggested Practice

What the Complainant Can Do

Ignore: The first and least intrusive response, if the harassment is of a mild form, is for the student to ignore the behaviour. Ignoring may result in stopping the harassing behaviour.

Say Stop: The second response, if it is safe and comfortable to do so, is for the student to tell the person to stop. Person-to-person communication may yield a positive result.

Report to Adult: If the harassment is of a severe form, or if the student does not feel able to resolve the harassment safely on their own, they need to report it to an adult in the school. School Personal will refer the information to a Supporting Adult (Classroom Teacher, School-Based Administrator, or School Counsellor).

What Students Observing Harassment Can Do

It is considered to be everyone's duty to respond to harassment.

When students observe harassment they are encouraged to offer assistance to the complainant if it is safe to do so. This may be done in the following ways in any order:

- Asking the complainant if he/she wants help.
- Telling the harassing individual to stop.
- Reporting the incident to an adult in the school.

What Students Accused of Harassment Can Do

Stop: The respondent must stop the offending behaviour when asked to do so.

Reflect: The respondent will be encouraged to reflect on the impact of their behaviour.

Seek Support: The respondent may choose to ask for support from an adult within the school.

What Parents Can Do

Parents who think that their child or another student is being harassed may choose to do the following:

- If it is safe and comfortable to do so, parents are encouraged to invite students to follow the guidelines in *What the Complainant Can Do* (see above).
- The parent may choose to accompany the child when and if the child reports the incident to an adult in the school.
- If the harassment continues or if the situation is of a moderate to severe nature it is recommended that the parents consult immediately with the school-based administration.
- Parents may contact the RCMP if they believe a chargeable offense has occurred.

What School Personnel Can Do

The adult will report the incident to a Supporting Adult (the Classroom Teacher, a School-Based Administrator, or the School Counsellor) who will refer to the *Harassing Behaviour Continuum* (p. 7) to determine the severity and intent of the incident.

If the behaviour is potentially criminal in nature, the adult has a duty to report to Ministry of Social Services or RCMP services.

What the Supporting Adult Will Do

The Supporting Adult will determine which of the following processes will be used:

1. The **informal process** is used for situations considered to be at Level 1 or possibly Level 2 (see *Harassing Behaviours Continuum*, p. 7).
2. The **formal resolution process** is used when:
 - The alleged complaint falls within Levels 2 and 3 (see *Harassing Behaviours Continuum*, p. 7).
 - There is no agreement reached during the informal process.
 - The respondent continues to offend.

Informal Resolution Process

Information Gathering

The Supporting Adult (the Classroom Teacher, School-Based Administrator or School Counsellor) will ask each of the individuals involved and/or witnesses for more details.

Examples of clarifying questions include:

- What happened?
- Where did it happen?
- When did it happen?
- Who was there when it happened?
- How did you feel?
- Has anything like this happened before?
 - Follow up with: Can you tell me more about that?
- Who else saw or heard what happened?
- What did you do after it happened?
- What else can you tell me about what happened?

Talk It Out

If the complainant has not previously done so and feels able to talk directly to the respondent, the Supporting Adult will support them in this (see *What the Complainant Can Do*, p. 9).

The Supporting Adult may:

1. Speak with the respondent on the complainant's behalf.
2. Facilitate a conversation between the students to address the concerns.

Facilitating a conversation is the preferred approach since the face-to-face meeting of students is often most effective in ending harassment and building positive relationships.

The respondent is informed that should harassment continue, a formal process may be initiated.

Parent/Guardian Contact

The Supporting Adult may contact parents depending on the severity and intent of the incident and/or the students' response. When parents are contacted, the parents of all parties involved will be included.

Formal Resolution Process

1. The School-based Administrator(s), School Counsellor and/or Division Coordinator will determine through **consultation** if a formal process will be initiated.
2. When a decision is reached to follow a formal resolution process, **the parents/guardians of the complainant are informed** that the complaint has been made and that a formal resolution process will begin. The respondent is informed that a formal complaint has been made and the respondent's parents are contacted.
3. The complainant is **interviewed** and *Complainant Form* (Appendix A) completed. It is advised that one adult conducts the interview while the other records the information on the form.
4. The respondent is **interviewed** to clarify details of the incident(s) and to gain their perspective. The *Respondent Form* (Appendix B) will be completed.
5. Witnesses may also be **interviewed** to gather details. If witnesses are interviewed, a *Witness Form* (Appendix C) will be completed and their parents will be notified.
6. Upon completion of the investigation the School-based Administrator(s), School Counsellor and/or Division Coordinator will **review the information and determine a course of action. The findings will be communicated to the complainant, respondent, and their parents/guardians.** A *Student Harassment Formal Resolution Form* (Appendix D) will be completed and kept on file at the school.
7. If deemed necessary and/or appropriate, a **follow up** plan will be developed.

Possible Actions and Outcomes

The results of the investigation may lead to a variety of supportive interventions:

- Collaborative problem solving (see *Glossary of Terms*)
- Healing circle (see *Glossary of Terms*)
- Some level of short-term distancing of the parties within the classroom and/or within the school
- Mediation (if both parties agree, see *Glossary of Terms*)
- A restitution process between the respondent and complainant
- A written or verbal apology with a commitment to end the harassment
- Other restorative actions

The purpose of these interventions is to provide opportunities for students to build skills and understanding and healthy interpersonal relationships. This may involve strategies that focus on:

- Awareness regarding harassment
- Interpersonal communication skills
- Problem solving
- Conflict resolution
- Managing feelings positively
- Assertive communication
- Building empathy

Appendix A Complainant Form

This form is to be used when a formal complaint regarding student harassment is made.

School:	Principal:
Complainant Name: Age: Grade:	Interveiwer(s):
Respondent Name: Age: Grade:	Date:
Type of Harassment: <input type="checkbox"/> Social <input type="checkbox"/> Verbal <input type="checkbox"/> Physical <input type="checkbox"/> Sexual <input type="checkbox"/> Cyber	

Details:

Describe what's been happening (who, what, where, when, why).

Is there any physical evidence of what happened (eg. photos, text messages, video, etc.)?

Did anyone else see this happen?

What did you do in response?

How did the respondent react to your response?

Who have you told about this situation and how did they respond? What did they suggest that you do, if anything?

Describe the relationship between you and the respondent.

Does anyone else know about this situation?

How did you feel when this behaviour occurred?

How has this affected you?

How would you like this to be resolved?

Appendix B Respondent Form

This form is to be used when a formal complaint regarding student harassment is made.

School:	Principal:
Complainant Name: Age: Grade:	Interveiwer(s):
Respondent Name: Age: Grade:	Date:
Type of Harassment: <input type="checkbox"/> Social <input type="checkbox"/> Verbal <input type="checkbox"/> Physical <input type="checkbox"/> Sexual <input type="checkbox"/> Cyber	

Details:

Describe what's been happening (who, what, where, when, why).

Is there any physical evidence of what happened (eg. photos, text messages, video, etc.)?

Did anyone else see this happen?

What did you do in response?

How did the respondent react to your response?

Who have you told about this situation and how did they respond? What did they suggest that you do, if anything?

Describe the relationship between you and the respondent.

Does anyone else know about this situation?

How did you feel when this behaviour occurred?

How has this affected you?

How would you like this to be resolved?

Appendix C Witness Form

This form is to be used when a formal complaint regarding student harassment is made.

School:	Principal:
Complainant Name: Age: Grade:	Interviewer(s): Witness:
Respondent Name: Age: Grade:	Date:
Type of Harassment: <input type="checkbox"/> Social <input type="checkbox"/> Verbal <input type="checkbox"/> Physical <input type="checkbox"/> Sexual <input type="checkbox"/> Cyber	

Details:

Describe the relationship between the complainant and the respondent.

Describe what's been happening (who, what, where, when, why).

Did anyone else see this happen?

What did you do in response, if anything?

How did the complainant or respondent react to your response?

How did you feel when this behaviour occurred?

How has this affected you?

How would you like this to be resolved?

Appendix D Student Harassment Formal Resolution

Date form completed:	Professional Staff Involved:
Complainant Name: Date of Birth: Grade:	Interveiwer(s)
Respondent Name: Date of Birth: Grade:	Date:
Type of Harassment: <input type="checkbox"/> Social <input type="checkbox"/> Verbal <input type="checkbox"/> Physical <input type="checkbox"/> Sexual <input type="checkbox"/> Cyber	

Summary of Incident(s):

Summary of interventions and outcomes to date:

Summary of Investigation Process:

Summary of Actions and Outcomes:

Parent(s) contacted Comment:

Follow up:

Professional Staff involved signatures: _____

*School-based Administrator will store in Incident Report file

Appendix E

Policies, References and Resources

PSSD Administrative Policies and Procedures Cross References:

- AP 409 – Student Discipline
- AP 410 – Safe Schools Practices and Procedures
- AP 411 – Protective Services
- AP 414 – Student Assessment
- AP 602 – Services for Students with Special Needs
- VTRA Guidelines

Legal References:

Age of Consent in Canada (2017)

<https://www.ageofconsent.net/world/canada>

Saskatchewan Child Abuse Protocol (2014)

<http://publications.gov.sk.ca/documents/17/18812-Saskatchewan-Child-Abuse-Protocol-2014.pdf>

Saskatchewan's Action Plan to Address Bullying and Cyberbullying (2013)

<http://www.gov.sk.ca/adx/aspx/adxGetMedia.aspx?mediaId=584fef2-c769-4c12-a91a-fa3e49353b11&PN=Shared>

The Saskatchewan Employment Act (2013)

<http://www.qp.gov.sk.ca/documents/English/Statutes/Statutes/S15-1.pdf>

The Saskatchewan Human Rights Code (1979)

<http://www.qp.gov.sk.ca/documents/English/Statutes/Statutes/S24-1.pdf>

Reference Documents and Resources:

Canadian Resource Centre for Victims of Crime (2017)

<https://crcvc.ca/>

Collaborative and Proactive Solutions: Dr. Ross Greene (2017)

<http://www.livesinthebalance.org/>

Government of Saskatchewan Victim Services (2017)

<https://www.saskatchewan.ca/residents/justice-crime-and-the-law/victims-of-crime-and-abuse/help-from-victim-service-units-and-agencies>

Justice Education Society (2016)

www.justiceeducation.ca/about-us/research/aboriginal-sentencing/restorative-justice

Mediation Services Training Manual (2011)

<http://library.lawsociety.sk.ca/inmagicgenie/documentfolder/AC0580.pdf>

PSSD is committed to developing
environments which are physically,
emotionally, and spiritually
safe and positive.