



Appendix N

Prairie Spirit School Division Student Harassment Protocol

Table of Contents

1. INTRODUCTION	Page 2
1.1 Guiding Principles	Page 2
1.2 Statement of Belief	Page 3
2. DEFINITION OF HARASSMENT	Page 3
2.1 Harassment and Bullying Behaviour	Page 3
2.2 Types of Harassment	Page 4
2.3 Cyber Bullying	Page 4
2.4 Criteria to Determine the Seriousness of the Offending Behavior	Page 5
2.5 Bullying and Harassing Behaviours Continuum Chart	Page 6
3. PROCEDURES AND SUGGESTED PRACTICE	
3.1 Students	Page 7
3.1.1 What the Target of Harassment Can Do	Page 7
3.1.2 Responsibility of Students Observing Harassment	Page 7
3.1.3 Actions of Students Who Are Accused of Harassment or Bullying	Page 8
3.2 Professional/Support Staff Member	Page 9
3.2.1 Actions of the Supporting Adult	Page 9
3.2.2 The Informal Resolution Process	Page 9
3.2.3 The Formal Resolution Process	Page 10
3.2.3.1 Investigation	Page 10
3.2.3.2 Action Plan	Page 11
3.3 Parents/Caregivers	Page 12
3.3.1 How Parents Can Deal with Harassment and Bullying	Page 12
3.4 What all PSSD Students Ought to Know About Harassment	Page 13
Appendix A Definitions	Page 14
Appendix B Flowchart	Page 15
Appendix C Harassment Complaint Form	Page 16

1. 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 major goal of promoting student satisfaction is supported through this protocol. 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. 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 environment for all.

1.1 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'S RESPONSIBILITY

The Board recognizes its responsibility to provide students and employees with education about harassment. The Board encourages harassment and bullying prevention programming 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 a target of harassment.

A CORRECTIVE TEACHING MODEL

The Board promotes the development and training of in-school personnel in handling situations of 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. However, the Board expects supervisors to respond appropriately and if the situation is not resolved the aggressor may be subject to reprimand, suspension, dismissal, or expulsion.

1.2 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 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.

**THE
STUDENTS'
RIGHT TO BE
SAFE**

2. 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 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.

2.1 Harassment and Bullying Behaviour

Unwanted behaviour perceived to be hurtful or intimidating is considered harassment, regardless of how often it occurs. Harassment can consist of a single incident. It is common, however, for harassment to involve a series of unwanted, often subtle, incidents over time.

**SINGLE
INCIDENT**

**BULLYING IS
REPEATED
HARASSMENT**

Bullying is repeated harassment. It is unwanted physical, verbal, psychological, or sexual treatment which is repeated over time. Bullying often means that there is an imbalance of power. Power may be on the basis of age, physical size, status or position, or ability. This imbalance of power makes it difficult for the target to defend himself or herself. Bullying can occur from one individual toward another, from a group of people toward one individual or from one group of people toward another group of people.

2.2 Types of Harassment

PHYSICAL

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

VERBAL

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

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

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.

2.3 Cyber Bullying

Cyber bullying or online bullying involves the use of electronic devices and communication technologies such as: email, instant messaging, text messages, blogs, mobile phones and websites to support deliberate, repeated and hostile behavior by an individual or group that is intended to harm others. Cyber bullying can be as simple as continuing to send e-mail to someone who has said they want no further contact with the sender. Cyber bullying may also include threats, sexual remarks, or pejorative labels (i.e., hate speech). Cyber bullies may publish personal contact information for their victims at websites. They may attempt to assume the identity of a victim for the purpose of publishing material in their name that defames or ridicules them.

2.4 Criteria to Determine the Seriousness of the Offending Behaviour

INTENTIONALITY

The target'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 target.

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.

BALANCE OF POWER

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.

2.5 Bullying and Harassing Behaviours Continuum Chart

LEVEL 1	LEVEL 2	LEVEL 3
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
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
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 email
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

- Note: ▶ Severity increases with repetition – i.e. repeated name-calling or shoving becomes more damaging
- ▶ Degrees of intention are often difficult to determine
 - ▶ There are different modes of bullying and harassment that span the levels of severity—i.e. teasing, social rejection, or threats of sexual acts can occur via facial expression or “cyber” modes.
 - ▶ Age and developmental level are considered in assessing severity – i.e. spitting by a kindergarten student may be level 1, whereas spitting by a grade 8 student may be level 3.
 - ▶ The lines between the levels are blurred.

3. PROCEDURES AND SUGGESTED PRACTICE

3.1 STUDENTS

3.1.1 What the Target of Harassment Can Do

Level 1 or 2:

IGNORE

Step One: If a person believes they are the target of harassment and the harassment is of a mild form the first and least intrusive response is for them to ignore the behaviour. Ignoring may result in the harassing behaviour stopping. Ignoring is a short-term strategy only and the student should move to step two if the bullying does not stop shortly.

**SAY
"STOP"**

Step Two: The second response, if it is safe and comfortable to do so, is for the target of harassment to tell the person how he or she feels and request that the behaviour stop. This person-to-person communication may yield a positive result.

**REPORT
TO ADULT**

Step Three: If it is not safe or is ineffective to ignore or to talk directly with the aggressor, the target needs to speak with an adult in the school with whom they feel comfortable in order to receive support.

Level 3 and possibly 2:

**REPORT
TO ADULT**

Step One: If the harassment is of a more severe form, the target needs to speak with an adult in the school with whom they feel comfortable. The adult is compelled to intervene by supporting the student through approaches such as speaking with the person doing the bullying, mediating a meeting between the two, contacting parents, or speaking with other staff members or in-school administrators. If the above practices do not result in a satisfactory end to the harassment a formal complaint can be made by the complainant with the support of school personnel.

3.1.2 Responsibility of Students Observing Harassment

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

When students observe harassment they are encouraged to offer assistance to the target. This may be done in the following ways in any order:

- a) asking the target if he/she wants help
- b) telling the aggressor to stop if safe to do so
- c) reporting the incident to an appropriate adult

If the target agrees to receiving assistance the student follows through with the help. If the harassment continues the student informs the target that it will be reported to an adult in the school. This adult either becomes the 'supporting adult' and will follow the guidelines in (3.4 Actions of the Supporting Adult) or will refer to another professional staff.

3.1.3 Actions of Students (Aggressors) Who Are Accused of Harassment or Bullying

EMPATHY

The student accused of harassment is encouraged to reflect on their behaviour. They must recognize that even if the behaviour is not intended to offend someone, it may indeed be offensive to another person. Nonetheless, the target's point of view of the behaviour is critical in determining the appropriateness of the behavior.

STOP

APOLOGIZE

ASK FOR SUPPORT

The aggressor must stop the offending behaviour when asked to do so. The aggressor is encouraged to apologize to the target and include a commitment to not let the behaviour happen again. The aggressor may choose to ask for support from an adult within the school. It is likely that the aggressor will be asked to meet with the school counsellor.

3.2 PROFESSIONAL/SUPPORT STAFF MEMBER

3.2.1 Actions of the Supporting Adult

FOLLOW THROUGH

After determining the seriousness of the situation the adult will decide whether they are comfortable following through with supporting the student or whether they will refer to another adult in the school. The adult may refer to another teacher, an administrator or to the school counselor. The adult who will follow through with supporting the student must be a member of the professional staff and becomes the supporting adult.

INFORMAL OR FORMAL

A decision regarding following an informal process or a formal process needs to be made by the target and the supporting adult together. The supporting adult must be a member of the professional staff.

Level 1 or 2 – Report to teacher or administrator

Level 3 or 2

Note: See Informal or Formal Process

3.2.2 The Informal Resolution Process

The informal process is used for situations considered to be at Level 1 or possibly Level 2. (See 2.5 Bullying and Harassing Behaviours Chart) The supporting adult will ask for more details surrounding the incident(s).

Examples of questions include:

- What happened?
- Where did it happen?
- When did it happen?
- Who did the harassing behavior?
- How did you feel?
- How often has this occurred?
- Who else saw or hear what happened?
- What did you do in response?
- What was the result of your actions?

CLARIFYING QUESTIONS

If the target has not previously done so and feels able to talk directly to the aggressor the adult will support them in this. (See 3.1.1 What the Target of Harassment Can Do).

ADULT SUPPORTS THE TARGET

If the target either has followed the steps in 3.1.1 or is not comfortable doing so the supporting adult may speak with the

aggressor on behalf of the target or may guide a mediation process with the target and the aggressor.

Engaging in a mediation process is the preferred approach of the above two since the face-to-face meeting of students is often more effective in ending the harassment and building positive relationships.

The mediation process involves the following:

- Meeting with the persons or parties involved in the harassment or bullying incident(s)
- Having both parties understand what happened from the other's perspective
- Having both parties explain their feelings and intentions regarding the incident(s)
- Explore the needs of both parties
- Identify possible solutions which would satisfy both parties
- Having both parties agree on which solutions will be implemented

**STEPS:
REACH
UNDERSTANDING
EXPLORE NEEDS
FORM SOLUTION**

The parents of the students involved will be informed of the incident and that the informal resolution process was used. The aggressor is informed that should harassment continue, a formal process would be initiated.

**PARENTS
CONTACTED**

3.2.3 The Formal Resolution Process

The formal resolution process is used when the alleged complaint falls within Levels 2 and 3 (See 3.1 Bullying and Harassing Behaviours Chart), when there is no agreement reached during the informal process, or when the aggressor continues to offend. At this time, the students involved will be referred to as the complainant and the respondent.

**COMPLAINANT
AND
RESPONDENT**

3.2.3.1 Investigation

The formal process begins with the supporting adult completing the 'Harassment Complaint Form' (Appendix C). The supporting adult must refer to one of the following: school-based administrator, counsellor, or coordinator. The parents of the complainant need to be aware that the complaint has been made and that a formal resolution process has begun. Witnesses may also be interviewed to confirm particulars.

**SUPPORTING
ADULT
REFERS**

**MEDIATION
AND
CONSEQUENCES**

The respondent is informed that a formal complaint has been made and the respondent's parents are contacted. The respondent is interviewed to clarify details of the incident(s) and to gain their perspective.

Upon completion of the investigation the school personnel will communicate the results to the complainant, respondent, and their parents/guardians.

3.2.3.2 Action Plan

The investigation may lead to either a formal mediation process or to appropriate disciplinary action. In order for mediation to occur both parties must agree to engage in it. This mediation may be facilitated by trained school-based personnel or by a formally-trained mediator. Outcomes of the mediation may include a written or verbal apology with a commitment to end the harassment, a restitution process between the respondent and the complainant, or some level of short-term distancing of the parties within the school. Formal mediation does not preclude the possibility of disciplinary action administered through the school or school division. Appropriate disciplinary action would be administered through the principal's office and may include suspension, transfer to another school, or expulsion from school.

Whether or not the complainant and the family choose to make a formal complaint to police services, existing discipline and policies of the school and school division will apply.

3.3 Parents/Caregivers

3.3.1 How Parents Can Deal With Harassment and Bullying

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

**PARENTS
FOLLOW
THROUGH**

- a) If it is safe and comfortable to do so, parents are encouraged to invite students to follow the guidelines in (3.1.1 What the Target of Harassment Can Do)
- b) The parent may choose to accompany the child when and if the child reports the incident to an adult in the school.
- c) 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 in-school administration.
- d) Parents may contact policy services if they believe a chargeable offense has occurred.

3.4 What All PSSD Students Ought to Know About Harassment

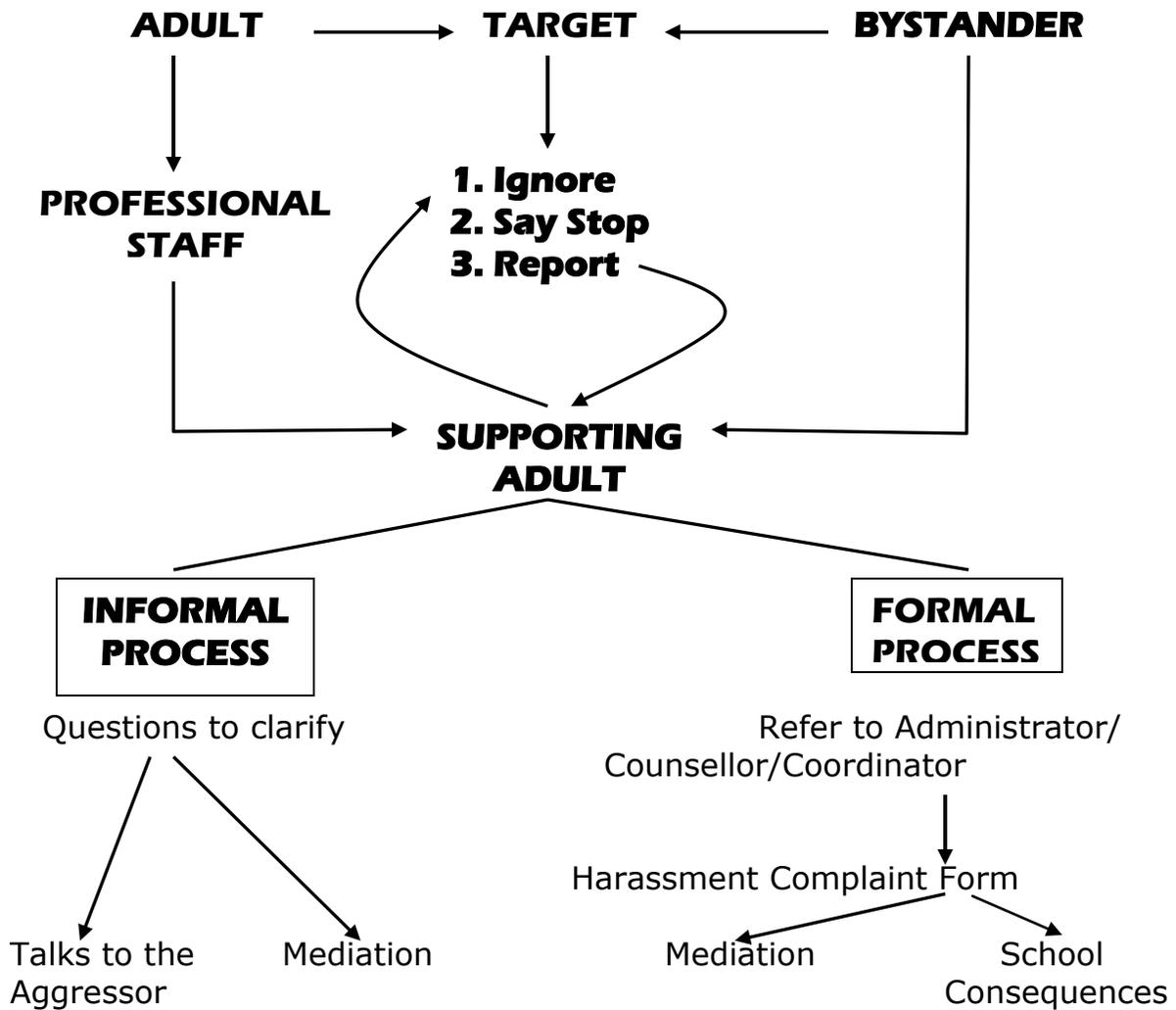
- a) Harassment is unacceptable conduct and not permitted in the Prairie Spirit School Division.
- b) Bullying has impact on the individual involved and on the functioning on the classroom and the school generally.
- c) It is every student's responsibility to be aware of their behaviour and its affect on others. All students shall know or learn the difference between friendly, acceptable joking and harassment or bullying.
- d) If it is known that a certain behaviour is unwelcome and unwanted, the student should stop the behaviour.
- e) If someone tells a person that their behaviour results in them feeling uncomfortable, then the person should stop the behaviour.
- f) All students shall be made aware of the Student Harassment Protocol.

Appendix A

Definitions

<i>Target</i>	the intended recipient of harassment or bullying
<i>Aggressor</i>	the person thought to be harassing or bullying another, which includes any member of our educational community such as parents, volunteers, board members, teachers, educational assistants, etc.
<i>Supporting Adult</i>	the member of the professional staff who agrees to help the target through the intervention process
<i>Complainant</i>	the recipient of harassment or bullying when the situation has been raised to the level of a formal complaint
<i>Respondent</i>	the person alleged to having harassed or bullied another when the situation has been raised to the level of a formal complaint
<i>Formal Process</i>	process to be used to address harassment when the level of intentionality is perceived to be high or when the informal process has not been adequate
<i>Informal Process</i>	process to be used to address harassment when the level of intentionality is perceived to be low and no other interventions have been implemented.
<i>Mediation</i>	“a process in which an impartial facilitator assists parties in conflict to communicate and make voluntary, informed choices in an effort to find an acceptable way to resolve the dispute. The parties make the decisions about what is acceptable.” (Mediation Services, Saskatchewan Justice)
<i>School Personnel</i>	any employee of the school division who commonly works in the school
<i>Professional Staff</i>	a member of the teaching or counselling staff

Appendix B



Appendix C

Harassment Complaint Form

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

School:	Principal:
---------	------------

Complainant Name:

Age:	Grade
------	-------

Respondent Name:

Age:	Grade:
------	--------

Type of Harassment: Physical Verbal Psychological Sexual

Details:

Describe the relationship between the complainant and the respondent.

What happened? How often has this happened?

Where did this behaviour occur?

Did anyone see this happen?

What did you do in response?

How did the respondent react to your response?

Who else have you told about this situation?

How did you feel when this behaviour occurred?

How has this affected you?