

## HARASSMENT AND BULLYING PREVENTION ORDER

**Authority:** *Independent School Act*, section 4 (1) (c)

Inspector's Order 1/16 (I 1/16) ..... Effective September 7, 2016  
Order of the Inspector of Independent Schools

- 1 Each authority must ensure that each independent school operated by that authority establishes and implements a harassment and bullying prevention policy.
- 2 The following elements must be included in the policy:
  - (a) a statement of purpose that provides a rationale for the policy, with a focus on safe, caring and orderly school environments;
  - (b) a reference to the protection of students' physical safety, social connectedness, inclusiveness and protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity;
  - (c) one or more statements about what is
    - (i) acceptable behaviour, and
    - (ii) unacceptable behaviour, including bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment;
  - (d) one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and special needs, if any;
  - (e) a commitment that the authority will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the policy.

[en. 1 1/16]



MAPLE HILL SCHOOL  
SUMMING TOGETHER

# Maple Hill School

SECTION	Human Resources
POLICY NAME	Workplace Harassment Policy
POLICY NUMBER	406
DATE CREATED	October 1, 2017
DATE REVISED	April 18, 2024
DATE IMPLEMENTED	April 26, 2024

## Definition of Bullying and Harassment:

- a. Bullying and harassment include inappropriate conduct or comments by a person towards a worker that the person knew or reasonably ought to have known would cause that worker to be humiliated or intimidated.
- b. It is not to be confused with exercising managerial authority. Examples of reasonable management action include decisions relating to job duties, workloads, deadlines, transfers, reorganizations, work instructions or feedback, work evaluation, performance management, and/or disciplinary actions.
- c. Examples of conduct or comments that might constitute bullying and harassment include verbal aggression or insults, calling someone derogatory names, harmful hazing or initiation practices, vandalizing personal belongings, and spreading malicious rumours.

## Preamble:

An employer has a duty to ensure the health and safety of its workers. As a result, employers must take all reasonable steps to prevent workplace bullying and harassment where possible or otherwise minimize it. Workplace bullying and harassment can lead to injury, illness or death.

This Policy provides a consistent legal framework for the Employer and Employees. This Policy identifies what WorkSafeBC considers reasonable steps for an employer to prevent, where possible, or minimize workplace bullying and harassment.

## Policy:

Bullying and harassment is not acceptable or tolerated in workplaces. All workers must be treated fairly and respectfully.

Workers must:

- a. Not engage in the bullying and harassment of other workers.
- b. Report if bullying and harassment are observed or experienced using the reporting form included with this Policy (see *Procedures for Reporting Incidents or Complaints* below)
- c. Apply and comply with the Employer's policies and procedures on bullying and harassment.

The Employer must:

- a. Inform, instruct, train and supervise workers to ensure their safety and that of other workers. Training of supervisors and workers must focus on:
  - i. recognizing the potential for bullying and harassment,
  - ii. responding to bullying and harassment,
  - iii. procedures for reporting, and how the Employer will deal with incidents or complaints of bullying and harassment.Such instruction/training may be in person or online and will be conducted/required for all employees of the School.
- c. Take all reasonable steps in the circumstances to ensure the health and safety of its workers.
- d. Review this Policy annually to ensure that it meets the requirements of WorkSafeBC.

Implementation:

This policy statement applies to all workers, including permanent, temporary, casual, contract, and student workers. It applies to interpersonal and electronic communications, such as email.

This policy statement will be reviewed every year. All workers will be provided with a copy. All workers will receive annual training on the School's harassment and bullying policy in the workplace.

Procedures for Reporting Incidents or Complaints:

1. How to report
  - a. Workers at Maple Hill School can report incidents or complaints of workplace bullying and harassment in writing. When submitting the written complaint, please use the *Form for Investigating Incidents or Complaints* form attached to this Policy.
2. When to report
  - a. Incidents or complaints should be reported as soon as possible after experiencing or witnessing an incident but no later than 7 days after the alleged incident(s). This allows the incident to be investigated and addressed promptly.
3. Reporting Contact
  - a. Report any incidents or complaints to the Principal in person, through Microsoft Teams, by phone or email, including the completed *Form for Investigating Incidents or Complaints*.
4. Alternating reporting contact
  - a. If the Principal is the person engaging in bullying and harassing behaviour, contact the vice principal either in person, through Microsoft Teams, by phone or by email, including the completed *Form for Investigating Incidents or Complaints*.

5. What to include in a report

- a. Provide as much information as possible in the report, such as the names of people involved, witnesses, where the events occurred when they occurred, and what behaviour and/or words led to the complaint. Attach any supporting documents, such as emails, handwritten notes, or photographs. Physical evidence, such as vandalized personal belongings, can also be submitted.

Procedures for conducting an investigation:

1. Who does the investigation?

Typically, the school principal will investigate any harassment or bullying in the workplace. The Vice Principal will conduct the investigation if the Principal is the alleged perpetrator.

2. When is the investigation done?

The investigation will begin within 7 days of receiving the complainant's *Form for Investigating Incidents or Complaints*. The complainant and the accused will receive a copy of the investigator's report within 7 days of its completion.

3. What will the investigation process include?

The investigator will give the accused a copy of the Form for Investigating Incidents or Complaints. The investigator will meet with both the complainant and the accused to hear their sides of the incident(s). Each will be asked to provide material evidence to support their perspective. The investigator may also choose to interview witnesses or other persons the investigator deems relevant to the investigation. Similarly, the investigator may decide to examine additional materials and/or evidence not supplied by either the complainant or the accused. Having conducted interviews and reviewed the evidence that the investigator deemed relevant to the workplace harassment/bullying allegation, the investigator will decide whether the accused is innocent or guilty of workplace harassment as defined by WorkSafeBC.

The investigator will document their findings in a report that will be given to both the complainant and the accused within 7 days of concluding the interviews and examination of the evidence. A copy of the report will be placed in each employee's file in a sealed envelope labelled "Confidential". The investigator will also give a copy of the report to the Board of Directors and, if necessary, WorkSafeBC.

4. What happens after the investigator's report is completed?

The Board of Directors, as the Employer, will determine appropriate consequences based on the report of the investigator, such as taking steps to prevent, where possible, or otherwise minimize, workplace bullying and harassment, remedying any workplace conditions that are hazardous to the health or safety of the Employer's workers, or deciding that no further action is required. If necessary, a follow-up report describing the corrective actions implemented will be written.

5. Can the complainant appeal the investigator's report?

Yes, the complainant can appeal the investigator's decision by writing a formal appeal to the Board of Directors as described in the *Major Complaints Policy* (Policy 306).

This Policy (406) and the Major Complaints Policy (306) are included in the School's Policy Manual that is available to all employees at the school's reception desk.

Form for Investigating Incidents or Complaints

Name and contact information of the complainant.
Name of alleged bully or bullies.

**Personal statement**

Please describe in as much detail as possible the bullying and harassment incident(s), including:

- the names of the parties involved
- any witnesses to the incident(s)
- the location, date, and time of the incident(s)
- details about the incident(s) (behaviour and/or words used)
- any additional details that would help with an investigation

Attach any supporting documents, such as emails, handwritten notes, or photographs. Physical evidence, such as vandalized personal belongings, can also be submitted.

Signature	Date
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## Maple Hill School

SECTION	General School Administration
POLICY NAME	Teacher's Guide Anti-Bullying and Harassment Policy
POLICY NUMBER	322
DATE CREATED	August 30, 2017
DATE REVISED	
DATE IMPLEMENTED	September 1, 2017

### **Preamble:**

Maple Hill School believes that:

- everybody should be appreciated and valued for who and what they are,
- any form of bullying is always unacceptable, and
- claims of bullying should always be taken seriously and acted upon.

This Policy is also part of the statutory requirements of the school and all faculty to provide a safe inclusive environment for students.

### **Policy:**

All members of the faculty are responsible for their part of implementing anti-bullying measures because they have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of personal safety and well-being in school. In addition, they have the closest knowledge of the students in their care and are expected to build a relationship with students of mutual support, trust and respect.

### **Implementation:**

All members of staff will:

- Provide children with a good role model
- Provide children with a framework of behaviour, including class rules which support the whole school policy.
- Emphasise and behave in a respectful and caring manner to students and colleagues, to set a good tone and help create a positive atmosphere.
- Always be aware and take action when there are concerns about bullying
- Report and record all allegations of bullying, following the school's procedures outlined below

Maple Hill School wants its students to feel confident that everything is being done to make school a safe and secure environment in which to achieve and learn. It wants its students to feel that they are supported in reporting incidents of bullying and be reassured that action regarding bullying will take place.

Therefore, teachers must constantly remind students that they:

- will not bully anyone else, or encourage and support bullying by others,
- will tell a member of the staff if they are being bullied or have witnessed bullying,

- will act to prevent and stop bullying, by telling an adult if they know or suspect that someone else is being bullied,
- recognise that being a “bystander” is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

Every teacher should know:

#### Anti-Bullying Guidance & Procedures

Bullying can take many forms. It can be physical, mental, verbal and can be done by an individual or a group. Anyone can be a bully and anybody can be bullied. Bullying can take place anywhere. Mobile phones and the Internet can be used to bully. Bullying is any behaviour that makes you feel threatened, uneasy, or unhappy.

#### Four main features of bullying:

- Deliberate aggression
- Unequal balance of power (the recipient feels they cannot defend themselves)
- Aggression results in emotional distress or physical pain
- Repetition over a period of time

#### Bullying is not:

- Teasing and banter between friends without intention to cause hurt
- Falling out between friends after a quarrel or disagreement
- Behaviour that all parties have consented to and enjoy

#### Types of Bullying:

##### Direct & Physical:

This is the most violent form of bullying and includes any form repeated of physical contact used to establish and maintain an unequal balance of power or cause emotional/social distress to the victim. This type of bullying includes less violent actions such as: blocking entrances to classrooms, forcing the student to perform actions they otherwise would not, stealing or hiding the victims possessions, taxing them by forcing them to hand over possessions.

##### Verbal:

This is any type of non-contact attacks on a victim that include but are not limited to name calling, teasing, threats or spreading rumours. This type can easily be mistaken as banter between friends can evolve into bullying.

##### Non-verbal:

This is any form of non-contact attacks that include excluding, ignoring or leaving out as well as offensive gestures, expressions or non-verbal forms of intimidation. While groups of friends often have falling outs it can become bullying when the students from one group prevent the victim from joining new friend groups, turn away from them when they try to talk to them or give the victim a sustained silent treatment.

##### Cyber-bullying:



This is the newest form of bullying and includes any use of communication technology or social media platform to intimidate, threaten, embarrass or otherwise maliciously affect the victim. This type of bullying is hard to detect because it often takes place outside the classroom or the school.

Identity-driven bullying or harassment:

This is any combination of the above tactics for the reason of identifying or marking the victim as inferior, different or unwelcome on the basis of: 1) a disability, learning disability or special educational need 2) Gender Identity, Sexual Orientation including transgenderism 3) Race, religion and culture 4) Sexual orientation or 5) Socio economic background.

Indirect Signs of Bullying or Harassment:

- Changing his/her typical form of transportation to school out of fear
- An unwillingness to come to school or a specific class
- Acute change in class performance
- Becoming withdrawn, start stammering, stop eating
- Becoming easily distressed, anxious or emotional
- Have nightmares, lose sleep,
- Become disruptive or aggressive

Guidelines if bullying or harassment is identified:

- It is important that incidents are dealt with either immediately or at the earliest opportunity.
- All incidents should be recorded and those involved helped.
- Witnesses, the suspected instigator and the victim should be separated where possible before recounting events. Often the unequal balance of power is maintained by witnesses consistently siding with the perpetrator against the victim.
- Listen to the victim and do not try to provide advice.
- No specific recounting of the events should be considered ultimately accurate no matter the number of witnesses.
- Resolutions should focus on restoring an equal balance of power between the victim and the perpetrator.
- Parents where possible should be informed and involved, however this involvement should be through the school and they shall not take things into their own hands.
- Where possible constructive as opposed to punitive disciplinary actions will be used to modify the behaviour of the perpetrator.
- Disciplinary actions should not fall on the victim.
- Perpetrator and Victim should be directed towards appropriate counselling services.
- Perpetrator shall be warned that all forms of retaliation on the victim will be treated very seriously whether on or off school grounds.

Reporting and Recording Incidents of Bullying:

A teacher who believes they have witnessed bullying or has had a student come forward about bullying must give the administration a written report that includes:

- A brief description of the incident or nature of the bullying (if possible from both sides and all witnesses)
- The name of the alleged victim, perpetrator or any witnesses/bystanders
- Description of the level and nature of concern

### The Proactive Approach:

Whole school awareness is the first step to preventing bullying. All the students should be made aware of the school's strong position against any form of bullying and harassment. Students should be made especially aware of the bystander effect and how inaction can support bullying.

#### Recommendations for Teachers:

- Take the time within the class to inform students of the school's and your own personal conviction against bullying.
- Provide all students with resources and information on the different kinds of bullying, the effects of bullying and how they can prevent bullying as a bystander or victim.
- Remind students that they should talk with a teacher or adult with whom they feel comfortable if they are being bullied or suspect another student is being bullied.
- Remind students that nobody gains from bullying even the perpetrator.
- Promote positive interdependence and social emotional learning in classroom activities.
- Communicate with the administration for guidance and resources about preventing and identifying bullying.

### Cyber Bullying:

This section refers to the misuse of social technology which results in a student feeling threatened uneasy or unhappy. Mobile phone texting and internet social media platforms are two particular areas that can be misused in this way. This often happens outside the classroom, off campus or while they are at home. As staff we are in a unique position to provide support for students dealing with harassment online. In some cases, we as a school can be directly involved if the perpetrator is another high school student even if such acts take place off school grounds. At no point should a student feel harassed and unsafe without reasonable support from teachers they are willing to confide in.

#### Recommendations for Teachers:

- Get directly involved if the perpetrator is another student just as you might handle any other situation of bullying.
- Do not make any promises to the student instead listen and provide support
- Avoid giving advice as this might make the student feel that they are to blame for the harassment they are receiving
- If the perpetrator is not a student consider if the harassment constitutes a criminal offense and notifying the police.

### Sexual Bullying:

In some special cases the bullying or harassment is of a sexual nature. This makes such bullying a special concern for the well being of the students. Although the lines can be blurred this should not to be mistaken with sexual harassment which has its own separate policy document. At no point should a student have their sexuality, past sexual experiences, who they dated and etc. used as a weapon against them by other students. Both male and female student can be victims of this type of bullying although it is more commonly directed at female students. It can be carried out to a person's face, behind their back or through the use of social technology (cyber bullying). It can range from sexually-charged descriptors to

put another student down or the spreading of rumours about someone's sex life. In more extreme cases it might involve the sharing of sexually explicit material, inappropriate touching, and violence that is criminal and deserves a special concern for the involvement of the police.

**Recommendations for Teachers:**

- Sexual behaviour of students should never be allowed to be sensationalized.
- Students should not be sexually judged by any member of the staff under any circumstances regardless of what they teacher believes.
- Rumours of a sexual nature that allege sexual acts should be taken seriously and dealt with the student involved privately
- Rumours or conversations about rape and sexual harassment should be reported to administration as this might need a criminal investigation.
- Students who are victims of sexual bullying should be given especially tactful support by the staff. If you feel like you are in over your head please ask the student if they are comfortable involving a better trained professional who can help the student
- At no point should the victim be blamed for the bullying.

**Identity Driven Bullying:**

Cases where bullying uses the student's culture, race, ethnicity, religion/spirituality, gender, sexual orientation, learning disability, special education needs, physical disability and socio-economic background need to be given special consideration.

Maple Hill School is dedicated to an inclusive and non-discriminatory environment.