

The EBS Board recognizes the devastating effects of harassment of victims. The response at EBS is twofold; we will make a concerted effort to prevent harassment through training and education and we will not tolerate harassment in any form.

Definitions of Unacceptable Behaviours

Physical Aggression

Spitting, pushing, tripping, shoving, kicking, hair pulling, hiding personal possessions (lunch, etc.), damaging property, attacking family or friends, coercion, intimidation, threatening with a weapon, defacing property, stealing.

Verbal Aggression

Inappropriate teasing, name-calling, offensive remarks, inappropriate jokes or innuendo, mocking, sarcasm, put-downs, whistling/catcalls, leaving nasty or threatening notes, giving dirty looks, racist or sexist taunting, daring another to do something dangerous, verbal threats against property, verbal threats of violence or inflicting bodily harm, coercion, extortion, including all forms of communication: mail, email, fax, voice mail, notes or yearbook journaling.

Nonverbal, Body Language

Inappropriate glaring, snickering, gestures, ignoring (silent treatment), shunning, confining, surrounding, blocking, unwelcome physical contact such as inappropriate touching or patting.

Intimidation

Stealing, extortion, pranks, dares (public challenge), bribery, threats, locking in a confined space, swarming, stalking, anonymous phone calls, gossip, breaking confidence.

Discrimination

Racial slurs, imitation of an accent, put-downs about cultural differences, gender harassment, insults about appearances (i.e. weight, glasses).

Social Isolation and Alienation

Shunning, excluding from a group, rumours or malicious rumour spreading, public humiliation, undermining, embarrassing gossip, setting up a student to look foolish, spreading rumours, inciting hatred, racist or sexist or homophobic alienation, setting someone up to take blame, display of pornographic, racist or other offensive or derogatory material.

Prevention and Awareness

1. All staff members are to become knowledgeable of harassment behaviours and the mechanisms for dealing with and resolving such behaviours.
2. The principal should review, educate and plan with staff members, student body, and parents regarding harassment.
3. EBS must have a proactive stance including curriculum programs focussed on prevention and awareness in as many grade levels as possible (i.e. CAPPS program with local police department liaison officer).
4. When appropriate, students should be encouraged to work out these issues among themselves. If this is resisted by a student involved in such behaviour, he or she should seek the assistance of peers. Peer conflict resolution processes should be developed whenever possible.
5. Students should be told that complaints can safely be made to school teachers, teaching assistants, administrative staff or principal.
6. Everything possible must be done to break the code of silence that exists in many school cultures.
7. All reporting and management of harassment must be handled in a confidential manner. The issue of confidentiality must be communicated to staff, students and parents.
8. The school has the responsibility to promote a common vision by involving parents in a conversation that promotes healthy living.

Initial Intervention

1. **Investigate** the complaint or report, interview participants, witnesses and review evidence as necessary.
2. **Assess** category and severity of harassment. Involve principal in the discussion.
3. **Student Reconciliation**
 - Describe the harassment behaviour to the students in a specific and concrete way and explain the impact on the recipient(s).
 - State the school's policy on harassment and possible actions and consequences.
 - Discuss expectations in a specific and concrete way. Explain options, encourage student to suggest remedies. Indicate when you will check back with students to see if the harassment has been resolved.
 - Set a definite time frame to follow up with all parties involved to see if the harassment has been resolved.

4. **Parent Involvement** is necessary. Parents should be informed and involved early in the discussion.
5. **Documentation** is important. A summary of these events should be written and retained in the student's file.

Secondary Intervention

1. **Inform parents** that the behaviour has continued/escalated, and action will be taken.
2. **Refer** them to the principal immediately.
3. **Assess** the need to refer to police in cases of extreme violence.
4. **Student Reconciliation** - Staff and administrators are responsible for making a plan for healing and accountability for all involved (i.e. parents, caregivers, harassed student(s) and harassing student(s) and teacher). Prudence needs to be exercised with the alleged harassing students until a plan of action is developed.
5. **Suspension and or Expulsion** - The principal has the right to temporarily suspend a student from attending EBS if the harassing behaviour continues despite a plan being in place, or if the student presents a continued threat to other students at the school. If the disciplinary action proposed is serious, such as expulsion, the principal should inform the Board of the school prior to taking any action. The Board should carry out a reasonable investigation of the matter and then in consultation with the principal, should make a determination as to the appropriate discipline to be administered.
6. **Dispute Resolution** - If there is a dispute from any party involved concerning the matter, the principal should inform the Board, who should then take over the responsibility for dealing with the matter. The Board should carry out an investigation before taking any action. The disputing parties may seek the services of an independent and skilled mediator.