"Eaton Arrowsmith" refers to Eaton Arrowsmith locations in Vancouver and Redmond, Eaton Arrowsmith Adults in Vancouver and Redmond, and Eaton Arrowsmith Learning Centre / Eaton Arrowsmith School Online, each of which is referred to herein as "Eaton Arrowsmith" or the "school."

Eaton Arrowsmith may add, modify or remove portions of this Policy when it is considered appropriate to do so. Any changes will be effective upon the posting of the revised policy. The most recent version can be found on our website: www.eatonarrowsmith.com/policies-and-procedures/

Eaton Arrowsmith
Harassment and Anti-Bullying Policy and
Fair Notice Statement

PREAMBLE

Eaton Arrowsmith ("The School") is committed to providing a learning and working environment in which all students and employees are treated with respect and dignity. Eaton Arrowsmith acknowledges the right of all individuals in the School community to work or learn without bullying, discrimination or harassment. All members of the School community have the responsibility of maintaining a safe, caring and orderly environment free from bullying, discrimination and harassment.

This policy is designed to protect staff and students' physical safety, social connectedness, and inclusiveness and to protect individuals from discrimination, harassment and bullying based race, national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, disability or conviction for an offence for which a pardon has been granted or in respect of which a record suspension has been ordered, or any other reason.[i]

POLICY APPLICATION

This policy applies to all students and employees and volunteers of Eaton Arrowsmith. This policy covers conduct occurring:

      a)   at the School;
      b)   at School-related events and social functions;
      c)   in the course of work or student assignments outside the School;
      d)   at work or study-related conferences or training sessions;
      e)   during work or study-related travel, field trips; or
      f)   elsewhere, if the person harassed or discriminated against is there as a result of work or study-related responsibilities, or a work or study-related relationship, or if the behavior has an adverse effect at the work or educational environment.

OBJECTIVES

1. Eaton Arrowsmith believes that bullying, discrimination and harassment are serious issues that have far reaching consequences for both the entire school community and the community at large and that bullying and harassment:
   a. affect an individual's safety in the school or workplace
   b. adversely affect students' ability to learn and function as well-adjusted individuals;
   c. adversely affect healthy relationships, social connectedness, inclusiveness, and the school climate;
   d. adversely affect a school's ability to educate its students;
   e. can have long-term effects on individuals;
   f. will not be accepted on school property, at school-related activities, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

2. Eaton Arrowsmith believes that providing students with an opportunity to learn and develop in a safe, caring, orderly and respectful society is a responsibility in which schools play an important role.

3. Students and staff shall not discriminate against others on the basis of race, national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, disability or conviction for an offence for which a pardon has been granted or in respect of which a record suspension has been ordered, or for any other reason set out in Canadian Human Rights Act, nor shall a student or staff member publish or display anything that would indicate an intention to discriminate against another, or expose them to ridicule or contempt, on the basis of any such grounds.

4. If a student or employee believes that discrimination, harassment or bullying has occurred, it is the responsibility of the school to address the issue with immediacy, respect, and fairness and to take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the policy.

POLICY

Eaton Arrowsmith shall:
- Provide all employees and students with a harassment-free workplace and school
- Protect students and employees' physical safety, social connectedness, and inclusiveness
- Protect students and employees from all forms of bullying and harassment
- Provide bullying prevention and intervention programs consistent with a progressive discipline approach;
- Support the use of practices that take into account the needs of individual students by showing sensitivity to diversity, to cultural needs and to special education needs, when implementing bullying and harassment prevention and intervention programs;
- Provide training to all administrators, teachers, and all support staff to acquire the knowledge and skills necessary to address bullying and harassment, and ensure that other individuals involved in the school community are trained and made aware of the policy
- Continually develop and implement school-wide bullying and harassment prevention and intervention plans as part of its annual policy review.
- Include appropriate and timely responses to address incidents of bullying and/or harassment as part of the intervention plan.
- Have in place procedures to allow staff, TOCs, students, parents/guardians and volunteers to report bullying incidents safely and confidentially and in a way that will minimize the possibility of reprisal.
- Provide strategies and support for students who have been bullied, students who bullied others, bystanders, and others who have been affected by observing bullying.
- Shall establish a **School-Based Violent Threat Risk Assessment (VTRA) Team** (Stage 1 VTRA Team) responsible for school safety that is composed of the Principal / Site Leader, the Vice Principal or Head Teacher, and a member of the local police force.[ii]
- Provide an anti-discrimination plan to support students who have been bullied because of sexual orientation and gender identity and gender expression
- Take all reasonable steps to prevent retaliation by a person against a student or employee who has made a complaint of a breach of the policy

The School's Principal / site leader is authorized to implement such procedures as may be necessary to implement this policy.

ACCEPTABLE AND UNACCEPTABLE BEHAVIOUR

Acceptable behaviour fosters inclusion and connectedness, and safety in our school community.

Unacceptable behavior includes but is not limited to engaging in bullying, cyberbullying, harassment, discrimination, intimidation, threatening behaviours, or violent behaviours (see below for definitions) while at school, at school-related activities, or in other circumstances where engaging in the activity will have an impact on the school environment.[iii]

ANTI-BULLYING INITIATIVES

All Eaton Arrowsmith Schools students, parents, staff and community members are encouraged to address bullying throughout the year. Having bullying prevention and intervention strategies in place fosters a positive learning and teaching environment that supports academic achievement for all students and helps students reach their full potential.

Eaton Arrowsmith:
- Develops and implements school-wide bullying prevention and intervention plans as part of its annual policy review [iv];
- Has procedures to report bullying incidents safely and in a way that will minimize the possibility of reprisal;
- Addresses incidents of bullying in an appropriate and timely manner;
- Provides strategies and support for students who have been bullied, students who bullied others, bystanders, and others who have been affected by observing bullying;
- Works to promote a safer and more welcoming learning environment.
- Participates in ERASE training and has at least 2 staff members with "Ensuring Safe and Caring School Communities (formerly Level 1) training.
- Has a School-Based Violent Threat Risk Assessment (VTRA) Team

Eaton Arrowsmith participates and is a member of *Bullying Prevention and Awareness* programs and activities that heighten awareness of bullying and its impact on the school community, including:
- School Values development
- Pink Shirt Day
- Nonviolent Communication training with teachers and use with students
- Targeted strengthening of cognitive function for students to be able to read nonverbal cues and plan accordingly

COMPLAINT PROCEDURES

Please see the Eaton Arrowsmith Complaints and Appeals Policy and Procedures for more details.

1. A Complainant is encouraged to choose to speak to or correspond directly with the Respondent to tell the Respondent that the behavior is unwelcome and to ask the Respondent to stop the conduct. If the matter is resolved to the Complainant's satisfaction the matter is deemed to be resolved.
2. If a Complainant is not comfortable approaching the Respondent directly, or if no resolution is reached, a Complainant who is an employee may file a complaint verbally or in writing with the Principal. A student and/or parent of a student may speak with their teacher and/or Principal.
3. Upon receipt of the complaint, the Principal shall notify the Respondent of the complaint. If the Respondent is a student, the student's parents will be notified of the complaint verbally, followed up with written documentation.
4. If necessary, the Principal shall appoint an investigator to investigate the complaint. The investigator may be a staff member or an external investigator.

If a complaint is related to allegations of child abuse, the Eaton Arrowsmith Child Abuse Prevention and Reporting Policy will be followed.

Informal Resolution

After reviewing the complaint, the investigator may meet with the Complainant and Respondent to determine if an informal resolution process (for example, mediation, facilitation) may be appropriate in the circumstances and may report to the Principal. If a resolution is reached during an informal process, the matter is deemed to be resolved.

Formal Resolution

If the investigator determines that an informal process is not appropriate, the Principal will conduct an investigation of the complaint or refer the matter to an alternate investigator to conduct an investigation.

Confidentiality

All complaints will be treated in a confidential manner. Information about a complaint will not be disclosed except as necessary for conducting an investigation, or as required by law. No documentation of unsubstantiated sexual harassment or discrimination will be maintained in individual personnel or student files.

CONSEQUENCES

Consequences for Eaton Arrowsmith staff engaging in unacceptable behaviour will depend on the nature, extent, and severity of the behaviour and may range from a verbal warning to dismissal and, if necessary, involvement of the police and/or legal system.

Consequences for students engaging in unacceptable behaviour take into account the age, maturity, and individual learning profile of the student and are detailed in the Eaton Arrowsmith Student Discipline Policy.

DEFINITIONS

1. **"**Harassment"
   - For the purpose of this policy, harassment means "sexual harassment" or other forms of harassment defined below.
   - Examples of harassment include:
     - offending or humiliating someone physically or verbally;
     - threatening or intimidating someone; or
     - making unwelcome jokes or comments about someone's race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status, disability, appearance, or pardoned conviction.

2. "Sexual Harassment"
   - Sexual harassment means unwelcome conduct of a sexual nature, which detrimentally affects the work or study environment or leads to adverse job or study related consequences for the victim(s) of the harassment.
   - Examples include:
     - offensive or humiliating behaviour that is related to a person's sex;
     - behaviour of a sexual nature that creates an intimidating, unwelcome, hostile or offensive work environment; or
     - behaviour of a sexual nature that could reasonably be thought to put sexual conditions on a person's job, education or employment opportunities.

3. "Discrimination"
   - Discrimination is treatment or consideration of, or making a distinction towards, a person based on the group, class, or category to which the person is perceived to belong. Discrimination consists of treatment of an individual or group, based on their actual or perceived membership in a certain group or social category, "in a way that is worse than the way people are usually treated".[v]

4. "Complainant"
   - The individual who believes that he/she is being harassed or abused.

5. "Respondent"
   - The individual against whom a complaint is alleged.

6. Bullying
   - Bullying is typically a form of repeated, persistent, and aggressive behavior directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.
   - Students may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender, gender identity, gender expression and race.
   - Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g., hitting, pushing, tripping), verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g., excluding others from a group, spreading gossip or rumors). It may also occur through the use of technology (see cyber bullying).
   - Children who suffer prolonged victimization through bullying, as well as children who use power and aggression as bullies, may experience a range of psychosocial problems that may extend into adolescence and adulthood.

7. Cyber Bullying
   - Cyber Bullying can generally be defined as sending or posting harmful or malicious messages or images through social media, e-mail, instant messages, cell phones and websites and other technology.

Additional Practices to Create Safe, Caring, and Inclusive Schools[vi]

The safety and wellbeing of children in independent schools is of paramount consideration. Children deserve to be protected from abuse, neglect, bullying, harm or threat of harm. Eaton Arrowsmith will ensure that students attending our schools will experience a learning environment that enables every child to feel safe, accepted and respected.

Eaton Arrowsmith Schools will continuously develop strategies to make students feel valued, respected and connected within the school community. This will include the protection of the students' physical safety, social connectedness, inclusiveness as well as protection from all forms of bullying.

There are many strategies and activities that can be employed within a school to enable students to feel safe, accepted and respected. The following suggestions are provided to facilitate a conversation on strengthening the learning environment for children.[vii]

- *Engage students in the decision-making process of policies and activities that build community*
- *Engage parents in the educational program and school life of their children*
- *Encourage parents to share their culture and expectations*
- *Promote open communication among administrators, teachers, staff, students, families and communities*
- *Be proactive in connecting with students that are experiencing academic or social issues*
- *Communicate expectations, values and norms that support positive health and academic behaviour in the school community*
- *Acknowledge students by name*
- *Be visible within the school during class transitions, breaks, before/after school*
- *Find ways to acknowledge students for their contributions in the school community, including those where improvement comes only in small increments.*

STUDENT VIOLENCE THREAT RISK ASSESSMENT - FAIR NOTICE

Staff, students and parents must be aware that our school uses a threat assessment process to reduce the risk of violence in the school. When parents and students know that the process exists and how to report concerns, they can contribute information that would otherwise be missed. They should also understand that no action will be taken against a person who reports a concern in good faith. However, there may be consequences for malicious reporting.

STUDENT VIOLENCE THREAT RISK ASSESSMENT - FAIR NOTICE FOR STUDENTS

What behaviours warrant a Student Violence Threat Assessment to be initiated?

A Student Violence Threat Risk Assessment will be initiated for behaviours including, but not limited to: serious violence or violence with intent to harm or kill, verbal/written threats to harm or kill others, online threats to harm or kill others, possession of weapons (including replicas), bomb threats (making and/or detonating explosive devices), fire setting, sexual intimidation or assault and gang related intimidation and violence.

Duty to report

To keep school communities safe and caring, staff, parents/guardians, students and community members must report all threat-related behaviours.

What is a threat?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the Internet or made by gesture. Threats must be taken seriously, investigated and responded to.

What is a School-Based Violent Threat Risk Assessment (VTRA) Team?

Our school has a Site-Specific **School-Based Violent Threat Risk Assessment (VTRA) Team** that includes the principal, vice-principal (or designate), head of IT, and teachers, and the involvement of the local police agency where necessary.

What is the purpose of a student threat assessment?

The purposes of a student threat assessment are:
  » To ensure the safety of students, staff, parents and others.
  » To ensure a full understanding of the context of the threat.
  » To understand factors contributing to the person of concern's behaviour.
  » To be proactive in developing an intervention plan that addresses the emotional and physical safety of the person of concern.
  » To promote the emotional and physical safety of all.

What happens in a student threat assessment?

All threat-making behaviour by a student shall be reported to the Principal who will activate the protocol for the initial response. Once the team has been activated, interviews may be held with the student(s), the person of concern, parents and staff to determine the level of risk and develop an appropriate response to the incident. Intervention plans will be developed and shared with parents, staff and students as required.

Can I refuse to participate in a threat assessment process?

It is important for all parties to engage in the process. However, if for some reason there is a reluctance to participate in the process by the person of concern or parent/caregiver, the threat assessment process will continue in order to promote a safe and caring learning environment.

Collection Notice

Eaton Arrowsmith is subject to personal information privacy laws and will undertake the collection of this information in compliance with the requirements of such laws, including by limiting collection to information that is relevant and necessary to address a risk or threat and by ensuring that information is collected from online sources is only obtained from open source sites. Eaton Arrowsmith will not collect information as part of a threat assessment unless there is reason to believe that a risk exists. Information collected as part of a threat assessment may be provided to law enforcement authorities in appropriate circumstances.

STUDENT VIOLENCE THREAT RISK ASSESSMENT - FAIR NOTICE FOR PARENTS

Eaton Arrowsmith is committed to creating and maintaining school environments in which students, staff, parents/guardians/caregivers, and others feel safe. Schools cannot ignore any threat of violence.

What is a threat?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the Internet, or made by gesture.

Duty to report

To keep school communities safe and caring, staff, parents/ guardians/caregivers, students, and community members must report all threat-related behaviours to the school principal.

What is the purpose of a student threat assessment?

The purposes of a student threat assessment are:
- » To ensure and promote the emotional and physical safety of students, staff, parents, the student making the threat, and others.
- » To ensure a full understanding of the context of the threat.
- » To understand the factors contributing to the person of concern's (threat-maker's) behaviour.
- » To be proactive in developing an intervention plan that addresses the emotional and physical safety of the person of concern.
- » To promote the emotional and physical safety of all.

What behaviours warrant a Student Violence Threat Risk Assessment to be initiated?

A student threat assessment will be initiated for behaviours including, but not limited to:
- » Verbal/written threats to harm/kill others ("clear, direct, and plausible")
- » Threats made via social media to harm, kill, or cause serious property damage
- » Serious violence or violence with intent to harm and kill
- » Indicators of suicidal ideation as it relates to fluidity (homicidal/suicidal)
- » Weapon possession (including replicas)
- » Bomb threats (or possession/detonation of devices)
- » Hate incidents motivated by factors including, but not limited to: race, culture, religion, and/or sexual orientation
- » Sexual intimidation, sextortion, extortion or assault
- » Domestic, interpersonal, relational violence
- » Gang-related intimidation and violence
- » Fire setting (contextual)

Collection Notice

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RESOURCES

Safe and Caring School Communities (Legislation)
https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/safe-and-caring-school-communities

erase Resources

erase: erase is all about building safe and caring school communities. This includes empowering students, parents, educators and the community partners who support them to get help with challenges, report concerns to schools, and learn about complex issues facing students.

https://www2.gov.bc.ca/gov/content/erase

Bullying https://www2.gov.bc.ca/gov/content/erase/bullying

Online Safety https://www2.gov.bc.ca/gov/content/erase/online-safety

Mental health and well-being https://www2.gov.bc.ca/gov/content/erase/mental-health

Racism https://www2.gov.bc.ca/gov/content/erase/racism

School Safety https://www2.gov.bc.ca/gov/content/erase/school-safety

Sexual Orientation and Gender Identity (SOGI)
https://www2.gov.bc.ca/gov/content/erase/sogi

Substance use https://www2.gov.bc.ca/gov/content/erase/substance-use

Compassionate Systems Leadership
https://www2.gov.bc.ca/gov/content/erase/compassionate-systems-leadership

Other Resources:

BC Ministry of Education and Childcare Safe and Healthy Schools page (as of Oct 2022)
The Safe and Healthy Schools page links to many pages.

https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/safe-caring-and-orderly-schools

Student Safety and Wellness Resources for Teachers:
The Student Safety and Wellness Resources for Teachers page links to many pages.

https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/student-safety

Safe, Caring and Orderly Schools: A Guide (PDF)
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/student-saftey/scoguide.pdf

Student Safety Teaching Resources
https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/student-safety

Guidelines for maintaining order on school property
https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/guidelines-section-177-school-act.pdf

Plan for recovering from all types of emergencies
https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/safe-caring-and-orderly-schools/emergency-management-planning-guide

Your Role in Helping Children and Youth Develop Healthy Relationship Skills
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/relationship.pdf

Keeping Kids Safe from Abuse in BC
https://www2.gov.bc.ca/gov/content/safety/public-safety/protecting-children/keeping-kids-safe

When Words are not Enough - Precursors to Threat: An Early Warning System for School Counsellors
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/words_not_enough.pdf

Developing and Reviewing Codes of Conduct: A Companion to the Provincial Standards for Codes of Conduct Ministerial Order And Safe, Caring and Orderly Schools: A Guide (2004)
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/student-saftey/facilitators_companion.pdf

Safe, Caring and Orderly Schools: A Guide
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/student-saftey/scoguide.pdf

Call it Safe: A parent guide for dealing with bullying in elementary schools (PDF)
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/student-saftey/elem_callsafe.pdf

Call it Safe: A parent guide for dealing with bullying in secondary schools (PDF)
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/student-saftey/sec_callsafe.pdf

Manual of School Law
https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/manual-of-school-law

Internet Safety Tips for Parents (RCMP)
https://bc-cb.rcmp-grc.gc.ca/ViewPage.action?siteNodeId=2075&languageId=1&contentId=21690

Making Space: Teaching for Diversity and Social Justice Throughout the K-12 Curriculum

- Making Space Introduction (PDF, 2.3 MB)
- Making Space: Kindergarten to Grade 3 (PDF)
- Making Space: Grade 4 to Grade 7 (PDF)
- Making Space: Grade 8 to Grade 10 (PDF)
- Making Space: Grade 11 to Grade 12 (PDF)
- Making Space: Appendices (PDF, 1.54MB)

Promoting Ethical Online Behaviours with Your Kids

https://mediasmarts.ca/tipsheet/promoting-ethical-online-behaviours-your-kids#:~:text=We%20need%20to%20teach%20kids%20to%20think%20about,control%20what%20happens%20to%20it.%20...%20More%20items

'Stand Up to Bullying', Violence, Bullying and Abuse Prevention – Canadian Red Cross
http://www.redcross.ca/what-we-do/violence-bullying-and-abuse-prevention

The Bully Project
http://www.thebullyproject.com/

Film: The Instigator – Bullying is Only the Beginning

Film: Documentary Unleashed – School of Pain

Classroom Resource - The Confidence Factor – Jostens

MediaSmarts

MediaSmarts is a Canadian not-for-profit charitable organization for digital and media literacy. Our vision is that children and youth have the critical thinking skills to engage with media as active and informed digital citizens.

http://mediasmarts.ca/

ENDNOTES

[i] Canadian Human Rights Act
[ii] Based on the Ministry Emergency Management Planning Guide for Schools, Districts and Authorities (Policy Resource 1.3 at EA)
[iii] BC Ministry of Education Harassment and Bullying Prevention Order: https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/k/i1_16.pdf
[iv] Ministry Emergency Management Planning Guide for Schools, Districts and Authorities
[v] https://en.wikipedia.org/wiki/Discrimination
[vi] FISA's Discrimination Protection Policy
[vii] FISA's policy inclusion regarding Building a School Community