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## **VIOLENCE PREVENTION**

### **Administrative Regulations**

- 1.0** The responsibility for the implementation and continuation of the Violence Prevention Policy rests with the Director of Education in consultation with the Superintendents of Schools.
- 2.0** All system-wide Violence Prevention initiatives will be subject to the Violence Prevention Procedures Manual in accordance with the Ontario Schools Code of Conduct and the Police and School Protocol Policy of District School Board Ontario North East.
- 3.0** A Violent Incident Emergency Response Plan will be developed by each school as per Appendix A of the Police and School Protocol Policy of District School Board Ontario North East.
- 4.0** The mission statements for prevention of violence in District School Board Ontario North East are included in the Violence Procedures Manual.

### **Procedures**

The Violence Prevention Procedures Manual clearly outlines District School Board Ontario North East procedures for the following areas:

- A.** School Environment
- B.** Curriculum
- C.** Early and Ongoing Identification
- D.** Code of Behaviour
- E.** Procedures for Dealing with Violent Incidents
- F.** The Aftermath
- G.** Staff Development
- H.** Home, School, Community Involvement

The Violence Prevention Procedures Manual specifies ways by which the Board will address violence in the schools:

- a) The establishment of preventative procedures designed to encourage a positive school climate, thereby discouraging violent activities; and
- b) The establishment of procedures to allow staff to intervene in situations involving violent activities; and
- c) The administration of fair and consistent disciplinary action in response to violent activities; and
- d) The provision of alternative programs for students on suspension or expulsion due to violent behaviours.

## **A. THE SCHOOL ENVIRONMENT**

### **RATIONALE**

All school members must:

- Respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- Show proper care and regard for school property and the property of others.
- School Members: includes all adults and students who are in contact with or work on school property, on school buses or at school-authorized events or activities.

### **EXPECTATIONS**

In order to provide a safe, welcoming, violence free environment each school will ensure that:

- Positive behaviour is acknowledged and rewarded;
- Non-violent behaviour is modelled by all staff;
- Discipline strategies are fair, consistent and focus on teaching students about appropriate behaviours while maintaining self-respect;
- A sense of achievement and wellness is fostered for all students through activities that improve self esteem;
- Wide participation in extracurricular activities is encouraged;
- Parental involvement and community participation are invited;
- School staff shall exemplify through their behaviour and attitudes a respect for students and each other;
- A sense of responsibility, empowerment, and ownership is encouraged by all members of the school community
- Principals will provide leadership by demonstrating care and commitment to academic excellence and a safe teaching and learning environment.

In addition, to achieve a safe environment each school will consider the following elements:

- Physical plant security and aspects such as proper lighting; the securing of unsafe areas; safe storage of dangerous items;
- Safety measures such as the presence of responsible adults in the schoolyard and in the corridors;
- An annual, or more frequent if required, safety audit during which input is gathered from staff, students and community organizations who use the school;
- Procedures for dealing with visitors and strangers in the school;
- The establishment of safe-school discussions with student and school council participation.

## **B. CURRICULUM**

### **RATIONALE**

The Ontario Curriculum includes cross-curricular and program area expectations that relate to violence prevention and citizenship. They emphasize the understanding of different cultures; commitment to peace and social justice; the development of skills necessary for getting along well with others and being a responsible citizen; respect for human rights; and the building of healthy relationships.

In addition, many opportunities exist for integrating learning about non-violence into the curriculum. Students must have opportunities to think critically about current events; their own experiences; the depiction of violence in human history, the media, news coverage, and literature; and the causes of

violent behaviour. Students are expected to develop an understanding of and respect for the laws of Canada.

In order to ensure that violence prevention is incorporated into the curriculum for students Junior Kindergarten to the end of Secondary School, the school curriculum must provide opportunities for students to:

- Understand how to be alert and prudent about personal safety;
- Develop, practise, and reflect on interpersonal, communication, and problem-solving skills such as negotiation, mediation, management of conflicts, assertiveness, and the ability to cope with change or frustration;
- Develop self-confidence and enhance self-esteem;
- Acquire the ability to understand, respect, and care for others;
- Acquire skills that will be useful in their existing and future relationships, such as parenting and the full responsibilities of citizenship;
- Develop the ability to value the diversity of people and of points of view.

### **EXPECTATIONS**

To ensure that students receive appropriate education with respect to Violence Prevention, schools should:

- Use expectations from the Ontario Curriculum as a guide in planning appropriate programs;
- Adopt a Violence Prevention program, where possible and necessary, that includes a problem solving strategy i.e. Second Step, Skills for Growing, Skills for Adolescence, D.A.R.E. Program;
- Incorporate instructional strategies such as role playing and co-operative learning to help students deal with anger and conflict, as well as develop personal skills;
- Ensure that team spirit and co-operation are goals of all physical education and extra curricular sports;
- Stress positive attitudes and fair mindedness in all activities;
- Provide and promote positive role models within the school setting.

In attaining a safe school environment District School Board Ontario North East will:

- Ensure that all Primary/Junior curriculum materials and programs reinforce strategies that teach children how to deal with conflict in non-violent ways;
- Ensure that all curriculum materials and programs for Intermediate/Senior levels reinforce strategies that were taught in Primary/Junior divisions;
- Include community resources and people in the planning and implementation of Violence Prevention Strategies.

### **C. EARLY AND ONGOING IDENTIFICATION**

#### **RATIONALE**

Efforts to prevent violence are more beneficial to learners and to society than those made to deal with its aftermath.

A consistent approach towards students with behavioural difficulty can assist most of these students to achieve more productive styles of behaviour, enhance self-esteem and increase academic success.

#### **EXPECTATIONS**

In order to prevent occurrences of violence, District School Board Ontario North East will:

- Identify any student, at any time, as high risk of being involved in violent incidents. The teachers will be the primary resource for identifying children at risk and will refer, to the principal, who may consult with the appropriate person and/or agency. Such identification and referral to be consistent with the Freedom of Information and Protection of Privacy Act.
- Ensure an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship and physical safety.
- Provide opportunities for parents and guardians to develop conflict resolution skills through workshops and/or the provision of community resource information.

Provide all staff with professional development sessions to enhance awareness of the signs of children at risk. Sessions should include:

- Signs of abuse (sexual, physical, emotional, psychological)
- Effects of witnessing family violence
- Effects on children of substance abusers
- Warning signs of suicide risk
- Signs of violence in dating relationships.

## **D. CODE OF BEHAVIOUR**

### **RATIONALE**

All school members must respect and comply with all applicable federal, provincial and municipal laws. Individual school Codes of Behaviour will:

- Be developed and reviewed with students, staff, parents or guardians, school councils, and the community.
- State unequivocally that school members must respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- Establish clear and fair consequences for unacceptable behaviour and ensure an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship and physical safety;
- Be prominently displayed in the school and effectively communicated to all.

### **EXPECTATIONS**

In order to communicate to all members of the school community the types of behaviour expected from them, each Principal will:

- Distribute to all students, parents and guardians and staff at the beginning of each school year a copy of the Ontario Schools Code of Conduct, District School Board Ontario North East Code of Behaviour and the School's Code of Behaviour;
- Review the school Code of Behaviour with students at the beginning of each school year and reinforce it throughout the year;
- Develop effective communication strategies to ensure that students and parents and guardians are aware of the School Code of Behaviour.

## **E. PROCEDURES FOR DEALING WITH VIOLENT INCIDENTS**

### **RATIONALE**

It is important those school officials and their staff model civic responsibility and are seen to be advocates for victims and potential victims of violence.

Incidents are divided into two categories:

- a) Serious violent incidents that must be reported to the police, and
- b) Incidents that may be handled without the police at the discretion of the Principal.

### **EXPECTATIONS**

In order to enable staff and students to deal effectively, consistently and fairly within the Ontario Schools Code of Conduct with violent incidents, District School Board Ontario North East will implement the following Mandatory Consequences:

*Police will be involved, as indicated by the police/school protocol, and the student will be immediately suspended and proceed to an expulsion hearing for the following;*

- Possession of a weapon, including, but not limited to firearms;
- Trafficking in drugs or weapons;
- Robbery;
- Use of a weapon to cause bodily harm, or to threaten serious harm;
- Physical assault causing bodily harm requiring professional medical treatment;
- Sexual assault;
- Providing alcohol to minors.

*Immediate suspension will be the minimum penalty faced by a student for:*

- Uttering a threat to inflict serious bodily harm;
- Possession of illegal drugs;
- Acts of vandalism causing extensive damage to school property or property located on school premises.

*In these instances, police will be involved, as required, and conditions to return to school will be specified in accordance with school board policies.*

*A student will be immediately suspended for:*

- Swearing at a teacher, or other person in authority;
- Being in possession of alcohol and/or drugs;
- Being under the influence of alcohol and/or drugs.

## **F. THE AFTERMATH**

### **RATIONALE:**

The strategies, developed with the assistance of community members and agencies will:

- Address the underlying problems that may have contributed to the violent incident;
- Facilitate the ongoing involvement of local and social agencies and the community to address the issues that may have contributed to the incident;

- Promote the security and healing of the victims;
- Plan carefully the re-entry and rehabilitation of the perpetrator, including links with youth services;
- Support the ongoing education of the perpetrator;
- Support the well-being and security of witnesses and the broader school community (e.g. by ensuring confidentiality)

## **EXPECTATIONS**

Each school in District School Board Ontario North East will provide:

- Support for the security and healing of victims ( e.g. provide victims and their families with contacts for community resource facilities);
- Reintegration of perpetrators that includes an individual action plan;
- A response to reintegration of students involved in violent incidents not involving suspension or expulsion;
- A response to the reintegration of students involved in violent incidents that involve suspension;  
NOTE: The individual response plan should be established with the family, where possible, before the student re-enters the school setting.
- Curriculum/staff development to raise awareness and consciousness regarding underlying causes of the problems.

## **G. STAFF DEVELOPMENT**

### **RATIONALE**

Teachers and school staff, under the leadership of their principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. In order that staff be skilled in the delivery of an integrated social skills curriculum, and to determine priorities and ensure awareness of issues, the following elements should be considered:

- Recognizing signs of physical, sexual, or mental abuse, and knowing what to do;
- Applying school board and school procedures in a fair and consistent manner;
- Respecting and treating others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- Liaising with community agencies and/or parents to prevent or deal with problems;
- Incorporating instructional strategies such as cooperative learning and role playing to help students develop interpersonal skills;
- Further developing skills in early identification and intervention;
- Supporting the safety and welfare of victims and the reintegration of perpetrators;
- Mediating and managing conflicts (including those occurring in large group situations) in order to diffuse them;
- Supporting the unique learning style of all students;
- Using fair discipline strategies that focus on teaching the student about appropriate behaviours while maintaining his or her self-respect.

### **EXPECTATIONS**

Staff development in the area of violence prevention is the responsibility of District School Board Ontario North East. It is imperative that opportunities for in-service be provided for all staff to acquire

the knowledge, skills and attitudes necessary to develop and maintain academic excellence and safe learning and teaching environments.

To meet these needs, District School Board Ontario North East staff will be provided with:

- Information sessions with community agencies in order to inform staff of the signs of physical, sexual or mental abuse as per reporting child abuse policy;
- Awareness sessions to inform staff and bus drivers of school board and school procedures for dealing with acts of violence;
- Training in the delivery of programs designed to focus on appropriate behaviour and developing self-esteem;
- Opportunities to become familiar with and practise strategies such as cooperative learning and role playing;
- The setting of priorities and follow-up staff development needs in the area of violence prevention.

## **H. HOME, SCHOOL AND COMMUNITY INVOLVEMENT**

### **RATIONALE**

#### **Involvement of Parents**

Parents play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students.

#### **Involvement of Students**

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour.

#### **Involvement of the Police and Community Members**

Police and community members are essential partners in making our schools and communities safer. Community members need to support and respect the rules of their local schools. Police investigate incidents in accordance with the protocol developed with the local school board.

#### **Involvement of Teachers and School Staff**

Teachers and school staff, under the leadership of their principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour.

### **EXPECTATIONS**

#### **Involvement of Parents:**

In order to involve parents in supporting a safe school environment, parents should:

- Show an active interest in their child's school work and progress;
- Communicate regularly with the school;
- Help their child be neat, appropriately dressed and prepared for school;
- Ensure that their child attends school regularly and on time;
- Promptly report to the school their child's absence or late arrival;
- Become familiar with the Code of Conduct and school rules;

- Encourage and assist their child in following the rules of behaviour;
- Assist school staff in dealing with disciplinary issues.

### **Involvement of Students:**

In order to foster feelings of respect and responsibility, students should:

- Come to school prepared, on time and ready to learn;
- Show respect for themselves, for others and for those in authority;
- Refrain from bringing anything to school that may compromise the safety of others;
- Follow the established rules and take responsibility for his or her own action.

### **Involvement of the Community:**

In order to build linkages with the community, District School Board Ontario North East will:

- Include representation from a variety of community agencies, services and organizations that reflect the diversity of their community in their violence-prevention policy development, review and implementation discussions;
- Encourage community involvement by its students (volunteerism).

### **Involvement of Staff:**

In order to uphold the highest standard of respectful and responsible behaviour, all teachers and staff members should:

- Help students work to their full potential and develop their self-worth;
- Communicate regularly and meaningfully with parents;
- Maintain consistent standards of behaviour for all students;
- Demonstrate respect for all students, staff and parents;
- Address and document all problems.

## **CATEGORIES OF VIOLENT INCIDENTS**

For students twelve years of age and older, the following categories of serious violent incidents must be reported to the police:

### **Major incidents reportable to police (list A)**

- Possession of a weapon, including, but not limited to firearms
- Physical assault causing bodily harm
- Threats of serious physical injury
- Sexual assault
- Any hate-motivated violence (e.g., assaults based on racism, sexism or sexual orientation)
- Gang or group assault
- Criminal harassment
- Robbery
- Extortion
- Vandalism or arson (extensive damage)
- Providing alcohol to minors
- Trafficking in drugs or weapons
- Possession of illegal drugs



Although the categories described in the list A above must be reported, students and parents or guardians are free to seek police involvement in incidents of violence specified in list B below, if they decide that such involvement is appropriate.

**Incidents reportable to the police at the discretion of the principal (list B)**

- Level 1 Assault
- Bullying/intimidation, including cyber-bullying
- Verbal/emotional abuse
- Harassment related to racism, sexism or homophobia
- Displaying or providing literature, symbols and other representations which promote violence against racial or cultural groups, gender or sexual orientation
- Vandalism
- Being under the influence of alcohol and/or drugs
- Being in possession of alcohol and/or drugs

Consultation with Police Services is encouraged at any time.

**PROCEDURES FOR REPORTING VIOLENT INCIDENTS TO THE POLICE**

The procedures for contacting the police for serious violent incidents engaged in by students must be reflective of the following three age groups:

**Students Under Twelve Years of Age**

Children under the age of twelve years cannot be charged with an offence under the Young Offenders Act (R.S.C. 1985, c. Y-1) or the Criminal code (R.S.C. 1985, c. C-46). However, police may take reports of incidents of violent behaviour committed by children of this age group.

At a minimum, the need to report sexual assault and violent incidents in which students seriously injure others or cause serious damage to another person's property shall involve police and contacting the "Children's Aid Society".

Where young children are behaving in a violent manner, the following steps should be followed:

**Step 1**

- Parental contact
- The principal shall provide parents with a list of available children's support agencies:
  - South Cochrane Child and Youth Services
  - Centre Boreal
  - Timmins Family Counselling Centre
  - Beaver House
  - Kunuwanimano Child and Family Services
- The principal may recommend referral to a family physician.
- Referral to Child and Youth worker where available.

**Step 2**

- Refusal on the part of the parent to engage in any meaningful involvement that will result in a change in the student's violent behaviour, shall result in consultation with the Children's Aid Society.
  - South Cochrane Child and Youth Services
  - Centre Boreal
  - Beaver House

**Students Twelve to Seventeen Years Old**

Where students aged 12 to 17 are behaving in a violent manner, the followings steps shall be followed:

**Step 1**

- Contact Police Service  
**Note:** For those students aged **twelve (12) to seventeen (17) years,** the Young Offenders Act will apply.  
 For those students **under the age of sixteen (16),** consultation with the Children’s Aid Society may be appropriate.

**Eighteen Years to Adult**

Where students eighteen (18) years and over are behaving in a violent manner, the steps shall be followed:

Contact local Police Services for List A Violent Incidents.

**Note:** Students who are **eighteen (18) years or** over are considered adults, and the procedures of the Criminal code will be followed if these students are charged with a criminal offence. Parents may be contacted.

**PROCEDURES FOR RECORDING VIOLENT INCIDENTS**

**Violent Incident Form**

The Violent Incident Form (page 13) is to be completed by the school principal, vice-principal or designate, for all violent incidents resulting in suspension, expulsion or reports to the police. The form must be maintained in the OSR and a copy sent to the appropriate Superintendent of Schools (OSR requirements are outlined on page 12.)

**Note:** Students should be assigned a reference number in order to track those involved in repeated incidents.

Each school will enter into Maplewood the descriptors of the violent incident and ensure a Violent Incident Report is placed in the student’s Ontario School Record (OSR).

DATE	STUDENT REFEREN CE #	CATEGORY OF INCIDENT (SEE REVERSE)	SUSPENSIO N	EXPULSI ON	POLICE	OTHER

**INCIDENTS**

<p style="text-align: center;"><b>LIST A: REPORTABLE</b></p> <p style="text-align: center;"><b>Major incidents reportable to the Police</b></p>	<p style="text-align: center;"><b>LIST B: DISCRETIONARY</b></p> <p style="text-align: center;"><b>Incidents reportable to police at the discretion of the Principal</b></p>
<ul style="list-style-type: none"> <li>• Possession of a weapon, including but not limited to firearms</li> </ul>	<ul style="list-style-type: none"> <li>• Level 1 assault</li> </ul>
<ul style="list-style-type: none"> <li>• Physical assault causing bodily harm</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying/intimidation</li> </ul>
<ul style="list-style-type: none"> <li>• Threats of serious physical injury</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal / emotional abuse</li> </ul>
<ul style="list-style-type: none"> <li>• Sexual harassment</li> </ul>	<ul style="list-style-type: none"> <li>• Harassment related to racism, sexism or homophobia</li> </ul>
<ul style="list-style-type: none"> <li>• Any hate-motivated violence (e.g. assaults based on racism, sexism, or sexual orientation)</li> </ul>	<ul style="list-style-type: none"> <li>• Displaying or providing literature, symbols and other representations which promote violence against racial or cultural groups, gender or sexual orientation</li> </ul>
<ul style="list-style-type: none"> <li>• Gang or group assault</li> </ul>	<ul style="list-style-type: none"> <li>• Vandalism</li> </ul>
<ul style="list-style-type: none"> <li>• Criminal harassment</li> </ul>	<ul style="list-style-type: none"> <li>• Being under the influence of alcohol &amp;/or drugs</li> </ul>
<ul style="list-style-type: none"> <li>• Robbery</li> </ul>	<ul style="list-style-type: none"> <li>• Being in possession of alcohol</li> </ul>
<ul style="list-style-type: none"> <li>• Extortion</li> </ul>	
<ul style="list-style-type: none"> <li>• Vandalism or arson (extensive damage)</li> </ul>	
<ul style="list-style-type: none"> <li>• Providing alcohol to minors</li> </ul>	
<ul style="list-style-type: none"> <li>• Trafficking in drugs or weapons</li> </ul>	
<ul style="list-style-type: none"> <li>• Possession of illegal drugs</li> </ul>	

Note: This page is the reverse side of DSB Ontario North East Violent Incident Summary Report.

**RECORD KEEPING OF VIOLENT INCIDENTS:**

**OSR Requirements:**

The following sections of the Education Act govern the establishment of the Ontario Student Record (OSR):

- Clause 265(d) states that it is the duty of a principal: in accordance with this act, the regulations and the guidelines issued by the Minister, to collect information for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record.
- Subsection 266(s) states in part: A record is privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of the instruction of the pupil...

In addition, the contents of the OSR are described in the guideline Ontario Student Record (OSR), 2000.

It should be noted that the OSR may be the subject of a search warrant or a subpoena and, if so, must be produced. In such instances, reference should be made to section 4 on the OSR guideline.

The information relating to serious violent incidents leading to reports to the police, as well as the information relating to serious violent incidents leading to suspension or expulsion must be maintained in the OSR. This information is to be recorded on the Violent Incident Form (see page 13).

### **A. Insertion of Information in the OSR**

The following information will be included in the OSR:

- A **VIOLENT INCIDENT FORM**, (page 13) containing:
- A description of the serious violent incident leading to a suspension or expulsion or a call to the police
- A reference to the call to the police, if applicable
- A reference to the school/board disciplinary response to the incident, if applicable
- A copy of the **school board's letter(s)** to the student and or parent(s) or guardian(s) regarding the suspension or expulsion for violent behaviour

### **B. Removal of Information from the OSR**

- The information relating to suspension for violent behaviour shall not be removed from the OSR unless three consecutive years have passed during which no further suspensions for serious violent incidents have taken place.
- The information relating to expulsion shall be removed five years after the date on which the school board expelled the student.
- Where an expelled student has been readmitted to school by a school board and is expelled again, the information relating to the expulsions shall not be removed from the OSR until five consecutive years have passed without any further expulsion.
- Where the student has not been suspended or expelled, the Violent Incident Form shall be removed after three years if no further serious violent incident is reported to the police during that time.

### **C. Transfer of the OSR**

If the student transfers to another school, the information in the OSR relating to the serious violent incident that led to suspension or expulsion, as well as to a report to the police, will remain in the OSR unless removed under (A) or (B) above. The transfer will occur in accordance with section 6 of the guideline Ontario Student Record (OSR), 2000.

## **Appendices**

### **Appendix A:**

## **References**

Safe Schools – Progressive Discipline Policy 2.1.15

Safe Schools: Student Discipline, Bullying Prevention & Intervention Policy 2.1.18

Education Act

[Violent Incident Form - Link](#)

**DISTRICT SCHOOL BOARD ONTARIO NORTH EAST**

**VIOLENT INCIDENT FORM**

Name of student:	School:
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Description of violent Incident                      Date: \_\_\_\_\_

Communication with the parent/guardian

Date: \_\_\_\_\_

Name and Relationship of Contact: \_\_\_\_\_

Summary of Discussion: \_\_\_\_\_

**Police Contact**

Date Of contact	Date of police investigation at school	Name of investigator
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**Communication with other agencies**

Response

1. Suspension                      2. Expulsion                      3. Other \_\_\_\_\_

Date of inclusion in OSR	Principal's / designate's signature
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(Please refer to the Violence Prevention Policy 2.1.7 for direction on the removal of this form from the OSR.)

**VIOLENCE PREVENTION POLICY -- COMPONENTS**

When, without the consent of another person, he applies force intentionally to

Known, or ought

Known, or ought

Known or ought reasonably to have

But is not limited to, compelling

## APPENDIX A

**NOMENCLATURE**

- 1) **Assault** is defined to include the definition contained in the Criminal Code of Canada (including all forms thereof), and any other act or omission that the Board views as unacceptable behaviour. A person commits an assault when, without the consent of another person, he applies force intentionally to that person, either directly or indirectly. Assault is also committed when the person attempts or threatens by act or gesture, to apply force to another person if he/she causes that other person to believe that he/she has the present ability to affect his purpose.
- a) Level 1 Assault refers to assault in which the resulting injury is transient or trifling in nature (e.g. shove, slap, trip, pushing)
  - b) Level II Assault refers to assault causing bodily harm or to wound or maim or disfigure or endanger life.
- 2) **Harassment**, whether in person or electronic, is a course of vexatious comment or conduct, verbal or physical, related to race, religion, ancestry, place or origin, colour, ethnic origin, citizenship, language or dialect, creed, sex, sexual preference or orientation, disability, age, family status, marital status, record of offences or the receipt of public assistance which is directed at another person or group who knows, or ought reasonably to know.
- a) Sexual Harassment as a serious form of harassment is:
    - A sexual advance which is known or ought reasonably to have been known, by the person making the advance, to be unwanted by the recipient; or
    - A request for sexual favours which is known, or ought reasonably to have been known, by the person making the request, to be unwanted by the recipient; or
    - Other sexually-oriented remarks or behaviour which are known, or ought reasonably to have been known, by the person making the remarks or engaging in the behaviour, to be unwanted by the recipient.

Such acts may either be reasonably expected to interfere with a person's work/school performance or may be perceived as creating an intimidating, hostile or offensive work/classroom environment or create a negative psychological and emotional environment for work or study;

- A sexual advance or request for sexual favours made by a person in a position to grant, confer or deny a benefit, privilege or advancement to the person, where the person making the advance or request knows, or ought reasonably to know, that it is unwanted by the recipient; or
- A reprisal, or threat of reprisal, or denial of opportunity, for the rejection of a sexual advance or request for sexual favours where the reprisal is made or threatened or an opportunity denied by a person in a position to grant, confer, or deny a benefit, privilege or advancement; or
- Expressions of bias on the bases of sex or sexual orientation in any form such as derogatory comments; or
- The display or pornographic and/or exploitative pictures, cartoons or graffiti in the schools and on other Board premises. This includes pictures and/or messages on clothing.
- The Board defines sexual advances as including leering, intentional touching and/or patting that is unwanted. It also includes catching an individual alone for the purposes of unwanted kissing or pinching. Requests for sexual favours may include such behaviours as persistent requests for a date, a proposition or a threat of rape.
- The act of hazing, where a practice or a ritual and other activities involving harassment, abuse or humiliation are used to intimidate a person to belong to a group.

- 3) **Intimidation**, whether in person or electronic, is defined to include the definition contained in the Criminal Code of Canada and any other act or omission that the Board views as unacceptable behaviour and includes but is not limited to, compelling another person to do anything, or preventing them from doing anything he or she has a lawful right to do. Such actions may include, but are not limited to:
- Using threats;
  - Persistent following or following in a disorderly manner;
  - Hiding property owned or used by the person or hindering the person in their use of that property;
  - Besetting or watching the place where the person works, resides or studies;
  - Blocking or obstructing the person's passage;
  - Hazing.
- 4) **School Community** refers to students and their families, school staff, trustees, community agencies, businesses, police departments, community members, parent councils or any other persons or groups of persons deemed to be stakeholders of a particular school.
- 5) **Stalking** refers to repeatedly following, communicating with, besetting or watching the dwelling or place where a person (or anyone known to them) resides, works, carries on business or happens to be; without lawful authority to engage in such conduct and where the person doing the stalking knows that he/she is harassing the complainant, causing him/her to fear for his/her safety or the safety of a person known to his/her family.
- 6) **Violent incidents/behaviour** are characterized by verbal/written threats, bullying, verbal/physical aggression/assault, harassment of any form, or criminal activity by an individual or group of individuals which has the effect of impairing or might have the effect of impairing the health and welfare of any student or employee.
- 7) **Weapons** are defined under The Criminal Code in two categories:
- a) Weapons include any item a person **uses** or **intends** to use as a weapon that is not normally intended to be used in combat or to inflict injury but becomes a weapon in certain circumstances through its actual use or by threat or implication.
  - b) Dangerous Weapons include any item that is designed to be used as a weapon, specifically designed to be used in combat or to inflict punishment.