



AP S2 Student Critical Incidents

Legislative References: *Criminal Code of Canada*

Policy Reference: 2.10 Inclusive and Respectful Environments

Collective Agreement References: None

Date: October 10, 2024

Gulf Islands School District acknowledges its responsibility to provide safe, caring and inclusive learning environments. Expectations for acceptable behaviour are clearly communicated and respected, ensuring that everyone feels welcome and a sense of belonging.

Critical incidents that include all behaviours of bullying (harassment, intimidation, and/or other violent behaviours), illicit drugs, racism, discrimination and sexual intimidation/assault constitute serious misconduct that warrants appropriate intervention and the implementation of educational programs and preventative administrative measures. School personnel and communities should demonstrate heightened awareness and sensitivity to situations facing students whose racial or cultural background, sexual orientation, gender identity, appearance, religion, socio-economic status, or ability might make them vulnerable to critical incident misconduct.

Critical incidents are viewed and understood as a district-wide concern and addressed through district-wide strategies that distinguishes between school-aged children and employees.

This administrative practice is explicitly directed toward student critical incidents, specifically the conduct of students in their interaction with other students and their actions towards adults.

Critical incidents committed by adults toward students or other adults are similarly prohibited but are governed by procedural guidelines in other SD64 administrative practices (See AP S4 Violence Against Employees in the Workplace).

Definitions of Critical Incident Misconduct

Violence: includes a range of behaviours including bullying (harassment, intimidation, physical and verbal violence and abuse), sexual intimidation/assault and discrimination/prejudice.

Bullying: can be physical or verbal or can involve social alienation. It can be direct or indirect.

- **Direct bullying** can include:
 - open assault such as: hitting, punching, kicking, throwing things, jostling, and poking;
 - verbal taunts or open and overt threats to harm the other individual.
- **Indirect bullying** can include:



- teasing, criticism, gossiping, spreading malicious rumours, threatening to withdraw friendship, social isolation or exclusion from the group.

When determining whether a specific behaviour is bullying, consider if it is:

- repeated over time; and/or
- intended to hurt; and/or
- involves a power imbalance.

From Focus on Bullying – MOE 1999

Harassment: any unwelcome or unwanted act or comment that is harmful, degrading, humiliating, or offensive to another person. A particular concern is such behaviour that persists after the aggressor has been asked to stop. Any of the following behaviours can be considered harassment:

- condescending treatment that undermines another's self-respect, name-calling, teasing, disrespectful comments;
- gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment;
- social isolation, exclusion from a group, threatening to withdraw friendship
- repeated unwanted communication;
- unwelcome jokes, innuendoes, insults, or put downs; taunts about a person's body, disability, religion, attire, age, economic status, ethnic or national origin; and
- insulting graffiti directed at an individual or group.

Sexual Harassment:

- unwelcome and/or uninvited sexual or gender-directed conduct or communication interferes with an individual's performance or creates an intimidating, hostile or offensive environment; or
- submission to or rejection of the harasser's sexual demands interferes with the right of the student to obtain an education or the ability of an individual to perform work; or
- submission to or rejection of sexual demands is a factor in academic performance or evaluation or other school-related decisions affecting an individual.

This serious student misconduct can take many forms including making unwelcome, offensive or inappropriate sexually suggestive comments, gestures or jokes; standing too close, inappropriate touching, cornering or stalking a person; or displaying offensive or inappropriate sexual illustrations. Sexual harassment can occur in any gender combination. For the purposes of this administrative practice, the term "harassment", whenever used, shall include sexual harassment.

Intimidation: the act of instilling fear in someone as a means of controlling that person. Any of the following behaviours could be considered intimidation:



- verbal threats: threatening phone calls, threats of violence against a person or property;
- physical threats: showing a weapon, jostling, threatening to punch, stalking or following;
- defacing or stealing victim's property;
- daring or coercing victim to do something dangerous or illegal;
- extortion (demanding payment or goods for victim's safety);
- inciting hatred toward victim;
- setting up a victim to take blame for an offence.

From Focus on Harassment and Intimidation – MOE 2001

Sexual Assault: Sexual assault is any sexual contact that happens without the consent of both people. It can range from unwanted kissing or sexual touching to forced sexual intercourse.

Sexual Intimidation: threatening behavior of a sexual nature directed at another person, such as threatening to sexually assault another person, or exposing oneself to someone without their consent.

Discrimination: manifests most commonly in passive, socially exclusionary behaviours, which can contribute to feelings of alienation on the part of those excluded. These feelings, in combination with other factors, can contribute to violent and antisocial behaviour, including self-harm.

Prejudice: an unfair feeling of dislike for a person or group because of race, culture or ethnicity; sexual orientation or gender identity; religion; ability or socio-economic status. Where individual differences are not respected, people may experience prejudice in the forms of bullying (harassment, intimidation, or violence) or discrimination. Prejudice can be based on any perceived difference and should therefore be considered seriously by schools planning to reduce levels of bullying (harassment, intimidation, violence) or discrimination.

- Types of prejudice: **Racism** – targeting members of all other racial or ethnic groups. Racism is a belief or a set of assumptions about the superiority of one race or ethnic group.
- **Sexism** – discrimination, typically against women, based on their biological sex and a belief in the associated gender stereotypes. Sexism is a major factor in violence against women.
- **Gender Discrimination** – The unfair treatment of any individual or group that does not fit a prevailing gender stereotype.
- **Homophobia** – the irrational fear or hatred of, aversion to, and discrimination against homosexuals or homosexual behaviour. Homophobia is a specific kind of discrimination based on sexual orientation.
- **Ableism** – Discrimination based on ability. Despite the lack of formal segregation, students with disabilities can be excluded from mainstream culture in school



communities where differences are not highly valued, or where stereotypes left over from historical misperceptions are still prevalent.

Processes

1. Reporting

- 1.1. Reporting of critical incidents can be done through multiple ways:
 - 1.1.1. Verbal report to any staff member or Principal/Vice Principal
 - 1.1.2. Written report to any staff member or Principal/Vice Principal
 - 1.1.3. ERASE Bullying [Website](#)
 - 1.1.4. SD64 [Racism Report Tool](#)
- 1.2. Reports can be made anonymously with the understanding that the resolution may be limited due to the challenges posed by investigations of anonymous reports.
- 1.3. Request to remain confidential will be honoured with the understanding that during the investigation, intervention process or subsequent legal proceedings the district may be required to disclose information regarding the report.
- 1.4. All staff are responsible for receiving reports and for ensuring that the most appropriate staff person (Principal/Vice Principal) is informed of the report.

2. Investigation

- 2.1. All critical incidents will be taken seriously and followed-up in a timely fashion.
- 2.2. PVP will inform the Superintendent/designate and convene the Critical Incident Team/School Based Team (SBT) to initiate the Safer Schools Behavioural and Digital Threat Assessment (BDTA) process (ERASE flowchart appended to this administrative practice).
- 2.3. The principal will inform and update the district Safer Schools coordinator of the incident and investigation.
- 2.4. In some cases, the school may be required to contact the RCMP (if the incident potentially contravenes the Criminal Code of Canada) and/or the Ministry of Children and Family Development (if the incident involves child protection).
- 2.5. Investigations may include obtaining information/data from multiple sources such as interviews of individuals involved directly or indirectly in the critical incident and open source digital publicly available data.
- 2.6. PVP will submit the School Critical Incident Reporting Form to the district Safer School Coordinator upon completion of the investigation.



3. Intervention

- 3.1. When a determination has been made regarding the critical incident, the intervention will be appropriate to the degree of misconduct; this may include educational, preventive, and/or restorative measures.
- 3.2. In some situations, the development and implementation of one of the following plans may be required:
 - 3.2.1. Safety Plan: to reduce the possibility of further harm or injury to a student;
 - 3.2.2. Social/Emotional Plan: to support a student in building positive behaviours and social/emotional skills to respond to situations that may cause unease, stress or anxiety;
 - 3.2.3. Behaviour Plan: to assist a student in building positive behaviours to replace or reduce challenging and/or dangerous behaviours.
- 3.3. Intervention will be implemented in a timely manner.
- 3.4. SD64 services will be offered and made reasonably available to individuals who were involved in the critical incident.

4. Process of Appeal

- 4.1. The Board of Education recognizes and respects that students and/or parents/guardians may disagree with decisions made by the employees. Under the authority of the *School Act*, and in accordance with Board [Bylaw No. 3 School Act Section 11 Appeal Procedures](#), parents/guardians and students may appeal decisions that significantly affect the education, health or safety of the student.

5. Education around Critical Incidents

- 5.1. Schools will share annually and make visible the following information with staff, students and families:
 - 5.1.1. The seriousness of the misconducts/behaviours outlined in this document
 - 5.1.2. The definitions of bullying (harassment, intimidation, physical and verbal violence/abuse /discrimination/prejudice
 - 5.1.3. The obligation of students to report to critical incidents to a staff member
 - 5.1.4. The obligation of staff to ensure that the appropriate individual(s) is informed of the critical incident
 - 5.1.5. Policy 2.40 Addressing Concerns and Complaints
 - 5.1.6. The Addressing Concerns flowchart
 - 5.1.7. The possible interventions
 - 5.1.8. The Code of Conduct
 - 5.1.9. Bylaw #3 School Act Section 11 Appeal Procedures



6. Retaliation

- 6.1. Reprisal or retaliation against a victim, witness, or other individual who brings forward information about the critical incident is prohibited. Engaging in such conduct will result, where appropriate, in discipline and/or in the filing of a complaint with other appropriate authorities.

7. Falsely Reporting

- 7.1. Reporting false allegations of a critical incident is a violation of the school code of conduct. Persons found knowingly to have filed a false report will be subject to appropriate discipline and/or the filing of a complaint with other appropriate authorities.