



AP 2XXX Respectful Workplace

Legislative References: Canadian Human Rights Act; Canadian Charter of Rights and Freedoms; British Columbia Human Rights Code

Policy Reference: 220 Inclusive and Respectful Environments

Collective Agreement References: Nil

Date: July 22, 2025

REGULATIONS

1. The Board of Education is responsible for:

- 1.1. Supporting an environment respectful of human rights and free from bullying and harassment; and
- 1.2. Ensuring that the policy is reviewed and updated as required.

2. The Superintendent and Senior Management Team are responsible for:

- 2.1. Implementing this policy and ensuring that the provisions of this policy are communicated to all stakeholders such that;
 - 2.1.1. A consistent understanding and expectation is developed regarding respectful and appropriate behaviour in dealing with others, including the ability to speak or act without offending.
 - 2.1.2. If bullying or harassment occurs, the process to resolve it is understood and utilized to resolve the problem in a timely and effective manner.
- 2.2. Ensuring appropriate training is provided to all employees on the policy and regulations.
- 2.3. Participating in investigations and the administration of corrective disciplinary action as appropriate.
- 2.4. Reviewing and recommending updates to the policy as required.
- 2.5. Determining if the complaint is best handled under this policy, or if it is a matter better dealt with through other Board or Collective Agreement processes such as, but not limited to, performance management, professional misconduct and progressive discipline or harassment complaints under the Teacher Collective Agreements.
- 2.6. Conducting investigations, or assisting in the investigation of complaints.
- 2.7. Providing or arranging for training in Respectful Workplace Procedures.

3. Principals and Managers are responsible for:

- 3.1. Communicating and reviewing this policy and related procedure with the staff they supervise or manage;
- 3.2. Formulating, communicating and enforcing work requirements and behavioural expectations;
- 3.3. Conducting or arranging for investigations into complaints under this policy;



- 3.4. Mediating or arranging for mediation for resolution of complaints as appropriate and
- 3.5. Administering corrective disciplinary action.

4. All employees are responsible for:

- 4.1. Being aware of, and sensitive to issues of bullying and harassment, and taking proactive steps to encourage respectful, courteous behaviour with staff and students;
- 4.2. Demonstrating professional and positive behaviour consistent with individuals who are responsible for the safety, learning and well-being of staff and students;
- 4.3. Conducting themselves in a professional manner that meets the accepted standards of practice and the spirit and intent of this policy, including the use of electronic communication;
- 4.4. Accessing the complaint procedure if they observe or experience bullying or harassment in the working or learning environment;
- 4.5. Co-operating in the investigating of complaints, and working to achieve resolution at the earliest possible stage.

5. Application

- 5.1. This policy covers all individuals involved in the working or learning environment regardless of their role or function. This includes School District employees, students, parents, volunteers, third parties doing business with the School District and members of the general public who interface with the School District. It is the expectation of the School District that all employees and persons invited to or visiting Board property will strive to maintain the highest level of professional and personal courtesy when interacting with Board employees.
- 5.2. For School District employees, this policy does not supersede any provision of an applicable Collective Agreement.
- 5.3. Inappropriate behaviour by an adult toward a student is not covered by this policy. The *School Act*, the Ministry of Education – Teacher Regulation Branch, *Child, Family and Community Service Act* and the District's Collective Agreements will define and govern the standard of behaviour required by adults when dealing with students.
- 5.4. The conduct of the Board of Education is addressed in Board Policy 1110 Trustee Code of Ethics.
- 5.5. This policy excludes the legitimate exercise of management rights and any reasonable action taken by the District or supervisor relating to the management and direction of employees or the place of employment including supervisory decisions involving work direction, evaluation, investigations and disciplinary action.



- 5.6. This policy excludes the reasonable exercise of parent and student rights in bringing forward concerns about the treatment of students by employees when done in a respectful manner.
- 5.7. This policy does not cover interpersonal conflicts or interpersonal relations, unless they are threatening or abusive.

6. Expected Respectful Behaviour

Members of the school community will:

- 6.1. Respect and value the contributions of all members of our school community, regardless of status or role in the organization;
- 6.2. Treat one another with respect, civility and courtesy;
- 6.3. Work honestly, effectively and collegially with employees and others;
- 6.4. Respond promptly, courteously, and appropriately to requests from others for assistance or information;
- 6.5. Use conflict management skills, together with respectful and courteous verbal communication to effectively manage disagreements among employees;
- 6.6. Encourage and support all employees in developing their individual conflict management skills and talents;
- 6.7. Have an open and cooperative approach in dealings with employees, recognizing and embracing individual differences;
- 6.8. Recognize that differing social and cultural standards may mean that behaviour that is acceptable to some may be perceived as unacceptable or unreasonable to others;
- 6.9. Abide by applicable rules, regulations, legislation, policies and collective agreement provisions, and address any dissatisfaction with, or violation of, these policies and procedures through appropriate channels;
- 6.10. Demonstrate commitment to a culture where all employees cooperate and collaborate in using best practices to achieve high work-related outcomes;
- 6.11. Model civility for others and clearly define expectations for how employees treat each other, and are responsive to complaints when they are brought forward.

7. Early/Site Based Resolution of Complaint

- 7.1. Parties to a complaint are encouraged to attempt to resolve concerns at the earliest possible stage. Early/site based resolution is a process that provides an opportunity for parties to resolve a dispute in a respectful manner, without unnecessary escalation. In many cases the person may not have realized their actions or comments were being taken as harassing or bullying and will stop if it is brought to their attention.
- 7.2. Any individual who believes that they have been bullied or harassed may choose to:



- 7.2.1. Attempt to resolve the issue by directly approaching the person(s) involved, stating clearly that the behaviour or actions are objectionable and must be stopped; and/or
- 7.2.2. If, having chosen to approach the person(s) involved, the complainant finds that the behaviour does not stop or that the behaviour escalates; OR if the individual does not wish to address the person(s) involved directly, they may;
- 7.2.3. Contact their supervisor; school Principal, Superintendent, Secretary-Treasurer, or union representative for advice and possible courses of action including possible mediation.
- 7.3. Where a site based resolution has been found, supervisors, managers or administrators will follow up by monitoring the situation, and as necessary, conducting subsequent meetings to ensure resolution is maintained.
 - 7.3.1. No written records of early/site based resolutions will be kept in the employee's personnel files.

8. Formal Complaint

- 8.1. If the early/site based resolution process was not successful in resolving the complaint or the parties have decided not to make use of them, a formal complaint can be directed to the Supervisor who has responsibility for the area. In the event that the complaint is about parent or student behaviour, the complaint should be directed to the school Principal.
- 8.2. If the Supervisor is the cause of the complaint, the complaint would be directed to that person's Manager/Director.
- 8.3. If the Superintendent is the cause of the complaint, the complaint would be directed to the Chair of the Board of Education and the CEO of BCPSEA, subject to the Collective Agreement provisions.
- 8.4. All parent complaints about an employee of the Board should be directed first to the school Principal. If the complaint is about the school Principal or Vice Principal it should be directed to the Superintendent.
- 8.5. Any behaviour of a violent, threatening or criminal nature will be reported and a formal complaint filed.
- 8.6. Any behaviour which results in an employee filing for a WorkSafeBC claim must be reported to the Secretary-Treasurer and a formal complaint filed. The employee should also be advised to seek medical support.

9. Filing a Complaint

- 9.1. Any individual who believes that they are being bullied or harassed may file a formal complaint. A formal complaint must:



- 9.1.1. Explain the nature of the complaint in writing providing as much detail as possible as to the nature of the events and when they occurred and be signed and dated.
- 9.1.2. Specify the name(s) of the person(s) involved if known;
- 9.1.3. Where appropriate, indicate the steps taken by the complainant to attempt to resolve the matter, prior to filing a formal complaint; and
- 9.1.4. Formal complaints must be filed no later than six months after the last event which caused the complaint.
- 9.1.5. Anonymous complaints will not be investigated. The District is committed to safeguarding all employees willing to come forward from retaliation or reprisal.
- 9.1.6. Frivolous or vexatious complaints will be dealt with in an appropriate manner and could result in a finding of a violation of the policy leading to discipline.

10. Investigating the Complaint

- 10.1. The Superintendent or designate will conduct a confidential investigation of the complaint in order to determine the facts and assess whether this policy has been breached.
- 10.2. Once a complaint has been received by the District, the Superintendent or designate will review the complaint and contact the complainant within two business days.
- 10.3. The Superintendent or designate will determine the appropriate investigator for the complaint which may include an outside investigator. Only those who need to know will be contacted and provided with sensitive information to the extent necessary to resolve the complaint adequately. The investigator will discuss the complaint with the complainant, review details and gather supporting information.
- 10.4. Any individual named as a respondent in a complaint will be provided with a copy of the written complaint prior to their interview and, in addition to being interviewed, is encouraged to reply in writing to the allegations.
- 10.5. The investigation will proceed as quickly as possible and will not normally exceed four (4) weeks from the date of filing of the formal complaint.
- 10.6. The complainant and the respondent(s) will have a right to representation during the investigation process.
- 10.7. Both the complainant and the respondent(s) will receive copies of the findings from the investigation. No consequence or discipline will be included in the findings.
- 10.8. If the complaint involves School District employees, any resulting discipline will be retained in accordance with the provisions of the respective Collective Agreements.



- 10.9. If the finding is that there has been no breach of the policy, the record will be expunged unless otherwise requested by the respondent.
- 10.10. Complaints will not be considered under more than one Board policy or procedure.

11. Resolution

When a formal complaint of bullying or harassment has been made, subject to the specific situation the following actions may be taken subsequent to investigation and findings:

- Training for one or both parties
- Counseling for one or both parties, including referral to the Employee and Family Assistance Program
- Strategies to restore a positive and respectful workplace and learning environment
- Restorative measures
- Transfer for one or both parties, subject to Collective Agreement language
- Disciplinary actions
- Exclusion from Board property – in the case of a parent/guardian, visitor, contractor or other third party
- Termination of contract – for contractors
- Civil or criminal proceedings
- Where the complaint is not upheld, no further action and expunging of the record.

12. Retaliation

It is also considered a breach of this policy to take retaliatory action against a person who raises a concern or files a complaint under this policy.

Examples of Bullying and Harassment

All employees of the School District are expected to refrain from any form of bullying or harassment. In order to provide further guidance, some examples of bullying and harassment are included below. While some of these actions, individually, may or may not constitute bullying or harassment, when taken in context of a whole situation they may qualify as a breach of the policy.

- Use of threatening or abusive language, profanity or language that is intended to be, or is perceived by others to be, demeaning, humiliating or offensive towards another person;
- Displaying unnecessary shows of temper or anger towards another person, particularly in front of others;



- Making threats of violence, retribution, litigation, financial or social harm; shouting or engaging in other speech, conduct or mannerisms that are reasonably perceived by others to represent intimidation or harassment;
- Throwing tools, office equipment, instruments, or other items as an expression of anger, criticism, or threat, or in an otherwise disrespectful or abusive manner;
- Spreading malicious rumours, gossip or innuendo about a person;
- Making insulting or humiliating comments about the performance of an employee, in public or private, or via e-mail or social media;
- Patterns of deliberate exclusion, isolation or alienation of an employee from normal work interaction, such as intentionally excluding them from meetings;
- Repeatedly undermining an employee, including encouraging others to “gang up” on them;
- Personal insults and name calling;
- Impeding a person’s work;
- Withholding necessary information or purposefully giving wrong information;
- Making jokes that a reasonable person would find offensive by spoken word, gestures, on paper or through electronic communication;
- Intruding on a person’s privacy by spying or stalking;
- Criticizing another person persistently;
- Tampering with another person’s belongings or work equipment;
- Persistently excluding or isolating someone socially;
- Retaliation;
- Addressing individual work performance issues in a public setting where others are present;
- Setting unachievable and unrealistic work expectations;
- Unfairly assigning unpleasant or undesirable tasks to one person on an ongoing basis.