



2204 HARASSMENT & BULLYING PREVENTION

Policy Type: Educational Programs
Applies To: All Staff, Students, Volunteers
Approved By: LCS Head of School
Policy Reviewed: every 2 years
Adopted: 2014
Revisions: 10 2019
10 2021
04 2026

1. PURPOSE & SCOPE:

The Ministry of Education requires that all schools in the province of British Columbia establish and implement a harassment and bullying prevention policy according to [HARASSMENT AND BULLYING PREVENTION ORDER - Authority: Independent School Act, section 4 \(1\)](#)

This policy applies at all times to all LCS staff, students, caregivers/parents, volunteers and visitors and includes all school-related activities during and outside of school hours.

2. DUTY TO REPORT:

All members of the LCS community are expected to uphold this policy in the interests of student safety and wellness, and therefore will report all cases of harassment and intimidation to a school administrator so they can be fully investigated and examined.

3. POLICY STATEMENT:

- (a) All students have the right to be respected as children made in the image of God and to learn in a safe environment. Students have the responsibility to show respect to others and not to interfere with anyone's safety or learning (Romans 12:10).
- (b) Helping students to live at peace with everyone (Romans 12:18) in grace, love and safety necessitates restoration of broken relationships. Every effort will be made to bring restoration between the individuals involved and to restore everyone to the community.
- (c) LCS is committed to establishing and maintaining a safe, caring, and orderly workplace and learning environments for all students, parents, staff, and visitors.
- (d) Physical and/or verbal/ or cyber harassment and intimidation in any form is not tolerated in the LCS community at any time while at school, at a school-related activity or in any other

circumstances where individuals are representing the school or engaging in activities that will have an impact on the school environment.

- (e) LCS will respond seriously to any communication or behaviour that deliberately degrades, denigrates, labels, stereotypes, incites hatred, prejudice and discrimination towards students on the basis of one's real or perceived sexual or gender orientation, identity, appearance, capacity, disability, ethnicity or religion. This also includes making gestures, publishing, or displaying anything that would indicate an intention to discriminate against an individual or group, or expose them to contempt or ridicule.

4. HARASSMENT & INTIMIDATION: DEFINITIONS

(a) **HARASSMENT:** any behaviour or comment that is deliberately hurtful, degrading, humiliating or offensive to another person.

(b) **INTIMIDATION:** the act of causing fear in order to force or influence someone to do, or not to do, something. Harassment and intimidation are significant causes of anxiety and represent a serious threat to an individual's well-being and community safety.

(c) Harassment and Intimidation Behaviours include, but are not limited to:

- 4.c.1. Sexualized comments or gender identity discrimination
- 4.c.2. Using racist or discriminatory remarks or terms
- 4.c.3. Intimidating or threatening others, including retaliation or retribution
- 4.c.4. Deliberate and targeted exclusion or isolation from a group
- 4.c.5. Creating notes, online posts or graffiti that is defamatory or abusive
- 4.c.6. Unwanted physical contact or touching
- 4.c.7. Spreading hurtful gossip or rumours in any form
- 4.c.8. Targeted or repetitive teasing

5. BULLYING: DEFINITIONS

(a) **BULLYING:** a form of repeated and aggressive behavior, typically characterized by an imbalance of power, where one or more individuals repeatedly and intentionally cause distress to another person.

(b) **MEAN BEHAVIOUR:** a spontaneous, one-time act of aggression or unkindness that is not part of a pattern and is not intended to repeatedly inflict harm or assert a power imbalance.

(c) **IMPULSIVE BEHAVIOURS / LAGGING SKILLS:** refers to the concept that challenging behaviour in students often stems from a lack of specific cognitive skills (such as problem-solving, flexibility, or frustration tolerance), leading to a reaction rather than a thoughtful response.

RELEVANT POLICIES:

2201 STUDENT CODE OF CONDUCT

2203 STUDENT DISCIPLINE POLICY

2205 SUBSTANCE USE PREVENTION POLICY

2206 STUDENT TECHNOLOGY USE

Reviewed: 04 2026