



Protect and Prevent

POLICY STATEMENT 725

Category: Health and Safety

EFFECTIVE: January 1, 2022

Policy Statement

The Anglophone East School District will protect children we serve from sexual abuse or misconduct by adults within our school system, through a comprehensive prevention program that includes mandatory child sexual abuse education, training, procedures, and practices for all adults in the school system.

Purpose

To provide a safe learning environment in which our students can pursue extra and co-curricular interests without the exposure or threat of any abuse, bullying, intimidation, or harassment from those responsible for coaching, mentoring, teaching, or leading in any capacity. To develop an open environment for discussion on child abuse prevention, defining adult behaviors, inappropriate boundary invasions and reporting protocols. To recognize positive professional relationships in our school system; good teaching, good coaching/volunteering and good parenting.

Application

This policy applies to all adults within the Anglophone East School District.

Procedures

CHILD SAFE STANDARDS

- Child safety is embedded in the district leadership, governance, and culture.
- Children participate in decisions affecting them and are taken seriously.
- Children will be educated on the difference between appropriate and inappropriate behaviour by an adult.
- Families and communities are informed and involved.
- Equity is upheld and diverse needs are taken in to account.
- Reports of complaints of child sexual abuse or misconduct shall be responded to immediately.
- Staff and volunteers are equipped with the knowledge, skills, and awareness to keep children safe through continuous education and training.
- Implementation of Child Safe Standards is continuously reviewed and improved.

SERIOUS PROFESSIONAL MISCONDUCT – INAPPROPRIATE BOUNDARY INVASIONS

Any person in a school community having knowledge of a threat/threat-related behaviour as outlined in the following Inappropriate Boundary Invasions shall immediately report the information as per [Policy 701: Policy for the Protection of Pupils](#)

Staff and students will be taught to report this type of behaviour and that it is a social responsibility to ensure the wellbeing of all. It is also important for all to understand that confidentiality will be upheld and that no action will be taken against a person who makes a report unless the report is malicious and without reasonable ground. In that case, the reporter shall be dealt with accordingly by the appropriate level of authority.

INAPPROPRIATE BOUNDARY INVASIONS

Taking an Undue Interest in a Particular Student:

1. Having a 'special' friend or 'special' relationship with a particular student.
2. Favoring certain students by giving them special privileges.
3. Favoring certain students, inviting them to come to the classroom at non-class times.
4. Getting a particular student out of class to visit the teacher during the teacher's pre period.
5. Engaging in peer-like behaviour with students including rough-housing.

Using Poor Judgement in Relation to a Particular Student:

6. Allowing a particular student to get away with inappropriate behaviour.
7. Being alone with the student behind closed doors.
8. Giving gifts or money to the student.
9. Being overly 'touchy' with certain students.
10. Touching students for non-educational or health reasons.
11. Giving students rides in the adult's personal vehicle, especially alone.
12. Frequent electronic communication or phone contacts with a particular student.

Becoming Involved in the Student's Private life:

13. Talking to the student about the adult's personal problems.
14. The adult becomes a personal confidant of the student when it is not the adult's job role to do so.
15. Initiating or extending contact with students beyond the school day in a private or non-group setting.
16. Taking a particular student on personal outings, away from protective adults.
17. Using e-mail, text messaging, instant messaging, or social networking to discuss nonprofessional subjects with students. Such electronic contact must have the parent/guardian included in messaging.

Not Respecting Personal Boundaries:

18. Invading the student's physical privacy. (ie. Walking in on the student in the bathroom)
19. Inviting students to the adult's home.
20. Visiting the student's home.
21. Asking the student to keep certain things secret from their parents/guardians.

Sexually Related Conduct:

22. Engaging in sexually explicit discussions with students outside of the curriculum (sexual innuendo, sexual banter, or sexual jokes).
23. Showing pornography to the student.
24. Commenting inappropriately on a student's appearance.
25. Hugging, kissing, touching or other affectionate physical contact with a student.

DUTY TO REPORT – FAMILY SERVICES ACT

Duty to Report Child Abuse:

30(1) Any person who has information causing him to suspect that a child has been abandoned, deserted, physically or emotionally neglected, physically or sexually ill-treated, including sexual exploitation through child pornography or otherwise abused shall inform Social Development of the situation without delay.

All incidents of abuse, regardless of location, impacts a student in the school learning environment and all adults in a trusted position are required to report any incident disclosures or suspicions.

DUTY TO RESPOND TO STUDENT SEXUAL ABUSE

Duty to Respond to Public School Student Sexual Abuse Survivor:

A student has the right to be believed, treated with dignity, respect and with sensitivity by all members of the school community. Any student disclosure must be reported to Social Development, regardless of age or desire of the student to pursue legal action and offered access to counselling and health care (as necessary) immediately. Regular ongoing support and follow up is mandatory.

Staff must be mindful to not cause secondary wounding in a response to a disclosure of sexual violence through blaming, shaming or in any way harms the survivor.

1. "Start by believing" which means listening without judgement or suspicion, because of the importance of reassurance and validation of survivors.
2. Communication that sexual violence is never the responsibility of the survivor.
3. Making every effort to respect confidentiality

Responsibility

- Employer - Must develop a comprehensive program that includes procedures and practices that includes training, orientation, intervention, reporting and monitoring.
- Employee - Must comply with all procedures and practices and participate in all training, orientation, and intervention.
- Supervisor – Must ensure all person(s) have participated and completed the required training and orientation of all procedures and practices and observe through regular monitoring and supervision.
- Volunteer - Must comply with all procedures and practices and participate in all training, orientation, and intervention.
- Volunteer Coordinator – Facilitate Screening, Orientation and Training, Monitor Compliance at the School Level & Administrative Duties, Record Data (Training and Compliance) & DEC Monitoring Report.

Definitions

- Employer – The Anglophone East School District
- Employee – All Permanent, Casual, Contract or other under the employee of the Anglophone East School District
- Supervisor – DEC, Superintendent, Director of Schools, School Administration, Manager, Assistant
- Manager, Volunteer Coordinator
- Volunteer – Any parent, guardian, community member or other agencies or group(s)
- Location – School or physical worksite, virtually through any online platform, school bus or school van, rental vehicle, washrooms, lunchrooms, eating areas, school sponsored and endorsed events, meeting rooms, gymnasiums, training areas as well as any other locations/sites during travel.

- Inappropriate: ‘Inappropriate’ in conjunction with ‘Inappropriate Boundary Invasions’ means conduct which under the scrutiny of the circumstances does not have valid and bona fide educational, health or safety reasons.
- Boundary Invasions: Boundary Invasions are situations where the adult does not respect the student’s personal physical and psychological boundaries.

References

- Department of Education and Early Childhood Development: [Policy 701: Policy for the Protection of Pupils](#)
- Department of Education and Early Childhood Development: [Policy 703: Positive Learning Environment](#)
- Department of Social Development: [Child Protection](#)
- [New Brunswick Interscholastic Athletic Association \(NBIAA\)](#)
- [Canadian Code for Volunteer Involvement](#)
- [Respect in School Program](#)
- [Sexual Violence New Brunswick](#)
- [Beausejour Family Crisis Centre](#)
- [Boreal Child and Youth Expertise Centre](#)

Legal Authority

- Education Act
 - Duties of Teachers, 27(1)(b.1)(c)(d)(e)
 - Duties of Principals, 28(1)(a)(c)(c.1)(c.2)(c.h)
 - 31.1 of the Education Act – Protection of Pupils.
 - Subsection 31.2 – False Accusations
 - Subsection 31.7 – Volunteers
- Family Services Act
 - Duty to Report Child Abuse, Section 30(1)