



Process for Investigating Alleged School Bullying

The purpose of this document is to support the various coordination areas of the School in meeting all legal requirements during the investigation of a suspected school bullying incident by Law 1620 of 2013 and Decree 1965 of 2013. This investigation is part of the School's comprehensive process, which includes prevention, attention, and follow-up to any possible case of school bullying. The material in this document also provides resources for documenting the investigation and responding to the parties involved once the process is concluded.

PROCESSES AND FORMATS FOR THE INVESTIGATION OF A SUSPECTED OF SCHOOL BULLYING

Note: It is recommended that parents or legal guardians be referred to both Law 1620 of 2013 and Decree 1965 of 2013, as well as the relevant sections in the School's Code of Conduct, to ensure they are fully informed about what school bullying and cyberbullying are, and about their rights. If there is a verbal report of a suspected case of school bullying or cyberbullying, it is recommended that the coordinator summarize the report in writing, which should be recorded in minutes, and initiate the investigation based on this report. At the same time, they should seek the most appropriate time for the person reporting the behavior to do so in writing. Coordinators are reminded of the utmost importance of maintaining a reasonable timeframe for the investigation and keeping all involved parties informed. Finally, it will be important to immediately inform parents or legal guardians.

Without prejudice to the development of the investigation process, the school must always follow the attention protocol outlined in the Code of Conduct for situations categorized as Type II.

General Process Description:

[STEP 1: The Coordinator obtains the details of the accusations, initiates the investigation following the procedures of this process, and documents.](#)

[STEP 2: Notification to parents or legal guardians.](#)

[STEP 3: Implementation of provisional measures.](#)

[STEP 4: Review Law 1620 of 2013 and Decree 1965 of 2013, as well as the School Care Route and the School's Code of Conduct.](#)

[STEP 5: The Coordinator continues the investigation and documents it.](#)

[STEP 6: Review and analyze the five-step analysis.](#)

[STEP 7: Implementation of corrective actions.](#)

[STEP 8: Informative in-person meeting with parents or legal guardians.](#)

[STEP 9: Formal written communication.](#)

[STEP 10: Sending copies of the documentation related to the process.](#)

STEP 1: The Coordinator gathers the details of the accusations, initiates the investigation following the procedures in this process, and documents the investigation by completing all sections of the Process for Investigating Alleged Bullying.

Section: _____ Date when the process is initiated: _____
Name of the person completing this document: _____ Title: _____
Name of the person reporting the alleged bullying: _____

Name of the alleged victim: _____ Grade/Role: _____
Name of alleged aggressor #1: _____ Grade/Role: _____
Name of alleged aggressor #2: _____ Grade/Role: _____
Name of alleged aggressor #3: _____ Grade/Role: _____
Date and approximate time of the reported incident: _____
Location (e.g., school, bus, and the like): _____
Brief description of the incident: _____

Name of alleged witness #1: _____ Grade/Role: _____
Name of alleged witness #2: _____ Grade/Role: _____
Name of alleged witness #3: _____ Grade/Role: _____
Name of alleged witness #4: _____ Grade/Role: _____
Name of alleged witness #5: _____ Grade/Role: _____

Was this incident reported to anyone else? (If reported, include the name of the person who received the report and the date it was received)

Additional information that provides context to the situation, including any previous incidents or threats:

Signature of the Coordinator receiving the report: _____

Date: _____

Additional comments or notes from the coordinator receiving the report:

Print the cover of the document and the pages that include Step 1 and signature.

STEP 2: Immediate Notification to Parents/Guardians – Notify in writing the parents/guardians of the student who has allegedly been bullied or harassed (Target Student), and the parents of the alleged aggressor, that an accusation of bullying has been made and an investigation will be conducted. In the communication, request permission to interview the students and invite the parents to the meeting. Parents may choose to be present but must permit the student to be interviewed. It is highly recommended that parents be present for these interviews. Simultaneously with the initiation and progress of the investigation, the parents of the students involved must be immediately notified.

Name of the victim's parent:

Date of contact:

Name of the alleged perpetrator's parent:

Date of contact:

Name of the alleged perpetrator's parents:

Date of contact:

Name of the alleged perpetrator's parents:

Date of contact:

STEP 3: Provisional measures taken to ensure the safety of individuals during the investigation (select all that apply):

The following are the provisional measures that can be taken, which are indicative, so other measures may be taken.

- Separating the students allegedly involved temporarily (including during snack time, lunch, recess, bus rides, and class changes).

Date of Implementation:

Name of the person who communicated this to the parents and the student:

- Designate a companion to escort students from class to class.

Implementation Date:

Name of the person who communicated this to the parents and the student:

- Take appropriate psychological and pedagogical intervention actions with the students who allegedly engaged in misconduct and with the alleged victim.

Implementation Date:

Name of the person who communicated this to the parents and the student:

- Implement a distancing commitment to keep the involved parties separated.

Implementation Date:

Name of the person who communicated this to the parents and the student:

- Additional supervision (classroom, cafeteria, hallways, and such) as needed.

Implementation Date:

Name of the person who communicated this to the parents and the student:

- Train the faculty on preventive actions and how to respond to similar situations.
Implementation Date:
- Assign a staff member to monitor the students and/or schedule follow-up meetings with the alleged victim.
Implementation Date:
Name of the person who communicated this to the parents and the student:
- Refer the students to an external specialist, both the alleged aggressors and the alleged victim.
Implementation Date:
Name of the person who communicated this to the parents and the student:
- Provide academic interventions or additional services to the alleged victim as needed if their academic performance was directly affected and ensure that the alleged victim has the opportunity to submit or resubmit any missed schoolwork due to that situation.

STEP 4: Review Law 1620 of 2013, Decree 1965 of 2013, the School Care Route, and the Policy in the Code of Conduct Manual, and if necessary, any other related regulations. The policies can be found at the end of this document.

STEP 5: The coordinator responsible for the case conducts and documents the investigation of the alleged bullying/harassment.

INVESTIGATION INTERVIEWS:

Interview Date	Interviewee	Identify Witness, Victim, or Alleged Bully	Summary of Information Obtained (if necessary, refer to the coordinator's notes or the interviewee's statement for more details)

STEP 6: The Coexistence Committee reviews and applies a five-step analysis to determine whether the behavior constitutes school bullying, cyberbullying, or any of these.

The Coexistence Committee must conduct the following analysis:

- A. According to the outcome of the investigation process, the behavior was considered negative, such as intimidation, humiliation, ridicule, defamation, coercion, deliberate isolation, threat, or some other form of psychological, verbal, or physical aggression.

☐ Yes

☐ No

If the answer is **"Yes,"** proceed to section B.

If the answer is **"No,"** the behavior does not constitute school bullying or cyberbullying according to the school's Code of Conduct and Colombian Legislation.

- B. According to the outcome of the investigation process, the behavior is considered intentional.

☐ Yes

☐ No

If the answer is **"Yes,"** proceed to section C.

If the answer is **"No,"** the behavior does not constitute school bullying or cyberbullying according to the school's Code of Conduct and the Colombian Legislation.

- C. According to the outcome of the investigation process, the behavior is considered methodical, systematic, in a repeated manner, or over a specific period.

☐ Yes

☐ No

If the answer is **"Yes,"** proceed to section D.

If the answer is **"No,"** the behavior does not constitute school bullying or cyberbullying according to the school's Code of Conduct and Colombian Legislation.

- D. According to the outcome of the investigation process, the behavior took place within an asymmetrical power relationship.

☐ Yes

☐ No

If the answer is **"Yes,"** then the behavior constitutes school bullying according to the school's Code of Conduct and the Colombian Legislation. Proceed to section E to determine if it constitutes school cyberbullying.

If the answer is **"No,"** the behavior does not constitute school bullying or cyberbullying according to the school's Code of Conduct and Colombian Legislation.

- E. According to the outcome of the investigation process, the behavior, was mistreatment that occurred through electronic means:

☐ Yes

☐ No

If the answer is **"Yes,"** then the behavior constitutes school cyberbullying according to the school's Code of Conduct and Colombian Legislation.

If the answer is **"No,"** the behavior does not constitute school bullying or cyberbullying according to the school's Code of Conduct and the Colombian Legislation.

FINDINGS AND FOLLOW-UP: Regardless of whether the reported behavior constitutes school bullying or cyberbullying, the school must try to protect all parties from improper conduct and any retaliation as a result of a good-faith report and/or participation in the investigation of the reported behavior, for which the Code of Conduct will be of guidance.

DETERMINATION OF THE INVESTIGATION IS BASED ON THE ANALYSIS OF FIVE STEPS

- This is not a case of school bullying or cyberbullying since it was determined during the investigation that:
 - The reported behavior was not considered negative towards the student.
 - The reported behavior was not considered intentional.
 - The reported behavior was not considered methodical, systematic, repeated, or over a specific period.
 - The behavior did not occur within an asymmetric power relationship.

It is not necessary to continue filling out the form. Print up to STEP 7 and sign to conclude the investigation. Filling out STEP 7 is not necessary. Even if it is determined that it is not a case of school bullying and that it is not necessary to proceed with the detailed process outlined in this document, the school will continue with the necessary procedures, according to the Code of Conduct, to monitor any situation and intervene in the interest of the health and well-being of individuals.

- This is a case of school bullying or cyberbullying, as during the investigation, all the criteria established in the definition provided in Colombian regulations (Law 1620 of 2013) were evident.

Continue to STEP 7.

STEP 7: Corrective or restorative actions – If necessary, take corrective actions to stop and avoid bullying from happening again.

After conducting a thorough analysis of the events and the investigation results, the Coexistence Committee may take one of the following actions or those it deems most appropriate:

ACTIONS TAKEN IN RESPONSE TO FINDINGS:

- ☐ The victim and the aggressor will be separated during the following hour and place (for example: during lunch if they have shared the same time or if they are in a class together):
 - 1. Name of the student and the time and/or place.
- ☐ Permanent change of Schedule to separate the students.
- ☐ Following the Code of Conduct, the following interventions were made:
 - 1. Name of the student – Intervention

Select all the options that apply:

- ☐ The teachers were alerted to be attentive to the interactions between these students during their classes.
- ☐ Supervisors during snack time, lunch, and recess (if they are in middle school) were alerted to be attentive to the interactions between these students.
- ☐ An additional staff member was assigned to accompany the victim during their school day during the hours established by the school and for a specified period.
- ☐ A plan was established with the victim to provide a safe space in case they feel vulnerable again.
- ☐ Follow-up meetings were scheduled between the victim and the section's psychologist.
- ☐ The victim will have the opportunity to complete or submit assignments that were not turned in on time due to the situation.
- ☐ The aggressor's parents were requested to ensure that the student(s) undergo therapy with an external professional to support their development, reflection, and any change in their behavior.
- ☐ If it was determined that the behavior was associated with a crime, it was reported to:
 - Entity:
 - Name of the person who received the report:
 - Report date:
- ☐ Professional development was provided to the teachers who supervise these students so they can better manage such situations in the future.
- ☐ Other (Add a description of the implemented measure):

Additional comments:

Name of the coordinator responsible for the investigation:

Coordinator's signature: _____

Date: _____

A copy of this report Will be presented to:

- ☐ Principal
- ☐ School Coexistence Committee
- ☐ Board of Directors
- ☐ Disciplinary Committee

**Include in this report any other evidence that has been collected during the investigation, including statements and testimonies from the students or any other individuals who have participated in the investigation.*

Print pages that include Steps 2 through 7 and sign.

STEP 8: INFORMATIVE IN-PERSON MEETING: Meet separately with the parents and the student(s), or if scheduling a meeting with them is not possible, contact them and communicate the results of the investigation.

STEP 9: FORMAL WRITTEN COMMUNICATION OF THE DECISION: Follow up with the parents of the alleged victim and the alleged aggressor by sending a letter summarizing the investigation results and the corrective measures taken.

Templates for different decision communication letters.

- [Letter #1](#) - To the parents of the alleged victim: No evidence of school bullying was found.
- [Letter #2](#) - To the parents of the victim: School bullying was determined.
- [Letter #3](#) - To the parents of the alleged aggressor: No evidence of school bullying was found.
- [Letter #4](#) - To the parents of the aggressor: School bullying was determined.

STEP 10: Send copies of all documentation related to the investigation process to the section office for filing in the student's folder and to the principal, who serves as the head of the school coexistence committee, for their awareness.

STUDENT RIGHT TO BE FREE FROM SCHOOL BULLYING

As part of our commitment to ensure a healthy and safe environment for our students, Jorge Washington School prohibits and sanctions any act of school bullying and cyberbullying. It also condemns and sanctions any act of retaliation against any member of our community who reports such acts or collaborates with the investigation process. In addition to any corrective action and/or consequences that any student identified as an aggressor through proper investigation may receive, the school also commits to support and protect the student within our educational community who engages in an act of school bullying or cyberbullying from any act of retaliation, to safeguard and assist the individual in their educational development.

This policy aims to provide a process to protect COJOWA students from school bullying and cyberbullying. For provisions related to school bullying and cyberbullying affecting COJOWA students, please refer to the Code of Conduct (CofC) Chapter 5. Please note that the CofC and the Comprehensive Care Route will be used in conjunction with this document to follow up when alleged cases of school bullying and/or cyberbullying are reported. This follow-up process is grounded in Law 1620 of 2013, Decree 1965 of 2013, the comprehensive care route, and relevant articles of the CofC.

Relevant Sections of Law 1620 of 2013

School Bullying or Bullying: Intentional, methodical, and systematic negative conduct involving aggression, intimidation, humiliation, ridicule, defamation, coercion, deliberate isolation, threat, or incitement to violence, or any form of psychological, verbal, physical, or electronic mistreatment against a child or adolescent by one or more students with whom they have an asymmetrical power relationship. This behavior occurs repeatedly or over a specified period.

It can also occur by teachers against students or by students against teachers, often in the indifference or complicity of their surroundings. School bullying has consequences on the health, emotional well-being, and academic performance of students and on the learning environment and school climate of the educational institution.

Cyberbullying or Cyberbullying at School: A form of deliberate intimidation that involves the use of information technologies (internet, virtual social networks, mobile phones, and online video games) to inflict continuous psychological mistreatment.

Shared Responsibility: Families, educational institutions, society, and the State share responsibility for civic education, the promotion of coexistence at school, education on the exercise of human rights, sexual and reproductive rights of children and adolescents within their respective areas of action, in line with the goals of the System and by what is established in Article [44](#) of the Constitution and the Children and Adolescents Code.

Diversity: The System is founded on the recognition, respect, and valuation of one's own and others' dignity, without discrimination based on gender, sexual orientation or identity, ethnicity, or physical, social, or cultural condition. Children and adolescents have the right to receive an education and training that is based on a comprehensive conception of the individual and human dignity, in peaceful, democratic, and inclusive environments.

Comprehensive Care Route for School Coexistence: The Comprehensive Care Route for School Coexistence defines the processes and protocols that entities and institutions within the National System of School Coexistence and Education for Human Rights, Education for Sexuality, and Prevention and Mitigation of School Violence shall follow in all cases where school coexistence and the human rights, sexual, and reproductive rights of students in educational institutions are affected, offering a fast, comprehensive, and complementary service.

Sections pertinent to Decree 1965 of 2013

Conflicts: These are situations characterized by a real or perceived incompatibility between one or more individuals and their interests;

Conflicts handled inappropriately: These are situations in which conflicts are not resolved constructively and lead to incidents that affect school coexistence, such as altercations, confrontations, or disputes involving two or more members of the educational community, with at least one being a student, as long as there is no harm to the body or health of any of those involved;

School aggression: It refers to any action carried out by one or more members of the educational community aimed at negatively affecting other members of the educational community, with at least one being a student. School aggression can be physical, verbal, non-verbal, relational, and electronic;

Physical aggression: Any action intended to cause harm to someone's body or health. It includes punches, kicks, shoves, slaps, bites, scratches, pinches, hair pulling, among others;

Verbal aggression: Any action that seeks to degrade, humiliate, intimidate, or disqualify others through words. It includes insults, offensive nicknames, mockery, and threats;

Non-verbal aggression: Any action that aims to degrade, humiliate, intimidate, or disqualify others through gestures or non-verbal communication;

Relational aggression: Any action aimed at negatively affecting the relationships that others have. It includes excluding from groups, deliberate isolation, and spreading rumors or secrets to negatively affect the person's status or image in the eyes of others;

Electronic aggression: It encompasses any action aimed at negatively affecting others through electronic means. This includes the dissemination of intimate or humiliating photos or videos on the internet, making insulting or offensive comments about others through social networks, and sending insulting or offensive emails or text messages, both anonymously and when the identity of the sender is revealed.

School Bullying (Bullying): According to Article 2 of Law 1620 of 2013, it is an intentional, methodical, and systematic negative behavior involving aggression, intimidation, humiliation, ridicule, defamation, coercion, deliberate isolation, threats, or incitement to violence or any form of psychological, verbal, physical, or electronic mistreatment against a child or adolescent by one or more students with whom they maintain an asymmetrical power relationship. This behavior occurs repeatedly or over a specified period. It can also occur by teachers against students or by students against teachers, often in the indifference or complicity of their surroundings.

School cyberbullying (cyberbullying): According to Article 2 of Law 1620 of 2013, it is any form of deliberate intimidation that involves the use of information technologies (internet, virtual social networks, mobile phones, and online video games) to inflict continuous psychological mistreatment.

Sexual violence: According to Article 2 of Law 1146 of 2007, "sexual violence against children and adolescents" is understood as any sexual act or behavior carried out on a child or adolescent using force or any form of physical, psychological, or emotional coercion, taking advantage of conditions of vulnerability, inequality, and power relations between the victim and the perpetrator".

Violation of the Rights of Children and Adolescents: This refers to any situation that causes harm, injury, or detriment and prevents the full exercise of the rights of children and adolescents.

Reinstatement of the Rights of Children and Adolescents: It encompasses a set of administrative and other actions aimed at restoring their dignity and integrity as rights holders and their capacity to effectively enjoy the rights that have been violated.

Pertinent Sections of the Care Route

Type II Situations: This category includes school aggression, school bullying (bullying), and cyberbullying (cyberbullying) situations that do not meet the criteria for the commission of a crime and meet any of the following characteristics:

- a) That they occur repeatedly or systematically.}
- b) That they cause harm to the body or health without generating any disability for any of those involved.

Regarding Protocols for Addressing Type II Situations: The protocols of educational institutions for addressing Type II situations must develop at a minimum the following procedure:

1. In cases of harm to the body or health, ensure immediate physical and mental health care for those involved by referring them to the relevant authorities, and this action will be documented.
2. When measures for the reinstatement of rights are required, refer the situation to the administrative authorities by Law 1098 of 2006, and this action will be documented.
3. Take measures to protect those involved in the situation from potential actions against them, and this action will be documented.
4. Immediately inform the parents, guardians, or caregivers of all the students involved, and this action will be documented.
5. Create spaces in which the parties involved, and the parents, guardians, or caregivers of the students can express and clarify what has happened while preserving the right to privacy, confidentiality, and other rights.
6. Determine restorative actions aimed at repairing the damage caused, reinstating rights, and promoting reconciliation within an atmosphere of constructive relationships in the educational institution. Also, establish applicable consequences for those who have promoted, contributed to, or participated in the reported situation.
7. The President of the School Coexistence Committee will inform the other members of this committee about the situation that occurred, and the measures taken. The committee will conduct an analysis and follow-up to verify if the solution was effective or if it is necessary to follow the protocol established for Type III situations.
8. The School Coexistence Committee will record in minutes everything that occurred, and the decisions made, which will be signed by all members and participants.
9. The President of the School Coexistence Committee will report the case information to the system implemented in the Unified School Coexistence Information System.

Sections pertinent to the CofC

CHAPTER V - National System of School Coexistence and Training for Human Rights, Sexuality Education, and Prevention and Mitigation of School Violence.

ADDITIONAL DEFINITIONS, PROCESSES AND NOTES:

Intimidation - Bullying of a student can include threats, teasing, jokes, confinement, assault, demands for money, property destruction, theft of valuable possessions, insults, spreading rumors, or ostracism.

Retaliation - The school prohibits retaliation by a student or employee against anyone who, in good faith, makes a report of bullying, serves as a witness, or participates in an investigation.

Examples of retaliation may include threats, spreading rumors, exclusion, assault, property damage, unwarranted punishments, or unjustified grade reductions by a teacher.

False Reporting/Complaint - A student who intentionally makes a false report or complaint, provides false statements or negatively affects the investigation by being dishonest will be subject to appropriate disciplinary action as established in the Code of Conduct.

Timely Reporting- Reports of bullying should be made as soon as possible after the alleged act or upon becoming aware of it. Failing to report immediately may hinder the School's ability to investigate and address the prohibited conduct.

Student Reporting Procedure- For assistance and intervention, any student who believes they have experienced bullying or believes that another student has experienced bullying must immediately report the alleged acts to a teacher, counselor, section coordinator, or other School employee.

Employee Report- Any School employee who suspects or receives notice that a student or group of students has experienced or may have experienced bullying must promptly notify the principal, section coordinator, or the designated person.

Reporting Format- A report may be made orally or in writing. The section coordinator or the designated person will transcribe oral reports into written form.

Prohibited Conduct- The section coordinator or the designated person will determine if the allegations in the report, if substantiated, would constitute prohibited conduct as defined by this policy, the Code of Conduct, the Comprehensive Care Route, and/or Colombian regulations, including dating violence and harassment or discrimination

based on race, color, religion, gender, national origin, or disability. If so, the School will proceed with this policy. If the allegations could constitute both prohibited conduct and bullying, the investigation under the policy should include a determination for each type of conduct.

Investigation of the Complaint - The principal, section coordinator, or designated person will conduct a proper investigation based on the allegations in the report. The principal, section coordinator, or designated person will promptly take interim measures calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation - In the absence of mitigating circumstances, the investigation should be completed within a reasonable time from the initial report alleging inappropriate conduct; however, the principal or their designee may communicate with the individuals involved if an extended period is necessary to complete a thorough investigation.

The principal or their designated party will prepare a final written report of the investigation. The report will include the determination of whether there was bullying, as decided by the Coexistence Committee.

Determination - The designation of bullying, cyberbullying, and/or any other inappropriate conduct within the investigation will be determined by the Coexistence Committee.

Notification to Parents - If a suspected incident of bullying or cyberbullying is reported, the principal, section coordinator, or designated person will immediately notify the parents of the victim and any student involved in the alleged incident of bullying.

School Action Against Bullying - If the results of an investigation indicate that there was bullying, the School will respond promptly by taking the necessary measures and actions to prevent, address, and follow up on the incident. The respective disciplinary process will be initiated, and appropriate disciplinary measures will be taken by the School Coexistence Manual.

Corrective Action - Examples of corrective action may include a workshop or training for the individuals involved, a comprehensive education program for the school community, follow-up investigations to determine if new incidents or any cases of retaliation have occurred, the involvement of parents and students in efforts to identify issues and improve the school climate, increased monitoring by staff in areas where bullying has occurred, and reaffirming the School's anti-bullying and anti-cyberbullying policy.

Psychological Support- The principal or designated person will notify the victim, the aggressor, and the students who witnessed the bullying about the support options provided by the psychology office. Additionally, if necessary, the School may require students to be assessed by an external expert and to follow the treatment plan recommended by this expert.

Inappropriate Conduct - If the investigation reveals inappropriate conduct that did not rise to the level of prohibited conduct or bullying, the School may act by the School Coexistence Manual, any other appropriate corrective pedagogical action, or any action required by the Comprehensive Care Route and Colombian law.

Confidentiality - To the greatest extent possible, the School will respect the privacy of the complainant, the individuals against whom a complaint is made, and the witnesses. Limited information may need to be disclosed to conduct a thorough investigation.

Investigation Record - A copy of the investigation records will be filed in the folder of the victim(s) /alleged victim(s) and the aggressor(s) /alleged aggressor(s).

Access to Policy and Procedures- This policy and procedures will be published on the school's website.

Non-Discrimination Statement- The School prohibits discrimination, including bullying, against any student based on race, color, religion, gender, national origin, disability, or any other reason prohibited by law. The School prohibits gender-based violence. Retaliation against anyone participating in the reporting process is a violation of the School's policy and is prohibited.

Discrimination - An arbitrary act aimed at harming a person or group of people based primarily on stereotypes or social prejudices, usually unrelated to the individual's will, such as gender, race, national or family origin, or for reasons irrelevant to deserving harm or benefit, such as language, religion, or political or philosophical opinion (judgment T-098 of 1994).

Bullying or cyberbullying can:

1. Affect a student's ability to participate in or benefit from an educational program or activity, or create an educational environment that is intimidating, threatening, hostile, or offensive.
2. Have the purpose or effect of substantially or unreasonably interfering with the student's academic performance.
3. In some other way, adversely affects the student's educational opportunities. Bullying includes gender-based violence within a romantic relationship.

Examples of bullying can include offensive or derogatory language targeting someone's beliefs or religious practices, accent, skin color, or disability; threatening, intimidating,

or humiliating behavior; offensive jokes, insults, slander, or rumors; minor or major physical aggression; posting graffiti or printed material promoting negative racial, ethnic, or other stereotypes; or other types of aggressive behaviors such as theft or property damage.

Sexual harassment by an employee - Sexual harassment of a student by a school employee includes both sexual innuendos; soliciting sexual favors; physical, verbal, or non-verbal behavior with sexual motivation; or other conduct or communication of a sexual nature when:

1. An employee causes a student to believe that they must engage in a specific behavior to participate in school activities, or that the teacher will decide based on the student's compliance or non-compliance with certain behavior; or
2. The teacher's conduct is severe, persistent, or serious, which:
 - a. Affects the student's ability to participate in school activities or adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive environment.
3. Has the purpose or effect of interfering with the student's academic performance.

Social romantic or inappropriate relationships between students and school employees are prohibited according to the Internal Regulations. Any sexual relationship between a student and a school employee is always prohibited, even if it is consensual.

Sexual harassment by another member of the community - Sexual harassment of a student, including harassment committed by another student, includes unwanted sexual advances, requests for sexual favors, or physical, verbal, or non-verbal behavior of a sexual nature when the behavior is so severe, persistent, or dominant that:

1. Affects the student's ability to participate in school activities, or creates an intimidating, threatening, hostile, or offensive environment.
2. Has the purpose or effect of interfering with the student's academic performance.
3. Adversely affects the student's educational opportunities.

Examples - Examples of sexual harassment of a student may include sexual advances, touching intimate parts of the body, or coercing physical contact of a sexual nature; sexual jokes or conversations; and other behaviors, communications, or contacts of a sexual nature. Necessary or permissible physical contact, such as helping a child by holding their hand, consoling them with a hug, or other physical contact that is not reasonably interpreted as of a sexual nature, depending on its intent and scope.

Gender-Based Harassment or Violence - Includes physical, verbal, or non-verbal conduct based on a student's gender, the expression of characteristics perceived as stereotypical for the student's gender, or the fact that the student does not conform to

stereotypical notions of masculinity or femininity. For this policy, gender-based harassment is considered harassment if the conduct is so severe, persistent, or pervasive that it:

1. Affects the student's ability to participate in school activities or creates an intimidating, threatening, hostile, or offensive environment.
2. Has the purpose or effect of interfering with the student's academic performance.
3. Adversely affects the student's educational opportunities.

Examples - Gender-based harassment directed against a student, regardless of the student's actual or perceived sexual orientation or gender identity, can include offensive jokes, insults, slurs, or rumors; physical aggression or assault; threatening or intimidating behavior; or other types of aggressive conduct such as property damage. Additionally, it can include physical or sexual assaults, insults, disrespect, or threats directed at the student, their family members, or household members. Other examples may include the destruction of the student's property, threats of suicide or homicide if the student ends a relationship, attempts to isolate the student from their friends and family, harassment, threats to the student's spouse or current partner, or incitement of others to engage in these behaviors.

Retaliation

The school prohibits retaliation by a student or school employee against a student who has allegedly experienced discrimination or harassment or another student who, in good faith, reports harassment, testifies or participates in an investigation.

Retaliation may include threats, spreading rumors, ostracism, assault, property damage, unwarranted punishments, or unjustified grade reductions. Illegal retaliation does not include minor slights or annoyances.

False Complaint/Report - A student who intentionally makes a false complaint or report, provides false statements, or negatively impacts the investigation by being dishonest will be subject to appropriate disciplinary action by the School's Code of Conduct.