



A School's Response to Incidents of Hate

Providing recommended actions to navigate the effective prevention, gathering of information, and response when instances of transphobia, homophobia, racism, discrimination, and hate occurs in your school and community.



DEALING WITH HATE OR BIASED MOTIVATED CRIME AND HATE OR BIASED MOTIVATED INCIDENTS

Hate or Bias Motivated Crime

Refers to criminal incidents that are found to have been motivated by hatred toward an identifiable group. According to the Criminal Code of Canada, such groups are distinguishable by race, national or ethnic origin, language, skin colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity or expression, or on any other similar factor.

Hate or Bias Motivated Incident


Refers to a non-criminal action (does not involve violence, threats, or property damage) committed against a person or property that is motivated in whole or in part by hate and/or bias. The conduct can be verbal or nonverbal and may include jokes, innuendos, pictures, teasing, ridiculing, etc.

Examples of Hate Material, Speech, and Crimes

The following is a non-exhaustive list:

- Physical assault
- Sexual touching or invitation
- Making obscene gestures towards others
- Displaying offensive posters, cartoon, or images
- Sending inappropriate communications
- Aggressive or threatening behaviour, including verbal threats or abuse
- Spreading malicious rumours or gossip about an individual or a group
- Socially excluding or isolating someone
- Damaging, hiding, or stealing someone's personal belongings
- Persistently criticizing, undermining, belittling, demeaning, or ridiculing someone
- Swearing at someone or using inappropriate language towards another person
- Using the internet to harass, threaten, or maliciously embarrass someone
- Making abusive or derogatory remarks or jokes about someone's race, skin colour, creed or religion, national origin, ancestry, age, physical disability, mental disability, marital status, family status, sexual orientation, sex, gender identity or expression, social condition, or political belief or activity

Engaging In Respectful Dialogue In Response to Hate Material, Speech, and Crimes

- 1 Work towards understanding. Ask thoughtful questions.
- 2 Find common ground to stand on.
- 3  Treat others with respect and dignity. Human rights are non-negotiable. chrc-ccdp.gc.ca/en
- 4 Approach conversations with a trauma-informed/invested perspective.
- 5 Recognize and continue to work towards interruption of your bias.

Understanding your bias is required as the first step in responding to hate.

Bias is the unconscious attitudes, stereotypes and unintentional actions (positive or negative) towards members of a group merely because of their membership in that group.

Supports for Groups Who Have Been Targeted, Schools, and Communities

Sample Proactive Script for talk-mail or emails purposes:

“When schools and communities experience incidents that promote hate and intolerance it can impact many people in many ways. It is important that we work together to promote acceptance of others and freedom to express one’s human rights in ways that do not marginalize people. Please take time to discuss fair and just treatment of all people with your children, as they may be impacted in ways you are unaware. Thank you for helping to create safer communities and schools.”

Responding to Hate Material, Speech, and Crimes

Task	Actions and Resources	<input checked="" type="checkbox"/>
Verify the Facts	The school principal or their designate learns of a possible harassment and must verify the facts with the school personnel.	
Contact the Police if there is an immediate risk or threat to the safety of the school personnel.	If student and staff safety is a concern, the school must inform the police. If the threat is significant and could bring harm to others, contact the Director of Education Support Services to see if the Violent Threat Risk Assessment Protocol (VTRA) should be activated.	
Contact the Family.	If a child or youth was involved in an incident that communicated hate material, speech, and/or crimes.	
Gather Evidence	Sources of information: <ul style="list-style-type: none">• Digital Threat Assessment• Family• Witnesses• Video evidence (phones, online, screenshots, etc.)• School surveillance• Written/print material• Please contact your district for next steps	
Support of Students	ESS team identifies all groups and/or individuals that could be involved or impacted. Develop directed responses.	
Support of Staff	Administration should check with any school personnel to see if coverage is required due to impact as part of the traumatic response.	
Plan for the Media	School principal or designate will continue to share all information with the Director of Schools and Superintendent to ensure the Director of Communications is aware.	
Maintain a Log of Communication.	School principal or designate will maintain a log communication with all parties.	

Best practices should be multi-dimensional responses that requires administration, school counsellors, resource, district-based personnel, and possible community involvement.

RESOURCES AND REFERENCES

Professional Learning Modules

EECD has created three professional learning modules for educators in the Elementary, Middle, and High School program blocks. The module topics are Civil Discourse, Data Literacy, and Digital Citizenship. The modules are suitable for all subject areas and provide examples of promising practices as well as resource recommendations. Upon completion of the modules, you will receive a certificate of completion from EECD and earn a Civically Minded Educator badge that can be added to your email signature. To access the modules, go to nbvlc.nbed.nb.ca. Once there, click on the Discover link in the navigation bar and search for **PL for Civics**. Once you find it, you will need to click on a button that says “Enroll in Course”. Once you have enrolled you will be able click on the “Open Course” option to access the modules.

Learning for Justice | Responding to Hate at School

learningforjustice.org/sites/default/files/general/Responding%20to%20Hate%20at%20School%20ONLINE_2.pdf

UNESCO | Countering Hate Speech

unesco.org/en/countering-hate-speech

North American Center for Threat Assessment and Trauma Response | Hate Crimes and Racism

nactatr.com/news/files/HateCrimes.pdf

NBED SharePoint | Calling Us In

nbed.sharepoint.com/sites/CallingUsIn

New Brunswick Human Rights Commission | Human Rights Flyers for Newcomers (Translations)

gnb.ca/content/gnb/en/departments/nbhrc/resources/resources-for-newcomers.html

New Brunswick Human Rights Commission | Human Rights in New Brunswick

gnb.ca/content/gnb/en/departments/nbhrc/human-rights-act/human-rights-in-new-brunswick--plain-language-.html

Government of Canada | Hate Crimes in Canada

justice.gc.ca/eng/rp-pr/cj-jp/victim/rd16-rr16/p1.html

ADL Mini-Course: Responding to Bias Incidents in K-12 Schools

adl.org/resources/tools-and-strategies/mini-course-responding-bias-incidents-k-12-schools

