

## **Respectful Working and Learning Environments # FBC.B.10.**

**Adopted:** October 5, 2009  
**Last Reviewed/Revised:** March 5, 2018

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### **Purpose**

This policy outlines the board's commitment to establishing and maintaining respectful working and learning environments and the process to resolve disputes.

### **References**

- *Ontario Human Rights Code*
- *Occupational Health and Safety Act*
- *Municipal Freedom of Information and Protection of Privacy Act*
- *Teaching Profession Act*
- *Education Act*
- *Criminal Code of Canada*
- *Safe Schools Student Code of Conduct*
- *Faith, Learning and Achievement FBC.B.8*
- *Workplace Violence Prevention Policy Progressive Discipline Procedures (Employees)*
- *Collective Agreements*

### **Forms**

- Form 1: Objectionable Behaviour– Formal Complaint Form

## Appendices

- Appendix A: Rights and Responsibilities
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### Policy Statement

The Wellington Catholic District School Board (herein referred to as the “Board”) recognizes that the inherent right of all individuals to be treated with dignity and respect is central to Catholic values and beliefs. The Board is committed to providing a working and learning environment free from discrimination, harassment and other objectionable behaviour where all individuals are treated with respect and dignity. The Board holds high expectations for the conduct of all its employees, its students and any others associated with the school community.

Discrimination and harassment which are contrary to the *Ontario Human Rights Code* or the *Occupational Health and Safety Act*, undermines the dignity and mutual respect of individuals in the system, threatens personal well-being, relationships and performance, and will not be tolerated.

This Policy is intended to provide a greater awareness of the value of establishing and maintaining respectful working and learning environments and of responsiveness to the damaging effects of objectionable behaviour. Associated Board procedures have been developed to ensure that disputes attributed to objectionable behaviour are dealt with expeditiously. In most cases, these disputes will be resolved using the informal mechanisms herein.

# Policy Regulation

## 1. Guiding Principles

1.1. All members of the school community shall:

- Treat one another with dignity, respect and civility, sensitivity and courtesy, especially when there is disagreement;
- Respect differences in people, their ideas, opinions and rights;
- Show proper care and regard for Board property and for the property of others,
- Demonstrate honesty and integrity;
- Use non-violent means to resolve conflict.

1.2. Conflicts will be resolved quickly and fairly.

1.3. This policy is aligned with other Board Policies/Directives, Legislation, and Collective Agreements.

## 2. Definitions

### Objectionable Behaviour

Is a course of conduct or communication in any form of attitudes, beliefs or actions directed at a specific individual which is known or ought reasonably to be known to be unwelcome, serves no legitimate work and/or academic purpose and renders the working or learning environment intolerable for that individual. Objectionable behaviour may also include "harassment" as defined by the *Ontario Human Rights Code*, "workplace harassment" or "workplace sexual harassment" as defined by the *Occupational Health and Safety Act*".

Objectionable behaviour occurs when an individual is singled out for serious mistreatment, which may include but not be limited to threats, intimidation, bullying, isolation, harassment, verbal assault, taunting, ostracizing, violent gestures, slander or libel. Such behaviour will not

be tolerated at any board location or at any time during which one is fulfilling his/her working or learning responsibilities.

## **Harassment**

Means a course of comments or actions that are known, or ought reasonably to be known, to be unwelcome. It can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome, based on a ground of discrimination identified by the *Ontario Human Rights Code*. Harassment during employment can happen based on any of the grounds of discrimination.

## **Workplace Harassment**

Is defined by the *Occupational Health & Safety Act (OHSA)* as “engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome.” Workplace harassment includes sexual harassment and racial/ethno-cultural harassment.

## **Workplace Sexual Harassment**

- a) Engaging in a course of vexatious comment or conduct against a worker in the workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonable be known to be unwelcome, or
- b) Making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows, or ought reasonably to know that the solicitation or advance is unwelcome.

Objectionable behaviour is not the normal exercise of supervisory and/or academic responsibilities, including training, direction, instruction, performance appraisal, counseling and discipline.

## **Working and Learning Environment**

The working and learning environment is any place where employees, students, their parents/guardians, volunteers, trustees, visitors, contractors as well as any other third party engaged in any school-related activities or in the performance of any work or work-related duties or functions. Schools and school-related activities, such as extracurricular activities and excursions, comprise this environment, as do Board offices and facilities. Conferences and training sessions fall within the scope of this policy directive.

### **3. To Whom Does this Policy Directly Apply?**

The policy directive on Respectful Working and Learning Environment: Conflict Prevention and Resolution applies to all Board employees, trustees, students, teacher candidates, and others such as members of consultative committees, clients of the Board, parents/guardians, volunteers, permit holders, contractors, visitors and employees of other organizations not related to the Board but who nevertheless work on Board related activities or are invited onto Board premises.

### **4. Duties and Responsibilities**

The Board shall ensure all employees and contractors receive a communication of this policy (and its contents) and ensure that it will receive profile at new employee orientations (staff and management) and at parent meetings.

Supervisory and managerial personnel, including school administrators and field supervisors, must ensure all individuals within their setting clearly understand expectations and standards for individual behaviour. This includes an understanding of the prevention of and the response to objectionable behaviour, both informal and formal methods of problem solving and conflict resolution.

## **5. Who May Initiate a Complaint?**

All those individuals who are included under section 3 have access to the complaint procedures. Individuals who believe that they have been subjected to objectionable behaviour are encouraged to report the objectionable behaviour. Group complaints are not permitted (i.e. individuals must submit separate complaints). In addition, those who have witnessed objectionable behaviour directly, or have reasonable grounds to suspect that objectionable behaviour is occurring, must initiate a report to a Principal or supervisor. Anonymous reports will not be accepted for dispute resolution under these procedures. If the Principal/Supervisor are party to the allegations or incidents, the Superintendent of Human Resources should be notified.

## **6. Supervisory and Managerial Responsibilities**

Supervisory and managerial personnel may become aware of objectionable behavior in the working or learning environment in different ways. They may observe objectionable behaviour directly, receive reports from third parties or receive a report from the individual affected. The policy on Respectful Working and Learning Environment: Conflict Resolution and Prevention encourages all those who are covered by the policy directive to report immediately alleged occurrences of objectionable behaviour.

Supervisory and managerial personnel are responsible for being knowledgeable of this policy directive, assisting those with process questions and, where applicable, conduct investigations in accordance with the policy directive or participate in and support resolution strategies.

Supervisory and managerial personnel who are contacted shall follow the procedures set out here-in.

Supervisory and managerial personnel are to advise the Superintendent of Human Resources or Designate of all formal complaints filed to undergo a threshold assessment, and to forward to the attention of the

Superintendent of Human Resources or Designate all incident notes and agreements per the Informal Resolution Process.

## **7. Reporting Complaints**

All those who are covered by this policy directive have a right to report objectionable behaviour and are entitled to have access to the dispute resolution processes. The first step is to inform the individual that his/her behaviour is unwelcome and must stop immediately\*.

Every attempt shall be made to resolve conflicts through an informal resolution process (refer to 10.1 Informal Resolution). Informal Resolution is a mandatory procedure that provides an opportunity for parties to resolve a dispute in a mutually respectful manner. Many disputes can be resolved quickly and effectively using this approach. The Board encourages supervisors, as well as union/federation representatives, to resort to Informal Resolution as a means of resolving issues. This can prevent escalation of the situation and further negative consequences while promoting the restoration of a healthy working and learning environment.

Complaints not resolved through Informal Resolution and that meet the definition of Objectionable Behaviour may proceed to the Formal Process. In order to stop conflicts/objectionable behaviour, supervisory and managerial personnel must address and attempt to resolve disputes in a timely fashion. In instances where one is fearful of his/her personal safety, such situations should be reported to the school principal/supervisor and the police.

\* Where applicable, individuals may also need to comply with reporting procedures per their professional standards/codes.

## **8. Assistance for Complainers, Respondents and Witnesses**

Prior to initiating any complaint and throughout the complaint process, complainants have a right to assistance and support. Individuals who are

named as respondents in a complaint, as well as witnesses, also have a right to assistance and support throughout the complaint process. The following people/organization may provide support:

- Trained resource person (e.g. EAP)
- Professional support staff (e.g. Human Resources Staff)
- Union/federation/association representative
- Employee or colleague
- Principal/VP/supervisor
- Parent/guardian/other caregiver
- Translator/interpreter (if necessary)

## **9. Complaints Process**

In accordance with the policy directive, these procedures provide a mechanism for dealing with complaints of objectionable behaviour occurring in the working and learning environment. Nothing in these procedures denies or limits access to other avenues of redress available under the law (e.g. or *Safe Schools legislation* and *Professional Codes of Conduct*) through the filing of a grievance or through progressive discipline. In the event other avenues are pursued, this process shall be reviewed by the Superintendent of Human Resources or Designate, to determine whether a formal investigation will proceed or whether the complaint should proceed under another process. Multiple processes may or may not be permitted to proceed concurrently, although informal dispute resolution attempts shall be permitted at any time with the agreement of the Board and the parties. Students should contact their vice-principal, principal, or, where appropriate, their school superintendent, for clarification on the process to be followed.

### **9.1. Timelines for Initiating a Complaint**

All reports should be filed as quickly as possible, but no later than within thirty (30) calendar days of the most recent instance of alleged objectionable behaviour. Formal Complaints filed outside this time frame may be considered by consulting the Superintendent of Human Resources or Designate.



## 9.2. Confidentiality

Confidentiality is beneficial to everyone involved in the complaint process. To protect the interests of all parties involved, confidentiality will be maintained throughout the complaint process to the extent possible, under the circumstance, subject to all relevant legal considerations. It is the duty of all persons to maintain confidentiality in the complaint process. All complainants, respondents and other persons involved with the complaint processes under these procedures will ensure that all matters remain confidential. Witnesses will be informed that supervisory and managerial personnel, in obtaining a statement, will maintain such statement in confidence to the extent possible, subject to their ability to conduct a full and thorough investigation. Confidentiality does not mean anonymity. Procedural fairness requires that the respondent to a complaint, as early as possible, be apprised of the nature of the complaint process and by whom it has been made so that he/she have an opportunity to respond to the allegations. This may require the disclosure of witness names and statements to the parties. A complainant has the right to withdraw a complaint at any stage defined in these procedures. At the same time, the School Board may be required to continue to act on the issues identified in the complaint in order to comply with its legal obligations and to address its concerns regarding systemic issues. When the Board determines that the safety of an individual or the community is at risk, it will act to the best of its ability to address this situation. This may mean that the procedures outlined in this policy, including confidentiality, will be set aside. The Board may be required to provide information obtained during an investigation to an outside agency that has the right to require information otherwise protected by the *Municipal Freedom of Information and Protection of Privacy Act*. Where there exists a clear, serious and immediate threat to the safety of an individual or the community, the Board staff should inform the individual and report the issue to the police.

## 10. Problem Resolution

### 10.1. Informal Resolution (Mandatory for all conflicts)

- a) Individuals often have different viewpoints which may lead to conflict. In most cases this conflict can be resolved informally. If you have a conflict with another individual, often the most effective resolution method is to approach the individual and discuss the matter privately. Clearly describe to the individual the behaviour which is causing the conflict and ask that the behaviour cease and obtain a commitment that the behaviour will stop. Each party must engage in active listening to resolve any issues. In most cases, this will resolve the conflict if each party is able to articulate the position of the other. In situations where an individual may feel unsafe or uncomfortable in meeting privately they should discuss alternatives with a principal/supervisor.
  
- b) There are some instances in which the two parties involved have been unable to resolve an issue. In this instance, one or both parties may ask an immediate supervisor to help resolve the outstanding issue. If the immediate supervisor is involved in the issue, the request may be made of a supervisor one level up. The supervisor may, either personally or through a third party, use a variety of alternative dispute resolution techniques to resolve the issue. The goal is to identify practical solutions which will allow the parties to continue to co-exist in a positive and productive atmosphere. The parties may agree upon a confirmed resolution in writing signed by both parties involved. Written copies of this agreement will be kept in the Employee File in Human Resources under the direction of the Superintendent of Human Resources or Designate. The majority of issues should be resolved at this level.

## 10.2. Informal Resolution Follow Up

In cases where an informal plan of action is implemented, supervisory and managerial personnel shall follow up by monitoring the situation, holding, if necessary, subsequent meetings with the parties and taking further steps to ensure that the behaviour (or conflict) has stopped. Where disputes are resolved informally, there will be no formal reports made about the dispute and nothing shall be recorded in any employee's personnel file. Every effort will be made to protect the privacy of individuals.

## **11. Formal Complaint Procedures**

(For allegations of conduct that meets definition of Objectionable Behaviour)

### 11.1. Initiating a Complaint

All formal complaints must be in written form and submitted with a signature. Form 1: "Objectionable Behaviour - Formal Complaint Form" is provided to guide this process and must be completed to initiate the formal complaint process. If the supervisor is the party alleged to be responsible for the objectionable behaviour or alleged to condone the objectionable behaviour, the complaint should be reported to the next supervisory level above the supervisor. The Superintendent of Human Resources or Designate shall have the discretion to refer a formal complaint to the parties to resolve the dispute informally. Other complainants should report the complaint to the appropriate Principal/supervisory and managerial personnel at the Board. If it is not clear who this would be the complainant should consult with the Superintendent of Human Resources or Designate for assistance.

## 11.2. Respondents to a Complaint

Individuals who are named as respondents in a complaint have a right to know in a timely manner that they are the subject of a complaint, who the complainant is, what the allegations are and what approach to a resolution is being considered. In particular, a respondent has a right to know the specifics of an allegation, including times, dates and alleged conduct. Respondents will be given a copy of the complaint and given time to prepare a full and complete response to the allegations.

## 11.3. Threshold Assessment

All formal reports filed under this policy directive shall be subject to an immediate threshold assessment by the supervisor and Superintendent of, Human Resources or Designate to determine whether the alleged conduct would, if proven, meet the definition of objectionable behaviour.

If, following this threshold assessment, it is determined that the report filed:

- Would not, if true, meet the definition of objectionable behaviour; or
- Does not provide sufficient details of the alleged objectionable behaviour, provided the complainant is given notice that insufficient details have been provided and given reasonable time to provide sufficient details; or,
- Is vexatious, frivolous, has not been made in good faith or would, if investigated, constitute an abuse of the policy directive;
- The complainant and respondent shall be so advised in writing by the Superintendent of Human Resources or Designate and no further action shall be taken under this policy directive under the Formal Complaint Procedures. The parties may be referred to resolve the matter using the Informal Resolution process.

#### 11.4. Procedures for Resolving a Formal Complaint

In all cases, where the Superintendent of Human Resources or Designate has determined that the parties have made reasonable efforts to resolve the dispute informally, and has conducted a threshold assessment to determine that a formal complaint should proceed, the Superintendent of Human Resources or Designate shall direct the appropriate supervisory and managerial personnel to take action to resolve the formal complaint under this policy.

#### 11.5. Formal Investigation and Resolution

Formal complaints require an investigation of the complainant's allegations. Investigators will most often be the supervisory staff of the complainant and/or respondent unless such person(s) actively participated in the unsuccessful informal resolution process, in which case, an external investigator may be appointed. Where the complainant and the respondent have different reporting structures, supervisory and managerial personnel involved will determine who the appropriate person is to take responsibility for the investigation. In a Formal Investigation, supervisory or managerial personnel who conduct the investigation shall ensure that the following steps are taken as soon as possible:

- i. Take appropriate measures, if necessary, pending the completion of the investigation;
- ii. Notify the complainant(s), the respondent(s) and witness(es) that they are entitled to support and assistance throughout the process;
- iii. Ensure that the respondent(s) is/are informed of the allegations, have a copy of the complaint and are provided an opportunity for a written response;
- iv. Interview the complainant(s) and/or the third party reporting the complaint; respondents(s) and witness(es);

- v. Come to conclusions about whether a specific incident did or did not occur;
- vi. Provide a written summary of the findings and conclusions to the complainant and to the respondent and give them an opportunity to respond to same; and
- vii. Take appropriate action(s) to resolve the situation.

If the respondent declines to participate in the formal investigative process, the investigation shall proceed. The respondent should be encouraged to participate in the interest of a balanced and fair process.

#### 11.6. Standard of Proof

The standard of proof to be applied is the balance of probabilities.

#### 11.7. Outcomes in Formal Investigations

In the event a complaint is not substantiated, no further action will be taken. In cases where the complaint is found to be vexatious, frivolous, made in bad faith or would, if investigated, constitute an abuse of the policy directive, the complainant may be subject to disciplinary action as outlined in Section 15. However, if there is a need to restore a positive learning or working environment or if the complainant and/or respondent require counseling, appropriate steps shall be taken to meet such needs. Follow-up possibilities:

- Counseling for the parties;
- Application of strategies to restore a positive learning/working environment;
- Mediation;
- Specific training for the complainant or respondent;
- Workshops for the staff and/or others) in the school/workplace regarding their rights and responsibilities (see Appendix A: Rights and Responsibilities)

- Permanent separation of respondent and complainant from each other;
- Letter of direction;
- Contract terminated;
- Access restrictions;
- Restorative measures.

## **12. Disciplinary Actions**

### 12.1. Employee Respondents

The appropriate supervisor or manager may impose discipline as appropriate and consistent with the circumstances. The principles of progressive discipline will be applied in dealing with disciplinary actions under this policy. These would include the following possibilities:

- Verbal warning;
- Written reprimand;
- Suspension without pay;
- Dismissal from employment with the Board.

### 12.2. Other Respondents

Actions must be determined as appropriate for the individual situation and may include such responses as a letter of disapproval and warning, a revoking of permits or contracts, an issuing of a trespass warning, or other remedies as provided by the common law and/or the appropriate legislation. The involvement of the appropriate Superintendent is required in these cases.

### 12.3. Mediated Resolution

Mediation involves an unbiased third party acting as a facilitator in direct communication between the parties who voluntarily agree to enter into this process. It is an opportunity to resolve disputes

in a respectful manner. It provides the opportunity to generate a variety of options for resolution and contributes to restoring the working relationship between the parties. Where there is already a formal complaint being investigated under these procedures, at any time during the investigation, the parties may agree to hold the investigation in abeyance and attempt to achieve a mediated resolution. Meetings required for mediation sessions shall be scheduled as soon as possible and, where practical, in a time and place convenient for the complainant, the respondent and the mediator. When matters are resolved through mediation, the complainant and the respondent will sign a memorandum of agreement outlining the terms to which they have agreed. Supervisory and managerial personnel shall monitor that the terms the parties have agreed to have been met. Mediation is voluntary and the complainant or the respondent may choose to withdraw at any time.

### **13. Review (Appeal) Process**

Within two (2) calendar weeks of having received the investigator's final written report, the complainant or respondent may request, in writing, to the Superintendent of Human Resources or Designate, for a review of the Investigator's conclusions and/or report for one or both of the following reasons:

- i. The investigator did not comply with the policy directive and procedures or,
- ii. New evidence has arisen that was not known to the parties or the Investigator prior to the writing of the report.

No review of the final decision will be undertaken with regard to the claim that the conclusions drawn by the investigator(s) based on findings of fact were incorrect.

The Superintendent of Human Resources or Designate shall direct a Supervisory Officer to undertake the review and the Supervisory Officer



shall report the results of the review, in writing, to the Superintendent of Human Resources or Designate. The Supervisory Officer shall make every effort to complete this review and render his/her report within three (3) calendar weeks.

The Superintendent of Human Resources or Designate may affirm or amend the final report, or require that a new investigation be undertaken.

#### **14. Records**

All correspondence and other documents generated under these procedures must, subject to the *Municipal Freedom of Information and Protection of Privacy Act*, be marked "PRIVATE AND CONFIDENTIAL" and be stored in a locked and secure file in the Human Resources Department. Records will be retained per legislated requirements.

#### **15. Misuse of the Complaint Procedures**

At any time, the process may be discontinued if there is a determination that a complaint has been filed in bad faith, is vexatious, frivolous or found to constitute an abuse of the policy directive. The Superintendent of Human Resources or Designate, with the appropriate Superintendent, may impose discipline on the complainant as appropriate in the circumstances, up to and including, termination of employment or contract of service. Individuals must be aware that their complaints may lead to legal action against them by any of the people involved, if their complaints are defamatory or have been made with malicious intent or in bad faith. Students who file malicious or bad faith complaints may also be subject to disciplinary action, depending on the circumstances.

#### **16. Reprisals**

The Board will take appropriate action against any student, parent, teacher, administrator or other Board personnel who retaliates against

any person who reports an incident or any person who testifies, assists or participates in a proceeding, investigation or hearing relating to such misconduct. Retaliation includes but is not limited to any form of intimidation, reprisal or harassment. Alleged reprisals shall be investigated under this policy directive and, where proven, may result in discipline as appropriate in the circumstances, up to and including termination of employment or contract of service.

### **17. False Accusations**

Any employee found to have lodged or otherwise supported a false accusation will be subject to appropriate disciplinary action up to and including termination.

### **18. Superintendent of Human Resources or Designate**

In the event the Superintendent of Human Resources or Designate is a direct party to a complaint (complainant or respondent), the Director of Education shall assign a designate to fulfill the role of the Superintendent of Human Resources or Designate within the policy directive.

## **Rights and Responsibilities**

Wellington Catholic District School Board strives to maintain a working and learning environment that is free from unwelcome or intimidating behaviour that could create an unsafe and /or unhealthy environment and could interfere with job performance and the ability to learn.

### **Responsibilities of All Persons in Board Working/Learning Environments**

It is the responsibility of every person to create and contribute to a climate of understanding and mutual respect for the rights and dignity of each individual by:

- Showing courtesy and self-discipline in actions and words;
- Seeking informal problem solving of issues;
- Respecting rules, regulations and practices that are in place which provide for safe and secure learning and working environments;
- Demonstrating honesty, integrity and behaviours that are representative of a positive and supportive atmosphere; and
- Showing proper care and regard for Board property and for the property of others.

### **Responsibilities of the Board**

- It is the responsibility of the Wellington Catholic District School Board to recognize the dignity and worth of every person and to provide for fairness and equal opportunities without discrimination.
- It is a commitment of the Wellington Catholic District School Board to work towards the elimination of objectionable behaviour in our schools and workplaces.
- It is the duty of the Wellington Catholic District School Board to maintain an environment that is safe, nurturing and positive for all persons served by it.

By knowing your rights and responsibilities, you can stop objectionable behaviour. Anyone who feels that they are being subjected to objectionable behaviour has the right and responsibility to tell the individual concerned that the behaviour is offensive, unwelcome, and must cease. They also have the right to report the objectionable behaviour to someone in a position of authority who can facilitate resolution of the matter.

If you are experiencing objectionable behaviour, contact your Principal, Manager/Supervisor or Supervisory Officer.

**Objectionable Behaviour (including harassment, workplace harassment and/or workplace sexual harassment) –  
Formal Complaint Form**

INSTRUCTIONS TO EMPLOYEES: This form must be completed and signed by the complainant and submitted to his/her Administrator or Supervisor. If the administrator/supervisor is the party alleged to be responsible for the objectionable behaviour or alleged to condone the objectionable behaviour, the complaint should be reported to the next supervisory level above the supervisor. A copy of all formal complaints are to be forwarded to the Superintendent of Human Resources or Designate.

Please note: When the complainant and respondent are both teachers, the complainant must meet the reporting obligations of *Section 18(1)(b) of the Teaching Profession Act.*)

**1. Complainant Information**

Complainant Name: \_\_\_\_\_ Date: \_\_\_\_\_

I am an  Employee  Student  Parent  Contractor  Visitor  Other

Phone Number: \_\_\_\_\_ Contact Information: \_\_\_\_\_

Site or Work Location: \_\_\_\_\_ Position (if applicable): \_\_\_\_\_

If you are an employee of the WCDSB, provide Administrator/Supervisor's name: \_\_\_\_\_

Administrator/Supervisor Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

**2. Occurrence(s) of Objectionable Behaviour (What, Where, When and Witnesses):**

Include all incidences of objectionable behaviour. Please attach a separate sheet if there are more than two (2) occurrences that you would like to report.

Describe Objectionable Behaviour:

Date of Occurrence:

_____	_____
_____	_____
_____	_____
_____	_____

Incident Location: \_\_\_\_\_

Witnesses: \_\_\_\_\_

_____	_____
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Date complainant informed the respondent that the behaviour was unwelcome:

Describe Objectionable Behaviour:

Date of Occurrence:

_____	_____
_____	_____
_____	_____
_____	_____

Incident Location: \_\_\_\_\_

Witnesses: \_\_\_\_\_

_____	_____
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Date complainant informed the responded that the behaviour was unwelcome:

\_\_\_\_\_

### 3. Informal Complain Resolution:

Date of attempt at informal resolution: \_\_\_\_\_ Has the complaint been reported previously?

Yes     No

If yes, to whom and what actions were taken? (Please attach additional pages if necessary).