

Safe, Caring, and Respectful Schools Policy

DPAC Presentation

January 2023



Why Now?

- MDI results
- Covid 19 Mental Health Challenges
- Increased Suspensions and DRCs
- Anecdotal Reports
- Local and Global Context

Holistic View

Behaviour, Safety, Belonging are not isolated from:

- Context
- Relationships
- Engagement
- Human Development



Three Pillars

- Prevention
- Response
- Repair



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Prevention

How are we setting up the environment, teaching skills, building relationships, and modeling behaviour?

- All adults modelling safe, caring, and respectful behaviour;
- All adults in the building are present and attentive to possible behavioural cues;
- Building trusting, caring, and reciprocal relationships with and among students, staff, and parents;
- Teaching social and emotional skills (including self-awareness, self-management, social awareness, relationship skills, responsible decision-making). These skills are taught and reinforced across grade levels and environments;
- Teaching safety behaviours, including online safety and substance use prevention;

Prevention Continued

- Teaching the safe and responsible use of tools, such as cell phones;
- Using effective research-based strategies such as Emotion Focussed School Support (EFFS) and Trauma Informed Practices (TIP);
- Establishing equitable and inclusive learning environments;
- Creating learning opportunities that allow all students to be successful and to contribute to the classroom and school community;
- Organizing learning spaces that allow for flexibility and choice for students;

Prevention Continued

- Developing positive school cultures;
- Partnering with parents and having open and ongoing communication with them;
- Providing clear behavioral expectations and developing criteria for success. Behaviour guidelines in classrooms should be consistent with school-wide expectations outlined in the school's Code of Conduct;
- Preparing a school Code of Conduct in collaboration with students, staff, and parents and clearly communicating and teaching the expectations outlined in the document;
- Establishing predictable routines and structures for students and staff to follow.



Response

- Education;
- Verbal discussion/reminder (redirection);
- Student self-reflection;
- Restitution;
- Conflict resolution;
- Restorative action (if all parties agree to this process);
- Indigenous Healing and Sharing Circle;
- Counselling;

Response Continued

- Functional behaviour assessment;
- Meeting with family and school teams;
- Search of a student's locker or property if reasonable grounds exist of a threat or violation of policy;
- Violent Threat Risk Assessment (VTRA) if a student exhibits serious threat-making or violent behaviour;
- Referral to District Discipline Review Committee (DDRC);
- Transfer to another school (through the DDRC process or in consultation with the Superintendent or Assistant Superintendent);
- Suspension (in-school or out of school) or detention;
- Report made to the RCMP.

Repair

Repairing relationships and/or property after harm has occurred is an important step in restoring safety, belonging, and care in school communities. Restorative practices are an important element in repairing harm. Planning should give consideration to:

- Processes for welcoming a student back into the classroom or school after suspension or time away;
- Repairing relationships between students or between students and staff;
- Repairing damage done to property, including financial repair.



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Repair Continued

A plan of support for the victim(s) of an incident may be necessary and will be created in consultation with the victim and their parents/guardians. A plan of support may include:

- Meeting with the school counsellor, youth care worker, Indigenous liaison worker, or other school support personnel;
- Creating a schedule to reduce or eliminate contact with the perpetrator;
- Restorative practices, with their consent;
- Other measures determined to assist the student.



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A photograph of three students in a school hallway. On the left, a Black male student with short curly hair is smiling, wearing a black jacket and a blue lanyard with a badge that says 'Mrs. zw'. In the center, a white female student with long hair is smiling. On the right, a white male student with curly hair is wearing a white cap and a backpack, with his arm around the female student's shoulder. The background is a blurred hallway with warm lighting.

Student Voice

- Gr. 8-12 Youth Forums (4)
- School level engagement



Parent and Community Input

Staff Input





Questions