



Policy no. 2018-CA-25	Policy on Safe, Caring Schools and Centres
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NOTE: The masculine gender, when used in this document, refers to both women and men. No discrimination is intended.

1.0 PREAMBLE

The Sir Wilfrid Laurier School Board (SWLSB) believes that everyone in its community is entitled to a safe, healthy, secure, respectful and caring environment and that education should prepare our students for a responsible life in a free society, in a spirit of understanding, peace, tolerance and equality of sexes based on the principles of respect, diversity and inclusion.

The school board believes that education should also develop an understanding of human rights and fundamental freedoms as well as respect for the natural environment.

The Sir Wilfrid Laurier School Board also believes that the school board's administrators, staff, parents, students, volunteers and all those present in the school environment are responsible for ensuring that the right to be safe and secure is upheld. This includes the responsibility to report or safely intervene in all incidents that compromise the safety and security of others.

2.0 OBJECTIVES

- 2.1 To establish and maintain a safe, nurturing, welcoming, respectful and inclusive climate for learning and working;
- 2.2 To promote shared responsibilities for maintaining a positive and safe environment for school staff members, students, parents/guardians and the school community;
- 2.3 To establish clear expectations and set direction for all members of the school community (staff, students, parents and community members of the school);
- 2.4 To encourage the use of progressive discipline approaches. (Appendix I)

3.0 SCOPE

This policy governs the youth sector, the adult and vocational sector, the school board's employees and all members of the Sir Wilfrid Laurier School Board community while they are involved in activities under the jurisdiction of the school board and/or whose actions may negatively impact activities under the jurisdiction of the school board.

3.1 This policy shall apply to any conduct:

- 3.1.1 On school and administrative centre property
- 3.1.2 On the buses/during transportation

3.1.3 At all sponsored events, meetings, conferences and school board functions, etc.

3.2 This policy and the related guidelines refer to the following topics:

- 3.2.1 Progressive discipline interventions
- 3.2.2 Mitigating factors
- 3.2.3 Code of conduct
- 3.2.4 School-wide crisis intervention plans
- 3.2.5 Bullying and violent behaviour (minor students)
- 3.2.6 Suspension and expulsion guidelines
- 3.2.7 Harassment among adults, employees and adult students
- 3.2.8 Violent behaviour among adults, employees and adult students
- 3.2.9 Code of conduct for non-employees
- 3.2.10 Judicial record declarations and verifications

4.0 FRAME OF REFERENCE

- 4.1 The Education Act
- 4.2 SWLSB Drug Prevention and Intervention Protocol
- 4.3 SWLSB Policy Concerning Tobacco, Drugs and Alcohol
- 4.4 SWLSB Policy and Procedure on Harassment
- 4.5 SWLSB Emergency Preparedness Policy
- 4.6 SWLSB Policy on Respect for Diversity
- 4.7 SWLSB Guiding Principles
- 4.8 Collective agreements of all categories of personnel
- 4.9 Management policies regulating the working conditions of administrators

5.0 GUIDING PRINCIPLES

Safe, caring and inclusive environments are built on the following principles:

- 5.1 Everyone has a role and responsibilities in building a safe, caring and inclusive school climate.
- 5.2 Success depends on the active involvement of all stakeholders who are committed to a shared vision, common goals and the ongoing work required in achieving them.
- 5.3 Inclusive education is favoured whenever possible to support the well-being and achievement of all students.
- 5.4 Building a safe, caring and inclusive environment requires a focus on developing respectful and caring relationships throughout the school board community — among students and among adults (staff, parents and all members of the community).
- 5.5 Inclusive educational practices are determined and implemented by individual teachers in their classrooms and are embedded in all aspects of the school/centre environment.
- 5.6 Fair and consistently implemented school policies and codes of conduct contribute to positive learning environments and reduce bullying, harassment, intimidation and discrimination.
- 5.7 Positive social behaviours must be taught, modelled and reinforced throughout the curriculum and embedded in all aspects of school life.
- 5.8 Inter-agency collaboration and community partnerships are essential components for building and maintaining a safe, caring and inclusive environment.

6.0 ROLES AND RESPONSIBILITIES

All stakeholders of a school community are responsible for creating, promoting and maintaining a safe, caring and inclusive environment.

6.1 PERSONNEL OF ADMINISTRATIVE CENTRE

- 6.1.1 Ensures implementation of the policy and guidelines for safe and caring schools/centres;
- 6.1.2 Demonstrates leadership by emphasizing and prioritizing safety, kindness and inclusion in schools and centres, as described in the school board's strategic planning;
- 6.1.3 Promotes collaboration and partnerships with the health sector and social services;
- 6.1.4 Promotes professional development opportunities to provide guidance for implementing this policy and its guidelines;
- 6.1.5 Supports the initiatives of schools/centres regarding safe and caring schools/centres;
- 6.1.6 Promotes positive behaviour and character education;
- 6.1.7 Establishes and monitors a systematic process for the collection, analysis and reporting of data related to bullying or violent student behaviour;
- 6.1.8 Assigns a liaison person responsible for supporting schools with their anti-bullying and anti-violence (ABAV) plans;
- 6.1.9 Demonstrates leadership by providing sufficient guidance to schools/centres for policy implementation and data collection, analysis and reporting in regard to safe and caring schools/centres;
- 6.1.10 Promotes and communicates the guiding principles of the Policy on Safe, Caring Schools and Centres and related guidelines in order to establish an understanding of their underlying philosophy;
- 6.1.11 Promotes the use of resources that support policy implementation, and explores additional resources and practices;
- 6.1.12 Models and promotes positive social behaviours both in person and online.

6.2 SCHOOL PERSONNEL

- 6.2.1 Emphasizes and prioritizes safe and caring schools/centres by incorporating related goals in educational projects;
- 6.2.2 Applies progressive discipline interventions when appropriate (Appendix I);
- 6.2.3 Develops a school-based code of conduct consistent with the Policy on Safe, Caring Schools and Centres and the related guidelines;
- 6.2.4 Annually revises and consistently applies the school's anti-bullying and anti-violence (ABAV) plan;
- 6.2.5 Engages, through the ABAV Committee, in data collection and analysis, using data to inform daily practice, decision-making and professional learning needs;
- 6.2.6 Implements school-wide positive behaviour support measures;
- 6.2.7 Develops alternative actions to suspension where appropriate, using in-school professional services, e.g., guidance counsellors, psychologists and special education technicians, etc.
- 6.2.8 Supports safe and caring initiatives at the school and classroom level;
- 6.2.9 Ensures that all staff members share the responsibility for implementing the Policy on Safe, Caring Schools and Centres and the related guidelines and for monitoring their implementation at the school level;
- 6.2.10 Teaches, models and encourages positive social behaviours;
- 6.2.11 Engages students in the implementation of the Policy on Safe, Caring Schools and Centres and the related guidelines and fosters a safe, caring and inclusive school environment;

- 6.2.12 Enhances communication with parents and community partners to build public awareness of initiatives regarding safe and caring schools/centres and encourages them to be actively involved in the implementation of these initiatives;
- 6.2.13 Promotes the acceptance and inclusion of all individuals, regardless of economic status, national or ethnic origin, religion, culture, body image, gender, sexual orientation, gender identity, age or ability.

6.3 BUS DRIVERS

- 6.3.1 Respect and apply the transportation policy and procedural manual;
- 6.3.2 Model and encourage positive social behaviours;
- 6.3.3 Ensure the safety and security of all passengers.

6.4 STUDENTS

- 6.4.1 Are actively engaged in the creation and maintenance of a safe, caring and inclusive school;
- 6.4.2 Abide by the school's code of conduct and take responsibility for their own actions;
- 6.4.3 Demonstrate respect for self, others and their school environment;
- 6.4.4 Maintain their physical safety and emotional well-being and encourage others to do so;
- 6.4.5 Appreciate and respect diversity;
- 6.4.6 Practice positive social behaviours both in person and online;
- 6.4.7 Engage in nonviolent conflict resolution.

6.5 PARENTS

- 6.5.1 Support the efforts of the school in creating and maintaining a safe, caring and inclusive environment;
- 6.5.2 Are familiar with the Policy on Safe, Caring Schools and Centres, the related guidelines and the school's code of conduct, and collaborate in their implementation;
- 6.5.3 Are familiar with the school's ABAV plan and participate in its implementation;
- 6.5.4 Model and encourage positive social interactions both in person and online;
- 6.5.5 Encourage and assist their children to abide by the school's code of conduct;
- 6.5.6 Engage in positive, nonviolent conflict resolution;
- 6.5.7 Communicate concerns that are relevant to the safety and security of their own children;
- 6.5.8 Remain civil, respectful and cooperative with school staff at all times.

APPENDIX I

PROGRESSIVE DISCIPLINE

Progressive discipline is an approach that makes use of a continuum of:

- prevention programs;
- preventive actions;
- interventions;
- supports and consequences;
- strategies that promote positive behaviours.

When things go wrong, one is expected to accept responsibility and repair the harm in an environment where everyone is supported and treated with integrity and respect. The range of interventions, supports and consequences used by the schools must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students succeed.

For students with special needs, interventions and supports must be consistent with the expectations in their Individualized Education Plan (IEP) or their demonstrated abilities. Notwithstanding the above, schools should attempt to apply their code of conduct and ABAV plan.

The Sir Wilfrid Laurier School Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate student behaviour. In such circumstances, the school board supports the use of a continuum of developmentally appropriate progressive discipline strategies, including suspensions and expulsions where necessary, consistent with the Education Act.

Student discipline measures should have learning consequences whereby the student is encouraged to make good choices in the future, is supported in this respect, and is able to restore relationships and repair the hurt and harm caused. Schools should use a range of restorative interventions that are corrective and supportive, as outlined below.

Preventive practices include (but are not limited to):

- Anti-bullying and anti-violence plans
- Mentorship programs
- Character development and education
- Social Emotional Learning (SEL) programs
- Restorative practices
- Student leadership programs
- Promoting healthy relationships and lifestyles

Positive behaviour management practices include (but are not limited to):

- Program modifications or accommodations
- Encouragement and positive reinforcement
- Individual, peer or group counselling
- Conflict resolution
- Peer mediation
- Sensitivity programs
- Early interventions
- Social skills programs
- Review of expectations and specific skills development

Examples of **progressive disciplinary interventions** include (but are not limited to):

- Parent notification
- Admonishment/conference with student (verbal warning)
- Written work assignment with a learning component (reflection)
- Temporary withdrawal from class/privileges
- Reintegration plan – restorative practices
- Written warning and deprivation of privilege(s)/service(s)
- Restitution for damages
- Probation and letter of expectations
- Referral to school professionals
- Referral to local social and health services
- In-school suspension
- Out-of-school suspension
- Legal action/report to police, if required
- Signalling to youth protection
- Convocation to a disciplinary hearing at the school board
- School transfer
- Expulsion

The school board may recommend additional action such as counselling or other interventions. All interventions and consequences are confidential.