



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD

Policy no. 2019-CA-25	Policy on Civility, Safety and Respect in Schools and Centres
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Approved:	Resolution no.	CC-190327-CA-0149
Revised:	Resolution no.	CC-250528-CA-0096

NOTES: 1. In keeping with its commitment to respecting diversity, the Sir Wilfrid Laurier School Board uses gender-inclusive language in all its written communications. In cases where eliminating references to gender is not possible, gender-specific pronouns and possessive determiners are used solely for purposes of clarity and concision.

2. For the purpose of brevity, the term "school" will be used hereinafter to represent "school and centre."

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 civil environment, and that education should prepare our students for a responsible life within a free society, in a spirit of understanding, peace, acceptance, and equality based on the principles of respect, diversity, and inclusion.

The SWLSB believes that education should promote learning about human rights and fundamental freedoms, as well as respect for the natural environment.

The SWLSB 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. All interactions between stakeholders must be conducted respectfully and professionally. Abusive, threatening, or violent behaviour shall not be tolerated.

The SWLSB believes that fostering a culture of civility is essential to a safe, caring, and respectful school environment. Civility goes beyond respect—it encompasses positive communication, constructive conflict resolution, and collaboration among all members of the SWLSB community, including staff, students, parents, and stakeholders.

It is the responsibility of all members of the SWLSB community 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 foster a climate of civility by promoting respectful, solution-oriented communication among all members of the SWLSB community;
- 2.3 To promote shared responsibilities for maintaining a positive and safe environment for school staff members, students, parents/guardians, and the school community;
- 2.4 To establish clear expectations and provide direction for all members of the school community (staff, students, parents, and stakeholders);

3.0 SCOPE

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

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 or SWLSB functions, etc.; and
- 3.1.4 in all written, verbal, or digital communications and interactions, including on social media and on virtual platforms.

3.2 This policy refers to the following topics:

- 3.2.1 Code of conduct;
- 3.2.2 Bullying, harassment, and violent behaviour (minor students);
- 3.2.3 Bullying, harassment among adults, employees, and adult students;
- 3.2.4 Violent behaviour among adults, employees, and adult students.

4.0 FRAME OF REFERENCE

- 4.1 *Education Act*;
- 4.2 SWLSB Policy on harassment;
- 4.3 SWLSB Policy on Respect for Diversity;
- 4.4 SWLSB Guiding Principles;
- 4.5 Collective agreements for all categories of personnel;
- 4.6 Management policies regulating the working conditions of administrators;
- 4.7 Code of ethics applicable to staff members and to any person required to work with minor or handicapped students or be in contact with them;
- 4.8 Schools' codes of conduct;
- 4.9 Anti-bullying and anti-violence plans for all schools;
- 4.10 Guidelines for safe schools and centres.

5.0 GUIDING PRINCIPLES

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

- 5.1 Everyone has a role and a responsibility in building a safe, caring, respectful, and inclusive school climate.
- 5.2 Success depends on the active involvement of all members of the SWLSB community who are committed to a shared vision, common goals, and the ongoing work required in achieving them.
- 5.3 Civility is fundamental to a safe and caring environment. It requires all members of the SWLSB community to communicate respectfully, listen actively, and engage in constructive dialogue, even when disagreements arise.
- 5.4 Building a safe, caring, respectful, and inclusive environment requires a focus on developing respectful and caring relationships throughout the SWLSB community—among students and among adults (staff, parents, and all members of the community).

- 5.5 Fair and consistently implemented school policies and codes of conduct contribute to positive learning environments and reduce bullying, violence, harassment, intimidation, and discrimination.
- 5.6 Positive social behaviours must be taught, modelled, and reinforced throughout the curriculum and embedded in all aspects of school life.
- 5.7 Inter-agency collaboration and community partnerships are essential components for building and maintaining a safe, caring, respectful, and inclusive environment.

6.0 ROLES AND RESPONSIBILITIES

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

6.1 ADMINISTRATIVE CENTRE PERSONNEL

- 6.1.1 Respects the Code of ethics applicable to staff members;
- 6.1.2 Ensures implementation and promotion of this policy;
- 6.1.3 Demonstrates leadership by emphasizing and prioritizing safety, respect, and inclusion in schools;
- 6.1.4 Promotes collaboration and partnerships with the health sector and social services;
- 6.1.5 Promotes, coordinates, and offers professional development opportunities to provide guidance for implementing this policy;
- 6.1.6 Supports the initiatives put forward by schools regarding safe, caring, and respectful schools;
- 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 contact person responsible for supporting schools with their anti-bullying and anti-violence (ABAV) plans;
- 6.1.9 Demonstrates leadership by providing resources and guidance to schools for policy implementation, as well as data collection, analysis, and reporting related to safe, caring and respectful schools;
- 6.1.10 Models and promotes positive social behaviours both in person and online;
- 6.1.11 Engages in positive, nonviolent (physical, verbal, and psychological) communication and conflict resolution.

6.2 SCHOOL PERSONNEL

- 6.2.1 Respects the Code of ethics applicable to staff members;
- 6.2.2 Develops a school-based code of conduct consistent with this policy;
- 6.2.3 Annually revises and consistently applies the school's anti-bullying and anti-violence (ABAV) plan;
- 6.2.4 Engages, through the ABAV Committee, in data collection and analysis, using the data to inform daily practice, decision-making, and professional learning needs;
- 6.2.5 Supports safe, caring, and respectful environment and civility initiatives at the school and classroom level;
- 6.2.6 Ensures to collaboratively share the responsibility for implementing this policy and for monitoring its implementation at the school level;
- 6.2.7 Teaches, models, and encourages positive social behaviours;
- 6.2.8 Engages students in the implementation of this policy and fosters a safe, caring, and respectful school environment;

- 6.2.9 Enhances communication with parents and community partners to raise public awareness of initiatives regarding safe, caring, and respectful schools, and encourages them to be actively involved in the implementation of these initiatives;
- 6.2.10 Engages in positive, nonviolent (physical, verbal, and psychological) communication and conflict resolution.

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 and promote 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 respectful school;
- 6.4.2 Abide by the school's code of conduct and ABAV plan, and take responsibility for their own actions;
- 6.4.3 Demonstrate respect for themselves, 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 Practise positive social behaviours both in person and online;
- 6.4.6 Remain civil and cooperative with all members of the SWLSB community at all times;
- 6.4.7 Engage in positive, nonviolent (physical, verbal, and psychological) communication and conflict resolution.

6.5 PARENTS/GUARDIANS

- 6.5.1 Support the efforts of the school in creating and maintaining a safe, caring, and respectful environment;
- 6.5.2 Must adhere to this policy and the school's code of conduct and collaborate in their implementation;
- 6.5.3 Must adhere to 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 the children in their care to abide by the school's code of conduct;
- 6.5.6 Communicate concerns that are relevant to the safety and security of the children in their care;
- 6.5.7 All SWLSB premises are private property and parents, guardians, or visitors must report their presence at the main office;
- 6.5.8 Remain civil, respectful, and cooperative with all members of the SWLSB community at all times;
- 6.5.9 Engage in positive, nonviolent (physical, verbal, and psychological) communication and conflict resolution. The SWLSB will not tolerate, whether in person, on the phone or online:
 - A. any disruptive behaviour which interferes or threatens to interfere with its operations;
 - B. the use of loud, offensive, or profane language, in person or over the phone;
 - C. threat to harm or acts of physical aggression towards another adult or child;
 - D. harassment or intimidation of any kind;
 - E. abusive or threatening emails, text messages, voicemails, phone messages, or any other written communication;

- F. defamatory, offensive, or derogatory comments against the school or students/staff/parents on social media platforms;
- 6.5.10 In the case of unacceptable behaviour as outlined in section 6.5.9, the SWLSB reserves the right to take any necessary actions to ensure the safety, security, and well-being of the members of its community. These actions may include, but are not limited to:
- A. deferring communication;
 - B. immediately terminating a conversation or a meeting;
 - C. restricting parents, guardians, or visitors from entering premises of the SWLSB;
 - D. contacting the police;
 - E. taking any legal action that may be required, including judicial proceedings before the appropriate tribunal.

7.0 FINAL PROVISIONS

- 7.1 This policy will be reviewed as needed.