

Public Schools Branch OPERATIONAL POLICY

SAFE & CARING LEARNING ENVIRONMENTS	
<i>Policy Section</i> School and Workplace Health and Safety	<i>Policy Number</i> 605
<i>Pages</i> 2	<i>Approved Date</i> June 13, 2018
<i>Reviewed Date</i>	<i>Effective Date</i> June 13, 2018
<i>Replaces:</i> <ul style="list-style-type: none"> ESD - ADDA Caring Places to Learn/Safe School Environments policy - April 6, 2011 ESD - ADDA-R Caring Places to Learn/Safe School Environments procedure - April 7, 2011 WSB - #1 Foundations - March 26, 1998 WSB - #2 Bullying, Harassment & Discrimination - March 26, 1998 WSB - #3 Assault - March 26, 1998 WSB - #4 Theft, Extortion, Vandalism & Hate Motivated Crimes - January 26, 2009 WSB - #9 Possession of Weapons and/or Weapon Replicas - March 26, 1998 WSB - #10 Reporting and Recording Incidents of Violence - March 26, 1998 	

1.0 PURPOSE

- 1.1 To establish the expectations for creating and maintaining a safe, caring, respectful and inclusive climate for learning and working.
- 1.2 To promote a shared responsibility among members of the school community (staff, students, parents/guardians and volunteers) to create and maintain a positive school climate.

2.0 POLICY STATEMENT

- 2.1 The Public Schools Branch is committed to ensuring that our schools provide a safe and caring environment for students and staff. A meaningful education is best provided in a school community in which people can learn and work in an atmosphere of respect, trust and acceptance.
- 2.2 Every member of the school community, including but not limited to students, staff, and parents/guardians has a shared responsibility for creating a safe environment and a positive school climate. The Public Schools Branch is committed to prevention and intervention strategies to address bullying/harassment, discrimination, violence, abuse of any kind, and any other behaviour that negatively impacts the school climate.

3.0 DEFINITIONS

- 3.1 **Progressive Discipline** – An approach that makes use of a continuum of prevention programs, preventative actions, interventions, supports, consequences, and strategies which promote accountability and build upon positive behaviours.
- 3.2 **School Climate** – The environment, values and relationships found within a school. A positive school climate exists when all members of the school community feel safe, included and accepted, and actively promote positive behaviours and interactions. Equity, inclusion and respect are critical components embedded in the learning environment of a positive school climate.

4.0 PARAMETERS

- 4.1 The Public School Branch, in accordance with the *Education Act*, is responsible for ensuring that each student and staff member is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- 4.2 The Public Schools Branch will build on its commitment to foster positive school climates by promoting positive behaviors through an integrated approach of progressive discipline to enhance learning, leadership and engagement.
- 4.3 The Public Schools Branch recognizes that a response to student behaviours will take into account:
 - 4.3.1 the student's age;
 - 4.3.2 the student's history (disciplinary history, personal history, recent trauma, etc.);
 - 4.3.3 the student's ability to be accountable for their behaviour;
 - 4.3.4 the student's ability to control their behavior; and
 - 4.3.5 the student's ability to understand the consequences of their actions.

5.0 CROSS REFERENCE

- 5.1 PSB Operational Procedure 605.1 - Safe and Caring Learning Environments
- 5.2 PSB Operational Policy 403 - Race Relations, Cross Cultural Understanding and Human Rights in Learning
- 5.3 PSB Operational Procedure 403.1 - Race Relations, Cross Cultural Understanding and Human Rights in Learning
- 5.4 PSB Operational Policy 407 - Student Suspension
- 5.5 *Education Act*

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