

# Provincial School Code of Conduct

September 3, 2025

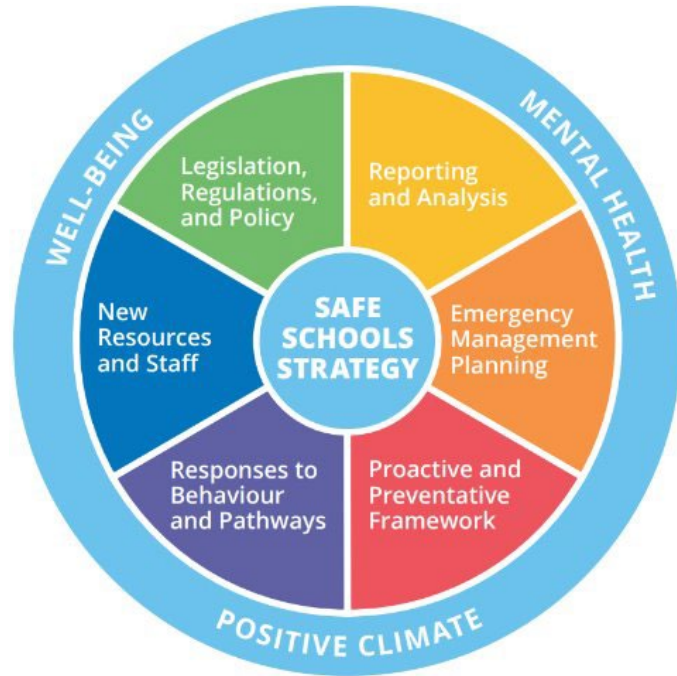


# Land Acknowledgement

# Goals for this Session

- 1 Review the Policy
- 2 Review the Roles and Responsibilities within the Code
- 3 Understand how the Guide for Responding to Unacceptable Behaviour supports Policy implementation
- 4 Review student information system updates and enhancements as they apply to all staffing roles
- 5 Review Intensive Behaviour Support

# New Provincial School Code of Conduct Policy



- **The Code of Conduct is founded on guiding principles that ensure a safe, supportive, and inclusive environment for all members of the school community to learn and work.**
- Commitment to update as part of Province's response to growing concerns about the number of behavioural incidents in schools
- Establishing and maintaining safe and inclusive learning and working environments in our school communities results in improved wellbeing and student achievement
- The Code of Conduct is one piece of the larger approach to safe schools

# Highlights

- Unacceptable Behaviour Categories – some have changed
- Behaviour Category Definitions – some have been updated
- Scope of Policy now Includes Pre-Primary
  - Guidance Unique to Pre-Primary for ECEs
- Support Staff can enter Incident Reports
- Guiding Matrix and Category Tables
- Re-Entry plans to support the return of students suspended for significant periods of time
- Debrief guide document to guide how we respond to support school staff
- Ability to record primary and secondary incidents
- Guide document has specific consequences and response for students from Primary to Grade 6, and another for students from Grade 7 to 12
- Some categories have sub-categories to clearly articulate the nature of the unacceptable behaviour
- Feedback loop to ensure staff are aware that an incident has been received by the administration
- Principals still have the authority to suspend for up to 10 days
- Principals still have ability to recommend suspensions beyond 10 days
- Suspension process remains essentially the same, guided by Education Act



# Policy Statement & Objective



The objective of the Provincial School Code of Conduct is to establish and maintain safe and inclusive learning environments in our school communities.



The Code of Conduct establishes expectations for acceptable behaviors and provides guidance on how schools should respond to and accurately record incidents of unacceptable behaviour.



The code provides predictable consequences and a pathway for addressing unacceptable behaviours in schools.

# Guiding Principles

1

Responsibility

2

Equity

3

Restorative &  
Relationship  
Building

4

Clarity &  
Consistency

## Section 5: Policy Directives

- Pre-primary
- Communication
- Acceptable Behaviour
- Minor Misbehaviours
- Responding to Unacceptable Behaviours
- Suspensions
- Responses Specifically Forbidden
- Recording of Incidents
- Students who Require Intensive Behaviour Supports





# Policy Directive: Pre-Primary



## 5.1

- The provincial Pre-primary program is delivered in schools and is part of the school community.
- All Pre-primary programs will adhere to developmentally appropriate practices outlined in administrative procedures and **Section 4 of the Guide for Responding to Unacceptable Behaviours.**



### ***PowerSchool Update:***

Incidents can now be entered for Pre-primary students

# Policy Directive: Communication



## 5.2

The expectations of acceptable behaviour and the consequences of unacceptable behaviour will be routinely communicated to the school community.

# Policy Directive: Acceptable Behaviours



## 5.3

All members of the school community are expected to act in ways that promote a safe, caring, positive, and inclusive environment.

# Policy Directive: Minor Misbehaviours



## 5.4

Staff will routinely address minor misbehaviours without completing incident referrals. Repeated minor misbehaviours may reach the level of Unacceptable Behaviour if frequent in nature.



***Minor misbehaviours are  
NOT recorded as incidents  
in PowerSchool***

# Policy Directive: Responding to Unacceptable Behaviours



## 5.5

Unacceptable behaviours will be addressed promptly, consistently, and equitably.

## 5.6

When responding to unacceptable behaviours, staff will:

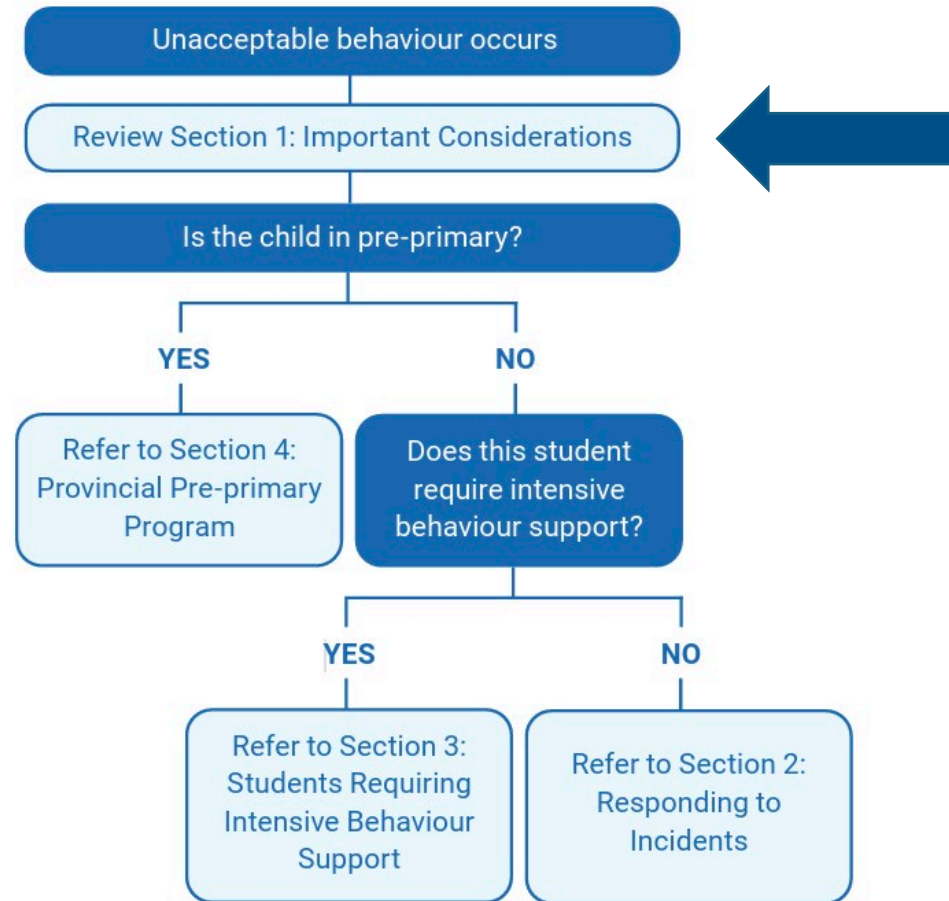
- Refer to the **Guide for Responding to Unacceptable Behaviours** and associated administrative procedures to identify and implement reasonable, equitable, and timely responses
- Accurately report the incident and response through the provincial student information system



### ***PowerSchool Update:***

Incident categories and descriptions are updated and aligned

# Decision Making Pathway



Found in the introductory pages of the **Guide for Responding to Unacceptable Behaviours**

# Responding to Unacceptable Behaviour

The new process helps ensure that school administrators across the province respond to similar behaviours with consistent, balanced consequences – supporting fair decision-making that is neither overly punitive or lenient.



The incident decision making matrix requires administrators to reflect on an incident of unacceptable behaviours in 2 important ways (*Guide page 9*):

1. What was the impact on the other student(s), staff, or environment?
2. What stage of development is the student at and how well do they understand the situation?

# Responding to Incidents

An Administrator may lead this process, however, the TST and SPT *can also* work together to:

## Step 1: Determine Impact

Impact	Student Understanding & Developmental Stage
Consider impact on student, staff, or facility safety and well-being; also consider frequency of incident recurrence.	Consider intentionality, neurotypical processing, age/stage of development, and frequency.
<b>No Impact:</b> The incident had no impact on the health, safety, or well-being of student(s) or staff, and did not interrupt school operations.	<b>No Understanding:</b> Student does not understand the consequences of their actions.
<b>Minor Impact:</b> The incident caused minor harm, damage, and/or interruption and may involve one student or staff member.	<b>Limited Understanding:</b> Student has limited understanding of the behaviour's potential for harm.
<b>Moderate Impact:</b> This incident caused moderate harm with possible need for assistance and may impact more than one person.	<b>Basic Understanding:</b> Student understands harm but acted without fully reflecting on impact (need for further coaching).
<b>Significant Impact:</b> This incident caused a disruption of class or school operations or serious harm and may impact multiple individuals (debrief should be considered).	<b>Moderate Understanding:</b> Student has clear intent to harm or attract attention through actions (repeated offences).
<b>Severe Impact:</b> This incident caused a disruption or cancellation for the whole school or serious harm to student(s) or staff and/or required outside interventions (debrief is required).	<b>Full Understanding:</b> Student has premeditated actions without regard for harm to persons or school facilities (repeated offences).

## Step 2: Determine Student Understanding & Developmental Stage

Step 3: Apply this to the Incident Decision Making Matrix  
(see next slide)



## Step 3: Incident Decision-Making Matrix

Use the **Impact** and **Student Understanding & Developmental Stage** from Steps 1 and 2 to complete the matrix below and determine the incident's severity.

		Student Understanding & Developmental Stage				
		No Understanding	Limited	Basic	Moderate	Full
Impact	No Impact		1	2	2	3
	Minor	1	1	2	2	3
	Moderate	2	2	2	3	3
	Significant	2	2	3	4	4
	Severe	3	3	3	4	5



### **PowerSchool Update:**

Administrators will indicate the determined severity of incident (1-5) when recording action taken

# Debriefing



Administrators will debrief members of the school community impacted by the incident, when required, and record this in PowerSchool. If this has not been completed within one week, and indicated in PowerSchool, an email is generated.



## ***PowerSchool Update:***

Debriefs will be recorded in PowerSchool. Not all incidents require a formal debrief.

# Policy Directives: Suspensions

Applies to students from Grade primary to Grade 12 as per the ***Education Act***.



An administrator may consider suspending a student, out of school, for up to 10 school days



Where the severity of an incident merits, an administrator may recommend to their RCE/CSAP that a suspension be extended for a period greater than 10 days.



The student or the student's parent(s) may request a review of the suspension by the RCE/CSAP within five school days of receiving the notice of suspension.



Any student who is suspended for more than five days will have a plan for **re-entry\*** into the school setting.



**\*Re-entry** planning will be a collaborative process with the student and family and documentation will be uploaded in the student information system (TIENET).

# Re-entry Planning



## Section 5.10

This plan will be developed in collaboration with the student and their parent(s)/caregiver(s) for any student suspended more than 5 days. As part of the re-entry process, relevant information will be shared as required, while respecting the privacy, dignity, and confidentiality of students and families.



### ***TIENET Update:***

Re-Entry Plan will be uploaded in a Student's Document Library, in a new section titled **Behaviour Interventions**

# Intensive Behaviour Supports: Alternative Learning Settings & Adapted Schedules



## Section 5.14

When it has been determined that a student is not able to consistently demonstrate expected school behaviour, intensive supports will be identified, and a Behaviour Intervention Support Plan will be developed.

The plan will include the supports required and the most appropriate pathway(s), including possible alternative learning settings, or adapted schedules.

# Intensive Behaviour Supports: Alternative Learning Settings



## Section 5.14

**Alternative learning settings** refers to a range of locations within the school where students can work alone or in small groups. These areas help students feel better and do well in school. A **SPT** *must* convene.

# Intensive Behaviour Supports: Adapted Schedules



## Section 5.14

**Adapted Schedules** refers to the **temporary** change of the school day schedule for a student which could include a delayed start time, partial day, or early departure. A **SPT** *must* convene.

# Policy Directives: Recording of Incidents



## Section 5.12

All unacceptable behaviours must be accurately recorded in the student information system.



**Video:** *Recording Behavioural incidents in Power School Requires GNSPES login Credentials*

**Link:** [Click Here](#)



### ***PowerSchool Update:***

All teachers and support staff now have clear responsibility to report/record incidents.



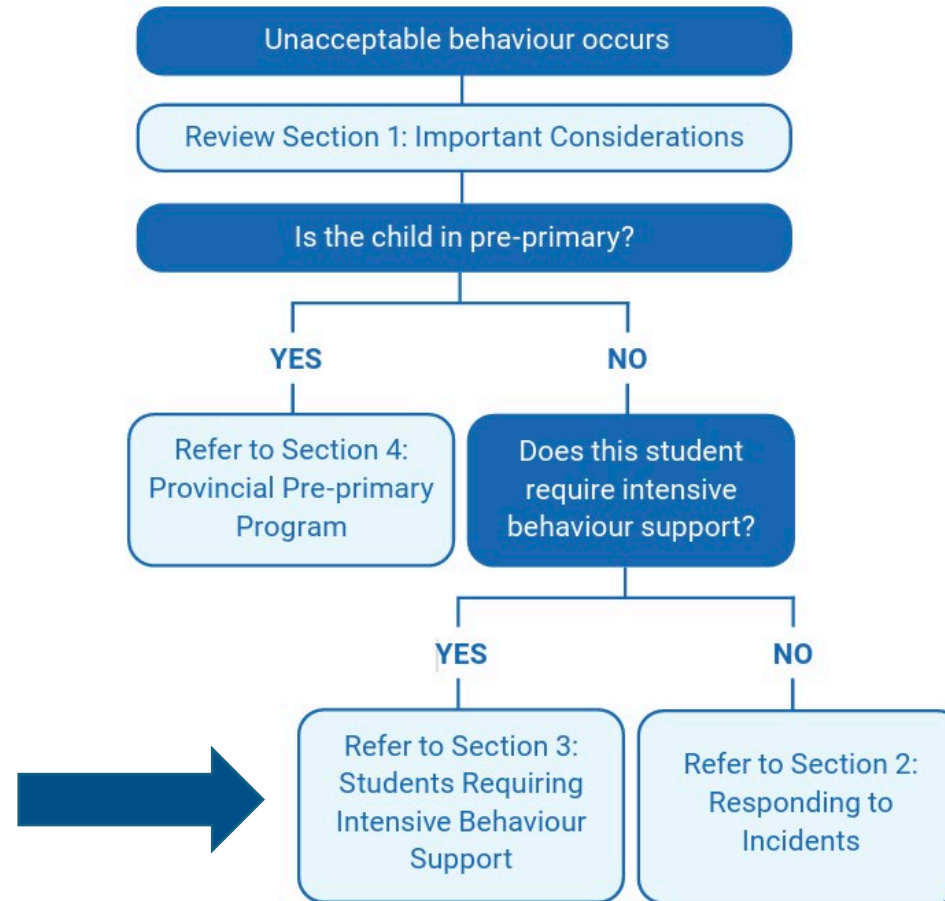
# Summary of PowerSchool Enhancements



## For ALL Staff Entering Incidents:

- Ability to report a Primary Incident Category and a Secondary Incident Category
- Some categories have a 'sub-incident' drop down
- Ability to indicate if location required an evacuation
- Time of Day dropdown now contains "Early" and "Late" Morning Instruction
- Changed wording from 'Incident Target' to 'Person(s) Impacted'
- If a 'student' is a 'Person Impacted', can select student name
- Staff will receive an email notification once an action has been entered by administration.

# Intensive Behaviour Supports



Found in the introductory pages of the **Guide for Responding to Unacceptable Behaviours**

# Training and Tools



## Launching this fall:

- Training
- *Behaviour Interventions* section in TIENET
- TIENET forms - Tier 2 and Tier 3 intensive behaviour support (available in Fall)

# Roles & Responsibilities:

## Department of Education & Early childhood Development



Establish and periodically review the Code of Conduct and associated procedures and guidelines in consultation with RCEs, CSAP, and school community



Monitor implementation and compliance with this policy in collaboration with RCEs and CSAP



Communicate the Code of Conduct and associated procedures and guidelines to RCEs and CSAP



Analyze disaggregated incident reporting data and share data with RCEs and CSAP on a quarterly basis



Identify trends and develop strategies to address systemic concerns related to unacceptable behaviour/school violence



Support RCEs and CSAP as needed with respect to professional development that aligns with this policy

# Roles & Responsibilities: Regional Centers & CSAP



Establish a process that clearly communicates the Code of Conduct to all members of school communities.



Ensure consistent implementation of the Code of Conduct in all schools, including reinforcement of the importance of reporting incidents by all staff



Provide annual professional development on the Code of Conduct and preventative and proactive behavioural supports and interventions to prevent occurrences of unacceptable behaviour



Ensure staff are accurately recording, tracking, and reporting incidents of unacceptable behaviour in school settings



At a minimum, report quarterly to the Minister, disaggregated data on incidents of unacceptable behaviours

## Roles & Responsibilities: Regional Centers & CSAP (CONT)



Develop plans for addressing emerging issues or trends related to unacceptable behaviour/ school violence



Monitor incidents of unacceptable behaviour in all schools through regular trend analysis of disaggregated incident reporting to identify areas requiring more attention and supports



Provide alternative arrangements for the education of any student who has been suspended for more than 10 school days



Provide strategies and resources to support plans for students in need of intensive behavioural supports











Provide training to school staff on how to accurately record incidents of unacceptable behaviour











Develop and provide professional development that aligns with this policy

## Roles & Responsibilities: Administrators

-  Show care for the school community and commitment to well-being and student achievement in a safe, inclusive, and accepting learning and working environment
-  Communicate the Code of Conduct regularly and meaningfully to children, students, staff, parents, and other members of the school community
-  Implement positive behavioural interventions and supports to establish clear school-wide expectations
-  Participate in professional development and be familiar with the Code of Conduct and positive behaviour interventions and supports
-  Monitor incidents of unacceptable behaviour/school violence at their school to identify areas requiring strategic response
-  Report, investigate, and accurately document incidents of unacceptable behaviour
-  Provide appropriate supports to those who experience harm as a result of unacceptable behaviour
-  Model acceptable behaviours

# Roles & Responsibilities: Teachers & Educators

-  Empower students to be positive, engaged members of their classroom, school, and community
-  Establish classroom routines and manage behaviours in a way that supports children and students with developing new behaviours and strategies to reduce unacceptable behaviour
-  Participate in professional development and be familiar with the Code of Conduct
-  Report and accurately document incidents of unacceptable behaviour
-  Address student behaviours in the course of their daily work and while supervising children and students in other areas of the school
-  Communicate regularly and meaningfully with parents
-  be sensitive to those who experience harm as a result of unacceptable behaviour
-  Model acceptable behaviours



## Roles & Responsibilities: Support Staff



Empower students to be positive, engaged members of their classroom, school and community



Participate in professional development and be familiar with the Code of Conduct



Accurately report and record incidents of unacceptable behaviour



Address student behaviours in the course of their daily work and while supervising students in other areas of the school



Support behaviours within the scope of their role in a way that helps students develop new behaviours and strategies to reduce unacceptable behaviour



Be sensitive to those who experience harm as a result of unacceptable behaviour



Model acceptable behaviours

# Roles & Responsibilities: School Advisory Councils



Advise their school administrator(s) and RCE/CSAP on the Code of Conduct when reviewed



Review and advise their school administrator on summary reports of incidents of unacceptable behaviour at their school to identify areas requiring strategic response



Reinforce the importance of student voice as appropriate (e.g., Student Success Survey and student consultations)

# Key Takeaways

- 1 Familiarize yourself with new PowerSchool features
- 2 Report and record unacceptable behaviours
- 3 Learn more about the categories of unacceptable behaviours
- 4 Set professional growth goals that align with learning more about your roles and responsibilities as identified in the policy and with Student Success Planning
- 5 Work together towards successful implementation of a School Wide Matrix and strengthening tier 1 classroom and school wide practices

**Lunch Time**