Guide to Important Considerations:
▶ Culturally and Linguistically Responsive Practice

The Guiding principles of the *Provincial School Code of Conduct Policy* are responsibility, equity, restorative and relationship building, and clarity and consistency. Section 1 of the *Guide for Responding to Unacceptable Behaviours* is based on the guiding principles of the *Provincial School Code of Conduct Policy* in five key areas[1]:

- **Trauma**
- **Culturally and Linguistically Responsive Practice**
- **Age and Stage of Development**
- **Impact of Suspension on Well-being and Achievement**
- **Mental Health and Addictions/Well-being**

Understanding the potential impact of contributing factors when a student exhibits unacceptable behaviour(s) helps determine appropriate responses and the development of individualized interventions and supports.

There is a wealth of knowledge, resources and expertise within our system to build a shared understanding of the importance of these considerations. These abbreviated guide sheets are intended to build upon the **Important Considerations** outlined in the **Guide to Responding to Unacceptable Behaviours**. The considerations help us broaden our understanding and enhance our learning as we apply the Code of Conduct. In addition to the abbreviated guide sheets, administrators may also refer to the *Three Braids* professional learning resources, which are part of a multifaceted approach to increase understanding, skills, and competencies related to anti-racism and anti-discrimination. These resources focus on the dynamics of racism and discrimination, intersectionality, human rights legislation and its implications, and how to recognize and respond to acts of racism and discrimination in a culturally responsive way.

The Teaching Support Team (TST) can strengthen the school's capacity to support student well-being and achievement by assisting teachers in developing strategies to meet the needs of their students. The Student Planning Team (SPT) can support the identified well-being and achievement of individual students. The TST/SPT can review the important consideration when supporting students.

When Considering Unacceptable Behaviour:

- Interpret behaviours in light of any of the multiple intersecting considerations for all students and families, including their age and stage, trauma, mental health/addictions, disabilities or their diverse cultural or linguistic identities.
- Use student documentation to identify support needs and adjust expectations.

[1] *Guide for Responding to Unacceptable Behaviour* (pages 1–2).

Culturally and Linguistically Responsive (CLR) Practice and Responses

CLRP is not a single strategy—it is a mindset, a commitment, and a daily practice rooted in equity and belonging. It ensures every student is seen, respected, and supported as they are, and that schools are places where all students can thrive—academically, socially, and emotionally.

Responding to unacceptable behaviour through a CLR lens requires **balancing** accountability with cultural understanding by responding in ways that preserve **dignity**, **belonging**, and **growth**.

Key Practices to Maintain CLR in the Face of Unacceptable Behaviour

Build Relationship and Context	Know the student's cultural, linguistic background, and communication style. Consider cultural norms that may differ from Western expectations. Distinguish between defiance, misunderstanding, and cultural difference.
Maintain High Expectations with Compassion	Hold students accountable with equity, not leniency. Use clear, consistent, and use accessible language. Avoid deficit-based assumptions about students or families.
Respond, Don't React	Use restorative practices to support reflection and repair. Listen to student perspectives before acting. Address behaviour without devaluing the student.
Leverage Family and Community Partnerships	Involve families respectfully, without judgment. Use over the phone interpreters as needed to support full participation with newcomer/immigrant families.
Reflect on Power and Bias	Ask: Would I respond the same way to another student? What values shape my interpretation? Are my strategies culturally aligned with the student's lived experience?
Create a Safe, Affirming Environment	Explicitly teach behavioural expectations in culturally relevant ways. Co-create norms and consequences with students. Make identity and culture visible in the classroom and curriculum.

How to Help	**Interpret** behaviour through a CLR lens—what may seem defiant could be rooted in cultural norms or misunderstandings. **Trust** and relationships prevent misinterpretation and foster belonging—use restorative approaches by repairing relationships and promoting reflection. **Focus** on understanding, fairness, and cultural awareness rather than reacting from frustration or assumption. **Create** a safe, affirming environment where expectations are co-constructed and all students see their identities valued and visible in the learning space. **Embed** CLR practices into regular professional development to support inclusive, equitable, and affirming learning environments. **Collaboration** with support staff and community partners is essential to providing culturally responsive and inclusive support for students and families.