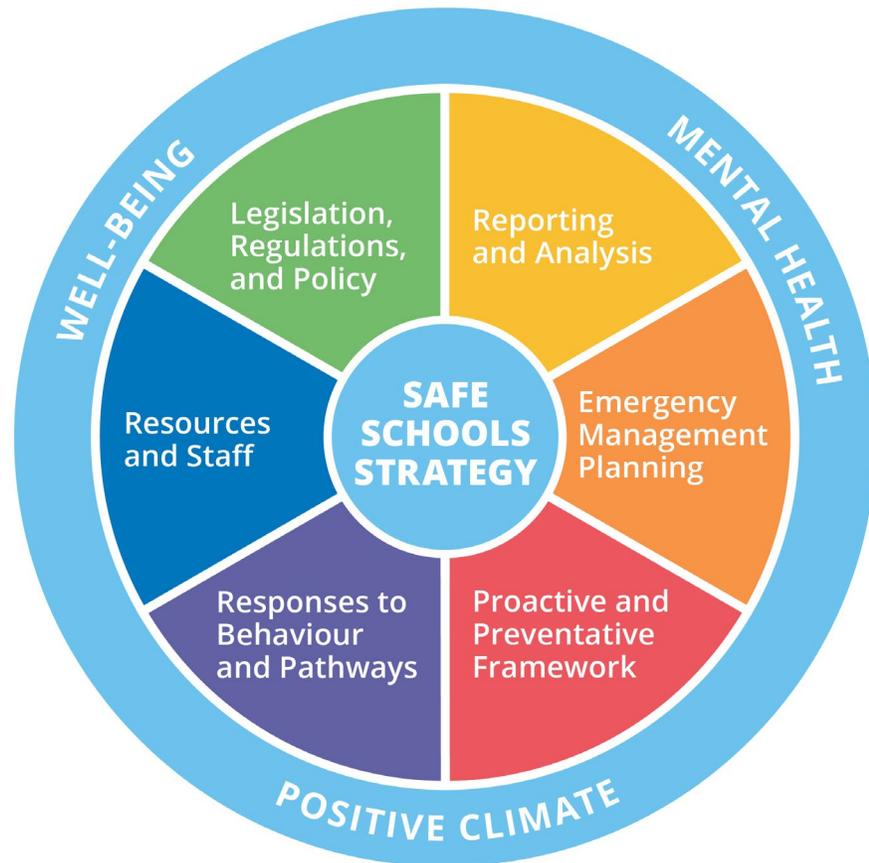


Student Safety and Wellness

November 28, 2025 – SAC Conference



Safe Schools Strategy



Six components to project work:

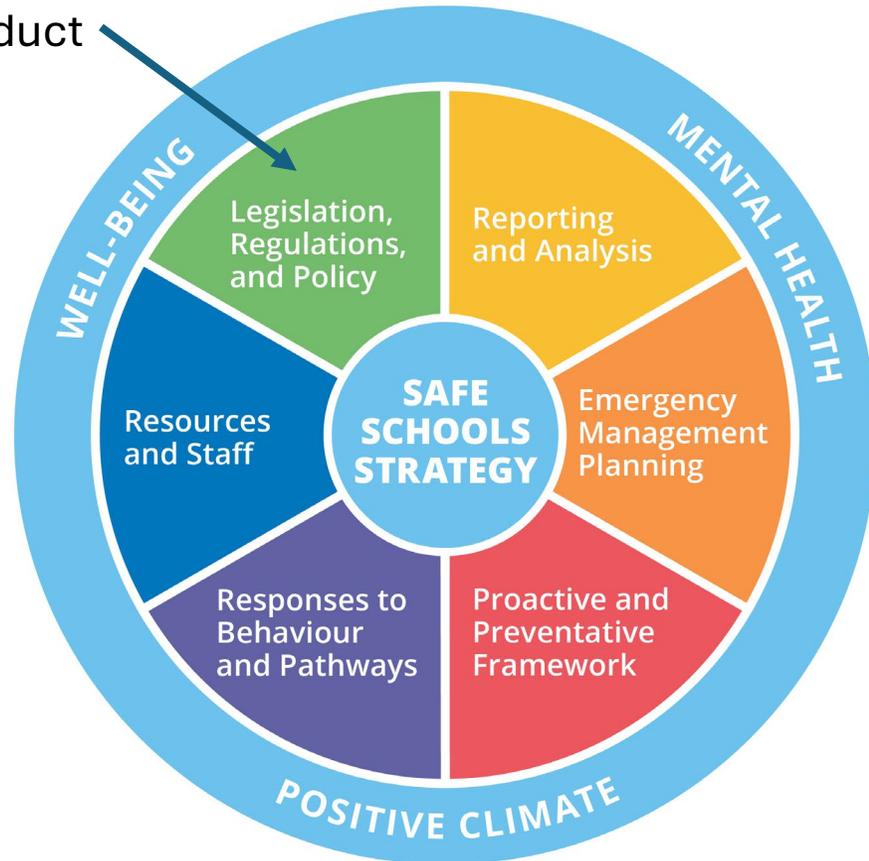
All components required and interrelated to ensure safe and inclusive school environments

Three key elements are woven into every part of the project:

- **Safety**
- **Well-Being**
- **Positive Learning and Working Environments**

Safe Schools Strategy

Code of
Conduct



Six components to project work:

All components required and interrelated to ensure safe and inclusive school environments

Three key elements are woven into every part of the project:

- **Safety**
- **Well-Being**
- **Positive Learning and Working Environments**

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



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

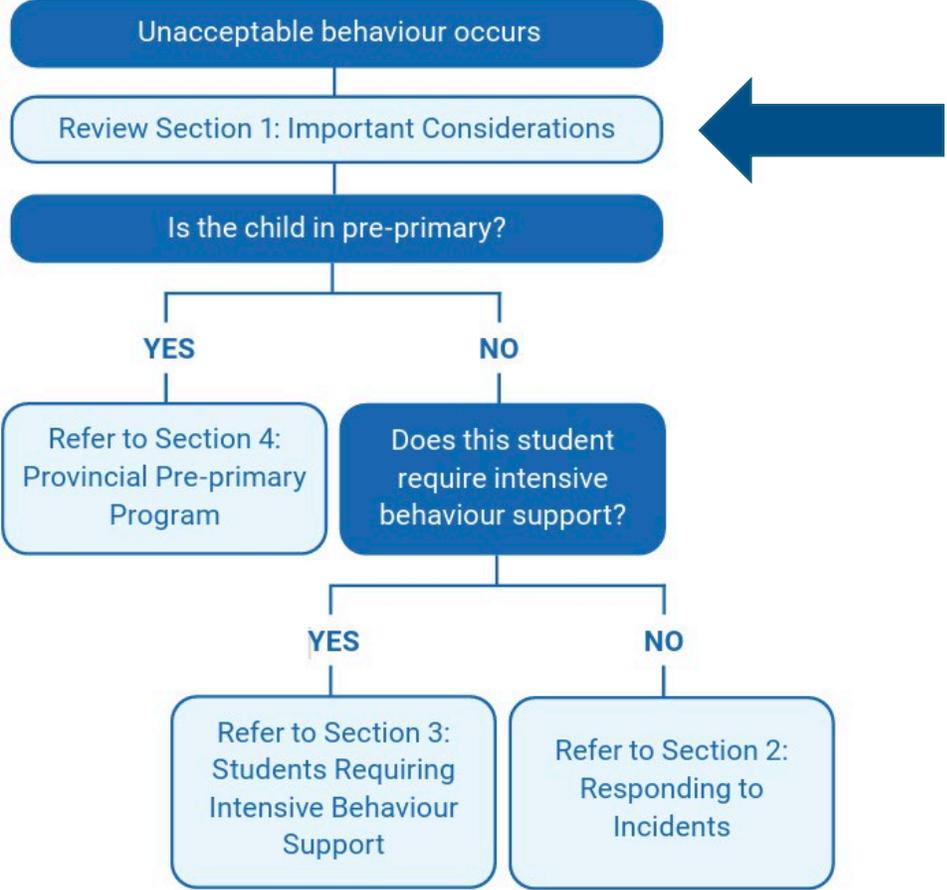


Highlights

- 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



Decision Making Pathway



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

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 Centres & 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: School Advisory Councils



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

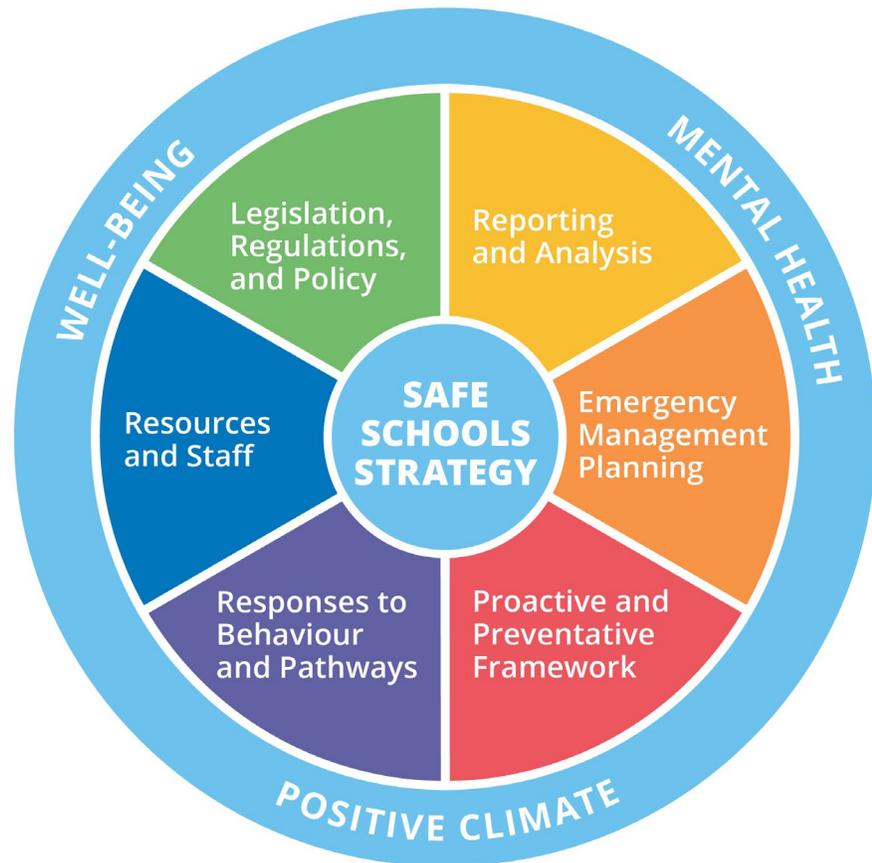


Review and advise their school administrator on summary reports of incidents of unacceptable behaviour at their school to identify areas requiring strategic response



Reinforce the importance of student voice as appropriate

Safe Schools Strategy



[Safe and Inclusive Schools Website](#)

Thank you!!