



Creating a Positive School Climate

- Foster a safe, inclusive and accepting environment
- Review Code of Conduct annually
- Focus on Bullying Prevention and Intervention, Character Education (focus on growing a culture of respect, truth and responsibility) and equitable, inclusive and culturally responsive initiatives
- Recognize and celebrate positive attributes/accomplishments
- Utilize a restorative approach to foster healthy behaviours and strengthen relationships
- Teach and model expectations and behaviours

Staff /Classroom Level

- Focus on effective classroom management and instructional strategies, mindful of students' individual identities and focusing on a differentiated approach to learning
- Co-construct and communicate classroom expectations that align with the School Code of Conduct
- Redirect inappropriate behaviour
- Conflict resolution, restorative circles
- Teach and support problem solving/conflict resolution strategies
- Reflect upon/reward/reinforce improved behavior
- Individual, peer and group counselling
- Collaborative and Proactive Solutions approach (CPS)
- Ensure on-going communication with parents/guardians
- Provide a quiet area to work
- Use consequences as an opportunity to improve behaviour
- Implement Behaviour Contracts with related, achievable goals
- Consult with school team to create a behavior management plan to improve behaviour
- Conference with students/parents/guardians and school team



Administrator/Student/Teacher/Parent - Interventions and Consequences

- Interview student(s)
- Review Code of Conduct and behaviour expectations
- Communicate with parents/guardians
- Refer to support staff and/or community agencies
- Use appropriate strategies and consequences as learning opportunities:
 - Oral reminders and review of expectations
 - Learning assignments, reflection sheets and opportunities to reflect on and address the behavior
- Peer mentoring
- Conflict mediation and resolution
- Detentions
- Restorative Practice with a culturally responsive lens
- Restitution for damages
- Behaviour contracts
- Loss of privileges
- Class withdrawal
- Suspensions/Expulsions, refer to Student Conduct Management Guideline

Suspended Students:

- Please refer to Student Conduct Management Guideline for a description of the process and reasons for suspension
- School investigation determines suspension
- Consider Mitigating/Other Factors and Human Rights Principles
- Continue the academic program
- Up to 10 days suspension - academic program established by school and provided to student
- 11–20-day suspension -academic and non-academic program required
- Develop a Student Action Plan
- Develop a Transition Plan for a successful student return

Expelled Students:

- Please refer to Student Conduct Management Guideline for a description of the process and reasons for suspension/expulsion
- School investigation determines recommendation to expel
- Consider Mitigating/Other Factors and Human Rights Principles
- Trustee Discipline Committee decides on expulsion
- Expelled student receives academic/non-academic program
- Written notice to parents/guardians provided
- Develop a Transition Plan for a successful student return