

**SAFE, CARING, RESPECTFUL AND
INCLUSIVE SCHOOLS**

The River East Transcona School Division believes the best learning and behaving takes place in a safe, caring, and respectful environment which fosters a sense of belonging for all. The division recognizes its responsibility to promote safe, caring, respectful and inclusive learning environments for students, staff, and the community.

The Safe, Caring, Respectful and Inclusive Schools Policy is intended to provide students, staff and community with a framework for the development of specific policies regarding emotional and behavioural needs. Schools within the River East Transcona School Division use school-wide positive behavioural interventions and supports to plan proactively to address the wellbeing and safety of all students. Occasionally, some students may require more individualized approaches to support their individual needs or to develop the skills necessary to be successful. Students experiencing emotional dysregulation in school are a diverse group that require a variety of interventions across a continuum of supports and services. In the event that a student's behaviour becomes dysregulated, maintaining the rights of everyone to a safe, caring, respectful, and inclusive learning environment is paramount.

The River East Transcona School Division supports:

- a positive approach to safety, belonging and inclusion that aligns with federal and provincial legislation and regulations including the Canadian Charter of Rights and Freedoms, Public Schools Act, Education Administration Act, Manitoba Human Rights Code, Safe Schools Charter, and Appropriate Educational Programming In Manitoba;
- a Code of Conduct that provides learners with consistent and clear expectations and recognizes that all partners have an active role in understanding, teaching, and planning for these standards;
- a whole-school approach to safety and belonging which includes multi-dimensional planning with consideration of evidence-based practices, including:
 - three-tiered planning with a continuum of supports and services that delineates the many available options for personnel, programming, and placement that enables all learners to be successful based on their individual needs;
 - a focus on comprehensive school health, fostering the development of a positive school climate through policies, practice, and procedures that support healthy relationships, school-based mental health, digital citizenship and cyber-safety, school-based suicide prevention and intervention, and student diversity along with comprehensive planning for staff training to ensure meaningful, appropriate educational programming for all students;

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- an investment in social-ecological systems that support the shared responsibility of fostering student belonging and safety at home, at school and in the community, including partnerships between school, home, and community when planning for transitions into, across, and beyond the educational system;
- strength-based practices which build upon individual potential, including individualized planning for students with additional needs and those with behavioural challenges.

Effective Date:	February 20, 2007	Review Date
Amended Date:	April 17, 2018; June 21, 2022	
Board Motion(s):	45/07; 94/18; 165/22	
Legal/Cross Reference:	JKD - Student Suspension and Expulsion Code of Conduct	