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JKE/JKE-R**Student Code of Conduct: Behaviour Intervention and Response**

St. James-Assiniboia School Division (SJASD) commits to ensure that all schools within the Division provide safe, caring, inclusive, and culturally responsive learning environments, where all student, from every background, feel a sense of safety, belonging, and respect, and is supported to reach their full potential.

In alignment with Manitoba Education and Early Childhood Learning, SJASD further commits to:

- Promoting proactive, whole-school approaches to safety that include preventative and responsive planning, developed in partnership with parent(s)/caregiver(s) and the broader school community.
- Supporting the development of positive relationships and problem-solving skills throughout the school community.
- Ensuring that behaviour interventions and responses uphold human dignity, are informed by research and best practice, and are administered in a fair, consistent, and culturally responsive manner.
- Providing students with the supports necessary to understand, manage, and take responsibility for their behaviour, while enabling school personnel to exercise sound local decision-making.
- Recognizing that student success, safety, and well-being are collective responsibilities requiring active engagement from all who support children and youth.
- Affirming that strong, healthy relationships are foundational to safety, belonging, and overall student success.
- Ensuring alignment with provincial legislation, regulations, standards, and directives in order to uphold the rights of children and youth to equitable access to education.

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Guiding Principles

The following principles guide the implementation of this policy:

- Students are at the centre of all planning and decisions.
- Learning environments must be safe, caring, and inclusive.
- Student rights and access to education must be upheld in all circumstances.
- Human dignity must be respected in all interventions, responses, and consequences.
- Behaviour responses should be informed by evidence, best practices, and cultural responsiveness.
- School personnel must have the ability to exercise professional judgment within the provincial and divisional framework.
- Safe and caring schools require strong, trusting relationships across the community.

Unacceptable Behaviours

The following behaviours that warrant an intervention and response included but not limited to the following:

- Bullying/cyberbullying behaviour
- Harassment/discrimination, on the basis of any characteristic set out in subsection 9(2) of The Human Rights Code
- Threats to others
- Theft
- Trafficking in drugs or sex
- Physical violence/aggression
- Sexual assault/aggression
- Hazing
- Gang activity
- Possession of a weapon, as defined in section 2 of the Criminal Code (Canada)
- Possession of or being under the influence of alcohol, cannabis, or an illicit drug
- Harmful use of the Internet and electronic communication including AI-generated content (e.g., audio, images, video, or text), doxing, swatting, cyber flashing, sextortion
- Self- or peer exploitation
- Threats and/or harm to self

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Behaviour Intervention, Response Strategies and Consequences

The principal is responsible for ensuring that interventions, responses, and consequences for non-observance of the school code of conduct are consistent with this policy. The principal has the authority to determine which intervention, response, or consequence is appropriate based on factors such as frequency and severity of behaviour, student age and development, mental wellness, and diverse needs. The following interventions, responses or consequences may apply, but not limited to:

- Discussion with a trusted adult
- Parental/Caregiver Involvement
- Formal Meeting
- Restoring Community/Restitution
- Positive Behaviour Agreement
- Student Services Referral
- Outside Agency/Community Involvement
- Risk/Threat Assessment
- Police Notification
- Student Suspension
- Student Expulsion
- Managed Move

Appeal Process

Students and parent(s)/caregiver(s) must follow the established appeal process. Exceptions are suspension in excess of five days and expulsion – in these cases, the appeal goes directly to the Board of Trustees.

Legal References

- Canadian Charter of Rights and Freedoms
- The Human Rights Code of Manitoba
- The Public Schools Act
- The Education Administration Act
- Provincial Code of Conduct (Manitoba Education and Early Childhood Learning) Behaviour Intervention and Response Using a Student-Centred and Strength-Based Approach
- Enhancing Proactive Supports to Minimize the Use of Suspensions
- Standards for Appropriate Educational Programming in Manitoba

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- Mamàhtawisiwin: The Wonder We Are Born With – Indigenous Education Policy Framework
- Divisional Respect for Human Diversity Policy

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