



**Safe and Caring Schools
Policy and Support Plan
2020/2021**

Student Support Services Unit

~Success for Each Learner~



Yukon Education’s Safe and Caring Schools Policy is a commitment by Yukon Education and each school community to plan, strategize and create a positive, respectful school climate.

The Department of Education supports a healthy, active, safe and caring learning environment in Yukon schools. A school is a place that promotes responsibility, respect, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, included and accepted. Building and sustaining a positive school climate is a complex challenge requiring evidence-informed solutions.

Student Support Services is dedicated to supporting Yukon schools to implement this policy through specific services. These services are designed to foster safe and caring schools and promote positive mental health. Positive mental health is defined as “the capacity to feel, think and act in ways that enhance our ability to enjoy life and deal with the challenges we face.” Positive mental health is prompted by respecting the importance of culture, equity, social justice, interconnections and personal dignity.

All students, parents, and teachers and other school staff have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate. The promotion of a whole-school approach to prevention and intervention strategies fosters a positive school climate that supports student achievement and the well-being of all students.

Safe and Caring Schools Policy Web Link:

http://www.education.gov.yk.ca/pdf/policies/safe_caring_schools.pdf



“ALL STUDENTS AND SCHOOL STAFF HAVE THE RIGHT TO BE TREATED IN A FAIR, RESPECTFUL AND EQUITABLE MANNER IN A SAFE SCHOOL ENVIRONMENT FREE FROM ALL FORMS OF BULLYING, HARASSMENT AND INTIMIDATION.”

Safe and Caring Schools Policy

All School opportunity professional training and the Safe and

staff have the to receive development, support through Caring Schools

Policy and Support Plan. The topics presented in this plan represent current, best practice and research-based information and approaches aimed at supporting the social emotional health and well-being of students, staff and schools as well as creating and maintaining safe and caring schools.

The following support services are provided throughout the school year, by request, unless otherwise indicated. Sessions and support may vary in time and length depending on identified needs and number of participants. Please contact the consultant indicated to discuss your needs and to plan further.

1. Restorative Practices in Schools

Restorative practices are a set of processes and tools, that when implemented and utilized consistently, create connection and caring in classrooms, groups, and the whole school community. People and relationships are valued first and foremost. When we make mistakes or cause harm, restorative practices can help us understand the impact of our actions, heal the harm and restore relationships and Community. Restorative practices offer a positive alternative to punishment and punitive forms of discipline.

Contact: Brenda Jenner, School Community Consultant, 456-6587

2. Trauma Sensitive Classroom Strategies

Traumatic experiences resulting in toxic stress occurs in the lives of children, adults, and communities, more than we may realize. Toxic stress impacts learning and the brain in so many ways. When the trauma lens is applied toxic stress can be recognized and responded to so students can be supported and learning and comfort made possible.

Contact: Brenda Jenner, School Community Consultant, 456-6587

3. Let's talk about suicide

Suicide can be a difficult topic to think of and say out loud. Most people with thoughts of suicide don't truly want to die, but are struggling with grief, loss and pain. This facilitated 1-hour discussion will enable participants to identify signs, address stigma and ask the suicide question directly.

Contact: Brenda Jenner, School Community Consultant, 456-6587

4. Mental Health Literacy

We all have mental health, just as we all have physical health. What is mental health and mental illness? Mental Health Literacy is important for children, adults and communities. Sessions will assist staff with: understanding mental health & mental illnesses, fostering good

mental health and resiliency skills, decreasing stigma and supporting children and their families in accessing help effectively.

Contact: Brenda Jenner, School Community Consultant, 456-6587

5. Cyber-Safety Panel

This is an opportunity for your school Community to hear from an inter-agency panel, ask questions and raise awareness about cyber-safety, online behaviour & bullying and peer exploitation. Suitable for school staff and parents/caregivers of students.

Contact: Brenda Jenner, School Community Consultant, 456-6587

6. Positive School Climate

A positive and safe learning and teaching environment within school is essential for student achievement, student and staff well-being. When students and staff feel safe, included, supported and accepted, everyone can learn and live to their full potential.

Student Support Services can help schools champion developmentally friendly, aware and inclusive programming to support positive school climate and awareness of bullying and LGBTQ2S+ inclusivity.

Contact: Brenda Jenner, School Community Consultant, 456-6587

7. School Counsellor's Meetings

Monthly meetings for those in the role of School Counsellor. Meetings occur monthly, with a focus on collaboration, resource sharing, information and strategies to support School Counsellor's in their role.

Contact: Brenda Jenner, School Community Consultant, 456-6587

8. Positive Behavioural Interventions & Supports (PBIS)

PBIS is a framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students.

PBIS helps students to develop and learn social, emotional, and behavioral competence, supporting their academic engagement. PBIS helps educators develop positive, predictable, and safe environments that promote strong interpersonal relationships with students through teaching, modeling, and encouragement.

Contact: Alison George, PBIS Coach 667-8000 or 336-0218

9. Nonviolent Crisis Intervention Training (NCI)

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Nonviolent crisis intervention is a behavior management system that is proven to be safe and non-harmful. It is designed to help people working with people, provide for the best possible care and welfare for assaultive, disruptive, or out-of-control persons even during the most violent moment.

This training will focus on prevention by providing staff with proven strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage. Student and staff physical and emotional safety is paramount in all strategies and interventions discussed in NCI.

It is recommended that school staff designated with writing student plans, supporting and intervening with students named in such plans, participate in this training on a regular basis.

Training is one, 8-hour day and sessions are offered on a regular basis throughout the school year.

Contact: Alison George, PBIS Coach 667-8000 or 336-0218

10. Violence Threat Risk Assessment Training (VTRA)

VTRA training is a comprehensive skill-based training that uses a multidisciplinary lens to assess threat of violence by individuals toward others and/or themselves and reduce the impact of trauma. VTRA is a robust methodology that deploys human-assisted technology, establishes processes that assess the threat of violence and facilitate the response to trauma.

Note: VTRA is a policy and protocol of Schools and Student Services, Department of Education. As such, this training is offered on a regular basis to ensure current certification and training of identified VTRA team members.

Contact: Brenda Jenner, School Community Consultant, 456-6587

11. Critical Incident Stress Debriefing

Critical incidents are situations that occur outside of our normal frame of reference and challenge us to understand and cope with what has happened. Critical Incident Stress Debriefing is a short-term, group intervention process that focuses on an immediate traumatic event. CISD is one of several methods that can be utilized to lessen the likelihood of people experiencing symptoms of trauma and stress following a critical incident and support the return to daily routine, work, life.

Student Support Services can assist Principals in facilitating a response to critical incidents and conducting a critical incident stress debriefing session. CISD is effective when offered 24-72 hours following a critical incident.

Contact: Liza Manolis, Manager, Student Support Services, 667-5130 or Brenda Jenner, School Community Consultant, 456-6587

12. Grief and Loss Support

Grief & Loss support is inclusive of a response to critical incidences and trauma support.

Grief and loss support may include a combination of brief, crisis counselling and support, manned grief and loss rooms for students and staff, reading materials, resources and empathic, human support.

Contact: Liza Manolis, Manager, Student Support Services, 667-5130 or Brenda Jenner, School Community Consultant, 456-6587

Web Link:

As part of the Safe and Caring Schools Policy Support Plan, Student Support Services maintains a resource focused database with access to a variety of information on topics such as bullying and violence prevention, substance use and addiction, mental and physical health, sexual health, and nutrition.

Please locate the database here:

<http://www.yesnet.yk.ca/staffroom/pdf/14-15/cshdatabase.pdf>

Partners and Services

Yukon Education engages in interagency collaboration and training to support partnerships with other agencies and government departments. Partnerships include: Complex Needs Committee, Violence Threat Risk Assessment, Mental Wellness working groups, and Sexual Orientation and Gender Identity (SOGI) working groups.