

Safe and Caring School Values

Since 1996 the Society has been asking Albertans what they think makes a school “safe and caring”. That information has guided the SACSC programs and helps adults and students to make schools and communities safe and caring places. The attributes in this brochure are the result of province-wide consultation and extensive research both inside and outside of Alberta.

The Goal in a Safe and Caring School

Members of a safe and caring school model socially responsible and respectful behaviours so that learning and teaching can take place in a safe and caring environment.

What is a Safe and Caring School?

A safe and caring school is a place where staff, students and parents create a shared vision based on collective safe and caring values. It is a place where everyone treats others fairly, with respect and kindness, and acts in a socially responsible way. The members support and care for one another so that everyone can succeed both in school and in life. Adults learn how to be effective role models, and children and youth learn to appreciate one another's differences. Everyone has a role to play in creating a safe and caring environment.

Safe and Caring Concepts

The Society for Safe and Caring Schools and Communities aims to teach students respect and build a sense of responsibility to the community. The programs affect a child's total environment by assisting adults both in and outside of the school to model prosocial behaviours and skills including: bullying and violence prevention, anger management, conflict resolution, and respect for diversity.

Programming is based on these fundamental concepts:

- non-violent values and behaviours must be taught and reinforced consistently by the important adults in a child's life,
- integrating safe and caring principles into the school curriculum and reinforcing them in the school, the home and the community teaches children to apply these values to all aspects of their lives,
- children and youth who feel safe and cared for are predisposed to learning,
- children and youth need to take responsibility for regulating their own behaviour,
- adults influence children's behaviour through modelling, and
- children and youth are the responsibility of all the adults in the community.

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What is a Safe and Caring School?



Bullying and Violence Prevention, Character Education, Conflict Management, and Respecting Diversity

What can we do...

to make our schools, classrooms and communities safe and caring for everyone?

The following attributes are common to all safe, caring and inclusive schools. They provide direction for the development, implementation and evaluation of school principles, policies, programs and practices and form the foundation of SACSC programming.

General Nature of the School

Members of a Safe and Caring School:

- build a climate of interest, caring, and safety and for all;
- support, value and celebrate learning, teaching and student achievement; and
- promote community involvement in programs and activities.

Behaviour Among People in the School

They do this by:

- showing trust and concern for the feelings and bodies of all;
- respecting personal space and property;
- being given a chance to participate in decisions that affect them;
- modelling respectful, responsible and caring behaviour and attitudes;
- building meaningful relationships;
- developing self-esteem and celebrating success;
- helping the community learn about SACSC; and
- seeking involvement and support from the community for school values.



School Citizenship

They work together to develop:

- students' minds, personalities, talents and abilities to the fullest;
- respect for all human rights and freedoms;
- respect for the cultures and laws of Canada;
- responsible behaviour and friendship which honour all forms of diversity; and
- respect and responsibility for the natural environment.

-Adapted from the UN Convention of the Rights of the Child, adopted by the UN General Assembly, 1989.

Activities and Programs

They provide activities and programs that:

- are open to all students;
- meet the needs of a variety of students;
- are assessed regularly;
- have a clearly stated purpose;
- nurture a sense of purpose and belonging and promote school spirit;
- help students to take on leadership roles;
- support students at risk of, or already involved in, violent behaviour as well as their victims; and
- promote awareness and encourage participation from the home and community.

Rules and Expectations

They develop rules that:

- foster respect and maintain the dignity and self-worth of those involved;
- consider the best interests of each student;
- involve students in resolving difficulties;
- encourage and empower students to acquire and practice appropriate social skills;
- take into account the student's age and unique circumstances;
- are fair, just and meaningful and assume that all students have a constructive and relevant role to play in the school;
- are consistently and appropriately applied
- are based on school values that have been developed by consulting the needs and perspectives of staff, parents and especially students;
- are monitored and evaluated regularly;
- are culturally respectful and relevant, and
- are clearly and regularly communicated to school staff, students and parents.

Please note that the Society for SACSC has created a student survey instrument that Administrators can use to measure these five areas in their schools.