



BRANT HALDIMAND NORFOLK  
Catholic District School Board

# District Safe and Accepting Schools Plan 2023-2027



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Priority Area	Goals	Key Activities	Indicators of Progress
Belonging	Members of our Catholic Learning Communities will live out Gospel Values and Catholic Social Teachings to foster peaceful, safe, and accepting school cultures.	<p>Schools will articulate clear expectations for the community by annually reviewing the BHNCDSB District Code of Conduct and related safe and inclusive schools' policies and procedures.</p> <p>School Safe and Accepting School Plans will be reviewed and revised annually at each school (reflecting the District Safe and Accepting Schools Plan).</p>	<p>Staff, parents, and students will be knowledgeable about and respect/adhere to the District and School Codes of Conduct as well as behaviour, discipline, safety, and equity policies.</p> <p>Evidence of schools communicating the Code of Conduct to all members of the school community (i.e., school website, newsletter, assemblies).</p> <p>Safe and Accepting Schools Plans are submitted to the Family of Schools Superintendent annually in the fall.</p>
	Schools are safe spaces of acceptance, curiosity, growth, development of resilience and opportunities for student and family voice.	<p>Schools will include diverse representation and perspectives when collaborating on avenues to foster well-being and belonging for all.</p> <p>Schools will actively invite and welcome partnerships with parents/caregivers, students, and appropriate community partners to work together to ensure that BHNCDSB schools are safe and inclusive places to learn and grow.</p>	<p>A school team is established and is significantly involved in leading and influencing a positive school culture.</p> <p>Each school community will have established practices, policies and procedures that promote safety and belonging for all.</p>
	Incorporate principles of equity and inclusive education into all aspects of school policies, programs, procedures, and practices.	<p>Promote activities that recognize and celebrate differences and unique talents of students.</p> <p>Develop a school culture that authentically reflects the diversity of all community members.</p> <p>Ensure that principles of equity and inclusive education permeate School Improvement Plans.</p>	<p>Safe school policies and procedures are applied consistently, fairly and with a bias-aware lens.</p> <p>There are obvious and visible representations of the diversity of students and staff in the classroom curriculum and greater school curriculum.</p>



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		Examine and remove any barriers that exist that prevent successful access to the curriculum and full participation in the school community.	Schools continue to review best practices in applying progressive discipline fairly and consistently.
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Teaching and Learning	Promote and provide resources/materials necessary to be sure <b>ALL</b> students feel welcome, accepted, and experience a sense of belonging to the school community.	<p>Culturally responsive resources/activities will be shared with schools to promote safe and caring classrooms and align with the Board’s Religious Education and Family Life Program, Ontario Catholic School Graduate Expectations and the Board’s Equity and Inclusive Education Policy.</p> <p>Continue to promote and provide resources for use in classrooms to promote safe, inclusive, and caring learning environments (i.e., Indigenous Education resources, Supporting Minds document, Special Education resources, Self Reg, Trauma informed etc.). Teachers will be encouraged to utilize the Faith and Wellness resource housed within the School Mental Health Action Kit <a href="http://MH.LIT: Student Mental Health in Action - School Mental Health Ontario (smho-smsso.ca)"><u>MH LIT: Student Mental Health in Action - School Mental Health Ontario (smho-smsso.ca)</u></a></p> <p>Provide opportunities for student leadership, collaboration and voice in selection of resources.</p>	<p>Schools will audit current resources and ensure appropriate evidence-based resources are available to staff.</p> <p>Evidence of the Faith and Wellness resource as well as the Board’s Self-Reg/trauma-informed/ mental health practices and approaches in everyday classroom practices.</p> <p>Students will demonstrate enhanced knowledge about mental health, coping strategies, resilience and know how to access support for themselves and their peers.</p> <p>Representation and perspectives from equity seeking groups and Indigenous communities are included in safe and accepting schools planning.</p>
	Ensure availability and access to prevention and promotion programs in schools and to students.	<p>Provide training and support materials for school staff to support schools in using various approaches to support students in managing stress and self-regulation and build resilience (SEL, Self-reg, “MindUP” Curriculum etc.)</p> <p>Promote and recognize student leadership in building positive relationships and inclusion.</p> <p>Continue JACK project/chapters in secondary schools.</p>	<p>Students indicate they feel better equipped to identify and support their own wellbeing.</p> <p>Reduction in the number of safe school incidents.</p> <p>There is visible evidence that school communities (and individual classrooms) are regularly participating mindfulness activities, Christian Meditation, and other prayer experiences.</p> <p>Decision Support Tool to be utilized when considering presentation resources from outside the Board.</p>



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		<p>Continue to practice Christian Meditation while also introducing new prayer experiences.</p> <p>Promote programs that support meaningful and responsible use of social media.</p>	
	Restorative Practices are used in a consistent manner within classrooms by teachers and students on a daily and/or weekly basis.	<p>Provide school and district staff with Restorative Justice Training.</p> <p>Continue partnership with John Howard Society to support the use of Restorative Practices within our schools, while also building educator capacity.</p> <p>Provide training in Restorative Circles to administrative and school staff.</p> <p>Restorative Circles and practices will continue to be used within schools and classrooms to support and promote positive behaviours.</p>	<p>Increased number of trained staff and a minimum of one administrator and one key staff member at every school in BHNCDSB are certified in the Board approved restorative practices training.</p> <p>Staff report an increase in comfort level and capacity in using restorative practices within classrooms and the larger school community.</p>
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Wellness	Support schools through the stages of the Self-Reg implementation journey.	<p>Tiered approach to building staff and student capacity in self-regulation and co-regulation using the work of Dr. Shanker and the Mehrit Centre.</p> <p>Provide direct support to each school team through mentoring, PLCs, and Training.</p>	<p>Educators and all school support staff will understand their role in assisting students in co-regulating.</p> <p>Students will have a better understanding of the body's response to stress and will be able to identify their stressors and find ways of reducing stress and restoring their energy.</p>
	Ensure potentially high-risk behaviour of students is properly assessed and supported.	<p>Collaborate with community partners to review and update the Board's Community Violence Threat Risk Assessment Protocol.</p> <p>Provide ongoing training for all principals and other relevant staff in the Board's Violence Threat Risk Assessment Protocol.</p>	<p>The district will see a reduction in violent incidents.</p> <p>Staff, students, and caregivers will know how to access a clear pathway to care. Families will feel supported and have increased knowledge with regards to suicide prevention.</p>



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		<p>Provide other pertinent training to improve system capacity to respond to student crisis (i.e., Trauma Response Education, NVCI, SafeTalk and ASIST Training, School Mental Health Ontario Educator Training in suicide).</p> <p>Share pertinent School Mental Health Ontario resources with families.</p>	<p>Students who have suicidal ideation and self-harm will know how to access help and will be connected to help.</p> <p>Administrators and other trained staff will report an increased comfort and ability to support students/schools in times of crisis.</p>
	<p>Continue the focus on recreational cannabis, vaping and smoking education and awareness.</p>	<p>Continue to educate school administrators and staff to promote safe and healthy school communities in relation to the legalization of recreational cannabis as well as the effects of vaping and smoking.</p> <p>In partnership with Brant County Health Unit, create a plan of action/protocol to inform a consistent approach to 'no smoking/vaping' in our schools.</p> <p>Implementation of the Witness Reporting System and the support of a Tobacco Enforcement Officer in partnership with Public Health Nurses to encourage cessation and provide education about the effects of smoking and vaping.</p> <p>Pilot the use of the student self-directed resources created by Dr. Tara Bruno, in consultation with students to promote prevention and intervention of drug use.</p>	<p>Students and families are participating in focus groups to inform educational resources.</p> <p>A reduction of incidents related to cannabis, vaping, and smoking on school property and at school sanctioned events.</p> <p>Protocol initiated and implemented across our District in conjunction with the Health Unit for consistency in our schools.</p>
	<p>Provide training to address current and relevant safe school issues.</p>	<p>Review and revise the School Emergency Response Resource Binder.</p> <p>Notification of Potential Risk of Injury binders will be updated at each school and shared as appropriate with school staff.</p> <p>Enhance educator understanding and articulate the Board's Policy on Anti -Human Trafficking.</p>	<p>Consistent approaches and practices will be in place across the district.</p> <p>Staff will know where to access the policies and procedures to respond effectively to unsafe situations.</p>



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	<p>All schools will participate in Bullying Awareness and Prevention Week during November.</p>	<p>School communities will engage in daily prayers, reflections and other activities during Bullying Awareness and Prevention Week 2023-2024.</p> <p>A Bullying Awareness and Prevention Week resource package will be available to all schools.</p> <p>Schools will engage families by sharing information via social media and other means leading up to and during Anti-Bullying Awareness week.</p> <p>The Safe Schools Online Anonymous Reporting Mechanism will be piloted in schools.</p>	<p>Students will report an increased understanding of what it means to live as joyful disciples in a peaceful, inclusive, respectful community as well as a community of kindness.</p> <p>Staff are clear on how to assist in Bullying prevention and how to intervene in situations of bullying.</p> <p>Where appropriate, students will have a clear route to communicate concerns anonymously thereby reducing the risk of retaliation and/or under-reporting due to fears associated with reporting.</p> <p>By September 2024, the Safe Schools Anonymous Reporting Mechanism will be available to all school communities.</p>
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**Helpful Resources:**

- [STU 200.09.P Student Behaviour Discipline and Safety.pdf](#)
- [STU 200.23.P - Equity and Inclusive Education.pdf](#)
- [Curriculum and Resources \(gov.on.ca\)](#)
- [Bullying – we can all help stop it | ontario.ca](#)
- <http://www.edu.gov.on.ca/eng/teachers/safeschools.html>
- <http://www.edu.gov.on.ca/eng/healthyschools/educators-resources.html>
- <http://www.prevnet.ca/sites/prevnet.ca/files/fact-sheet/PREVNet-SAMHSA-Factsheet-Bullying-Definitions.pdf>
- <http://www.prevnet.ca/resources/tip-sheets>