

BRANT HALDIMAND NORFOLK Catholic District School Board



## School Safe and Accepting Schools Plan

Holy Family School

2023-2027

Priority Area	Goals	Key Activities		Indicators of Progress
BELONGING	Our school community will be one in which teachers, administrators, parents, and students pay attention to each other's feelings and demonstrate empathy for one another.	of the expectations fo the BHNCDSB Distric School Code of Cond The Holy Family Safe reviewed and revised and Accepting Schoo Whole school monthly	and Accepting School Plan will be annually (reflecting the District Safe Is Plan). r focus on a character trait or value aceful, safe and accepting school	Staff, parents, and students will be aware of and respect/adhere to the District and School Codes of Conduct as well as behaviour, discipline, safety, and equity policies. Code of Conduct, expectations and monthly focus will be communicated to members of the school community in a variety of ways (i.e., school website, newsletters, assemblies, school displays). Safe and Accepting Schools Plan will be submitted to the Family of Schools Superintendent annually in October. Staff will take advantage of Restorative Practices training opportunities.



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		May	Being a Catholic Leader	
		June	Being a Hard Worker	+
TEACHING AND LEARNING	Restorative practices represent a positive step forward in helping all students learn to resolve disagreements, take ownership of their behavior, and engage in acts of empathy and forgiveness. If staff team members deepen their understanding of Restorative Practices and make regular use of the Restorative Practices strategies and questions to help solve conflicts and repair relationships, then students will be able to articulate and utilize basic social skills to problem-solve and solve conflicts.	Staff will be provided with tools and information (including posters and question cards) to continue to incorporate Restorative Practices in their interactions with students.		Staff will be able to clearly articulate and utilize a continuum of strategies, from informal (affective statements and questions) to formal (restorative conferences).
		Staff will model the use of restorative practices to support respectful, inclusive and positive relationship/community building.		Staff will report an increase in comfort level and capacity in using restorative practices within classrooms and the larger school community.
		Student leadership in building respectful, positive relationships and inclusion will be promoted and recognized, with intermediate students acting as mentors to other students under the supervision of staff members.		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.
WELLNESS	To create a school environment that prioritizes student and staff wellness and fosters active student engagement, leading to improved school attendance and improved academic performance, social well-being, and school culture.	Supported by support services team members (CYW and Social Worker) Kindergarten educators will utilize the MindUp program in their classrooms. This will support and help students focus their attention, improve self-regulation skills, build resilience to stress, and develop a positive mindset in school and in life. Staff will be encouraged to take advantage of training opportunities to build staff and student capacity in self- regulation and co-regulation using the work of Dr. Shanker and the Mehrit Centre. Informational items related to the importance of school attendance and healthy habits that support this will be shared monthly through newsletters and parent communication.		Educators and all school support staff will have a better understanding of their role in assisting students in co-regulating. 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. Monitoring of student attendance will show improvement in number of students with problematic attendance.