

Creating Communities of Peace

Called to Care...Called to Action...Called to Rebuild.

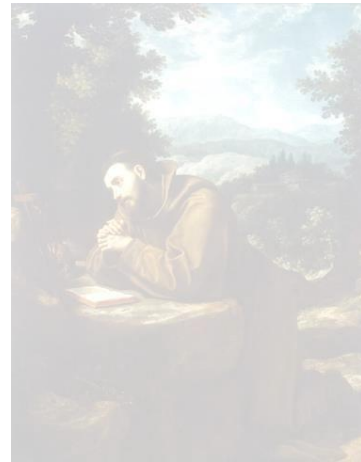


Lord, make me an instrument of your peace,
Where there is hatred, let me sow love;
where there is injury, pardon;
where there is doubt, faith;
where there is despair, hope;
where there is darkness, light;
where there is sadness, joy;

O Divine Master, grant that I may not so much seek to be
consoled as to console;
to be understood as to understand:
to be loved as to love.

For it is giving that we receive,
it is in pardoning that we are pardoned;
and it is in dying that we are born to eternal life.

Peace Prayer of St. Francis



INTRODUCTION

As a Catholic School Board, it is our purpose to create safe, inclusive, and accepting community schools, which respect individuality, celebrate harmony, and strive to promote and develop responsible behaviour based on Gospel values and shared discipleship.

As educators, support staff, parents, and students, we are called to respond with care and concern. The face of God is shown in each of our children.

Our school community should feel safe and secure so that we can work together and support each other in a positive school climate. Students, staff, and parents need to cooperate to prevent violence and to keep our schools safe. Together we urge you to bring your energy, enthusiasm, and generosity to the tasks of building and creating communities of peace.

Our schools strive for academic excellence and the development of a strong caring community. Our vision is for people to think clearly, act wisely, feel deeply, and live responsibly. The building of character begins at home and continues through the church and school communities.

Our school community will assist you in solving problems and protecting your right to learn. We are extremely happy to have the opportunity to work with you to share the Peace of Christ and to Create Communities of Peace.

RESTORATIVE JUSTICE AND PROGRESSIVE DISCIPLINE

Encouraging empathy and understanding can foster care and compassion which will assist students to make good choices, to resolve conflicts and to forgive when required. It is important for students to deal with the harm they have caused to individuals and to the school community. We want students to become caring and responsible adults who have the skills to resolve issues and to reconcile differences.

Restorative Justice is a whole school community approach that involves collectively preventing bullying, identifying, and addressing harms, needs and obligations in order to heal and make things right. Staff, community members, family and students need to be respectful, take responsibility and to be supportive. Explanations and clarifying expectations help to set boundaries and consequences that are firm and fair.

We want our practices to be restorative, helping children develop empathy through reflection, insight, and learning, and able to repair and rebuild relationships if harm is done. Restorative practices allow us to move from an apology of words to an apology of action. Restorative conversations, interventions, classroom circles and formal conferences help students and staff to have the opportunity for resolution and reconciliation.

***THIS IS WHAT YAHWEH ASKS OF YOU: ONLY THIS,
TO ACT JUSTLY,
TO LOVE TENDERLY,
AND
TO WALK HUMBLY WITH YOUR GOD.
MICAH 6:8***

BUILDING RESILIENCY AND POSITIVE MENTAL HEALTH

The CDSBEO is committed to building resiliency and positive mental health for all of our students. The Board offers Prevention, Targeted Intervention and Specialized Supports for students to develop resiliency and restorative practices, to stop bullying and to support positive mental health. School excellence involves Positive School Capacity and excellent in instruction. When these combine, students experience positive educational outcomes and relationships which are essential to resiliency.

OURSCHOOL SURVEY

Our school board has partnered with The Learning Bar to provide students (grade 4-12), parents and staff with the opportunity to give us confidential feedback about their school experiences where they can share their thoughts on how we can continue to work together to ensure their schools are a place where everyone feels safe, like they belong, and reflected in the culture of their school. Student, parent, and staff voice is important to us, and we look forward to working with everyone to ensure the best learning experiences possible for everyone.

COMMUNITY VTRA PROTOCOL: VIOLENCE THREAT RISK ASSESSMENT

A Collaborative response to Assessing Potential Violence has been created by both school boards in partnership with Police Services and Community Agencies.

The CDSBEO and community partners are committed to making our school safe for students and staff. As a result, schools will respond to all student behaviours that pose a potential risk to other students, staff, and members of the community.

The risk and threat assessment process is designed to be proactive in developing intervention plans that address the emotional and physical safety of all those involved.

Each school has a violent threat risk assessment team (VTRA) which is multidisciplinary and includes the school administrator, designated board regional leads, and school-based support staff. The VTRA team may include police, the Children's Aid Society, youth justice, and children's mental health practitioners.

STUDENTS CREATING COMMUNITIES OF PEACE

RESPONSIBILITIES

Responsibility creates a community where individuals show respect for others. All through life you must decide how to act. It is not always easy to make choices, especially if someone else is not being responsible. It is important to remember that you are in charge of yourself. You can do what is right.

RESPECT FOR SELF

Your mind, heart, body and soul or something for you to respect. If something is hurting you, talk to someone, instead of hurting yourself.

WHY?

Before you can respect other people or other people's authority or property you must have respect for yourself and accept who you are. In this school you will be treated as an individual, a child of God who has dignity and the right to respect. Drug and alcohol abuse, sexual irresponsibility and physical or verbal misconduct are not compatible with the dignity we want to share as part of our Catholic community.

RIGHTS

Students have the right to be provided with a positive school environment that is conducive to learning and free from physical and verbal harassment.

Students have the right to take part in all school programs appropriate to age ability and behaviour.

Students have the right to be treated with respect and sensitivity, to be given support and to earn trust and privileges.

Students have the right to experience a school climate that is safe, inclusive, and accepting.

Staff have the right to expect appropriate behaviour from students and to discipline students who are disruptive to the class.

Staff have the right to expect students to take an active part in the classroom program to the best of their ability and to receive parent cooperation in all aspects of student behaviour.

RESPECT FOR OUR COMMUNITY

We all are expected to comply with the rules and expectations of the school. Staff and students all work very hard to make our years at school happy, safe, and rewarding.

ACADEMIC EXPECTATIONS

You are expected to attend school regularly and attend all of your classes. You are expected to be on time for school. Be prepared by bringing all notebooks, textbooks, and necessary materials to class. Have assigned homework completed. Hand in assignments on due dates. Be prepared and present for tests.

WHY?

Good attendance is important if you are to be successful in school. Missing a lot of class time affects not only your work but the work of the class as well. If you give your best, you learn more and if you make mistakes your teacher and fellow students are there to help you learn from the experience.



STUDENT RESPONSIBILITIES

1. Students are accountable for their actions.

- Students will be informed of school rules and expectations.
- Students are responsible for following the rules of their home school when attending any school or board sanctioned event, regardless of the location.
- The school will involve the staff, police, other community agencies or members of the whole school community when necessary.

2. Students agree to accept from the school, discipline as would be exercised by a kind, firm and judicious parent.

- If a student refuses to follow school rules or comply with disciplinary action, the matter will be treated as a serious violation.
- If the student disagrees with the disciplinary action of a school representative the student may appeal to the principal or vice- principal.
- A student is always provided with an opportunity to repair damage, restore harm and heal relationships.

3. Students are expected to act as responsible members of the Catholic community.

- Students will respect the Catholic beliefs and practices of the school.
- Students agree that their actions and communication will reflect dignity for self and others.
- Students agree to be courteous, inclusive and accepting to other students, to staff and to visitors.
- Students agree to be courteous and welcoming and to use appropriate language at all times.
- Students agree to work collaboratively as a community of Christ children to prevent bullying.

4. Students agree to respect property.

- Destroying or defacing property will not be tolerated.
- The student agrees to pay for repairs resulting from acts of willful damage.
- The student will take proper care of school materials.

5. Students agree to comply with their school dress code in good taste.

- The student acknowledges that repeated dress code violations will be treated as serious infractions.



PARENT RESPONSIBILITIES

1. Parents' Rights.

- Parents have the right to accept that classes are conducted in a purposeful, safe inclusive and accepting positive school climate.
- Parents have the right to expect that their son/daughter will be provided with a program that meets his or her individual needs.
- Parents have the right to expect that their son/daughter will be treated fairly and honestly in all aspects of his or her education.
- Parents have the right to be kept informed through interviews/reports according to school policies.

2. Parents are partners in the education of their children.

- Parents agreed to respect and support the Catholic beliefs and practices of the school.
- Parents agreed to sign permission forms when they approve a school request. Parents are invited to contact the school if they have questions or concerns about a request.
- Parents are encouraged to cooperate with the school if the students program or performance requires specialized attention.

Parents refers to the parent or guardian of a student under the age of 18

3. Parents agree to fulfill their responsibilities.

- Persons of compulsory school age must attend school punctually and regularly. Parents agreed to support this legal requirement.
- When students are absent from school parents are asked to inform the school of the reason.
- Parents are encouraged to work with school staff to restore harm, repair relationships or address any behaviour problems that may arise. Parents will work collaboratively with the whole school community to prevent bullying.



MITIGATING AND OTHER FACTORS

Appropriate student behaviours and good choices must be expected and recognized for all students. Inappropriate behaviours and less than desirable choices must be addressed. Progressive discipline requires the educator to consider inappropriate behaviours in light of the student's age, history, and level of development. For students with special education needs, interventions, supports, and consequences must be consistent with the expectations in the individual education plan (IEP), the board, administrators, teachers and support staff must consider all mitigating and other factors.

The following mitigating factors shall be taken into account:

- 1. The pupil does not have the ability to control his or her behaviour.**
- 2. The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.**
- 3. The pupil's continuing presence in the school does not create an acceptable risk to the safety of any person.**

A CONTINUUM OF INTERVENTION STRATEGIES

A continuum of intervention strategies provides the framework for the progressive discipline model. It is based on the belief that all students are inherently good and deserve to be given the necessary opportunities to develop this goodness in a manner that promotes student success spiritually, emotionally, physically, and socially as well as academically.

The range of interventions, support, and consequences used are wide and varied; each as a response to the individual student. The diagram outlining continuum strategies in the center of this booklet, serve to visually highlight and clarify Progressive Discipline. Possible intervention strategies are offered as a guide but are not means exhaustive.

SCHOOLS' ACTIONS AND RESPONSES

Restorative Practice involves a process that focuses on repairing and rebuilding relationships and addressing the harm that has occurred. This restorative process holds people accountable, enhances responsibility and develops empathy and understanding of how the individual's behavior has affected others. Forgiveness and reconciliation are necessary to foster communities of faith.

1. When a violation occurs students and parents are assured that the school and the board will use actions and responses which suit the circumstances. Normally, the initial actions will involve the teacher working with the student. Whenever necessary parents and appropriate school staff will be involved.

Some of the following actions may be chosen as responses to an infraction:

- A verbal warning.
- Assignments.
- Restorative conversation, intervention or re-entry conference after suspension.
- School contact with parents.
- Detention.
- Written performance agreements between student and teacher.
- School or community service.

- Loss of privileges (e.g., participation in extracurricular activities).
- Class or in school detention.
- Involvement of a Behaviour Crisis Consultant, attendance counsellor, guidance counsellor, chaplain, psychologist, or learning services professional.
- Involvement of community agencies.
- Placing the student in an alternative learning setting.
- Compensation for damaged or destroyed property, up to replacement or repair costs.
- Police involvement.
- Recommendation to the Board for possible expulsion from school. Violent Threat Risk Assessment (VTRA)

2. Acts or threats of violence or bullying are serious breaches of the code of behaviour. This includes all behaviours which will have an impact on the school climate. Responses are subject to the following guidelines:

A. When a student initiates or participates in threats or acts of violence (i.e., verbally, physically or using electronic devices).

The school will:

- Complete Board Staff Online Reporting System.
- Contact parents/guardians.
- Suspend the student for up to five days or longer if serious or pre-meditated.
- Notify police for serious threats or physical injury.
- Initiate a VTRA when necessary.

The school may also:

- Suspend the student for up to 20 school days with the approval of the Superintendent of Safe Schools when an additional violation occurs.
- Provide a long term suspension program, if suspension is 6 days or more.
- report the violation to the police.
- Recommend participation in a counselling program.
- Remove school privileges.
- Recommend to the Board expulsion from school if the violation is extremely severe.

B. When a student has racially or sexually harassed another student or staff member.

The school will:

- Complete Board Staff Online Reporting System.
- Inform the parents of the students involved.
- Suspend the student where appropriate.
- Inform the police for serious threats or physical injury.
- Initiate a VTRA when necessary.

The school may also:

- Refer the student to a counsellor, psychologist, or community agency.
- Inform the police.
- Impose in-school consequences.

C. When a student intimidates, harasses or threatens another student or adult (i.e. verbal, non-verbal, physical, relational, improper use of electronics)

The school will:

- Complete Board Staff Online Reporting System.
- Inform the parents or guardian.
- Inform the police for serious threats or physical injury.
- Initiate a VTRA when necessary.

The school may also:

- Suspend the student where appropriate.
- Refer the student to a counsellor, psychologist, or community agency.
- Impose in-school consequences.

D. When a student is in possession, threatens or uses a weapon in an act of violence.

The school will:

- Complete Board Staff Online Reporting System.
- Report the incident to the police.
- Contact parents and inform them of the violation.
- Suspend the student when appropriate.
- Initiate a VTRA when necessary.

The school may also:

- Recommend assessment or a counselling program.
- impose in-school consequences.
- Recommend the services of a community agency.
- Recommend long-term suspension or expulsion to the board

E. When a student has sexually assaulted, or physically assaulted causing serious injury.

The school will:

- Complete Board Staff Online Reporting System.
- Inform the parents of the possibility of legal action.
- Inform the police if the assault is sexual or causes physical injury.
- Inform the Children's Aid Society if the assault is sexual and the children is under the age of 16.
- Suspend for longer than five days if the assault is serious or premeditated.
- Initiate a VTRA when necessary.

The school may also:

- Refer the student to a counsellor, psychologist, or community agency.
- Consider in-school consequences.
- Recommend expulsion to the board.

F. When a student is in possession of, under the influence of or selling drugs or alcohol.

The school will:

- Complete Board Staff Online Reporting System.
- Confiscate the substance.
- Notify the students' parents if student is under 18.
- Contact the police, if in possession of an illegal substance.
- Suspend student where appropriate.
- Possibly expel for trafficking.
- Initiate a VTRA when necessary.

The school may also:

- Suspend the student.
- Contact the police where alcohol is involved.
- Refer student to a counsellor, psychologist, or community agency.
- Impose in-school consequences e.g., loss of community service, loss of school privileges, detentions, etc.

G. When a student has vandalized school property or property located on school premises, causing extensive damage.

The school will:

- Complete Board Staff Online Reporting System.
- Inform the parents when the student is under 18.
- Inform police services for serious incidents or extensive damage.
- Suspend for serious incidents or extensive damage.
- Initiate a VTRA when necessary.

The school may also:

- Refer the student to a counsellor, psychologist, or community agency.
- Impose in-school consequences e.g., community service, loss of school privileges, detentions, etc.

H. When a student has robbed or extorted another person.

The school will:

- Complete Board Staff Online Reporting System.
- Inform parents if the student is under 18.
- Inform the police for serious threats or physical injury.
- Suspend the student where appropriate.
- Initiate a VTRA when necessary.

The school may also:

- Refer the student to a counsellor, psychologist, or community agency.
- Impose school consequences, community service, loss of school privileges, detentions, etc.

All responses will include a re-entry/restorative conference when a student returns from suspension. When a student is transferred to protect and preserve safety, schools will receive the OSR and coordinate a transfer meeting prior to the student beginning class.

CREATING COMMUNITIES OF PEACE

Rooted in the positive relationships between home, school, and parish, we recognize that students need to feel connected, capable, and contributing members of our school and faith communities. Restorative Practice helps to strengthen relationships and build community within the school. It allows the person harmed a voice and gives opportunity to be part of the resolution.

Restorative Practice involves students identifying and addressing harms, needs and obligations. Intensive in-service on developing Restorative Practices is being provided to whole staffs, students, and parents.

RESTORATIVE PRACTICE

QUESTION I

When things go wrong.

What happened?
What were you thinking at the time?
What have you thought about since?
Who has been affected by what you have done? In what way?
What do you think you need to do to make things right?

RESTORATIVE PRACTICE

QUESTION II

When someone has been hurt.

What did you do when you realized what had happened?
What impact has this incident had on you and others?
What has been the hardest thing for you?
What do you think needs to happen to make things right?



PROGRESSIVE DISCIPLINE SUPPORTS

- Reflection, Restitution and Restorative Practice
- Religious and Family Life Education
- Roots of Empathy
- Pro-Social Skill Building
- Peaceful School Initiatives
- Bullying Prevention
- Community Partnerships

The **Whole-School Community** is committed to creating a **Safe, Inclusive & Accepting, Positive School Climate** by rooting our actions and decisions in the teachings of Christ.

Progressive discipline is a whole community approach that recognizes, promotes, and celebrates positive student behaviour. Within a school climate of respect for the individual, we try to teach students to love their neighbour as themselves.. We use strategies that promote positive student behaviours so that inappropriate behaviours are addressed before they become more serious.

Progressive disciplinary measures are applied in a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Positive discipline uses a common-sense approach with a continuum of interventions, supports, and consequences used to reinforce positive behaviour and help students to make good choices. Parents and the community need to be actively engaged so that all possible supports for the students are fully explored.

SCHOOL CODE OF CONDUCT

- Model and support **positive behaviour interactions** and use **Progressive Discipline**.
- Establish and promote a **Safe, Inclusive and Accepting** Positive school climate.
- Use **Restorative Practices** and **Build Resiliency**.
- Foster a Positive Strength-based whole-school approach.

BULLYING PREVENTION AND INTERVENTION PLAN

- Implement Board **Bully Prevention and Intervention Plan**.
- Incorporate goals and strategies into School Improvement Plans.
- Establish regular **Safe & Accepting Schools Team** meetings.
- Follow training strategies outlined for all members of the whole-school community.

PROGRESSIVE DISCIPLINE

- Use **Restorative Practices** with supportive interventions.
- Provide **progressive consequences** including VTRA as required.
- **Respond** to all hurtful behaviours and bullying incidents.
- Follow school policy and **reporting requirements**.
- **Inform** parents and provide support and intervention to **victim(s) and the student(s) who caused the harm**.

SUSPENSIONS & EXPULSIONS

- Use **Staff Online Reporting System**.
- Consider **mitigating factors**.



- Arrange for **academic work** for all suspensions.
- Conduct a **restorative re-entry conference** for returning students.

CALLED TO CARE

Through our Religious Education and Family Life Programs, educators are called to support a safe teaching and learning environment in which students are led to discover, cherish, and develop their personal talents and gifts so that each learner can reach his or her full potential. Once discovered, youngsters and teens are guided to find creative ways to share these blessings for the good of all.

Faith teaching is supported by a variety of programs including bullying prevention, restorative practices, Roots of Empathy, and citizen development programs. Activities are designed to promote the building of healthy relationships and appropriate behaviours.

Our teaching of Gospel values, the celebration of the Eucharist as a school, shared experiences of prayer and almsgiving, collective acts of mercy, and a growing awareness of Catholic Graduate Expectations help students to discover that we journey in faith as a community that seeks the common good. We care for one another much the same as a family works together for collective growth, harmony, and caring relationships.

Generally, students behave appropriately, follow Gospel values, make caring choices, and naturally take into account the good of the whole school community as they go about the business of learning, developing, and forming relationships.

From time to time students require reminders or redirection for a minor infraction. Expectations may be reviewed with the student, or the student may lose a small privilege. Usually these inappropriate choices are easily resolved.

If the behaviour or choice becomes repetitive with simple instruction or redirection, the teacher may take a more formal approach to assist the student by contacting the parent/guardian, seeking collegial and/or administrative support, and by beginning a documentation process.

Restorative Practices develop empathy, strengthen relationships, and promote compassion and understanding.



ACTIONS OF CARING

Reminders and Reflection

- Teacher redirection
- Verbal reminder by staff
- Time for personal reflection (oral or written)
- Restorative conversations
- CALLED TO CARE expectations reviewed with student and/or parent(s)
- Model and teach expectations
- Resolve and restore relationships
- Contact with Parent/Guardian (for both the victim and the student(s) who caused the harm)
- Classroom meetings
- Time out in the classroom
- Develop ways to build respect in the community
- Identify and build on student strengths
- Loss of recess or other privileges
- Behaviour contract between student and teacher
- Teacher reviews the Code of Conduct with student and parent
- Discipline measures and behaviour is documented
- Adherence to Board Bully Prevention and Intervention Plan



CALLED TO ACTION

Although prevention is key, it is recognized that consequences need to be corrective and supportive in order to reflect the tenets of the faith that we share. Our goal is to create a circle of support around the student so that they feel important, worthwhile, significant, and valued. Local Progressive Discipline procedures will be applied to promote positive behaviour for all students within the school community.

Mitigating and other factors will be taken into account when considering how Progressive Discipline is implemented up to and including the decision of whether or not to suspend or expel a student. For some students, reminders and reflections coupled with a variety of simple support practices do not fully lead the student to independently make good choices. These students may require additional opportunities and interventions before they are able to engage in school learning and relationships in an acceptable manner. In an effort to clarify school expectations for that student, a school team will confer so that increased supports are made available in the form of additional resources and specifically targeted interventions.

This partnering may include some or all of the following: classroom teacher, special education teacher, student support worker, Chaplain, Faith ambassador, parent/guardian, the principal/vice-principal, community agencies, Secondary Mental Health and Addictions counsellor and mental health and addiction nurses. Together, the team will develop and implement a formal or informal plan of success on behalf of the student.

The roots of Restorative Practice are grounded in the belief that each and every person has God given worth. Human conflict and harm can most effectively be addressed by attending to the healing of all those persons affected. Restorative Questions are used when things go wrong, and students need to look at who has been affected by what they have done and what they need to do to make things right. This resonates with our Christian belief that reconciliation, healing, forgiveness and fostering peace are valued.

ACTIONS OF FAITH

Resolution and Restitution

- Restorative interventions
- Apologize and make amends
- Reconciliation and forgiveness
- Classroom circles or meetings
- Referral to the Special Education Resource Teacher
- Meeting as a school team
- Peer mediation
- Phone call or letter to parents/guardian from administration
- Develop plans of support (i.e., plan for success; safety plan, PTR)
- Central Board staff called into support school team
- Regular school team/parent or guardian meetings
- Documentation of history of student behaviour
- Conduct report completed
- Contact with parent from teacher (i.e., phone call, note and agenda)
- Restorative meetings or formal conference
- School staff team to support student
- Review code of conduct and expectations 1:1
- Program of support initiated by Student Support Worker in class or in small groups
- Identify community supports
- Supervised withdrawal from playground and/or classroom
- Preventions and Interventions to prevent bullying



CALLED TO REBUILD

Despite our best efforts, there are times when a serious incident or behaviour may result warranting an intensive response. Even in the most severe circumstances, we can never lose sight of our responsibility to respond with care and concern to the face of God as discerned in each of our students. All parties are encouraged to work toward a compassionate solution that teaches the student about the inappropriateness of the behaviour, opens the door to reconciliation particularly when there are victims, and leaves the dignity of all parties intact.

We ask our students to consider “What would Jesus do?” This means that each member of the student’s team must model forgiveness, restorative practice, and listening with our moral compass so that we provide an environment where conflict can be resolved peacefully for both the victim(s) and the student(s) that caused harm.



For students at the Called to Rebuild intervention level, they require progressively more intensive supports to be employed. At this point, a formal plan of success is put in place and may include some or all of the following: classroom teacher, special education teacher, student support worker, parent/guardian, principal/vice-principal, community partners, alternative school programs/placements, shortened school day, suspension, expulsion or VTRA (violent threat risk assessment). When a student displays severe or repetitive problem behaviour, especially behaviour that puts others, self, or the moral tone of the school at risk, it may be necessary to move from any colour along the continuum and go directly to “red” interventions, even to an immediate suspension or expulsion or transfer if student’s presence creates an unacceptable risk to the safety of another student.

It is important to note that formal school interventions must be driven by a school-based team approach, ideally with parent involvement and support, support from community agencies and transfer meetings if necessary.

Students need to take responsibility for their actions. Restorative Questions are used when someone has been hurt to ensure students make amends and repair the harm or damage done. In many cases, it is necessary to rebuild relationships.

ACTIONS OF HOPE

Removal and Reconciliation

- Restorative Conferences
- A variety of Progressive Discipline measures are documented (unless this is an isolated or serious offence)
- All mitigating factors have been considered
- Referral to Board's ABLE program
- Restorative Meetings/Mediation
- Suspension by Administration Ed. Act. 306.(1) & 310.(1)
- Possible expulsion by the Board Ed. Act. 311
- VTRA (Violent Threat Risk Assessment) if required
- Transfer meeting (if required)

GLOSSARY OF TERMS

Assault

An unlawful personal attack (including menacing words or gestures), an attempt to cause injury.

Bullying

Aggressive and typically repeated behaviour by a pupil where, the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of

- a) Causing harm, fear, or distress to another individual, including physical, psychological, social, or academic harm, harm to the individual's reputation or harm to individual's property, or
- b) Creating a negative environment at a school for an individual.

Physical bullying

Repeated behaviours such as: hitting, kicking, shoving, spitting, beating up, stealing, or damaging property.

Verbal bullying

Repeated behaviours such as: name-calling, mocking, hurtful teasing, humiliating, or threatening someone, racist comments, or sexual harassment.

Social bullying

Repeated behaviours such as: rolling your eyes or turning away from someone, excluding others from the group, gossiping, or spreading rumours, setting others up to look foolish and damaging friendships.

Electronic or Cyber-bullying

Repeated use of email, cell phones, text messages, and internet sites to threaten, harass, embarrass, socially exclude, or damage reputations and friendships.

Expulsion

The withdrawal of a pupil from his or her school or from all schools in the Board.

Extortion

Obtaining or an attempt to obtain anything by using threats, accusations, or violence.

Harassment

Systematic or persistent actions such as taunts, insults, annoyances, demand etc., designed to inflict distress.

Intimidation

To frighten, discourage or inhibit by the use of verbal or non-verbal actions in order to influence conduct.

Possession

- a) A person has anything in possession when he has it in his personal possession or knowingly;
 - i) has it in the actual possession or custody of another person;
 - ii) has it in any place, whether or not that place belongs to or is occupied by him, for the use or benefit of himself or of another person.
- b) Where one of two or more persons, with the knowledge and consent of the rest, has anything in his custody or possession, it shall be deemed to be in the custody and possession of each and all of them.

Progressive Discipline

A whole school approach that utilizes a continuum of interventions, supports and consequences that include opportunities for reinforcing positive behaviour while helping students make good choices.

Robbery

Anyone commits robbery who;

- a) Steals, and for the purpose of extorting whatever is stolen or to prevent or overcome resistance to the stealing, uses violence or threats of violence to a person or property.
- b) steals from any person and, at the time he steals or immediately before or immediately thereafter, wounds, beats, strikes, or uses any personal violence to that person;
- c) Assaults any person with intent to steal from him, or
- d) Steals from any person while armed with an offensive weapon or imitation thereof.

Suspension

The withdrawal of a pupil from a specific school and from engaging in school related activities. Suspensions will be for no less than one day and no more than 20 days.

Theft

Stealing when the victim is not present or when violence or threat of violence is not used.

Threat

A verbal promise or overt action forewarning trouble, worry or harm.

Trespass

- a) A person who has no legal right to do so enters on a school site where entry is prohibited by signs or other notice;
- b) A person engages in activity on the school site when the activity is prohibited by signs, markings, or other notices, or
- c) A person does not leave the school site immediately after having been directed to do so by an authorized person.

Vandalism

The deliberate damage or defacement of school grounds, buildings, equipment or books.

VTRA

The process of deliberately trying to “connect the dots that paints the picture” that a person is moving on a path towards serious violence before a violent act occurs. The protocol promotes supportive and prevention plans being put in place.

Weapon

- a) Anything used or intended to be used in causing death or injury to a person whether designed for such purpose or not, or
- b) Anything used or intended for use for the purpose of threatening or intimidating any person.

Whole School Community

Involves all members of school community; administrators, teachers, non-teaching staff, bus drivers, cafeteria staff, before and after school program staff, Board support staff, parents/guardians as well as parish, police, and community agency support.



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We also acknowledge the ongoing support and work being done in our schools each and every day. Although we hope things always go smoothly, we understand that sometimes a constructive and caring response is needed to situations that occur.

It is by rooting our actions in the teaching of Christ and through our shared commitment to showing we care, taking action and rebuilding relationships that we are able to create safe, accepting, and caring school climates.