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Description automatically generated**School Safe and Accepting Schools Plan**

**OUR LADY OF FATIMA SCHOOL**

**2023-2027**

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| **Priority Area** | **Goals** | **Key Activities** | **Indicators of Progress** |
| **BELONGING** | Provide safe spaces for acceptance, curiosity, opportunities for growth, development of resilience and opportunities for student and family voice. | 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. | **Student representatives of compassionate crew/council at CSAC meetings**  **School climate survey administered** |
| Incorporate principles of equity and inclusive education into all aspects of school policies, programs, procedures, and practices. | Recognize and celebrate differences and unique talents of students.  Develop a school culture that authentically reflects the diversity of all community members.  Ensure that principles of equity and inclusive education permeate School Improvement Plans.  Examine and remove any barriers that exist that prevent successful access to the curriculum and full participation in the school community. | There are obvious and visible representations of the diversity of students and staff in the classroom curriculum and greater school curriculum.  Schools continue to review best practices including those outlined Indigenous education and equity plans. |
| **TEACHING AND LEARNING** | Ensure availability and access to prevention and promotion programs in schools and to students.  Restorative Practices are used in a consistent manner within classrooms by teachers and students on a daily and/or weekly basis. | Provide resources for schools to embed social and emotional learning for all students.  Promote and recognize student leadership in building positive relationships and inclusion.  Continue partnership with John Howard Society to support the use of Restorative Practices within our schools, while also building educator capacity.  Continue to provide Restorative Practice training for school staff.  Offer Restorative Circles training to administrative and school staff, and the Leadership group to support new learning.  Restorative Circles and practices will continue to be used within schools and classrooms to support and promote positive behaviours. | Measurement tools indicate students feel better equipped to identify and support their own mental health needs and access help if needed.    Reduction in the number of safe school incidents and workplace violence incidents.  Staff report an increase in comfort level and capacity in using restorative practices within classrooms and the larger school community.  CYW and classroom teachers work closely to educate students around restorative practices |
| **WELLNESS** | Ensure potentially high-risk behaviour of students is properly assessed and supported. | Provide ongoing training for all principals and other relevant staff in the Board’s Violence Threat Risk Assessment Protocol and other pertinent training (ie) Trauma Response Education, NVCI, SafeTalk and ASIST Training, School Mental Health Ontario Educator Training in suicide as needed or by request. | Staff, students and caregivers will know how to access a clear pathway to care.  Families will feel supported and have increased knowledge to support mental wellbeing of students and families. |