



KENORA CATHOLIC DISTRICT SCHOOL BOARD

300 Student Procedures

AP 301: Safe Schools

The Kenora Catholic District School Board believes that all members of the school learning community have the right to be safe and feel safe within their school community. With this comes the responsibility to demonstrate respect for social justice and human rights and to promote the values needed to develop responsible members of a democratic society.

This shall be achieved by establishing and maintaining high expectations for behaviour. The Board promotes a proactive and preventative approach with a strong emphasis on early intervention, conflict prevention and resolution, counseling and inclusion of social skills in the curriculum.

This procedure incorporates guidelines that must be administered uniformly throughout the board. It aligns with the Code of Conduct and other procedures related to student and staff safety and student discipline.

1. Guidelines

Members of the Kenora Catholic District School Board school community approve and support the following:

- 1.1 Violence of any type will not be tolerated in any form in our schools.
- 1.2 A Code of Conduct shall be developed for the Board. This code shall be reviewed annually by the principals and administration in partnership with school councils.
- 1.3 Acts of violence will be handled within the parameters of this procedure and the Code of Conduct that will provide the principal with the latitude to apply age-appropriate consequences.
- 1.4 Coaches and supervisors will conduct all events in a manner consistent with the spirit of this safe schools procedure.
- 1.5 All members of the school learning community will be made aware that safe schools procedures are in effect in each school and that there are services to address the needs of the victim(s) and the perpetrator(s).
- 1.6 The tenets of safe schools, non-violence and violence prevention will be incorporated into each school's integrated curriculum.

2. The Components of the Safe Schools Procedure:

2.1 The School Environment

2.1.1 The elements of a safe, welcoming, violence-free environment that promotes a sense of belonging, including assurance that:

- 1) Positive behaviour is acknowledged and rewarded.
- 2) Positive behaviour is modeled by all staff.
- 3) Discipline strategies are fair and focus on teaching students about appropriate behaviours while maintaining their self-respect.
- 4) A sense of responsibility, empowerment, and ownership is encouraged in students by all members of the school community.
- 5) Achievement and wellness are fostered in all students.
- 6) Wide participation in extra-curricular activities by all students is encouraged.
- 7) Parental involvement and community participation are invited.

2.1.2 Annually, principals and/or the area supervisor will review and consider the following elements in creating safe schools:

- 1) Physical plant aspects such as proper lighting, the securing of unsafe areas, safe storage of dangerous objects.
- 2) Safety measures such as the presence of responsible adults in the school yard and in the corridors.
- 3) A safety audit during which input is gathered from staff and students, with particular focus on the concerns of those who may feel most vulnerable.
- 4) Procedures for dealing with visitors and strangers in the school (AP316 Access to Schools).
- 5) Procedures for dealing with emergencies as per Police and School Board Response Protocol.

2.2 Violence Prevention in the Curriculum

The curriculum of the Kenora Catholic District School Board will provide opportunities for students to:

2.2.1 Understand how to be alert and prudent about personal safety

- 2.2.2 Develop, practice and reflect on interpersonal skills, communication and problem-solving skills such as negotiation, mediation, management of conflicts, assertiveness and the ability to cope with change or frustration.
- 2.2.3 Develop self-confidence and enhance self-esteem.
- 2.2.4 Acquire the ability to understand, respect and care for others.
- 2.2.5 Acquire skills that will be useful in their existing and future relationships, such as parenting.
- 2.2.6 Develop the ability to value the diversity of people and points of view in society.

2.3 Equity

The Kenora Catholic District School Board does not tolerate discrimination. Forms of discrimination may include:

- 2.3.1 Racism or intimidation and discrimination based on ethnocultural, religious or linguistic differences
- 2.3.2 Sexism, sexual harassment and gender inequities
- 2.3.3 Discrimination based on sexual orientation
- 2.3.4 Discrimination based on class/income level and occupation
- 2.3.5 Discrimination based on disability
- 2.3.6 Discrimination based on other characteristics.

For further direction, access AP109: Anti-Racism and Ethnocultural Equity and AP121 Human Rights.

2.4 Staff Development

- 2.4.1 The following elements will be included in staff development programs:
 - 1) Recognizing signs of physical, sexual or mental abuse and/or neglect and awareness of the protocol in *Administrative Procedure 315: Child Abuse*.
 - 2) Applying school board and school procedures consistently.
 - 3) Identifying and eliminating bias and discrimination on the basis of race, culture, religion, gender, language, disability, sexual orientation or other attributes such as income or appearance.

- 4) Modeling positive behaviour (e.g. treating everyone with respect, interacting peacefully, and avoiding stereotypes).

2.4.2 In addition, staff development for teachers, support staff and administrators will include:

- 1) Developing a welcoming, inviting and safe environment.
- 2) Liaising with community agencies to prevent or deal with problems.
- 3) Incorporating instructional strategies such as cooperative learning and role playing to help students develop interpersonal skills.
- 4) Further developing skills in early identification and intervention.
- 5) Supporting the safety and welfare of victims.
- 6) Planning for the reintegration of perpetrators.
- 7) Mediating and managing conflicts (including those occurring in large group situations) in order to diffuse them.
- 8) Supporting the unique learning styles of all students.
- 9) Using fair discipline strategies that focus on teaching the student about appropriate behaviours while maintaining his or her self-respect.

2.5 Home and Community Involvement

The Board and Director of Education believe it is a shared responsibility among parents, school the church and community:

- 2.5.1 To assist students in managing their lives and relationships in non-violent ways.
- 2.5.2 To enable students to develop the knowledge, skills and attitudes necessary to prevent violence and to deal with violent and potentially violent situations.

2.6 Code of Conduct (refer to AP 302: Safe Schools – Code of Conduct)

- 2.6.1 The Code of Conduct will be communicated to staff, students, parents or guardians and the community on an annual basis.
- 2.6.2 School councils will be involved in the review of the Code of Conduct. For further direction access Administrative Procedure 302: Safe Schools - Code of Conduct.

2.7 Dealing With Violent Incidents

2.7.1 Early and Ongoing Identification

Schools within the Kenora Catholic District School Board will, at the earliest opportunity, document students' at-risk behaviour and will record violent incidents in the Ontario Student Record.

2.7.2 Violent Incident Reporting

When reporting violent incidents, use the Kenora Catholic District School Board's *067 – Safe Schools Incident Reporting Form – Part 1*. To review the guidelines for reporting, refer to the document entitled Reporting Violent Incidents to the Ministry of Education.

2.7.3 Dealing with the Aftermath of a Violent Incident

The Board and Director of Education will provide access to programs and services designed to:

- 1) Promote the security and healing of the victims through guidance and student support services.
- 2) Support the well-being and security of witnesses and the broader school community.
- 3) Address the underlying problems that may have contributed to the violent incident, for example, abuse in the home, gang-related activities, substance abuse, behavioural difficulties, sexism or racism.
- 4) Facilitate the ongoing involvement of local and social agencies and the community to address the issues that may have contributed to the incident.

Legal References:

1. Education Act –
 - S. 302 Board's policies
 - S. 265 (1)(j) Duties of a Principal: Care of Pupils
2. Ontario Schools Code of Conduct

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