



BRANT HALDIMAND NORFOLK
Catholic District School Board



NOTRE DAME

Safe and Accepting Schools Plan

2024-2026

positive school climate and a safe learning and teaching environment are essential for students to succeed in school. This means that everyone feels they are safe, welcome, and respected.

“Pilgrims of Hope”



2024-2026

PRIORITY: BELONGING		
Goals	Key Activities	Indicators of Progress
Members of our Catholic Learning Communities will live out Gospel Values and Catholic Social Teachings to foster a broader sense of peaceful, safe, and accepting school cultures by facilitating greater participation in Mass, sacramental participation, and community outreach as a calling.	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. School Safe and Accepting School Plans will be reviewed and revised annually at each school (reflecting the District Safe and Accepting Schools Plan). Students will take part in school and church masses with the assistance of a PowerPoint presentation to foster broader appropriate participation. Admin will communicate with church, families, and staff about sacramental preparation. Our School will assist in raising money and/or resources for those in need within our school, our local and global community.	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. Admin & Staff will see greater awareness of, & appropriate participation in Masses. Participation in various classroom planned community outreach projects (e.g., Food Drives, community clean-up) will be evident. Staff, students, and school families will become actively involved in supporting those in need throughout the school year and the proceeds will be donated as stated.
Incorporate principles of equity and inclusive education into all aspects of school policies, programs, procedures, and practices.	Promote activities that 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. 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.	Safe school policies and procedures are applied consistently, fairly and with a bias-aware lens. There are obvious and visible representations of the diversity of students and staff in the classroom curriculum and greater school curriculum. Each school community will have established practices, policies and procedures that promote safety and belonging for all.



PRIORITY: TEACHING AND LEARNING

Goals	Key Activities	Indicators of Progress
Promote and provide resources/materials and opportunities necessary to be sure ALL students feel welcome, accepted, and experience a sense of belonging, with the opportunity to contribute to the school community.	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.	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.
	Continue to promote and provide resources for use in classrooms to promote safe, inclusive, and caring learning environments with positive, Growth Mindset attitudes (i.e., Indigenous Education resources, Supporting Minds document, Math Up, 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 MH LIT: Student Mental Health in Action - School Mental Health Ontario (smho-smso.ca)	Students will demonstrate enhanced knowledge about mental health, self-awareness, coping strategies, resilience and know how to access support for themselves and their peers. Representation and perspectives from equity seeking groups and Indigenous communities are included in educational planning for safe and accepting schools.

PRIORITY: WELLNESS

Goals	Key Activities	Indicators of Progress
Provide classroom support and training to address current and relevant safe school issues with the use of Board Support Staff (CYW and Social Worker) to promote self-awareness about the need for and access to support.	Admin and Staff will review the School Emergency Response Resource Binder. Admin will update the Notification of Potential Risk of binder and share as appropriate with school staff. Staff will make use of in-school resources such as CYW and Social Worker to do whole-group classroom presentations and more specifically targeted work with small groups and individuals as needs dictate.	Consistent approaches and practices will be in place across the district. Staff will know where to access the policies and procedures to respond effectively to unsafe situations. Staff and admin will see greater participation in activities aimed at inclusiveness, and less distress due to socio-emotional turmoil in classrooms as well as at recess. The Board's Self-Reg/trauma-informed/ mental health awareness approaches will be evident in classroom practices.
Continue to provide support for educators on their Self-Reg© journey and the School Board Self-Reg© implementation plan.	Enhance educator understanding of the Board's Self-Reg© implementation Plan and encourage them to take advantage of MEHRIT Centre training opportunities/courses to build staff and student capacity in Self- and Co-Regulation.	Administrators, Educators, and Support Staff will have a better understanding of their role in assisting others by reframing others' reactions as stress responses rather than misbehaviors and co-regulating by cueing safety as needed. Staff and students will have a better understanding of stressors that trigger their own personal stress responses, as well as ways to reduce them and restore their energy levels.