



Caring and Safe Schools

FRED VARLEY PUBLIC SCHOOL

Grades 7 and 8

Inspire Learning!



ALL STUDENTS have the right to learn in an environment where they feel safe, welcome and respected

EVERYONE has a role to play in creating this environment. This includes understanding and following the student code of conduct.

A CARING AND SAFE SCHOOL environment is based on the development of healthy, positive and respectful relationships.

YOUR VOICE, YOUR THOUGHTS

What does a caring, safe, inclusive learning environment...



...look like,



...feel like,



...sound like

....for students, staff and families?

**A caring,
safe,
inclusive
school
looks like:**



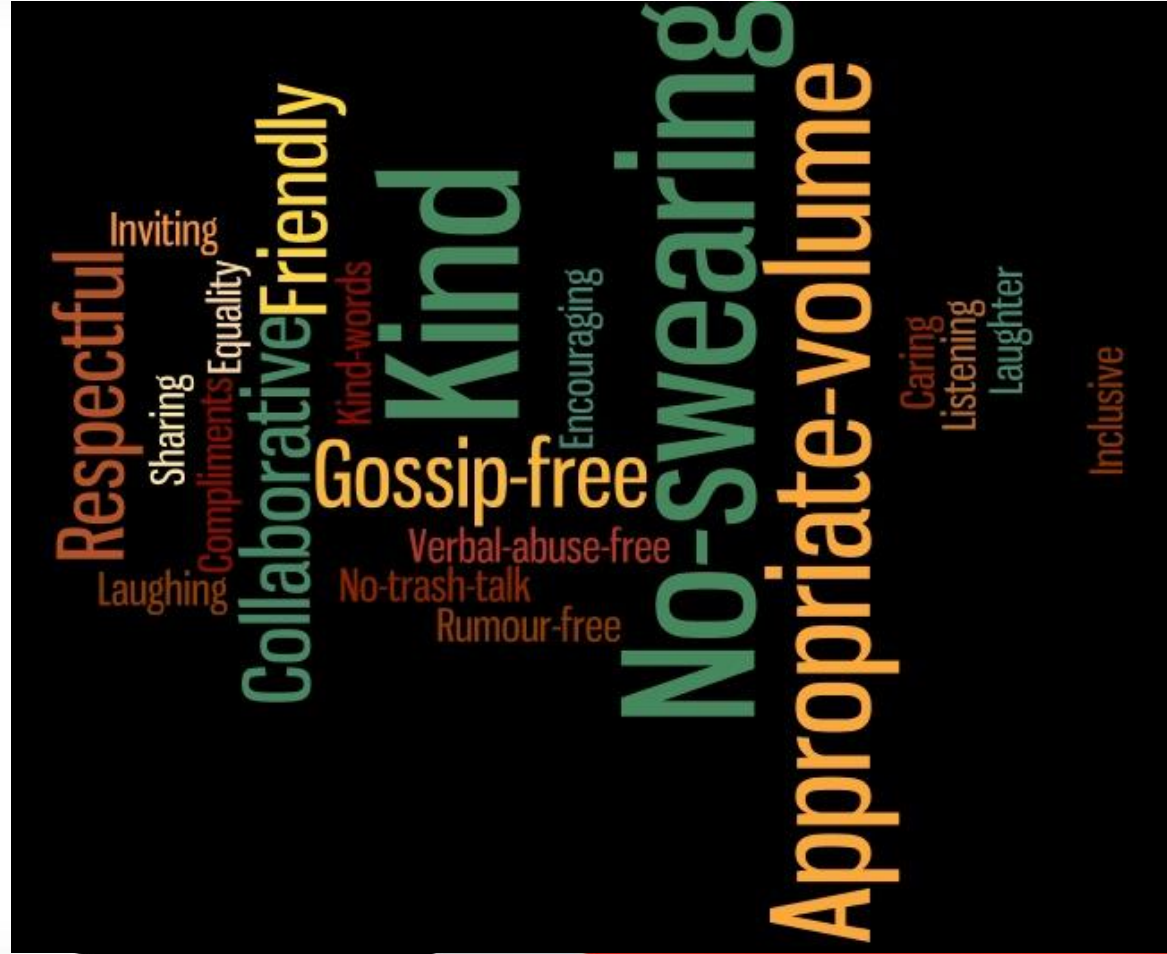
A word cloud of positive school values. The words are arranged in a roughly rectangular shape, with varying sizes and orientations. The colors are primarily shades of green and brown. The largest words are 'Clean', 'Inclusive', 'Violence-free', and 'Bully-free'. Other prominent words include 'Kind', 'Respect', 'Caring', 'Happy', 'Polite', 'Safe', 'Friendly', 'Smiles', 'Positive', 'Calm', 'Fun', 'Organized', 'Encouraging', 'Fair', 'Reflective', 'Sharing', 'Walking', 'Vandalism-free', 'Equality', and 'Vandalism-free'.

Kind
Respect
Caring
Happy
Polite
Clean
Inclusive
Violence-free
Bully-free
Safe
Friendly
Smiles
Positive
Calm
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Walking
Vandalism-free
Equality

A caring,
safe,
inclusive
school
feels like:



**A caring,
safe,
inclusive
school
sounds
like:**



CARING, SAFE AND INCLUSIVE SPACES





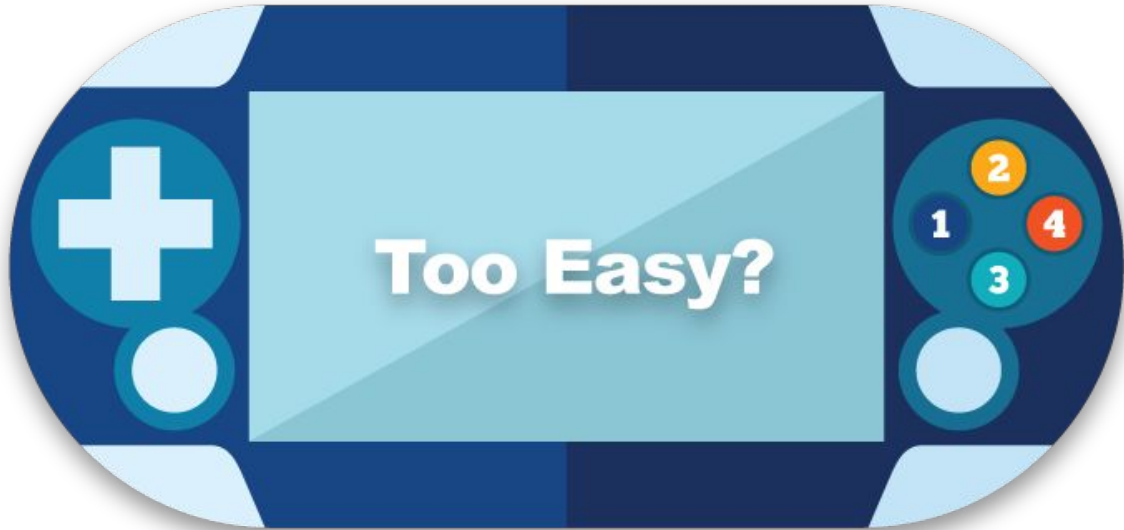
OUR CHARACTER MATTERS

LET'S PLAY...









Too Easy?











PROGRESSIVE DISCIPLINE



SUSPENSION IS CONSIDERED FOR...

1. uttering a **threat** to inflict serious bodily harm on another person
 2. possessing **alcohol** or **illegal drugs**
 3. being **under the influence of alcohol** or **illegal drugs**
 4. **swearing** at a **teacher** or at another **person** in a position of **authority**
 5. committing an act of **vandalism** that causes extensive damage to school or Board property or to property located on school/Board premises
- 

SUSPENSION IS CONSIDERED FOR...

6. **bullying or cyberbullying**
 7. habitual **neglect of duty** (with Superintendent of Schools approval only)
 8. **opposition to authority**
 9. any act considered by the principal to be **injurious to the moral tone** of the school
 10. any act considered by the principal to be **injurious to the physical or mental well-being** of members of the school community, and/or
 11. any act considered by the principal to be **contrary to the Board or school code of conduct**
- 

EXPULSION IS CONSIDERED FOR...

1. **possessing a weapon or replica weapon**, including possessing a firearm
2. using a **weapon** to cause or to threaten bodily harm to another person
3. committing **physical assault** on another person that causes bodily harm requiring treatment by a medical practitioner
4. committing **sexual assault**
5. **trafficking in weapons** or in illegal **drugs**
6. committing **robbery**
7. giving alcohol to a minor
8. **bullying or cyberbullying**, if:
 - a. the pupil has **previously been suspended** for engaging in bullying and/or cyberbullying, and
 - b. the pupil's continuing presence in the school creates an **unacceptable risk to the safety of another person**

EXPULSION IS CONSIDERED FOR...

9. any infraction outlined in Board Procedure #668.1 Student Suspension that is **motivated by** bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor
10. the pupil's pattern of behaviour is so refractory that the **pupil's presence is injurious to** the effective learning and/or working environment of **others**, and/or
11. the pupil has demonstrated through a pattern of behaviour, such as, but not limited to **neglect of duty, truancy or opposition to authority** that he/she has not prospered by the instruction available to him/her and that he/she is persistently resistant to making the changes in behaviour which would enable him/her to prosper




In the Principal's shoes

A student has punched another student in the face. Their teacher, after learning about it from these students' peers, reports the incident to the principal.

What happens next?

PROGRESSIVE DISCIPLINE

The principal might consider...

- restorative practices,
 - counselling,
 - office referral,
 - community service and/or restitution,
 - withdrawal of privileges,
 - detention, peer mediation,
 - a threat assessment investigation and/or meeting,
 - suspension
 - expulsion.
- 

WHAT YOU CAN EXPECT

You will be taken seriously and heard

You will be respected and supported

WE - the caring adults in your school, your community - are here to help and are here to stand up to support caring, safe and inclusive environments with you

WE have the ability to create a caring,
safe and inclusive school culture...





BULLYING



DEFINITION OF BULLYING

Bullying is a form of youth violence that includes:

- Intentional
- Unwanted, aggressive behavior
- A real or perceived imbalance of power between the student(s) doing the bullying and the student(s) being bullied
- Behavior that is repeated, or has the potential to be repeated, over time

Bullying can happen off school property (*evenings, weekends but still have consequences at school*)



**Truth
Or
Dare**



BULLYING AND MENTAL HEALTH & WELL-BEING

We know that bullying is harmful physically, but did you know the impact it can have on mental health and well-being?

- Self-esteem, physical health, anxiety, depression and withdrawal, suicide
- Epigenetics - emotional trauma from bullying can actually be translated into molecular events, negatively altering our DNA into adulthood

We can promote positive mental health by preventing bullying, because bullying has an impact on victims of bullying and students who bully



TYPES OF BULLYING

Physical bullying

Verbal bullying

Social or relational bullying

Cyberbullying



TYPES OF BULLYING

Physical bullying Hitting, kicking, inappropriate touching, sexual gestures, groping, threatening with or without a weapon

Verbal bullying Name calling, starting rumors, teasing, threats, micro-aggressions

Social or relational bullying Excluding others from the group, rolling of eyes, tossing of hair, ignoring and shunning, gossiping, spreading rumors, telling secrets, setting others up to look foolish, damaging friendships

Cyberbullying Using email, social network sites, cell phones, webcams or screenshots, text messages, and Internet sites, etc., to send mean messages, spread rumors, and post embarrassing pictures or videos and fake websites or profiles

CYBERBULLYING AND THE BYSTANDER EFFECT

A nationally
representative
sample of
Canadian youth
aged 12-18

42% of youth said they were electronically bullied

60% said they witnessed others being electronically bullied

Unfortunately, **ONLY 37%** of youth said they would intervene for someone they do not know personally...





What you can do

You can make a difference and can do so confidentially:

Tell an adult at school or a family member - bring a friend, if you want. If the adult doesn't listen, keep trying!

YRDSB Report It Button

Kids Help Phone at 1-800-668-6868 or www.kidshelpphone.ca

CrimeStoppers at 1-800-222-tips

If someone can get or is getting hurt, help by reporting it.

The image is a screenshot of the Inspire Learning! website. The header includes the logo for York Region District School Board and the text 'Inspire Learning!'. There are navigation links for Home, About Us, Board of Trustees, Schools, Programs & Services, Students, Parents, and Community. A search bar is visible with the text 'Google Custom Search'. Below the header, there are several sections: 'Message from the Chair' by Lorelea Carnuthers, 'Message from the Director' by Kathryn Wallace, 'News & Events' with a list of meetings, '2017 Conference the Quest' with a 'Register Now!' button, 'Board Priorities' including Modern Learning, Mathematics, Mental Health, Equity, Innovation, and Leadership, and 'Online Tools' including Student Tools & Resources, Career Cruising, School Year Calendar, School Locator, Book a School (Permits), and School Record Request. A red circle highlights the 'Report It' button in the 'Online Tools' section, which is labeled 'Report It' and 'Caring & Safe Schools'. Below this button is a 'Report barriers' button with a wheelchair icon. At the bottom, there are more links for Special Education, Continuing Education, International Education, School Bus Transportation, Reporting Student Achievement (CQAO), and International Languages.

What you can do

You can make a difference and can do so confidentially:

Tell a trusted adult at school or a family member - bring a friend, if you want. If the adult doesn't listen,
keep reporting until you find an adult who does listen!

YRDSB Report It Button

Kids Help Phone at 1-800-668-6868 or www.kidshelpphone.ca

CrimeStoppers at 1-800-222-tips

If someone can get or is getting hurt, report it.





BYSTANDER REVOLUTION

What can one person do to help?

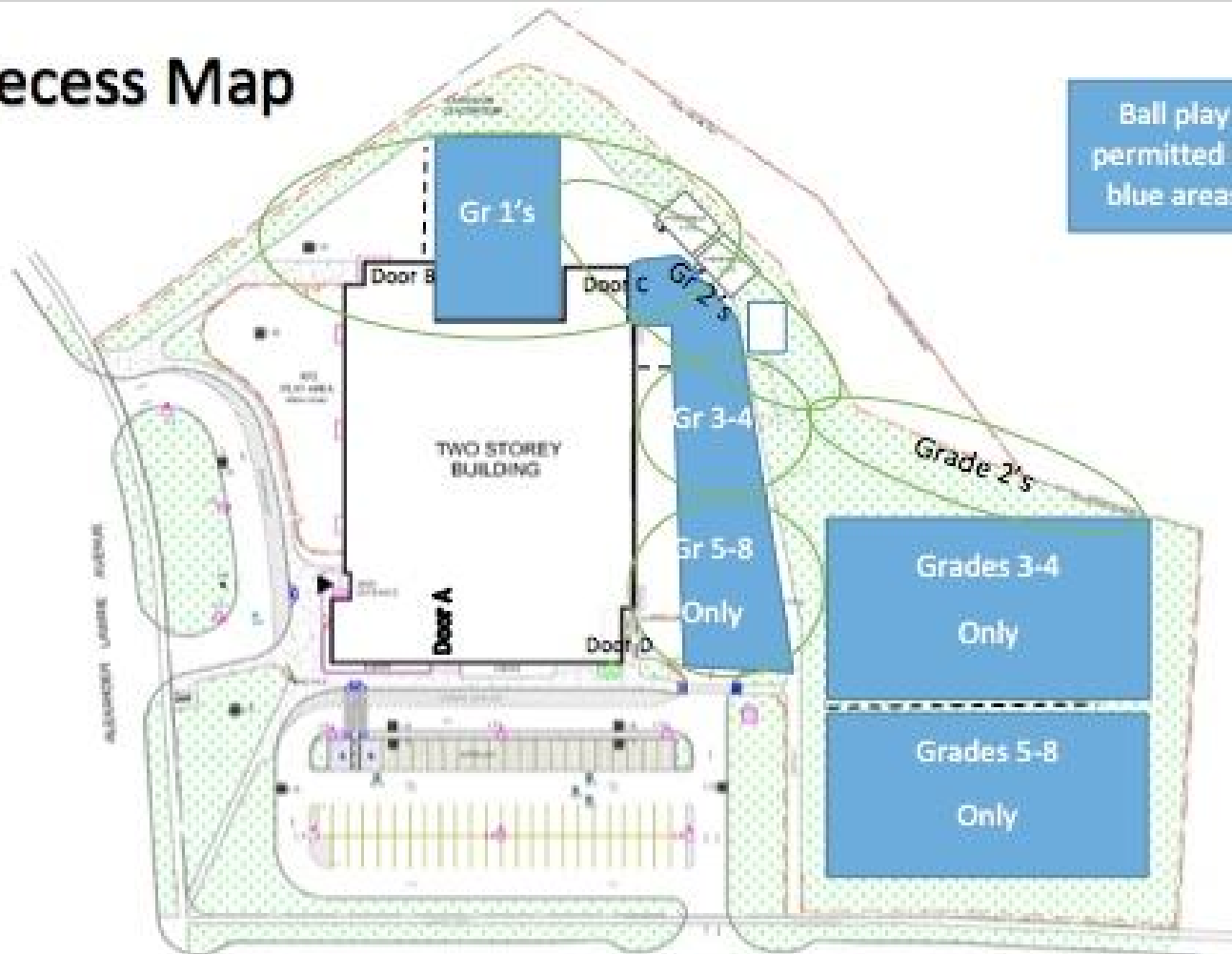


School Procedures

- Bells
- Cell Phones/Other Devices
- Recess Map

Recess Map

Ball play permitted in blue areas



LEGEND

- CATCH BASIN
- MANHOLE
- FIRE HYDRANT
- WATER CONNECTION
- HYDRO POLE
- LIGHT STANDARD
- HANDICAP PARKING
- GRASS AREA
- CONCRETE
- FENCING
- GAS METER
- MAIN BUILDING ENTRANCE
- KEY BOX
- TRANSFORMER

Entry

- A Doors – Gr 6 - 8
- B Doors – Gr 2 – 4 Eng
- C Doors – Gr 1FI and Eng
- D Doors – Gr 2 FI
- Portable 1 – 5 Leung
- Portable 2 – 5/6Bernstein
- Portable 3 – 3/4 Laconte

NO	DATE	DESCRIPTION