

## **SAFE SCHOOLS DEPARTMENT 2024-2025 SAFE SCHOOLS ACTION PLAN**

The Safe Schools Department's priorities aim to foster healthy relationships in a safe, respectful, and caring Catholic school environment. Efforts emphasize promoting inclusion, dismantling racism and other forms of discrimination and providing a lens that is trauma-informed, culturally relevant and rooted in our Catholic faith and tradition. These priorities align with:

- **Multi-Year Strategic Plan: “IN GOD’S IMAGE”**
  - **Learning:** Growing in Knowledge
  - **Equity:** Growing in Knowledge with Justice
  - **Well-Being:** Growing in Knowledge with Justice and Hope
- **Pastoral Plan: “IN GOD’S IMAGE: Growing in Knowledge, with Justice and Hope!”**
  - Year 1 - Growing in Knowledge
  - Year 2 – Growing in Knowledge with Justice
  - Year 3 – Growing in Knowledge with Justice and Hope
- **Equity Action Plan**
  - Commitment to Indigenous Education: Two-Eyed Seeing Strategy or "Etuaptmumk"
  - Dismantling Anti-Black Racism Strategy
  - 2SLGBTQ+ Community Strategy



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The Safe Schools Department, in collaboration with various TCDSB departments, has developed priorities which include professional learning, resources, practices and initiatives.

Our priorities focus on four strands, outlining key areas and themes for the 2024-2025 school year.

Strand	Focus	Themes
<p><b>Positive Student Behaviour and Wellbeing</b></p>	<p>Promoting positive student behaviour and decision-making aligned with Ontario Catholic School Graduate Expectations</p>	<ul style="list-style-type: none"> <li>▪ Tools to support self-regulation</li> <li>▪ Interventions to appropriately respond to threatening and worrisome behaviours</li> <li>▪ Promoting restorative practices to address conflict and nurture healing</li> <li>▪ Continued collaboration with SafeTO</li> </ul>
<p><b>Bullying Prevention and Healthy Relationships</b></p>	<p>Promoting healthy relationships where all students feel welcomed, accepted, included, loved and celebrated as created in God’s image</p>	<ul style="list-style-type: none"> <li>▪ Bullying awareness, prevention, intervention and supports</li> <li>▪ The role of empathy in nurturing caring and supportive relationships</li> <li>▪ Tools to support healthy relationships within the classroom</li> <li>▪ Strategies to support positive student interactions during unstructured time (recess)</li> <li>▪ Student empowerment in promoting safe, inclusive and accepting communities</li> </ul>



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<p><b>Positive School Climate, Inclusion and Equity</b></p>	<p>Creating inclusive classrooms where students feel safe, accepted, heard, and empowered as individuals uniquely and purposefully created by God</p>	<ul style="list-style-type: none"> <li>▪ Recognizing and challenging implicit bias</li> <li>▪ Inclusive language to create safer spaces</li> <li>▪ Addressing challenging behaviour within a culturally relevant, physically and emotionally safe learning environment</li> <li>▪ Recognizing one’s lived experience and developing ways to support our diverse student population</li> </ul>
<p><b>Mitigating and Other Factors to Support Students</b></p>	<p>Recognizing each student’s strengths and needs within their unique lived realities and identities. This approach promotes student achievement and overall well-being and offers a widened lens from which to reflect on student behaviours when considering an appropriate and supportive response</p>	<ul style="list-style-type: none"> <li>▪ Reviewing Mitigating and Other Factors Widening the Lens Tool with Administrators</li> <li>▪ Responding to students within a framework that is supportive and restorative within the classroom</li> <li>▪ Understanding students with special needs, their identifications and behavioural profiles and developing appropriate strategies to redirect student actions into more positive behaviours</li> </ul>

