

The information in this document was taken from the pages in the Students' Agendas 2015-2016. This is a Handbook on school rules, procedures and discipline philosophy.

Peer Helpers

Playground Leaders - Grade 6, 7 & 8 students are encouraged to assist others in the school. They help with individual and small groups at recess and throughout the day. This leadership opportunity is a great way for students to become more involved with helping others in the school (i.e. reading buddies, lunch time helpers, recess mediators/facilitators).

Volunteers

Volunteers assist in many programs in the school, such as hot lunch, breakfast club, classroom helpers, book fairs, fun night, and school trip supervisors. If you are interested in Volunteering at St. Andrew's please contact the school. A criminal reference check is mandatory according to School Board policy and is in place to be sure that all students are educated in a safe environment. Forms are available at the school, and we can arrange to have them processed for you at no cost.

Other Important Information

- Children are expected to be outdoors for the recesses. Those who are unable to have some fresh air outdoors due to illness are probably too sick to be at school.
- All visitors **MUST** sign in and out at the office and must wear tags showing that they are official visitors.
- All students leaving the school must be picked up at the office.
- Keep the school informed of current student information, e.g. phone number, address, caregivers. Everyone **must** have emergency numbers.
- Please call the school if your child is going to be absent. Leave a message on the school answering machine. If you know ahead of time your child is going to be absent, please send a note to your child's teacher. Students must sign in at the office if they are late or leave early. If you have an appointment, please send a note to the homeroom teacher on or before the morning of, so your child will be ready without interrupting the rest of the class.
- Attendance – Student success is linked to their presence at school. Board policy is that parents will be contacted at 7 absences or lates; letters at 11, Ministry letter and notification at 15 absences

and/or lates. It is the guardian's responsibility to ensure that all absences and reasons for absences are reported to the school.

- Any student arriving late or leaving early will be tracked by the Ministry as per the regulations of the Education Act. Instructional classroom time is vital for the success of our students!

- We appreciate if parents would refrain from bringing daily hot lunches; and that other arrangements are made e.g. take your child out for lunch, pack a lunch. We do not have the resources to be able to heat your child's lunch. Please pack a lunch that does not require heating.

- We have a milk program and a hot lunch program available to all students. Information and order forms will go out monthly to all students. The food that we sell to students during the school day will always reflect the *Healthy Food for Healthy Schools Act*.

- When both of our phone lines are in use, all incoming calls are automatically directed to voice mail. Rest assured that messages are checked frequently. As anyone who has tried to phone the school knows, the telephone lines are extremely busy. As such, it is important that they are reserved for school business. Students need to make their travel, lunch and social arrangements on their own time before school, and bring written permission for such arrangements. Students are only allowed access to the school phones on an emergency basis and with the written permission of a staff member (usually their teacher). If a student is unsure about travel arrangements back home at the end of the day (bus or parent pick up) we will call home for the student to clarify. Students are not permitted to use cellular phones at school. *Likewise, parents are asked to contact students at school only in cases of emergency. Classroom interruptions disrupt important student learning.*

- Should you and your family require assistance or help for any of our programs, (i.e. class trips) please contact your teacher or the office. We will privately and respectfully try to meet the needs of all of our students.

- ALL students are expected to take part in all areas of the curriculum, including Physical Education. If your child is not able to participate due to an illness or injury for less than 3 days, please provide a written note to your child's teacher. If your child is not able to participate for longer than 3 days, please provide a doctor's note with the date that your child will return to play. Any student who is not participating in Phys. Ed. will have alternate individual assignments to complete during this time.

Christian Leadership Team

Junior and Intermediate students participate in the Mass by being altar servers and acolytes. In addition, many students are members of our choir. Students are encouraged to get involved in our monthly masses.

Dress Code

St. Andrew's Catholic School is a Professional Learning Community. Accordingly, students and staff will dress appropriately for the world of work. Dress is expected to be conducive to learning for all in our Catholic schools. Our dress code is based on respect, dignity, and safety.

Reasonable rules concerning dress, neatness, and cleanliness are vital not only to the individual student but also to those with whom he/she shares a class or activity. Grooming, dress, and appearance are positive indicators of the serious purposes of attending school. A student of St. Andrew's Catholic School is to be neat, clean, and modest in person, dress, and habits. Good taste and common sense are the best guidelines to observe. Styles of dress and grooming are unacceptable when they distract or are offensive to others. While the selection of clothing worn at school is the responsibility of parents and students, the school reserves the right of final decision concerning dress and appearance.

- Short shorts and short skirts/dresses are not considered appropriate. Length of shorts, skirts and dresses must be at least longer than fingertips when standing.
- Hats, hoods, and bandannas of any kind are to be removed when entering the school and are not to be worn inside the school. Hats, outerwear, jackets and coats are to be removed in the classroom.
- Shirts that expose the midriff, strapless tops and low cut necklines are unacceptable. Necklines may be a maximum one palm width from the hollow of the neck. No undergarments of any kind (bra straps, boxers, etc.) are to be showing.
- Bathing suits, tank tops, muscle shirts, mesh shirts, sleeveless t-shirts and halter tops are not considered appropriate. All tops must have a minimum 5 cm width of shoulder strap. They should be modestly fitting under the arm and cover the abdomen at all times. A good rule of thumb is if you can't tuck it, don't wear it. A good rule for the neckline is within a palm width down from the chin.

- Tight clothing, skater pants, and pajama bottoms are not to be worn at school or at any school sanctioned activity.
- No clothing bearing inappropriate language or logos, such as references to alcohol, drugs, profanity, obscene language, statements prompting violence, racism, illegal behaviour, or sex, including phrases or words with double meaning, are to be worn.
- Appropriate footwear must be worn at all times. Footwear that marks the floor is unacceptable (e.g. shoes with wheels or black soles). Winter boots and work boots should not be worn in the classroom. For safety reasons, please do not wear open-toe footwear (this would include some types of sandals and flip-flops). Running shoes must be worn in Physical Education class as well as proper gym clothes as outlined by each teacher.
- Students are not permitted to wear any accessories deemed unacceptable by the school's administration (for safety reasons or for appearance). This may include (but is not limited to): gloves, armbands, chains, pins, sunglasses, necklaces or neck wear, excessive jewelry, and excessive make-up.
- Students are expected to come to school clean and well groomed. Students are expected to wear clean clothing. Older students are encouraged and expected to use anti-perspirant/deodorant – **NOT** spray deodorant or spray of any kind as this is not allowed at school for any reason.

Students will be required to alter their dress if in violation of the code. Repeat violators will be subject to more severe disciplinary action. Due to the constantly changing variety of apparel style, the Principal has the authority to determine if a clothing item, not specifically covered in this dress code is, in fact, appropriate for school attire and may insist that a student either cover this clothing or change it immediately.

Prohibited Items

- Objects that are injurious, that may be used as a weapon (including laser pointers), or are offensive to others must not be brought to school. Any such item, real, toy or fake will be **treated as if it is real** and immediate action will be taken according to School Board policy and Emergency Procedures.
- All electronic devices such as IPODs or other MP3 players, Cell Phones and games are **not to be used on school property** or at school sanctioned events. If they are brought to school, they must

stay in your child's book bag and your child takes full responsibility for this item. Sometimes teachers may use such items as teaching tools during class time for individual students or for whole class activities. These devices may be allowed under direct teacher supervision, for educational purposes, but are expected to be put away during all other times.

- St. Andrew's Catholic School is a smoke-free, drug-free, and alcohol-free environment. Over-the-counter medication or prescriptions must not be brought to school unless the —Administration of Medication Form is on file in the school office and it is locked safely in the possession of the school's Administration.
- Please do not bring your pet to school when dropping off or picking up your child. The School Board Policy states that no animals be brought to school.



Allergies and food related concerns

There **are** children in our school with a severe **life threatening food allergy to peanuts and nuts** (anaphylaxis).

This is a medical condition that causes a severe reaction to specific foods and can result in death within minutes. Although this may or may not affect your child's class directly, **PLEASE** choose to send foods to school that are free from peanuts or nut products, if instructed to do so. Where a classroom has a student with a peanut or nut allergy it will be designated as a —Nut Free classroom. For safety reasons, children in these classrooms must refrain from bringing any items which contain nut products or traces of nuts in the ingredients. Should you forget and your child arrives at school with these items, he/she could be required to eat in another classroom or area or may be provided with an alternate lunch/snack. The safety of all of our students must be our top concern! You will be notified at the beginning of the year if your child is in a —Nut Free classroom/school or if there are any other food restrictions in the class. Any student who forgets a lunch or is short of food will have access to healthy nut free snacks. These snacks will be available by speaking with a staff member. A number of staff and students in the school have **allergies to scents. Please refrain from wearing perfumes.**

Lost and Found Articles

Please assist your child by labeling clothing and footwear. Articles, which are lost, may be found in the Lost and Found area. This area is emptied and articles donated regularly. Please check regularly and as soon as you realize that an article of clothing is missing. Every year we have MANY items that are not retrieved and are donated to charitable organizations.

Bus Routines and Safety

Please review the STEO Bus Safety Guidelines, which are sent home with your child at the beginning of the year. Parents are reminded that bus students are permitted to ride **only one bus** and that riding a bus is a privilege. Any child receiving a bus report might have this privilege revoked for up to 5 days. We have a bus loading and unloading zone and safety is always the number one concern. Please familiarize your children with all safety procedures and routines. During the winter certain buses may not run due to road conditions. In this case the school would normally be open. Local radio stations will broadcast news of bus cancellations and these will be posted on the Student Transportation of Eastern Ontario (STEO) website: www.steo.ca



Please be extra careful when dropping off and picking up students before and after school. Parking at the Church and walking your child to the gate is the safest. When dropping off your child during the school day, please sign your child in at the main office.

Homework

Homework is a very important part of our students' program.

General Guidelines: Primary: (KG-3) 15-30 mins./daily
Junior: (Gr. 4-6) 30-45 mins./daily
Intermediate: (Gr. 7-8) 45-60 mins./daily

Research shows that –homework is beneficial to your child. Children whose parents take an active role in their education are more successful. **Nightly reading is highly recommended.** This is especially important in the primary grades, and is considered as necessary. All parents need to check their child’s agendas daily! If you notice that your child needs to spend more time on homework than the suggested amounts, please contact his/her teacher and discuss why this is the case.

Supervision Schedule

Students will have an outdoor recess upon their arrival at the school in the morning. We ask that children **NOT** arrive at school before **7:55 a.m.** No food or drink is permitted on the playground. **It is expected that all students eat their lunch at school and in their assigned location.**

***Students are asked not to consume candy or “Energy Drinks”, such as Red Bull, or any other high caffeine drinks such as Coke or Pepsi, during the school day.**

Information Technology Usage

All students must sign an –Acceptable Use Guideline for Internet Access by Students form. All Computers are to be used for Educational Purposes only. All members of the St. Andrew’s Catholic School Community are expected to adhere to the following statements when using Technology both at school and when communicating with other members of the school community:

- I will ask a staff member for help whenever I am unsure about my use of the network or internet
- I will respect all computers and A/V equipment and will act responsibly when using them
- I will use the equipment and internet only with staff permission and supervision
- I will be sure to stay in areas of the network and internet that are intended for me

- I will stay out of areas which are intended to be off-limits
- I will read only my mail or work unless given permission by the owner
- I will keep my passwords safe and not share them with others
- I will use only my own account, address, folders, work or files
- I will be respectful when I send messages or print my work
- I will be sure to keep offensive material out of the school network
- I will try to help others with IT equipment when possible
- I will consider the environmental impact before printing
- I will use appropriate language
- I will follow all copyright laws



Supplies and Textbooks

Students are loaned textbooks and supplies during the year. These textbooks and supplies are expensive and students are expected to treat these items with care. Students are responsible for these items and will need to replace them if they are lost or damaged. Some of these textbooks could exceed \$50 per book.

Prayer

Prayer is considered an integral aspect of our daily Catholic school program. **All** students at St. Andrew's will participate in daily prayer, liturgies, Masses and Religion and Family Life classes. Students in our Catholic School are expected to participate fully in all areas of the Catholic school life. Students who have not yet made their sacraments of Baptism, First Reconciliation or First Communion will take part in all activities, except for the regularly scheduled sacraments of Reconciliation and Communion.



Student Evaluation Philosophy and Procedures

The staff of St. Andrew's Catholic School accepts as one of their major responsibilities, the systematic evaluation of pupil's progress and the regular reporting to parents and guardians. With careful monitoring of

each child's development: academically, spiritually, emotionally, socially and physically; steady, continuous progress is made. Data is collected and securely stored on each student in order to make informed decisions about the specific needs of individual or groups of students. Data that is collected includes such things as CASI, OWA, PM Benchmarks and Report Card Data. Evaluation may be (but is not limited to):

- Observation of a pupil's performance in school, including oral participation, written exercises in notebooks, work based on task cards, activity centers or individual or group projects
- Teacher prepared classroom test; exam, oral, written, performance
- Standardized achievement tests
- Checklists, inventories, participation charts
- Rating scales and rubrics
- Student self-evaluation and peer evaluations
- Provincially developed curriculum expectations and learning outcomes
- Student portfolios or conferencing
- Integrating technology where possible
- Multiple Intelligence Inventories
- Higher Order Thinking Questions
- Product orientated with the focus on the process □
Differentiated!

Communication

- Student Agenda sent home daily
- Monthly school newsletter
- Report cards are sent home 3 times a year
- Comments on report cards are encouraged
- Parent-Teacher interviews
- Class/Division Newsletter
- Open House and family workshops
- Catholic Education Week
- Monthly Mass & Liturgy
- St Andrew's Day
- Special Celebrations –Virtue Assemblies
- Phone/Newspaper/Radio/E-mail
- Board web page – **www.cdsbeo.on.ca**
- Parents are encouraged to call teachers



Communication is key to supporting your child's academic and social life at school. Please phone your child's teacher if you are experiencing any difficulties in these areas. The school administration is always interested in hearing from parents, but many issues can be worked out much easier by talking to the teacher directly. This eliminates the middle person and allows for faster and easier resolutions. If staff is not aware of a problem, they are not able to act on the problem and work collaboratively to bring about a resolution.

Over the course of the school year as part of its mandate to educate its students, the Catholic District School Board of Eastern Ontario under the authority of the Education Act, (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended, will collect personal information about each student. The information collected may be written, oral or visual. This personal information will be used to register and place the student in a school or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and that may be required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. For questions about this collection, contact your school principal.

At St. Andrew's Catholic School, we wish to work with parents and guardians to help their children learn and model positive social behaviours, treat other people and property with respect, develop self-discipline and self-esteem and accept responsibility for their actions. Clear expectations are essential.

Teachers have special **common law duties** of care imposed upon them because they are entrusted with the heavy responsibility of not only educating, but also to some degree socializing, and also caring for the safety of large numbers of children.

In **Ontario**, the **Education Act** requires teachers to instill by precept and example, respect for a substantial list of traditional Judaeo-Christian values, including among others, respect for the law. All staff members must, by law report any behaviour which goes against our Code of Conduct and which may result in a suspension or expulsion.

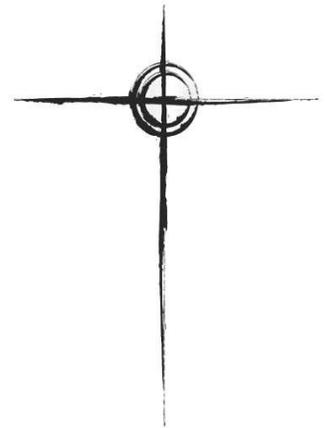
The aim of the **Code of Conduct** is to help the St. Andrew's Catholic School Community to create a learning environment that cultivates respect for

others, and ensures that students learn the values needed to be peaceful and caring citizens both in and outside of the school environment.

Our school rules are designed to maintain a safe, positive learning environment. Following these rules will help create a **Community of Peace**.

SCHOOL RULES

- I will be courteous, respectful, and considerate at all times.
- I will include others and play in **safe** areas, **without being rough**.
- I will keep **hands and feet to myself** (not hurting other students).
- I will respect God, others, the environment and all property.
- I will follow the dress code.
- I will obey rules concerning eating or chewing gum in different school areas.
- I will arrive on time for class, with all the necessary materials.
- I will wait quietly until the teacher is ready.
- I will stop, listen and respond respectfully when a staff member speaks to me.
- I will speak using **appropriate school language**.
- I will respect other people's differences and opinions.
- I will **walk quietly** in the classroom and hallways, keeping to the right.
- I will help to build and maintain a safe, positive learning environment.
- I will follow any other rules which may be established during the school year.



COMMON CLASSROOM RULES

- I will work hard to be successful.
- I will bring all materials to class and be prepared to learn.
- I will be seated when class is in progress.
- I will listen when my teacher, classmate, staff member, or guest is speaking.
- I will wait my turn to speak.
- I will participate positively in all classroom activities.
- I will stay on task without disturbing or distracting others.
- I will complete all assignments to the best of my ability.
- I will keep my workspace neat and clean.
- I will be dismissed only when my teacher has dismissed me.



We must recognize that discipline should always be **a positive learning experience**. Restorative justice is the norm so that we can all improve. Restorative justice is not about being soft. It is about making sure people are responsible for their own behaviour. We are Called to Care, Called to Action and Called to Rebuild. In our school, everyone looks after one another. (E.g. reporting incidents, getting help when it is needed for self or others, etc.)

We can teach children by using clear guidelines and boundaries, by establishing logical consequences related to the behaviours, and by being consistent and fair with every child, according to their individual needs.

We need to be fair, to listen to the children and to correct them when necessary. When appropriate, we need to help the children take responsibility for their actions and teach them problem solving.

Parents are very important in the process of discipline and it is essential that the school and home support each other. In certain situations or when a problem repeatedly occurs, we will contact and inform parents through a phone call or a report sent home to be signed. We ask the parents' assistance in dealing with the behaviour.

Any hurtful act towards any individual that threatens or challenges personal dignity, safety, learning, and teaching will be respectfully addressed through means of forgiveness, reflection, restitution, and restorative justice. In addition, consequences will be applied in accordance with the Ministry of Education regulations or as required by law. In the



application of consequences, professional judgment will be used, taking into account the severity and deliberateness of the student's actions, the competence of the student related to the situation, and the repetitiveness of the behaviour, along with any other mitigating factors.

The provincial standards as outlined in the Code of Conduct apply to all individuals on school property, on buses, at school-authorized events/activities, or in other circumstances where engaging in the activity will have an impact on the school climate.

The Role of Staff in Catholic Education

All staff has the right to expect appropriate behaviour from students and to discipline students who are disruptive to the class. Staff has the right to expect students to take an active part in the classroom program to the best of their ability and to receive parent cooperation with regards to student behaviour.

Staff will:

- ✓ Support, encourage and promote the Catholic nature of the school.
- ✓ Treat each member of the learning community with dignity and respect.
- ✓ Provide students with a program that meets their individual needs.
- ✓ Teach students the necessary skills, attitudes and values of responsible conduct, good citizenship and Christ centered living.
- ✓ Conduct all classes in a purposeful, safe and caring environment ✓ Treat all students fairly and honestly in all aspects of their education.
- ✓ Keep parents informed according to school policies.
- ✓ Make a commitment to teamwork, particularly the enforcement of school rules and expectations.
- ✓ Establish clear expectations related to the school environment which will then be communicated to the learning community of St. Edward Catholic School.
- ✓ Report to the Principal any behaviour which goes against the school Code of Conduct and may result in a student being suspended as outlined in Regulation 157 of the Ontario Education Act.

The Role of Parents/Legal Guardians in Catholic Education

Parents/Guardians are key partners and are the primary educators in the Catholic education of their children.

Parents will:

- ✓ Respect, support and promote the Catholic nature of the school.
- ✓ Treat each member of the learning community with dignity and respect.
- ✓ Provide adequate, accurate information to the school
- ✓ Inform staff of anything that may affect the student's safety and/or ability to perform his/her duties. Cooperation and communication are key to student success.
- ✓ Ensure that students attend school punctually and regularly, prepared to meet their responsibilities.
- ✓ Promptly report their child's absence or late arrival to the school.
- ✓ Assist and support school staff in dealing with disciplinary issues involving their child.
- ✓ Agree to sign permission forms to approve a school request, in a timely manner.
- ✓ Help build on the partnership of home, school and parish

The Role of Students in Catholic Education

Students will:

- ✓ Support, respect and promote the Catholic nature of the school.
- ✓ Treat each member of the learning community with dignity and respect.
- ✓ Show respect for himself or herself, for others, for those in authority, and for their surroundings on and off school property.
- ✓ Be diligent in their studies and school activities and use their God-given gifts and talents to the best of their ability.
- ✓ Be punctual, have proper materials and have all homework and assignments prepared for class.
- ✓ Fully respect and participate in **ALL** faith-building activities within the school. These include but are not limited to Masses, Liturgies, Religion and Family Life classes and assemblies.
- ✓ Strive to demonstrate the Catholic Graduate Expectations

RESTORATIVE PRACTICE

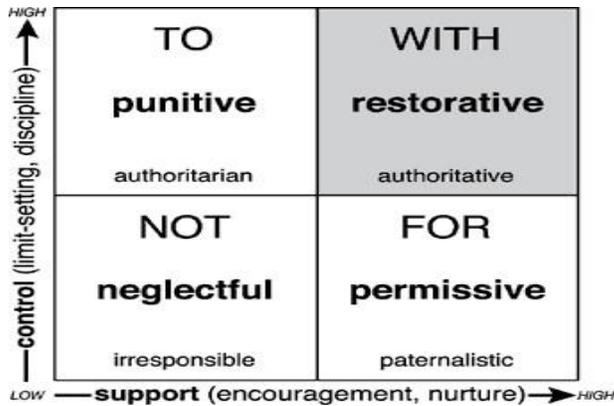
Our society's fundamental assumption is that punishment holds offenders accountable. However, for an offending student punishment is a passive experience, demanding little or no participation. While the teacher or administrator scolds, lectures and imposes the punishment, the student remains silent, resents the authority figure, feels angry and perceives himself as the victim. The student does not think about the real victims of the offence or the other individuals who have been adversely affected by his actions. So, are we really holding the student accountable?

Doing things to an offending student merely alienates the student. We must do things **with** the student. We must engage the student in an active way to truly be held accountable. Simultaneously, we want to build positive relationships between the student and those affected by the behaviour.

A few key words—**NOT**, **FOR**, **TO** and **WITH**—were recently identified as a shorthand method to help clarify these approaches (figure 1). If staff members (or parents) were neglectful toward the students, they would **NOT** do anything in response to their inappropriate behavior. If permissive, staff members would do everything **FOR** the youth and ask little in return. If punitive, the staff would respond by doing things **TO** them. But responding in a restorative manner, staff members do things **WITH** the young people in their care and involve them directly in the process. A critical element of this restorative approach is that, whenever possible, **WITH** also includes victims, family, friends and community—those in the school, group, home or wider community who have been affected by the offender's behaviour.



The CDSBEO and our school have been working closely with the International Institute for Restorative Practices and this information has all come from their website – www.iirp.org

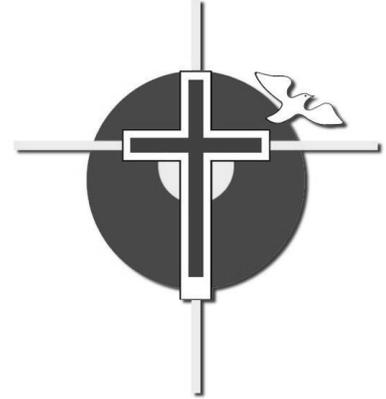


Restorative practice is not limited to formal processes, such as restorative and family group conferences or family group decision making, but range from informal to formal (figure 2). On a restorative practices continuum, the informal practices include affective statements that communicate people's feelings, as well as affective questions that cause people to reflect on how their behavior has affected others. Impromptu restorative conferences, groups and circles are somewhat more structured but do not require the elaborate preparation needed for formal conferences. Moving from left to right on the continuum, as restorative processes become more formal they involve more people, require more planning and time, and are more structured and complete. Although a formal restorative process might have dramatic impact, informal practices have a cumulative impact because they are part of everyday life.

RESTORATIVE QUESTIONS

When things go wrong:

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do to make things right?



When someone has been hurt:

1. What did you do when you realized what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

EFFECTIVE RESTORATIVE PRACTICES

To be effective in challenging and changing inappropriate student behaviour, we have found several fundamental elements of good restorative practice.

1. **Foster awareness.** In the most basic intervention we may simply ask the offending student a few questions to foster awareness of how others have been affected by the wrongdoing. We may also express our own feelings to the student. In more elaborate interventions we provide an opportunity for others to express their feelings to the student.
2. **Avoid scolding or lecturing.** When students are exposed to other people's feelings and discover how victims and others have been affected by their behaviour, they feel empathy for others. When scolded or lectured, they react defensively. They see themselves as victims and are distracted from noticing other people's feelings.
3. **Involve students actively.** All too often we try to hold students accountable by simply doling out punishment. But in a punitive intervention, students are completely passive. They just sit and act like victims. In a restorative intervention, students are usually asked to speak. They face and listen to victims and others they have affected. They help decide how to repair the harm and

must then keep their commitments. Students have an active role in a restorative process and are truly held accountable.

4. **Accept ambiguity.** Sometimes, as in a fight between two people, fault is unclear. In those cases we may have to accept ambiguity. Privately, before the conference, we encourage individuals to take as much responsibility as possible for their part in the conflict. Even when students do not fully accept responsibility, victims or others who have been affected often want to proceed. As long as everyone is fully informed of the ambiguous situation in advance, the decision to proceed with a restorative intervention belongs to the participants.

5. **Separate the deed from the doer.** In an informal intervention, either privately with the students only or publicly, we may express that we assume that the students did not mean to harm anyone or that we are surprised that they would do something like that. When appropriate, we may want to cite some of their virtues or accomplishments. We want to signal that we recognize the students' worth and disapprove only of their wrongdoing.

6. **See every instance of wrongdoing and conflict as an opportunity for learning.** We are educators. We know that many of our students have a lot to learn about appropriate behaviour and social norms. We can merely punish and alienate them, or we can see school problems and incidents as an opportunity to teach students what they sorely need to know. Teachers, guidance counsellors, custodians, clerical staff and administrators, using restorative practices, can turn negative incidents into constructive events—building empathy and a sense of community.

BULLY PREVENTION

At St. Andrew's Catholic School, we strive to be a Peaceful Community and as such, bullying has no place in our school and will not be tolerated! Bullying takes many forms: Physical, Verbal, Social and Cyber. We are committed to teaching our students what bullying is and how we as a community can prevent it here at St. Edward Catholic School and beyond. The following is the definition we use in our school:

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals, that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's

body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

A bully is someone who uses power to hurt another, physically or verbally. Their actions cause the person to feel afraid or upset. A bully targets and hurts one person repeatedly over time. Bullying can happen by one person or a group of people.

STRATEGIES FOR THE BYSTANDER (from Dr. Tina Daniels)

Choose one of four strategies listed below - depending on the situation and comfort level:



- Assertively tell the child who is bullying to **STOP**
- Support the child who is being bullied
- Report the bullying to an adult or use the Reporting Box by the office
- Walk away-don't be part of the audience **TEN TIPS ON HOW TO BEAT BULLYING!**

1. Walk Tall

Try not to act scared. Practice 'walking tall' with shoulders back and head held high.

2. Develop Self-Confidence

Be positive! Learn new skills. Get involved with people and activities that make you feel good about who you are. Remember, everyone is really good at something.

3. Start A School Program

Make sure your school has an anti-bullying program with tips on dealing with bullying incidents.

4. Tell A Friend

Always tell a friend or an adult you trust about the bullying. Having someone on your side will help you to stand up for your rights.

5. Walk Away

If possible, ignore the bully or say "No!" and walk away. The bully is seeking attention.

6. Ignore The Teasing

Try not to react to the bullying and teasing. If you act like you don't care, the bully might get bored and give up.

7. Don't Fight Back

The most dangerous thing you can do when confronted by a bully is to fight back. Bullies are generally stronger than their victims are. By fighting back, you could make things worse.

8. Give Up Your Possessions

If the situation is getting dangerous, if the bully is bigger and stronger than you, or if he has a weapon, it would be smart to give him what he wants. Material things are replaceable; you are not.

9. Stick With Others

Try not to be alone in places where you could be unsafe – such as an empty schoolyard, a dark hallway or a school washroom. If possible, try to stick with a group. Bullies tend to pick on those who are all alone.

10. Remember, Bullies Have Weaknesses Too

Bullies have weaknesses like everyone else. Try to see beyond the bullies, the bully's scary face, and words, and think about what is missing in their life to make them act so cruelly.

Most of the time bullying takes place (88% of the time according to Dr. Tina Daniels), there are bystanders present. The audience being present actually increases the length of the bullying episode.

UNACCEPTABLE BEHAVIOURS						
HARASSMENT AND BULLYING						
Behaviours which violate the rights of others or which pose a safety risk will be handled in accordance with ministry, school board and school policy.						
PHYSICAL AGGRESSION						
-Pushing -Shoving -Spitting	-Kicking -Hitting -Punching -Tripping	-Physical Acts that are demeaning or humiliating but not bodily harmful	-Defacing Property -Stealing	-Physical violence against family or friends	-Threatening with a weapon	-Inflicting bodily harm
SOCIAL ALIENATION						
-Gossiping -Spreading rumours	-Setting someone up to look foolish -Embarrassing -Setting up to take the blame	-Ethnic Slurs	-Publicly Humiliating -Revealing Personal Information	-Excluding from group -Social Rejection	-Maliciously excluding -Manipulating Social order -Malicious rumour mongering	-Threatening with total isolation by peer group
VERBAL AGGRESSION						

-Mocking -Name Calling -Dirty Looks -Taunting	-Teasing about clothing and/or possessions	-Teasing about appearance	-Intimidating phone calls -Inappropriate use of internet or tech. (rumours, threats, etc.)	-Inappropriate language directed at someone	-Verbal threats of aggression against property or possessions	-Verbal threats of violence or inflicting bodily harm
INTIMIDATION						
Threatening to reveal personal information	-Publicly challenging to do something	-Defacing property or clothing -Graffiti	-Taking possessions	-Extortion	-Threats of using coercion against family or friends	-Coercion -Threatening with a weapon

By focusing on teaching the value of positive behaviour, positive relationships, strategies students can use to deal with bullying, and forgiveness and restoration, our school will be a “Community of Peace”

STRATEGIES FOR STUDENTS WHO ARE BEING BULLIED

- Seek immediate help from an adult
- Report bullying/victimization incidents to school personnel and family members, either directly or through the reporting box located near the office
- Speak up and/or offer support to the victim when they see him/her being bullied
- Privately support those being hurt with words of kindness or condolence
- Express disapproval of bullying behaviour by not joining in the laughter, teasing or spreading of rumours
- Attempt to defuse problem situations either single-handedly or in a group in a non-physical way
- Be patient! Conflict is not usually resolved overnight
- Remember that Bullying is not the victim’s fault



Using your **WITS**:

The WITS Programs bring together schools, families and communities to create responsive environments that ^{help} children deal with bullying and peer conflict. WITS has two parts:

1. **WITS** Primary Program – Teaches Kindergarten to Grade 3 children to **W**alk away, **I**gnore, **T**alk it out and **S**eek help when faced with peer conflict. The acronym also provides a common language that children and the adults around them can use to talk about and respond to problems.
2. **WITS LEADS** Program – A more grown-up program designed for Grades 4-6 students, which teaches more complex problem-solving strategies: **L**ook and listen, **E**xplore points of view, **A**ct, **D**id it work? and **S**eek help. LEADS trains students to become WITS Leaders who can help younger children with their problems.

Teachers reinforce the programs by reading popular children's books, which emphasize WITS and LEADS messages, to their students. We also encourage students to use their WITS and LEADS skills to deal with problems and hope you will too! *Want to know more? Explore the WITS website at www.witsprogram.ca*

WITS

1. **Walk Away**
2. **Ignore**
3. **Talk it out**
4. **Seek Help**