



Hamilton-Wentworth Catholic Schools
Believing, Achieving, Serving



SCHOOL ANTI-BULLYING PLAN: FEATURING RESTORATIVE PRACTICES & TRIBES LEARNING COMMUNITIES

The St. John the Baptist “School Anti-Bullying Plan” will reflect the principles of progressive discipline as outlined in PPM 144, HWCDSB policy, and the HWCDSB Safe Schools Manual. Our school plan will also consider data from student surveys (e.g., Tell Them from Me Survey).

Our school plan and general approach will make our school safe and accepting by focusing on:

- explicitly stating a bullying prevention plan;
- promoting positive student behaviour;
- providing early and ongoing intervention;
- preventing inappropriate behaviour; and
- addressing inappropriate behaviour with appropriate resolutions and/or consequences.

We at St. John the Baptist Catholic Elementary School are excited to promote *Restorative Practices* and *Tribes Learning Communities*, which are processes that are proven to achieve a positive school climate.

Through “**RESTORATIVE PRACTICES**” and with the implementation of the “**TRIBES**” philosophy comes the opportunity that allows us to collectively and collaboratively create a Christ-Centred, virtues-based school **community** made up of staff, students, parents, and community partners.

Our good practices are built upon approaches that are relationship building, relationship mending, and therefore “restorative” in nature. The **intentional** use of “**RESTORATIVE PRACTICES**” improves teaching and learning environments, increases student time on task, and increases student achievement. Everyone benefits from spending more time on task, while learning the value of creating and participating in cultures of caring and community.

The resurrection of Jesus is accompanied by signs of healing and of new life and faith. The risen power of the Lord today brings healing to our society.

What are Restorative Practices?



- Restorative practice is a set of principles and values, essentially a way of being.
- Restorative practice is about building, maintaining and repairing relationships.
- Restorative practice recognizes that school-community relationships between teachers and learners, learners and themselves, colleagues, and between staff and parents have a profound influence on learning.

Principles and Values of Restorative Practices:

- Respecting individuals' rights;
- Taking responsibility for our own behaviour;
- Believing that people can change;
- Being open to supporting others who wish to change their behaviours;
- Believing that restorative responses are more helpful than retributive ones.

Restorative Questions:

The scripted conferencing model based upon relational and restorative questions is an internationally tried and tested process which delivers all of the elements of Restorative Practices.

Restorative Questions: *To respond to challenging behaviour:*

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

The above questions are being used at St. John the Baptist when conflicts arise.

Source: http://www.iirp.edu/pdf/beth06_davey2.pdf



Tribes Learning Communities:

A PROCESS FOR LEARNING AND BEING TOGETHER.

MISSION: To develop a positive learning environment that promotes human growth and learning.

GOAL: To engage all teachers, administrators, students, and families in working together as a learning community that is dedicated to caring and support, active participation, and positive expectations for all students.

PURPOSE: To call forth the unique potential of every student.

The Tribes process uses **4 AGREEMENTS** that are essential to building a safe and caring community for learning.

1) Attentive Listening

- to pay close attention to one another's expression of ideas, opinions and feelings
- to check for understanding
- to let others know they have been heard.

2) Appreciation / No Put Downs

- to treat others kindly
- to state appreciation
- to avoid negative remarks, name calling, hateful gestures or behaviours.

3) Participation / The Right to Pass

- to have the right to choose when and to what extent you will participate
- to observe quietly if not actively participating
- to choose whether to offer observations later to the group.

4) Mutual Respect

- to affirm the value and uniqueness of each person
- to recognize and appreciate individual and cultural differences
- to offer feedback that encourages growth.

Respectfully,

Adrian De Tullio (Principal)