



SAFE SCHOOLS ACTION PLAN

2025 TO 2028

The Toronto Catholic District School Board (TCDSB) recognizes that safe and inclusive school environments are essential for student well-being and achievement. This plan guides staff, students, and families in fostering respectful relationships, addressing harmful behaviours, and creating welcoming Catholic school communities where every student is valued and supported.



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Message from the Chief Executive Officer



At the TCDSB, the safety, inclusion, and well-being of every student are essential to building strong, caring Catholic school communities. We are committed to ensuring our schools are places where students feel welcome, respected, and supported, where learning thrives and every student is encouraged to reach their full potential.

The Safe Schools Action Plan 2025–2028 is a key part of this commitment. It aligns closely with our [Multi-Year Strategic Plan \(MYSP\)](#), which guides our collective efforts to improve student achievement, equity, and well-being. It is also informed by our [Pastoral Plan, In God's Image: Growing in Knowledge, with Justice and Hope](#) and the [Equity Action Plan \(EAP\)](#), which together strengthen our focus on dignity, fairness, and belonging for all students.

This plan emphasizes prevention, early intervention, and restorative practices that support positive relationships and inclusive learning environments. Safe schools are places where students and staff experience trust, compassion, and respect. By working together, we can build the conditions where every student has the confidence to learn, contribute, and grow.

The Safe Schools Action Plan (SSAP) also reminds us that safety is a shared responsibility. It requires strong collaboration among staff, students, families, parishes, and community partners. By drawing on our collective strengths, we can create school environments that reflect the values of our Catholic community so that all students feel safe and supported.

As the Director of Education, I am grateful for the dedication and partnership that make this work possible. Together, we will continue to foster safe, welcoming, and inclusive schools where students are empowered to succeed and to contribute positively to their communities.

Yours in Catholic Education,



Dr. Brendan Browne
Chief Executive Officer

Nurturing Our Catholic Community

Seeing the glory of the Lord as though reflected in a mirror, being transformed into the same image...

2 Corinthians 3.18

The TCDSB's Pastoral Plan provides opportunities for enriching learning, faith experiences and ministry that help to nurture the relationships between our families, parishes, staff and students. The theme for the [2024-2027 Pastoral Plan](#) is "In God's Image: Growing in Knowledge, with Justice and Hope." We continue to reflect our Catholic values which are rooted in the love of Christ. As those created in the image and likeness of God, we are called to respond to each person we meet with respect and acceptance and build positive and safe communities where all are welcome.



Purpose of the Safe Schools Action Plan

For surely I know the plans I have for you,
says the Lord, plans for your welfare and not
for harm, to give you a future with hope.

Jeremiah 29.11

The TCDSB is committed to creating safe, inclusive, and respectful learning environments where every student is supported, valued, and empowered. Rooted in our Catholic values and guided by our Pastoral Plan, we affirm the inherent dignity of each person and highlight the importance of fostering school communities where all students feel a sense of belonging.

Through promoting positive relationships, restorative practices, and proactive supports, environments are nurtured where students' strengths are celebrated and every learner can grow, succeed, and thrive. The Safe Schools Action Plan aligns with the [MYP](#), guiding system-wide efforts to strengthen learning, equity, and well-being. Staff, students, and families all share responsibility in nurturing safe and welcoming Catholic school communities.



Alignment of the Safe Schools Action Plan

The Safe Schools Action Plan, along with the MYSP and related action plans, supports safe, welcoming, Christ-centred school environments where student learning, well-being, and belonging are nurtured across all TCDSB communities.

Multi-Year Strategic Plan (MYSP)

Rooted in the [MYSP](#), In God's Image: Growing in Knowledge, with Justice and Hope, the Safe Schools Action Plan is aligned with the goals in each of the three areas of focus: Learning, Equity, and Well-Being. These goals include:

LEARNING

Continuing to build capacity with students, staff, and parents/guardians in promoting a positive, safe, inclusive and accepting Catholic school climate in all our TCDSB communities.

EQUITY

Creating inclusive classrooms where each student's strengths and needs are recognized within their unique lived realities and identities and where all students feel safe, accepted, heard, and empowered as individuals uniquely and purposefully created by God.

WELL-BEING

Promoting positive student behaviour and decision-making aligned with the [Ontario Catholic School Graduate Expectations](#) and nurturing healthy relationships where all students feel safe, welcomed, accepted, included, loved and celebrated as created in God's image.

“You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself.”

– Luke 10.27-29

Pastoral Plan

The [Pastoral Plan, In God's Image: Growing in Knowledge, with Justice and Hope](#), calls on us to nurture communities where every individual is treated with dignity and respect. Our school communities are centred on the teachings and examples of Jesus where all people are honoured as children of God and treated with dignity, respect, compassion, kindness and love. Jesus is forgiving and loves us even when we make mistakes and struggle with decisions made. As caring adults, we continue to support students to reflect on their behaviour, learn from their decisions and adopt more positive and respectful behaviour moving forward.

Mental Health Action Plan (MHAP)

The [Mental Health Action Plan](#) underscores that student well-being is foundational to learning and personal growth. By nurturing the mental, emotional, and social health of every student, it supports them in making positive, informed decisions and achieving academic success, while fostering the values and expectations outlined in the [Ontario Catholic School Graduate Expectations](#).

Equity Action Plan (EAP)

The [Equity Action Plan](#) highlights the importance of recognizing and valuing each student's unique identity and experiences. Inclusive practices and culturally responsive approaches help ensure that all students feel respected, heard, and empowered. By addressing bias and promoting equity, schools cultivate equitable environments that support positive behaviour and relationships. Students are encouraged to embrace their individuality while contributing to a supportive and welcoming school community. By empowering students as individuals uniquely and purposefully created by God, students can achieve success and experience overall well-being.

Structure of the Safe Schools Action Plan

“Finally, beloved, whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things.”

– Philippians 4.8

The Safe Schools Action Plan is a living document responsive to system needs and informed by continuous improvement and data analysis. The focus of the plan is to nurture a positive, safe, inclusive, respectful and caring Catholic school climate in all TCDSB communities. The Safe Schools Plan outlines four areas of commitment that serve to raise awareness, encourage engagement and build capacity with staff, students and parents/guardians. These commitments include:



Positive Student Behaviour and Well-Being



Bullying Prevention and Healthy Relationships



Positive School Climate, Inclusion and Equity



Consideration of Mitigating and Other Factors

To achieve our goals and priorities, the Safe Schools Department emphasizes the importance of:

Staff Professional Learning:

Ongoing professional learning is provided to all TCDSB staff on various topics including, but not limited to, restorative practices, conflict resolution, healthy relationships, bullying prevention, creating culturally relevant and trauma informed learning environments, and understanding student individual needs and appropriate supportive responses.



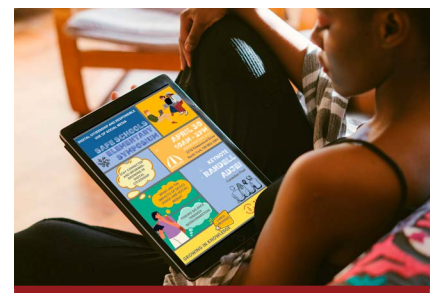
Student Engagement, Leadership and Voice:

Students are empowered to be leaders and take responsibility for promoting positive, safe, caring, and inclusive school environments through various initiatives. Current examples include Safe Schools Student Ambassadors, Catholic Leaders Engaging in Active Play (C-LEAP), Just One You Project (J.O.Y), and Brothers Empowering Success Together (B.E.S.T).



Parent(s)/Guardian(s) Engagement:

The Safe Schools Department values the important role of parent(s)/guardian(s) in supporting students to achieve academic success and well-being. We recognize that creating safe and welcoming school environments are a shared responsibility; as such, families are always encouraged to participate in our initiatives. The department also provides families with access to various resources, including newsletters, included on our [public portal page](#).



Cross-departmental collaboration is essential to achieving our shared priorities. Working closely with key members from the Nurturing our Catholic Community, Special Services, Indigenous Education, Equity and Community Relations, Curriculum Leadership & Innovation and Digital Learning Integration Teams, we ensure all department perspectives are integrated in the resources, practices, initiatives and professional learning offered to TCDSB community members.

The goals of this three-year plan are monitored regularly and reported annually.

Commitments and Monitoring

1

Positive Student
Behaviour and
Well-Being

2

Bullying Prevention
and Healthy
Relationships

3

Positive School
Climate, Inclusion
and Equity

4

Consideration of
Mitigating and
Other Factors





COMMITMENT #1

Positive Student Behaviour and Well-Being:

Positive student behaviour and decision-making aligned with Ontario Catholic School Graduate Expectations.

Actions & Monitoring

ACTIONS:

- A.** Continue to develop and deliver professional learning, resources, practices and initiatives in collaboration with various TCDSB departments. Examples of staff and student capacity building initiatives include:
- Tools to support self-regulation.
 - Interventions to appropriately respond to threatening and worrisome behaviours.
 - Promoting restorative practices, including resolution conference and mediation circles, to address conflict and nurture healing.
- B.** Continued collaboration with SafeTO.
- C.** Student leadership in promoting positive student behaviour.

MONITORING:

- A.** Data on the number of TCDSB staff attending professional learning opportunities and students participating in student-centred initiatives.
- B.** Feedback from participants regarding professional learning opportunity attended. Examples include:
- Resolution Conference and Mediation Circles (RCMC).
 - Tools to Promote Focus and Calm.
 - Physical Activity to Promote Student Wellness.
- C.** Ongoing review of Safe Schools data:
- Student feedback at student-centred initiatives.
 - Behavioural Data (e.g., suspensions).



Expected Outcomes

- A comprehensive review of both perceptual and behavioural data will evaluate the impact of the initiatives outlined above on promoting positive student behaviour and decision-making. This analysis will facilitate understanding of the effectiveness of efforts in encouraging responsible choices, respectful interactions, and a positive school climate.
- Expanded use across all schools of restorative practices, including RCMC and other proactive approaches, will result in positive student behaviour and school climate.

Accountability: Safe Schools, Nurturing our Catholic Community, Special Services, Indigenous Education, Equity and Community Relations, Curriculum Leadership and Achievement, Innovation & Well-Being.

COMMITMENT #2

Bullying Prevention and Healthy Relationships:

Healthy relationships where all students feel welcomed, included, loved and celebrated as created in God's image.

Actions & Monitoring

ACTIONS:

- A.** Continue to develop and deliver professional learning, resources, practices and initiatives in collaboration with various TCDSB departments and to build student, staff and parent/guardian(s) capacity on this topic. Examples include:
- Bullying awareness, prevention, intervention and supports.
 - Emphasizing the role of empathy in nurturing caring and supportive relationships.
 - Tools to support healthy relationships within the classroom.
 - Strategies to support positive student interactions during unstructured time (e.g., recess).
 - Empowering students in promoting safe, inclusive and accepting communities.
 - Resources and information shared with families.

MONITORING:

- A.** Data on the number of TCDSB staff attending professional learning opportunities and students participating in student-centred initiatives.
- B.** Feedback from participants regarding professional learning opportunity attended. Examples:
- Bullying Awareness, Prevention, Intervention & Supports.
 - Empathy: The Social Emotion.
 - C-L.E.A.P. Initiative (Catholic Leaders Engaging in Active Play).
- C.** Ongoing review of Safe Schools data:
- Student feedback at student-centred initiatives.
 - Behavioural Data (e.g., suspensions).



Expected Outcomes

- A detailed review of both perceptual and behavioural data will assess the effectiveness of the initiatives above in preventing bullying and promoting healthy relationships. This analysis will provide insight into how strategies are encouraging respectful interactions, reducing bullying incidents, and building a positive, inclusive school climate.
- Safe Schools data will demonstrate a decline in bullying incidents.
- Education programs and resources will result in greater awareness for students, staff, and families about bullying and strategies for prevention.

Accountability: Safe Schools, Nurturing our Catholic Community, Special Services, Indigenous Education, Equity and Community Relations, Curriculum Leadership and Achievement, Innovation & Well-Being.

COMMITMENT #3

Positive School Climate, Inclusion and Equity:

Inclusive classrooms where students feel safe, welcomed, heard, and empowered as individuals uniquely and purposefully created by God.

Actions & Monitoring

ACTIONS:

- A.** Continue to develop and deliver professional learning, resources, practices and initiatives in collaboration with various TCDSB departments in promoting positive school climate, inclusion and equity. Some topics addressed in staff and student capacity building initiatives include:
- Recognizing and challenging implicit bias.
 - Inclusive language to create safer spaces.
 - Addressing challenging behaviour within a culturally relevant, physically and emotionally safe learning environment.
 - Recognizing one's lived experience and developing ways to support our diverse student population.

MONITORING:

- A.** Data on the number of TCDSB staff attending professional learning opportunities and students participating in student-centred initiatives.
- B.** Feedback from participants regarding professional learning opportunity attended. Example:
- Promoting Positive School Climates: Creating Caring and Inclusive Classrooms.
- C.** Ongoing review of Safe Schools data:
- Student feedback at student-centred initiatives.
 - Behavioural Data (e.g., suspensions).



Expected Outcomes

- A comprehensive review of both perceptual and behavioural data will assess the impact of the initiatives outlined above in promoting a positive school climate, inclusion, and equity. This analysis will provide insight into the effectiveness of efforts in fostering learning environments where every student feels valued, respected, and supported.
- Perceptual data demonstrates an increase in students' sense of belonging, safety, and inclusion, and will inform any necessary program adjustments.
- Cross-departmental collaborations include considerations for equity and inclusion across achievement and well-being initiatives.

Accountability: Safe Schools, Special Services, Indigenous Education, Equity and Community Relations, Curriculum Leadership and Achievement, Innovation & Well-Being.

COMMITMENT #4

Consideration of Mitigating and Other Factors: Recognition of each student's strengths and needs within their lived realities and identities supports achievement and well-being. It also offers a broader lens for reflecting on behaviours when determining a response.

Actions & Monitoring

ACTIONS:

- A.** Continue to develop and deliver professional learning, resources, practices and initiatives in collaboration with various TCDSB departments to emphasize consideration of Mitigating and Other Factors. Examples of themes for staff capacity building initiatives include:
- Reviewing Mitigating and Other Factors: Widening the Lens Tool with Administrators.
 - Responding to students within a framework that is supportive and restorative within the classroom.
 - Understanding students holistically and developing appropriate strategies to redirect student actions into more positive behaviours.
 - Professional learning on Hacking School Discipline: 9 Ways to Create a Culture of Empathy and Responsibility Using Restorative Justice resource.

MONITORING:

- A.** Data on the number of TCDSB staff attending professional learning opportunities and students participating in student-centred initiatives.
- B.** Feedback from participants regarding professional learning opportunity attended. Example:
- Elementary and Secondary Students: Understanding and Responding to Behaviour.
- C.** Ongoing review of Safe Schools data:
- Student feedback at student-centred initiatives.
 - Behavioural Data (e.g., suspensions).



Expected Outcomes

- A detailed review of both perceptual and behavioural data will evaluate the impact of the initiatives outlined above in supporting students through the consideration of Mitigating and Other Factors. By considering individual contexts and students lived experiences, educators can better understand student behaviour and provide tailored, supportive responses that promote achievement and overall well-being.
- Greater awareness of resources and strategies for staff to better address a range of behaviours while maintaining student dignity and emotional safety.

Accountability: Safe Schools, Special Services, and Indigenous Education, Equity and Community Relations.

“

Let the children
come to me; do
not prevent them,
for the kingdom
of God belongs
to such as these.

– Mark 10:14







SAFE SCHOOLS

TORONTO CATHOLIC DISTRICT SCHOOL BOARD
80 Sheppard Avenue East, Toronto, Ontario M2N 6E8
Phone: 416-222-8282 | www.tcdsb.org