

Attributes of a Safe and Caring School

A safe and caring school is a place where staff, students and parents have a vision for the school based on safe and caring school principles.

Members of a safe and caring school actively encourage practices that model and reinforce socially responsible and respectful behaviours so that learning and teaching take place in a safe and caring environment.

The following attributes, common to all safe and caring schools, provide direction for the development, implementation and evaluation of school principles, policies, programs and practices.

Members of a safe and caring school

- foster a climate of interest, caring, safety and concern for all
- support, value and celebrate learning, teaching and student achievement, and
- promote and support community involvement and service to others.

They accomplish this by

- demonstrating trust, care and concern for the emotional and physical well-being of all
- respecting the personal space and property of others
- participating in decisions that affect them
- modelling respectful, responsible and caring behaviour and attitudes
- developing self-esteem and emphasizing success, potential and hope, and
- seeking active support from the community for school values.

They work cooperatively to develop*

- students' personalities, talents, and social, physical and academic abilities to the fullest
- respect for basic human rights and fundamental freedoms
- respect for the culture and laws of Canada
- responsible behaviour and friendship which honour ethnicity, religion, gender, age and ability
- respect and responsibility for the natural environment, and
- responsible citizenship in a spirit of understanding, peace, equality, compassion and democratic participation.

* Adapted from the UN Convention on the Rights of the Child, adopted by the UN General Assembly, 1989.

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Appendix E

They provide activities and programs that

- are available to and seek to involve all students
- meet defined needs of a variety of students
- are assessed regularly
- have clearly stated objectives
- nurture a sense of purpose and belonging, and promote school spirit
- involve a support system that intervenes on behalf of students at risk of, or already involved in, violent behaviour, and
- promote, welcome and encourage participation from the home and community.

They develop behavioural guidelines that

- foster respect and maintain the dignity and self-worth of those involved
- consider the best interests of each student
- involve students in resolving difficulties
- encourage and empower students to acquire and practise appropriate social skills
- take into account each student's age and unique circumstances
- are fair, just and meaningful, and assume that all students have a constructive and relevant role to play in school
- are consistently and appropriately applied
- are developed in consultation with all those affected, and communicated through a policy based on school values, and
- are monitored and evaluated regularly.

They choose and fairly distribute resources that

- are current and sufficient
- target specific, identifiable needs, and
- meet objectives that benefit all students.