



40 ways Belvedere Parkway promotes

Positive Behaviour

1. ROARS – Bullying Prevention and Positive Behaviour Program – recognizes good behaviour around Respect, Ownership, Attitude, Responsibility, Safety
2. ROARS certificates are given to students to recognize and celebrate specific positive behaviors, not as a general citizenship award
3. ROARS assemblies are used to celebrate and give examples of students' appropriate behaviour at school and in life through the ROARS code
4. Teachers and staff embed the ROARS philosophy in the classroom to not only demonstrate positive behaviour, but to help students practice, learn and use positive behaviours
5. Belpark students have leadership opportunities to encourage and guide students in learning leadership skills in their school
6. Teachers use literature connections such as 'Have You Filled a Bucket Today?', 'Ordinary Mary's Extraordinary Deed', 'Enemy Pie' and many others to teach about dealing with bullies and social issues.
7. The grade 5/6 classes are working on perspective taking and connection building through Social Studies, Mathematics and Science.
8. Through the Alberta programs of study in Health and Social Studies around the concepts of citizenship and getting along together.
9. The CBE results: Citizenship, Character, and Personal Development are part of classroom instruction in every CBE classroom and are specifically reported on.
10. High school mentors from Bowness High School are part of our Big Brothers and Big Sisters of Calgary mentorship program, and work with a number of our students and building relationships and providing mentorship.
11. We have a focus around calming strategies to support students in recognizing and dealing with their own emotional needs, and a sensory room to support them in this.
12. Working with students to teach them strategies for when they are not with adults and setting them up with independence, problem-solving and self-advocacy.
13. Our grade 1/2 classes are helping students learn positive behaviors through the concept of 'Expected' behaviors and 'Unexpected' behaviors, so that they know and can identify what expected behaviors are in the classroom or on the playground

14. Belvedere Parkway participates Pink Shirt Day every year to support in creating and maintaining a "A safe and caring school environment for every student, every day".
15. Our Kindergarten students are learning to identify how others feel by the facial expressions in photographs, then learning how we can support people with these feelings through intentional teaching and instruction.
16. Many classes hold regular sharing circles to discuss issues in the class or on the playground, to support all students in developing conflict resolution strategies.
17. Our students often have buddy classrooms that they team up with, so that older kids act as leaders and role models for younger students.
18. Many staff are using "*The Zones of Regulation*" by Leah M. Kuyper to support student understanding in recognizing and dealing with their own emotional regulation.
19. Staff have attended a wide variety of professional development aligned with children's behavioural and emotional development.
20. Teachers and Educational Assistants are on supervision in the morning, at recess and at lunch so they are easily accessible to support students in implementing successful recess strategies.
21. Buses are met by staff every morning to connect with students and support bus drivers with any issues that might have arisen.
22. Staff meet all of the buses every afternoon to connect with students and support bus drivers with any issues that might have arisen.
23. Supervisors during lunchtime are visible and available for students.
24. We have exercise bikes as needed in classrooms to afford students the opportunity to physically self-regulate, should they need to do that.
25. Our Brown Bagging Program ensures all students have enough food. If students are hungry, they often do not have the same ability to make good choices.
26. Two of our supervisors target students needing additional support with social skills.
27. Our Sensory Room provides students with a space for support in recognizing and dealing with their emotional needs.
28. We have a group of students involved in the Hockey Heroes program, which promotes positive self-esteem, problem solving skills and positive teamwork through a hockey program after school.
29. All staff work with students to help them understand what to do when there are issues: This strategy is often referred to as 'IMATT' (Ignore, Move away, Ask them to stop, Tell them to stop, Tell an adult.)
30. All staff work in dealing with behavioural issues and helping students to recognize and deal effectively with bullying behaviours.

31. We often work 1:1 with all students needing support in recognizing and accepting ownership for their part in any situation.
32. We often work with small groups in working out issues, e.g. Social Skills groups.
33. We often access Alberta Health Services to provide guidance counselling sessions for students, as well as supporting parents in locating services outside of the CBE.
34. We engage in whole class teaching of social skills and social-emotional learning.
35. We access external community support agencies to help students and families in a more extensive way.
36. Our Resource teacher supports and work with specific students around learning social-emotional learning skills and resilience skills.
37. We sometimes bring in CBE behaviour and complex needs specialists to support our work.
38. We work with Calgary Police Services and the S4 (Start Smart, Stay Safe) program.
39. Our teachers access a variety of online and professional resources to support students.
40. All staff work with parents to help them understand what to do when there are issues:
 - Help the student talk to an adult
 - Talk to your child's teacher
 - Talk to the Admin Team if needed

All staff work hard with students and parent in understanding that **bullying is a repeated and targeted behaviour toward certain student(s) over time, and not an isolated one off incident.**

If parents have concerns, the most effective and proper course of action would be to talk to the teacher or admin team directly and immediately. Prompt attention to the matter will be given dependent on the specific circumstances.