



HUMAN RIGHTS, EQUITY & INCLUSIVE EDUCATION



Your Child's Success & Relationship Conflicts

"Every person in Canada has the right to live, learn, work and play in a safe, caring, welcoming, respectful and supportive environment free from fear and any form of harassment and discrimination."

Limestone District School Board, AP 214 Human Rights Education Policy

Help your Child to Succeed. Take Action Before an Incident Happens...

1. When school starts...

- Contact the principal, teacher & school office staff.
- Set up an appointment with your child's or children's teacher or teachers.
- Give your name, telephone number, your child or children's names and classroom numbers to the school office staff.
- Include best time(s) to call you. (Teachers can call during the day or early evening.)
- Tell the teacher(s) you would like to meet to talk about what is in place at the school to ensure your child or children's safety, and success.
- Write down your questions and concerns before you meet with the teacher(s).
- Keep in regular contact with teacher(s), the principal and the school.

2. Before an incident happens inform the teacher(s)...

- What encourages your child or children to achieve in school
- About any fears or concerns your child or children have about school
- How your child responds to and deals with conflict
- What comforts your child or children when upset
- About any issues or areas in which your child might need extra support...AND...

If possible, become involved in the school's Parent Action Council

3. CONFIDENTIALITY: Information about your child's schoolwork or family situation will not be shared with other parents or community members.

4. What if I am just learning English? The school can...

- Find an interpreter to help you to talk with the teacher.
- Call Immigrant Services Kingston & Area: 613-544- 4661 for interpreters.
- Contact Meri Marja-terttu MacLeod(Human Rights, Equity & Inclusive Education Advisor, Limestone Board) 613-542-7369 x. 298 for help.

5. You can ask...

- A trusted family friend (*not a child or adolescent*) to go with you to the school, to set up an appointment to speak to the teacher and/or principal.
- The interpreter to tell the school they will come to the meeting with you.
- The interpreter to use the information in # 2 to talk about your child.

6. TO HELP YOUR CHILD TO PROBLEM-SOLVE RELATIONSHIP CONFLICTS:

- a. Remain Calm. Help your child to focus on the problem.
- b. Involve your child in the problem-solving process as much as possible.
- c. Emphasize any kind of revenge is never okay. Revenge leads to more violence. Violence creates fear in the school. Violence is never acceptable.
- d. Acknowledge your child is upset, and console without re-victimizing him or her.
Say: *"I see [I hear] that you are really upset. What will comfort you right now?"*
- d. Gather data when your child is ready to talk about the conflict & what happened.
- f. Help your child to be in control of his or her personal power.
Ask: *"What happened?"* [Encourage your child to name what the other person did or said that was upsetting.]

Ask: *"How did you feel when it happened? How do you feel now?"*
- g. Ask: *"What did you do or say? What happened then? Who else was there? What did they do? Did they help you? Did you tell anyone?"*
- h. Ask: *"What do you want the other person to stop doing or saying to you?"*
- i. Encourage your child to label hurtful behaviour, rather than labeling the person whose behaviour was hurtful. Teach your child identify what hurt: *"He made fun of my clothes and he threatened me"...*
- j. Acknowledge your child's hurt feelings. For example, you might say:
"I understand why you feel (angry, sad, scared, and so on...). When someone treats us that way, it's okay to feel ____ or _____. And I know that it's not okay at your school for John to do what he did to you or said to you."
- k. Ask: *"What did you say or do in return? What happened then? What did other students say or do then?"*

- l. Teach your child to report to adults any dangerous, serious hurtful and harmful behaviour - even if the problem has been solved.
- m. Reporting helps teachers and the school to plan what more needs to be done to create a safe, welcoming, caring school that respects human diversity.
- n. Reporting lets the teacher know to if your child has the skills to stick up for self and others ... and what further lessons and activities are needed to encourage positive and constructive bystander involvement and behaviour.
- o. Research shows when bystanders intervene constructively and effectively, the nasty behaviour tends to stop within 10 seconds.
- p. Ask the school what is in place to ensure your child is validated, treated with respect & dignity by students, teachers, and others in the school.
- q. Inform Human Rights, Equity & Inclusive Education Advisor, even if the conflict has been resolved. The Advisor can then offer the school or teacher further resources and curriculum suggestions.
- r. Let your child know that you have contacted the teacher. This helps your child to understand that telling is not ratting or tattling. Telling could save someone's life.

6. If a teacher or another adult in the school is the problem?

- Gather data. Use the resource: "What if it happens to you?"
- Tell your child you will speak to the teacher and the principal.
- Re-assure your child you will do everything to protect his or her safety.
- Tell your child you will need their help to describe what they believe is going on, how they feel, and the impact on your child.

Write down your child's responses verbatim when gathering data.

- Re-state and clarify your child's concerns: For example, *"You feel the teacher/coach/parent resource person etc. ignores you, mocks you, gives you dirty looks, etc. and you feel _____"*
- Acknowledge your child's feelings, and being treated in a disrespectful way is never okay. Say: *"I know that it's your school's job to make sure every person feels welcome, valued, safe, included and unafraid."*
- Make an appointment with the teacher and/or principal. Give 1 or 2 time and date options. Leave a telephone number where you can be reached at work or at home, and what is the best time to call you.
- When you make the appointment, tell the teacher your child feels unhappy and that your child feels they are being treated unfairly, and that you would like to discuss and clarify the matter with the teacher.
- You need not go into details at this time.

6. Continued...

- **Contact Human Rights, Equity & Inclusive Education Advisor to direct you to appropriate channels and people in authority.**
- **Different staff and adults in the school community may require other Board, school, union and teacher federation personnel to be involved. For example, if the concern is with a bus driver, custodian, parent volunteer, sports coach, inform the principal. He or she should facilitate the meeting, if there is no conflict of interest.**
- **If the teacher is the problem, start directly with the teacher, and if unresolved, you have a right to file a formal complaint with...**
 - 1. The principal**
 - 2. Superintendent of your child's school**
 - 3. Director of Education**
 - 4. Chair of the School Board**
 - 5. The police**
 - 6. A lawyer**
 - 7. Ontario Human Rights Commission**
- **Union or teacher federation officials may need to be involved.**
- **You have a right to - and it is highly recommended- that you bring an advocate or support person from the school or community.**

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