



**Safe Schools - Progressive Discipline and Promoting  
Positive Student Behaviour**

Approved: 08-033  
Reviewed: 13-118

***REFERENCES***

Education Act

Bill 212 An Act to amend the Education Act in respect of behaviour, discipline and safety, June 4, 2007

***RELATED FORMS/PROCEDURES/DOCUMENTS***

Bill 13, The Accepting Schools Act

Ministry of Education Policy and Program Memorandum (PPM) 145, December 5, 2012

Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007

Municipal Freedom of Information and Protection of Privacy Act

Ontario Human Rights Code

Violence-Free Schools Policy, Second Printing, 1994

Ontario Regulation 298

Ontario Regulation 472/07

B.G.C.D.S.B. Anti-Bullying Document

B.G.C.D.S.B. Safe Schools Resources and Procedures Manual

B.G.C.D.S.B. Records Management Manual

Student Success

Religious and Family Life Education Programs

Catholic Virtues in Action

Special Education: A Guide for Educators

Safe Schools - Bullying Prevention and Intervention, BP: 6-45

Safe Schools - Suspension, Expulsion and Appeal, BP: 6-43

Safe Schools - Code of Conduct, BP: 6-40

***POLICY STATEMENT***

It is the policy of the Bruce-Grey Catholic District School Board to support the use of progressive discipline and the promotion of positive student behaviour outlined in Board policy, Roman Catholic Church teaching, and the Education Act and its Regulations.

***POLICY REGULATIONS***

**1.0 PURPOSE**

The goal of this policy is to support a safe, inclusive, and accepting learning and teaching environment in which every student can reach his or her full potential.

A whole-school approach, which involves all members of the school community, is also important in supporting efforts to ensure that schools are safe, inclusive, and accepting. It is an effective approach to making systemic changes that will benefit all students and the broader community. Implementation of a whole-school approach needs to occur at all levels – the board, school, class, individual, family, and community. It involves the development of respectful and caring relationships between staff, between students, and between staff and students. All aspects of school life are included in a whole-school approach, such as curriculum, school climate, teaching practices, policies, and procedures. To improve the school climate, members of the school community need to share information to develop an

awareness of factors that have an impact on the school climate and to provide information about the effectiveness of prevention and intervention strategies, practices, and programs in their school. A whole-school approach is also valuable in addressing such issues as racism, intolerance based on religion or disability, bullying, homophobia, and gender-based violence. The school climate is defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour.

## **2.0 GUIDELINES**

- 2.1 The goal of the policy is to support a safe learning and teaching environment in which every student can reach his or her full potential.
- 2.2 Appropriate action shall be consistently taken to address behaviours that are contrary to provincial and board codes of conduct.
- 2.3 Progressive discipline is an approach that makes use of a continuum of intervention, supports and consequences, building upon strategies that promote positive behaviours.
- 2.4 The range of interventions, supports and consequences used by the board and all schools must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices.
- 2.5 For students with special education needs, interventions, supports and consequences must be consistent with the expectations in the student's Individual Education Plan (IEP).

### **2.6 Support for Student-Led Activities and Organizations**

In accordance with subsection 303.1(1) of the Education Act, every board shall support students who want to establish and lead activities and organizations that promote a safe and inclusive learning environment, acceptance of and respect for others, and the creation of a positive school climate, including activities or organizations that promote gender equity; antiracism; the awareness and understanding of, and respect for, people with disabilities; or awareness and understanding of, and respect for, people of all sexual orientations and gender identities,<sup>8</sup> including organizations with the name "gay-straight alliance" or another similar name.

Neither the board nor the principal<sup>9</sup> shall refuse to allow a student to use the name "gay-straight alliance" or a similar name for an organization, as outlined in subsection 303.1(2) of the Education Act. Nothing in this section of the Education Act shall be interpreted as requiring a board to support the establishment of an activity or organization in a school unless there is at least one student who wants to establish and lead it. The name of an activity or organization must be consistent with the promotion of a positive school climate that is inclusive and accepting of all students.

- 2.7 The board and school administrators shall consider all mitigating and other factors as required by the Education Act and as set out in Ontario Regulation 472/07. Progressively more serious consequences should be considered for inappropriate behaviour, taking into

account mitigating and other factors.

- 2.8 The Board shall affirm that the care of Catholic education is a shared responsibility. Catholic schools will actively engage partners (home, school, parish and community agencies) in the progressive discipline approach by offering communication materials, a training strategy and review opportunities.
- 2.9 The Board shall direct Catholic schools to implement early and ongoing intervention strategies as a measure to prevent unsafe or inappropriate behaviours in school or school-related activities as a measure to promote a healthy school culture.
- 2.9.1 The Board shall direct Catholic schools to address student misbehaviours with a range of interventions, supports and consequences that are developmentally appropriate with consideration of the particular student and circumstances, the nature and severity of the behaviour and the impact on the principles and mission of Catholic education.
- 3.0 **Disclosure of Students' Personal Information where there may be a potential risk of physical harm to school staff or students.**  
Principals are only permitted to share information documented in the OSR with board employees who do not have access to the OSR, if disclosure is necessary, so that employees can carry out their duties, including their duty to respond to inappropriate and disrespectful student behaviour. In such cases, principals may share only the necessary information pertaining to behaviour that may present risk of physical harm.

#### **4.0 TERMS AND DEFINITIONS**

##### **4.1 PREVENTION**

Prevention is the establishment and use of programs such as Religious and Family Life Education, Catholic Virtues in Action, bullying prevention and citizenship development, as well as other positive activities designed to promote the building of healthy relationships and appropriate behaviours.

##### **4.2 PROGRESSIVE DISCIPLINE**

Progressive discipline is a whole-school approach that utilizes a continuum of intervention, supports and consequences to address inappropriate student behaviours.

##### **4.3 NEXUS**

The umbrella for “school behaviour” includes matters which fall under the category of “nexus”. Nexus means “relevant”. The student’s behaviour off school property and/or outside the school day may have a relevant and related impact on the safety and well-being of the school community.

