



# POLICIES AND PROCEDURES

## **POLICY: Safe, Inclusive and Accepting Schools Code of Conduct -- Progressive Discipline and Promoting Positive Student Behaviour**

**Date Approved:** February 12, 2008

**Last Reviewed:** 2018-2019

**Dates of Amendment:** June 25, 2013; May 1, 2019

**Cross Reference:** [Safe, Inclusive and Accepting Schools Code of Conduct -- General](#)

### **POLICY:**

1. The Board recognizes that all people are created in the image and likeness of God and, as such, all people have the right to be treated with dignity, respect and fairness. The goal of this policy is to support positive student behaviours that contribute to and sustain a safe, inclusive, and accepting learning and teaching environment in which every student can reach his or her full academic and spiritual potential.
2. The board recognizes that a whole-school approach, which involves all members of the school community, is important in supporting a positive school climate. A whole-school approach involves the development of respectful and caring relationships between staff, between students, and between staff and students.
3. The Board recognizes that progressive discipline is a whole-school approach that makes use of a continuum of prevention programs, interventions, supports, and consequences that build skills for healthy relationships and promote positive behaviours.
4. The Board recognizes that all inappropriate student behaviour, including bullying, must be addressed.
5. The Board recognizes its responsibility to put in place an annual training strategy for all administrators, teachers and other school staff on the Board's policy on progressive discipline and promoting positive student behaviour.

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6. The Board acknowledges the importance of actively communicating the progressive discipline policy to all members of the school community, including teachers, other school staff, students, and parents/guardians.
7. The Board acknowledges that the responses to behaviours that are contrary to the Board's Code of Conduct and 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. The Board supports the use of positive practices such as:
  - a. program modifications or accommodations;
  - b. class placement;
  - c. positive encouragement and reinforcement;
  - d. individual, peer and group counseling;
  - e. conflict resolution;
  - f. mentorship programs;
  - g. anti-bullying and violence prevention programs;
  - h. sensitivity programs;
  - i. student success strategies;
  - j. school, Board and community support programs.
8. The Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate student behaviour. In circumstances where a student will receive a consequence for his/her behaviour, the principal shall apply the principle of progressive discipline. Progressive discipline measures may include, but are not limited to:
  - a. meeting with the student's parent/guardian, student, and principal;
  - b. withdrawal of privileges;
  - c. withdrawal from class;
  - d. detention;
  - e. restitution for damages;
  - f. peer mediation;
  - g. restorative practice;
  - h. suspension;
  - i. transfer;

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- j. consultation;
- k. expulsion.

9. The Board recognizes that information in the student's Individual Education Plan (IEP) must be considered in the determination of interventions, supports, and consequences for students with special educational needs and must be consistent with the student's strengths, needs, goals, and expectations contained in his or her IEP.
10. The Board and school administrators recognize they must consider all mitigating and other factors, as required by the *Education Act* and as set out in Ontario Regulation 472/07.
11. The Board acknowledges that, at times, the impact of a student's behavior (even with the accommodations and/or modifications if they have an IEP) may be so extreme as to warrant a suspension, expulsion or exclusion from the school or from transportation privileges.
12. The Board maintains that progressively more serious consequences should be considered for inappropriate behaviour that is repeated or for progressively more serious inappropriate behaviour.
13. The Board acknowledges its responsibility to articulate a clear process that parents/guardians may follow if they are concerned about the supports that their children receive.

### **ADMINISTRATIVE PROCEDURES:**

1. In order to actively promote and support appropriate and positive student behaviours that contribute to and sustain a safe learning and teaching environment, and a safe environment when a student is being transported to and from school or to an offsite school activity, a principal will:
  - a. Develop and implement a school-wide progressive discipline policy consistent with Board policy;
  - b. Provide for ongoing dialogue with parents on student achievement and behaviour;
  - c. Provide opportunities for students to improve the school climate through assuming

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leadership roles (e.g., peer mediation, mentorship);

- d. Develop a process for building on existing partnerships and for developing new partnerships with community agencies, including local police services, to support students and their families.
- e. 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; anti-racism; 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, including organizations with the name “gay-straight alliance” or another similar name (Ref. Ontario Catholic School Trustees’ Association Respecting Difference).
- f. Provide supports for all students who are affected by serious student incidents and all inappropriate behaviour and for all those who engage in these types of incidents to assist them in developing healthy relationships, making choices that support continuing their learning, and achieving success.

2. When inappropriate behaviour occurs, a principal will:

- a. Use the most appropriate response as outlined in the Board’s and school’s progressive discipline policy, to respond to a student’s behaviour. For students with special education needs, interventions, consequences, and support must be consistent with the expectations in the student’s IEP;
- b. Develop a process for building on existing partnerships and for developing new partnerships with community agencies, including local police services and transportation companies, to support students and their families;
- c. Before deciding on the form of discipline to be employed, make every effort to consult with the student, where appropriate, and the student’s parent/guardian to identify whether any mitigating or other factors might apply in the circumstances.

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3. The mitigating factors to be considered by the principal are:
  - a. Whether the student has the ability to control his or her behaviour;
  - b. Whether the student has the ability to understand the foreseeable consequences of his or her behaviour;
  - c. Whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school or on the bus.
4. The other factors to be considered by the principal are:
  - a. The student's academic, discipline and personal history;
  - b. Whether progressive discipline has been attempted with the student, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
  - c. Whether the infraction for which the student might be disciplined was related to any harassment of the student because of size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education or harassment for any other reason;
  - d. The impact of the discipline on the student's prospects for further education;
  - e. The student's age.
5. Where the student has an IEP or exceptionality, the principal will also consider:
  - a. Whether the behaviour causing the incident was a manifestation of the pupil's exceptionality;
  - b. Whether the appropriate individualized accommodation has been provided;
  - c. Whether a suspension is likely to result in aggravating or worsening the student's behaviour or conduct or whether a suspension is likely to result in a greater likelihood

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of further inappropriate conduct.

6. The principal will disclose the following information to a parent or guardian of a student who has been harmed (e.g. physical, emotional, psychological) as the result of a serious incident:
  - a. the nature of the activity that resulted in harm to the student;
  - b. the nature of the harm to the student;
  - c. the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity;
  - d. the supports that will be provided for the student in response to the harm that resulted from the activity;
  - e. his/her right to have a discussion with the principal about the supports that will be provided for his/her child.
7. The principal will disclose the following information to a parent or guardian of a student who has engaged in a serious incident:
  - a. the nature of the activity that resulted in harm to the other student;
  - b. the nature of the harm to the other student;
  - c. the nature of any disciplinary measures taken in response to the activity;
  - d. the supports that will be provided for the student in response to his or her engagement in the activity;
  - e. his/her right to have a discussion with the principal about the supports that will be provided for his/her child.
8. A principal will not notify a parent/guardian of a student if, in the opinion of the principal, doing so would put the student at risk of harm from a parent/guardian of the student, such that notification is not in the student's best interest. If the principal decides not to notify a parent/guardian of a student involved in the incident based on these grounds, the principal will document the rationale for this decision, and share this decision with the Family of

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Schools supervisory officer and, if applicable, the teacher who made the report on the incident.

9. If a parent/guardian is concerned about the supports that her/his child receives, the parent/guardian should follow these progressive steps, as needed:
  - a. Contact the principal and request a meeting;
  - b. Contact the superintendent responsible for the school the child attends;
  - c. Contact the Director or Associate Director of Education.
10. In recognition of the obligation of Board employees who work directly with students to respond to serious student incidents and all inappropriate and disrespectful student behaviour that is likely to have a negative impact on the school climate, principals will share with only appropriate Board employees, for any particular student, those behaviour(s) that may present a potential risk of physical harm to school staff or students as documented as part of progressive discipline in the student's Ontario Student Record (OSR). Prior to disclosure, the principal will inform the Board employees that they must treat any information disclosed about a student or incident as confidential.
11. All staff who work directly with students will respond to serious incidents of student misbehaviour by following the directions in the Board document "Guidelines for Responding to and Reporting on Student Incidents".
12. All Board employees will report in writing on serious incidents of student misbehaviour by following the directions in the Board document "Guidelines for Responding to and Reporting on Student Incidents".
13. In cases where students are being transferred to another school in order to preserve school safety, principals will coordinate a "transfer meeting" between the school from which the student is being transferred and the receiving school. The transfer meeting will take place prior to the student starting at the new school and focus on strategies, supports and resources. The student and his or her parent(s)/guardian(s) should be present for the meeting, and the teachers and other school staff that will have regular direct contact with the student must be present. The principals will ensure that the student's OSR is in possession

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of the receiving school prior to the transfer meeting and available at the meeting. The principal of the receiving school will inform all staff in attendance that they must treat any information about the student and the incident disclosed at the meeting as confidential.

14. If a member of the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers becomes aware of a serious incident for which suspension or expulsion must be considered by a student with whom he/she is engaged in a clinical relationship, he/she will report it to the principal as soon as it is, in their professional opinion, reasonably possible to do so without having a negative impact on the nature of the clinical relationship, in accordance with Section 300.2 of Part 13 of the *Education Act*. The psychologist or social worker will follow the directions on reporting on serious incidents of student misbehaviour that are found in the Board document "Guidelines for Responding to and Reporting on Student Incidents".
15. Third-party employees and contractors (including early childhood educators in board-operated extended-day programs and bus drivers) who are under contract or agreement with the Board must also follow the directions on reporting on serious incidents of student misbehaviour that are found in the Board document "Guidelines for Responding to and Reporting on Student Incidents".
16. The principal will delegate in writing, in the absence of the principal and vice-principal, his/her authority to early childhood educators (ECEs) working in Board-operated extended-day programs and their supervisors. The delegated authority is only exercised with respect to a student enrolled in an extended-day program in the school, and is only exercised during the time that the extended-day program is operated in the school. ECEs working in Board-operated extended-day programs and their supervisors will follow the directions on reporting on serious incidents of student misbehaviour that are found in the Board document "Guidelines for Responding to and Reporting on Student Incidents".















