

Progressive Discipline and Promoting Positive Student Behaviour

SMW.E.6.

Adopted: February 4, 2008
Last Reviewed/Revised: June 20, 2016

Purpose

This policy and regulation outlines the process for reporting, investigation and progressive discipline response in order to promote positive student behaviour.

References

- *Education Act*
- *Ontario Regulation 427/07*
- *Board's Code of Conduct*
- *Progressive Discipline and Promoting of Positive Student Behaviour Policy and Regulation*
- *Policy/Program Memorandum No. 120*
- *Municipal Freedom of Information and Protection of Privacy Act*
- *Safe Schools Code of Conduct Policy: SMW.E.4*

Forms

- Form 1: Safe Schools Incident Reporting Form – Part 1
- Form 2: Safe Schools Incident Reporting Form – Part 2
Acknowledgment of Receipt of Report

Appendices

Policy Statement

The Wellington Catholic District School Board is committed to providing the highest degree of service to all students entrusted to its care. The Board recognizes that the diverse emotional and behavioural needs of some students may require unique discipline, accommodation and or modification. A healthy, safe and inclusive learning environment where all students feel safe, included, and accepted is a necessary condition for student success and well-being. The WCDSB is committed to maintaining a positive school climate that follows the principles of progressive discipline.

This policy will work in concert with the *Safe Schools Code of Conduct Policy: SMW.E.4* and the *Bullying Prevention and Intervention Policy: SMW.E.5* to ensure a positive Catholic learning environment for all students.

Policy Regulation

1. Regulation

The Wellington Catholic District School Board (hereto referred to as the WCDSB) including staff, students, parents, and trustees is committed to the mission of providing a safe and welcoming learning environment that supports academic excellence and is an example of Christian Community. All parties share in the responsibility for creating a positive learning and teaching environment that is safe, harmonious, inclusive, accepting and respectful in which every student can reach his or her full potential.

2. Definition

Progressive Discipline

Is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports and consequences to address

inappropriate student behaviour and to build upon strategies that promote and foster behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports and consequences that are developmentally and socio-emotionally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make better choices.

3. Early and Ongoing Interventions

A progressive discipline approach promotes positive student behaviour through strategies that include using prevention programs and early and ongoing interventions and supports, reporting serious student incidents, and responding to all incidents of inappropriate and disrespectful behaviour when they occur.

The Board and its schools will focus on prevention and early intervention as the key to maintaining a positive school environment in which students can learn. Early intervention strategies will help unsafe or inappropriate behaviours in a school and in school-related activities. Intervention strategies should provide students with appropriate supports that address inappropriate behaviour and that would result in an improved school climate. Some examples of such strategies include ongoing communication with parents, verbal reminders, review of expectations and/or written assignments with a learning component that require reflection. Progressively more serious consequences should be considered for inappropriate behaviour that is repeated or for progressively more serious inappropriate behaviour, taking into account mitigating and other factors.

Ongoing interventions may be necessary to address underlying causes of inappropriate behaviour. Some examples of ongoing interventions are meeting with the parent(s), requiring the student to perform volunteer service in the school community, conflict mediation, peer mentoring and/or a referral to counseling.

The purpose of responding to incidents that can have a negative impact on school climate is to stop and correct it immediately so that the students involved can learn that it is unacceptable. Board employees who work with students must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes serious student incidents and all inappropriate and disrespectful behaviour at any time at school and at any school-related event if, in the employee's opinion, it is safe to respond to it, in accordance with *subsection 300.4 of the Education Act* and *O. Reg 472/07*. Such inappropriate behaviour may involve bullying, swearing, homophobic or racial slurs, sexist comments or jokes, graffiti, or vandalism.

Responding may include asking a student to stop the inappropriate behaviour; naming the type of behaviour and explaining why it is inappropriate and/or disrespectful; and asking the student to correct the behaviour. When responding to students with special education needs, Board employees are expected to respond in a way that takes into account information in the student's IEP.

Ontario Regulation 427/07 specifies that Board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves or to a student or another person. However, serious student incidents must be reported to the Principal and confirmed in writing. Other incidents require verbal notification to the Principal.

4. Reporting to the Principal

The purpose of reporting serious student incidents is to ensure that the principal is aware of any activities taking place in the school for which suspension or expulsion must be considered and to help ensure a positive school climate. *Section 300.2 of the Education Act* states that an employee of the Board who becomes aware that a student at a school of the Board may have engaged in a serious student incident shall report the matter to the Principal as soon as reasonably possible, and no later than the end of the school day.

All employee reports, including those made to the principal verbally, must be confirmed in writing using the Safe Schools Incident Reporting Form – Part I (Form 1).

The principal will investigate all reports submitted by Board employees. Once the investigation is complete, the principal will communicate the results of the investigation to the teacher who made the report. If a board employee who is not a teacher made the report, the principal will communicate the results of the investigation to that employee, if the principal considers it appropriate. Communication between the principal and school staff about the investigation and the results of the investigation is a shared responsibility and is an important factor in meeting student needs and fostering collaboration in the school.

The principal will not disclose more personal information than is reasonably necessary for the purpose of communicating the results in the investigation.

In all cases, the principal will provide the employee who reported the incident with written acknowledgement, using the Safe Schools Incident Reporting Form – Part II (Form 2).

5. Developing an Appropriate Response

In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:

- The particular student and circumstances;
- The nature and severity of the behaviour; and
- The impact on the school climate, including the impact on students or other individuals in the school community.

Under the *Education Act*, principals must suspend a student for bullying and consider referring that student for expulsion if (i) the student has previously been suspended for bullying, and (ii) the student's continuing presence in the school creates, in the principal's opinion, an unacceptable

risk to the safety of another person. When both of these conditions are met, the principal must suspend the student and consider referring the student for an expulsion hearing.

Principals must also suspend a student, and consider referring that student for expulsion, for any incident under *subsection 306(1) of the Education Act*, including bullying, that is motivated by bias, prejudice, or hate-based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor (e.g., socio-economic status, appearance).

6. Process

- Progressive Discipline interventions, supports and consequences will be clear and developmentally appropriate, and must include where appropriate, learning opportunities for students in order to reinforce positive behaviours while helping students to make appropriate choices.
- In some circumstances, short-term suspension may be a useful tool. In the case of a serious student incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required. The safe schools' provisions of the *Education Act* require school boards to provide programs for students who have been expelled or who are on a long-term suspension, so that they can continue their education.
- For students with special education needs, interventions, supports and consequences must be consistent with the student's strengths and needs, as well as program goals and learning expectations documented in his or her Individual Education Plan (IEP).
- Progressive Discipline Policies must include the use of early and ongoing interventions.
- Protocols will be in place to provide supports for students who are affected by serious student incidents and inappropriate behaviour, and for those who engage in these types of

incidents. Ensure effective communication with parents of students who have been harmed as the result of a serious student incident and parents of students who have engaged in serious student incidents.

- In cases where students are being transferred to another school in order to preserve school safety, a transfer meeting will be coordinated between the school from which the student is being transferred and the receiving school.
- Appropriate training will be developed for staff at all levels.
- All staff will be made aware of the Progressive Discipline Policy and the appropriate process for reporting serious student incidents to the principal.

7. Notifying Parents:

Section 300.3 of the Education Act specifies when principals are required to notify the parents of students who have been harmed as the result of a serious student incident. Principals shall disclose the following information:

- The nature of the activity that resulted in harm to the student.
- The nature of the harm to the student.
- The steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity.
- The supports that will be provided for the student in response to the harm that resulted from the activity.

Section 300.3 of the Act also specifies that principals are required to notify the parents of students who have engaged in serious student incidents. Principals shall disclose the following information:

- The nature of the activity that resulted in harm to the other student.
- The nature of the harm to the other student.
- The nature of any disciplinary measures taken in response to the activity.

- The supports that will be provided for the student in response to his or her engagement in the activity.

When notifying parents of these incidents, the principal will invite parents to have a discussion with him or her about the supports that will be provided for their child.

Under subsection *300.3(3) of the Education Act*, a principal shall not notify a parent of a student if, in the opinion of the principal, doing so would put the student at risk of harm from a parent of the student, such that notification is not in the student's best interest. Under subsection *301(5.5) of the Education Act*, when principals have decided not to notify the parents that their child was involved in a serious student incident, as described above, they must, in accordance with *Ontario Regulation 472/07*, document the rationale for this decision and notify both the teacher who reported the incident and the appropriate supervisory officer of this decision.

8. Guiding Principles:

- 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.
- All inappropriate student behaviour, including bullying, must be addressed.
- Responses to behaviours that are contrary to the *Board's Code of Conduct* must be developmentally appropriate.
- Progressive discipline is an approach that makes use of a continuum of prevention programs, interventions, supports, and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours.
- 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.

- Information in the student's Individual Education Plan must be considered in the determination of interventions, supports, and consequences for students with special education needs. The Board is committed to providing special education programs and services for students with special education needs in a caring, safe, and inclusive environment.
- The Board, and school administrators, will consider all mitigating and other factors, as required by the *Education Act* and as set out in *O. Reg. 472/07*.
- The Board will continue to support opportunities for all members of the school community to increase their knowledge and understanding of such issues as bullying; violence; inappropriate sexual behaviour; bias, stereotyping, discrimination, prejudice, and hate; critical media literacy; and safe Internet use.
- The Board will conduct anonymous school climate surveys of students, staff, and parents at least once every two years.

9. Review

Schools in cooperation with the Board will establish a monitoring and review process to determine the effectiveness of the *Progressive Discipline and Promoting of Positive Student Behaviour Policy and Regulation*. In conducting such reviews, input will be sought from all key partners in the immediate and broader school community.

Safe Schools Incident Reporting Form – Part 1

Report No: <hr/> <hr/>	Safe Schools Incident Reporting Form – Part 1 Confidential
Name of School:	
1. Name of Student(s) Involved (If known)	
2. Location of Incident (check one)	<input type="checkbox"/> At a location in the school or on school property (please specify): _____ <input type="checkbox"/> At a school-related activity (please specify): _____ <input type="checkbox"/> On a school bus (please specify route number): _____ <input type="checkbox"/> Other (please specify): _____
3. Time of Incident	Date: _____ Time: _____
4. Type of Incident (check all that apply)	<p>Activities for which suspension must be considered under <i>section 306(1) of the Education Act</i></p> <p> <input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person. <input type="checkbox"/> Possessing alcohol or illegal drugs. <input type="checkbox"/> Being under the influence of alcohol. <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority. <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school. <input type="checkbox"/> Bullying. <input type="checkbox"/> Any other activity for which a student may be suspended under board policy: Persistent truancy (only non-compulsory school age pupils); Persistent opposition to authority; Habitual neglect of duty; Willful destruction of school property; vandalism causing damage to school or Board property or property located on school or Board premises; Use of profane or improper language; Use of tobacco; Theft; Aid/incite harmful behaviour; Physical assault; Being under the influence of illegal drugs; Sexual harassment; Racial harassment; Fighting; Possession or misuse of any harmful substances; Hate-motivated violence; Extortion; Distribution of hate material; Inappropriate use of electronic communications/media; and/or Other – defined as any conduct injurious to the moral tone of the school or to the physical or mental well-being of others. <input type="checkbox"/> Possessing a weapon, including possessing a firearm. </p>

Activities for which expulsion must be considered under section 310 (1) of the Education Act.

- ☐ Using a weapon to cause or to threaten bodily harm to another person.
- ☐ Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
- ☐ Committing sexual assault.
- ☐ Trafficking in weapons or in illegal drugs.
- ☐ Committing robbery.
- ☐ Bullying (if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person).
- ☐ Any activity listed in subsection 306 (1) that is motivated by bias, prejudice, or hate.
- ☐ Giving alcohol to a minor.
- ☐ Any other activity for which a pupil may be expelled under Board policy: Possession of explosive substance; Serious or repeated misconduct; and/or Other – defined as any conduct injurious to the moral tone of the school or to the physical or mental well-being of others.

5. Report Submitted by: Name: _____

Role in School Community: _____

Signature: _____ Date: _____

Contact Information: Location: _____ Telephone: _____

6. For Principal's Use Only: Check if incident was a violent incident, as defined in *Policy/Program Memorandum No. 120*.

☐ **Violent Incident**

Information collected is under the authority *Part XIII of the Education Act* in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*, and shall be used for the purpose of student discipline. Questions about information collected on this form shall be directed to the school principal.

Safe Schools Incident Reporting Form – Part 2
Acknowledgment of Receipt of Report

Report No: _____

Report Submitted by: Name: _____ Date: _____

☐ Investigation Completed

- ☐ Principal to communicate results to the teacher as a mutually convenient time*
- ☐ Principal to communicate results to other board employee at a mutually convenient time, as appropriate*

☐ Investigation in Progress

- ☐ Once investigation is completed, principal to communicate results to the teacher at a mutually convenient time.*
- ☐ Once investigation is completed, principal to communicate results to other board employee at a mutually convenient time, as appropriate*

Name of Principal: _____

Signature: _____ Date: _____

Note: Only Part II is to be given to the person who submitted the report.

**In accordance with s.300.2 of the Education Act, after investigating a matter reported by an employee, the principal shall communicate the results of the investigation to the teacher or other board employee who is not a teacher, as appropriate. In accordance with the Municipal Freedom of Information and Protection and Privacy Act and the Education Act, when reporting the results of the investigation, the principal shall not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation.*