

**THE PROTESTANT SEPARATE SCHOOL BOARD
OF THE TOWN OF PENETANGUISHENE**

POLICY MANUAL

POLICY TITLE:
Progressive Discipline

SECTION/CODE:
School Operations D – 51b

APPROVAL DATE:

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1.0 PURPOSE

- 1.1 The Protestant Separate School Board of the Town of Penetanguishene (PSSBP) policies will support and provide the direction necessary to achieve the board’s Mission, Vision and Values and Strategic Plan priorities.
- 1.2 The Protestant Separate School Board of the Town of Penetanguishene believes that it is important that all staff and students have a safe, caring and accepting teaching and learning environment in order to maximize their learning potential and to ensure a positive School climate for all members of the School community.

2.0 POLICY STATEMENT

- 2.1 It is the policy of The Protestant Separate School Board of the Town of Penetanguishene to use a continuum of prevention programs, interventions, supports, and consequences to address all inappropriate student behaviour and to build upon strategies that promote and foster positive 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.
- 2.2 The goal of this policy, with respect to progressive discipline, is to support a safe, inclusive and accepting learning and teaching environment in which every student is successful.
- 2.3 This policy has been developed in accordance with The *Human Rights Code* of Ontario which has primacy over provincial legislation and School board policies and procedures, such that the *Education Act*, regulations, Ministry of Education Program Policy Memoranda, and board policies and procedures are subject to, and shall be interpreted and applied in accordance with the *Human Rights Code* of Ontario.

3.0 PROGRESSIVE DISCIPLINE

- 3.1 Progressive discipline is a process that balances the degree of disciplinary action to be taken in proportion to the behaviour that triggered the requirement to consider discipline and takes into account the previous discipline history of the student and all relevant factors, including mitigating factors.
- 3.2 Progressive discipline uses a variety of prevention strategies, interventions,

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supports, and consequences to address inappropriate student behaviour and builds on those strategies to develop positive behaviours. It is acknowledged that in some circumstances, short-term suspension may be required and that in some cases where the incident is of a more serious nature, long-term suspension or expulsion may be required.

- 3.3 The range of interventions, supports, and consequences used by the board and the School 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.
- 3.4 In cases of inappropriate behaviour involving students with special needs, interventions, supports, and consequences must be consistent with the student's strengths, needs, goals, and expectations that have been outlined in their Individual Education Plan (IEP).
- 3.5 Progressive discipline includes the use of early and ongoing intervention strategies and strategies to address inappropriate behaviour. Students parent(s)/guardian(s) should be actively engaged in the progressive discipline approach.

4.0 ADMINISTRATIVE PROCEDURES

- 4.1 It is the duty of a School Principal to maintain proper order and discipline in a School.
- 4.2 It is the duty of a teacher to maintain, under the direction of the Principal, proper order and discipline in his/her classroom and, while on duty, in the School and on School grounds. The teacher must also maintain proper order and discipline when supervising students on field trips or other School activities off the School grounds.
- 4.3 It is the requirement of students to exercise self-discipline and positive problem solving and to accept the School's progressive discipline process.
- 4.4 All employees who work directly with students must respond to any student behaviour that is likely to have a negative impact on the School climate.
- 4.5 The Principal may delegate some disciplinary responsibilities to a Vice-Principal and/or teacher of the School in accordance with the *Education Act*, Ministry of Education policies and Board Policy D 51-D
- 4.6 The Protestant Separate School Board of the Town of Penetanguishene supports:

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- 4.6.1 The use of positive practices as well as consequences for inappropriate behaviour, by means of progressive discipline up to and including suspension and expulsion where necessary.
- 4.6.2 The use of positive practices to prevent homophobia, gender-based violence, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the *Human Rights Code*, as well as inappropriate sexual behaviour.
- 4.6.3 The Principal in imposing consequences in appropriate circumstances, up to and including a referral to the Suspension Appeal/Expulsion Committee for expulsion.
- 4.6.4 The implementation of proactive positive practices and corrective support practices when necessary.

- 4.6.5 The Principal and the Suspension and Expulsion Hearing and Determination Committee of the board, in their determination of disciplinary decisions, after having given consideration to legislation regarding any possible discriminatory impacts of the disciplinary decision on students, and whether or not accommodation is required.
- 4.6.6 The use of restorative practices where appropriate.

- 4.7 Victims of Serious Student Incidents

The board supports students who are victims of serious incidents of student behaviour causing harm or contrary to the provincial, board, and School Codes of Conduct. The Principal or designate is required to provide information to the parent/guardian of these students, in accordance with other Safe and Accepting Schools Policies. The School shall develop appropriate plans to protect the victim and will communicate to parents/guardians of victims, information about the plan and a method of identifying dissatisfaction with steps taken to provide support to the victim.

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5.0 GUIDELINES

5.1 Support for Students

5.1.1 All board employees must act upon all allegations of serious student incidents in a timely, sensitive and supportive manner.

5.1.2 All board employees including teaching and non-teaching staff must report to the Principal or designate, any student incident they witness that may lead to a possible suspension by completing the Safe School Incident Reporting Form 1(Appendix ___)

5.1.3 Support must be provided for all students including those who are affected by serious student incidents and inappropriate behaviour, those who disclose such incidents and those who engage in these incident.

Prevention and Awareness Raising

5.1.4 In order to promote a positive School climate, The PSSBP will support the School in the ongoing development and implementation of an Equity and Inclusive Education Action Plan to raise awareness and address issues leading to negative behaviours(s).

5.1.5 The board will encourage the School to conduct anonymous School climate surveys of its students, staff and parents on a cyclical basis (every two to three years). The survey should assess the perception of safety and inclusivity in the School in order to inform prevention and intervention planning. These surveys must include questions on bullying/harassment related to sexual orientation, gender identity, and gender expression, as well as questions on sexual harassment. In order to promote and support appropriate and positive student behaviours that contribute to creating and sustaining safe, comforting and accepting learning and teaching environments that encourage and support students to reach their full potential, the board supports the use of positive practices for: (1) prevention, and (2) positive behaviour management. The board also encourages the Principal/designate(s) to review and amend, as appropriate, Individual Education Plans, Behaviour Management Plans and Safety Plans at regular intervals and following an incident to ensure that every student with disability-related needs is receiving appropriate accommodation up to the point of undue hardship.

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5.1.6 Schools are expected to use activities that promote healthy relationships and appropriate behaviours: Preventative practices include:

- 5.1.6.1 Self- regulation supports;
- 5.1.6.2 Mentorship opportunities;
- 5.1.6.3 Student success strategies;
- 5.1.6.4 Character education/grandfather teachings;
- 5.1.6.5 Citizenship development;
- 5.1.6.6 Student leadership opportunities;
- 5.1.6.7 Promoting healthy student relationships;
- 5.1.6.8 Healthy lifestyles.

5.1.7 Positive behaviour management practices include:

- 5.1.7.1 Program modifications or accommodations;
- 5.1.7.2 Class placement;
- 5.1.7.3 Positive encouragement and reinforcement;
- 5.1.7.4 Individual, peer and group counselling;
- 5.1.7.5 Conflict resolution / Dispute resolution;
- 5.1.7.6 Promotion of healthy student relationships;
- 5.1.7.7 Sensitivity programs;
- 5.1.7.8 Safety Plans;
- 5.1.7.9 School, Board and community support programs; and
- 5.1.7.10 Student success strategies.

5.1.8 Support for Student-Led Activities and Organizations

The board will help School staff give support to students who wish to establish, lead or participate in activities or organizations that promote a safe and inclusive learning environment, acceptance of and respect for others. When applicable, the School will engage the School council to support these student-led activities.

6.0 STRATEGIES FOR ADDRESSING INAPPROPRIATE BEHAVIOUR

6.0.1 Progressive discipline consists of a series of levels each representing progressively more serious misbehaviour and consequences.

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- 6.0.2 The level of discipline imposed (strategies) is based on the severity of the misbehaviour.
- 6.0.3 Each level of discipline includes a variety of strategies that may be considered, depending on the nature and history of the student.
- 6.0.4 In cases of inappropriate behaviour involving students with special needs, interventions, supports, and strategies must be consistent with the student's strengths, needs, goals, and expectations that have been outlined in their Individual Education Plan (IEP).
- 6.0.5 In determining what the appropriate response should be to address inappropriate behaviour of a student the following criteria should be considered:
 - 6.0.5.1 the student and circumstances (e.g. mitigating or other factors)
 - b) the nature and severity of the behaviour
 - c) the impact on the School climate

6.2 Early and Ongoing Intervention Strategies

- 6.2.1 School use of early and ongoing intervention strategies will help prevent unsafe or inappropriate behaviours. Early strategies will provide students with appropriate supports where required and result in an improved School climate. Such strategies could include, contact with parents, verbal reminders, review of expectations, or an alternate activity that includes a learning component.
- 6.2.2 Ongoing interventions may also be required for some students to help sustain and promote positive behaviours and to address underlying causes for the inappropriate behaviour. E.g. referral to counseling, School-level grief and loss programs, emotional regulation program, etc.

6.3 Progressive Discipline Strategies (when early and on-going intervention strategies have not resulted in improved behavior)

- 6.3.1 A range of interventions, supports, and strategies that are appropriate for the student and focus on improving behaviour should be used to address inappropriate student behaviours. See Flow Chart "A"
- 6.3.2 Progressive discipline is most effective when dialogue between the School and home regarding student achievement, behaviour and expectations is open, courteous and focused on student success. When addressing inappropriate behaviour, School staff should consider the particular student and circumstances,

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including any mitigating and other factors, the nature and severity of the behaviour, and the impact on the School climate.

7.0 CONSEQUENCES

7.0.1 The board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate student behaviour. In such circumstances, the board supports the use of consequences.

7.0.2 In circumstances where a student will receive a consequence for his/her behaviour, it is the expectation of the Board that the principle of progressive discipline, consistent with the *Human Rights Code*, Ministry of Education direction and PPM 145, will be applied, if appropriate.

7.1 In-School Options

The School Code of Conduct outlines specific alternatives which are used to address disruptive behaviour. Included in these options may be a suspension from school for a limited period of time not exceeding twenty consecutive School days. There are however, many alternatives to out of School suspensions which assist students to improve behaviour:

- contact with the student's parent(s)/guardian(s);
- oral reminders;
- review of expectations;
- alternate activities with a learning component;
- referral to counselling;
- conflict mediation and resolution;
- consultation;
- meeting with the student's parent(s)/guardian(s), student and Principal;
- withdrawal of privileges;
- withdrawal from class and/or class related activities;
- restorative practices;
- counselling intervention;
- signing a letter of intent, statement of understanding;
- student phone call to parents;
- parents' attendance at School with student;
- focusing on behavioural priorities and ignoring minor behaviours;
- peer assistance and feedback;
- part-time attendance;
- letter or verbal apology to the teacher, class (where appropriate);
- behaviour contract;
- repair/compensation for damages;

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Suspension)