

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

POLICY MANUAL

POLICY TITLE:

SECTION/CODE:

**Safe and Accepting Schools -
Progressive Discipline Regarding Students**

School Operations D – 51B

APPROVAL DATE:

SUPERSEDES:

NUMBER OF PAGES:

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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 PROVINCIAL CODE OF CONDUCT

3.1 Guidelines and Purpose:

The PSSBP endeavours to provide a safe, welcoming, and inclusive working and learning environment for staff and students. All related Board policies stated above, and the Provincial Code of Conduct, apply to students, teachers, education workers,

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parents/guardians, and volunteers, whether they are on school property, in virtual environments, on school buses, at school-related events or activities, in before- and after-school programs, or in other circumstances that could have an impact on the school climate.

3.2 Provincial/School Board Code of Conduct:

The Provincial Code of Conduct is set out by the Minister and governs the behaviour of all persons in schools.

Purpose:

1. to ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
2. to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
3. to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
4. to encourage the use of non-violent means to resolve conflict;
5. to promote the safety of people in the schools;
6. to discourage the use of alcohol and illegal drugs, except by a medical cannabis user;
7. to prevent bullying in schools.

3.3 Standards of Behaviour

Respect, Civility, and Responsible Citizenship

All school community members must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, especially when there is disagreement;
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability;

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- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that personal mobile devices are only used during instructional time for educational purposes (as directed by an educator), for health and medical purposes and/or to support special education needs
- not swear at a teacher or at another person in a position of authority

3.3.1 Safety

To ensure the safety of everyone, all members must not:

- engage in bullying behaviours, including cyberbullying;
- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol or cannabis to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes and is required during the school day), and illegal drugs;
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

3.4 Roles and Responsibilities:

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The Protestant Separate School Board of the Town of Penetanguishene will provide direction to Burkevale Protestant Separate School to promote student achievement and well-being and to ensure accountability in the education system. It is the responsibility of the PSSBP to:

- Develop policies that set out how Burkevale PSS will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- Establish a process that clearly communicates the Code of Conduct to all parents, students, principals, teachers, other staff, and members of the community in order to obtain their commitment and support;
- Review these policies regularly with those listed above and revise them as necessary;
- Seek input from school council, as well as the board's Parent Involvement Committee, Special Education Advisory Committee, and Indigenous Education Advisory Council;
- Develop effective prevention and intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- Provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to promote student achievement and well-being in a safe, inclusive, and accepting learning environment;
- Uphold the Ontario Human Rights Code and create an environment that is free of discrimination and harassment.

The **Principal**, under the direction of the PSSBP, will take a leadership role in the daily operation of a school. They provide leadership by:

- Demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment;
- Holding everyone under their authority accountable for their own behaviour and actions;
- Empowering students to be positive leaders in the school community;
- Communicating regularly and meaningfully with all members of the school community.

The **Teachers and school staff**, under the leadership of the principal, will maintain a positive learning environment, and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and other school staff uphold these high standards when they:

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- Help students work to their full potential and develop their sense of self-worth;
- Empower students to be positive leaders in their classroom, school and community;
- Communicate regularly and meaningfully with parents;
- Maintain consistent and fair standards of behaviour for all students;
- Demonstrate respect for one another, all students, parents, volunteers, and other members of the school community;
- Prepare students for the full responsibilities of citizenship.

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when students:

- Come to school prepared, on time, and ready to learn;
- Show respect for themselves, and for others, and for those in positions of authority;
- Refrain from bringing anything to school that may compromise the safety of others;
- Follow the established rules and take responsibility for their own actions.

Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents fulfill their role when they:

- Are engaged in their child's schoolwork and progress;
- Communicate regularly with the school;
- Help their child be appropriately dressed and prepared for school;
- Ensure their child attends school regularly and on time;
- Promptly report to school their child's absence or late arrival;
- Become familiar with the provincial Code of Conduct, the Board's Code of Conduct, and the school rules;
- Encourage and assist their child in following the rules of behaviour;
- Assist school staff in dealing with disciplinary issues involving their child.

4.0 PROGRESSIVE DISCIPLINE

Progressive discipline is a process that balances the degree of disciplinary action to be taken in

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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.

4.1 Progressive discipline uses a variety of prevention strategies, interventions, 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.

4.2 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.

4.3 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).

4.4 Progressive discipline includes the use of early and ongoing intervention strategies and strategies to address inappropriate behaviour. Students' parents(s)/guardian(s) should be actively engaged in the progressive discipline approach.

5.0 ADMINISTRATIVE PROCEDURES

It is the duty of a School Principal to maintain proper order and discipline in a School.

5.1 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.

5.2 It is the goal of students to exercise self-discipline and positive problem solving and to accept the School's progressive discipline process.

5.3 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.

5.4 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

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5.5 The Protestant Separate School Board of the Town of Penetanguishene supports:

5.5.1 The use of positive practices and consequences for inappropriate behaviour, by means of progressive discipline up to and including suspension and expulsion where necessary.

5.5.2 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.

5.5.3 The Principal in imposing consequences in appropriate circumstances, up to and including a referral to the Suspension Appeal/Expulsion Committee for expulsion.

5.5.4 The use of restorative practices where appropriate.

5.6 Victims of Serious Student Incidents

The board supports students who are victims of serious incidents of student behaviour causing harm, contrary to the Code 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.

6.0 GUIDELINES

6.1 Support for Students

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

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

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6.2 Prevention and Awareness Raising

- 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 support the Code of Conduct

The board will support the school in conducting School climate surveys of its students, staff and parents on a bi-annual basis. The survey will be used to support the mental health & wellbeing of our students as we implement long term strategic goals. Assessing the perceptions of safety, inclusivity, and sense of belonging will help ensure we are hearing the voices of students who may be disproportionately impacted by social determinants of health and equity/inclusivity areas of sensitivity such as race, gender, and sexual identity. The survey will include opportunities for respondents to voice concerns about issues that negatively impact wellbeing such as bullying/harassment and other forms of discrimination. In promoting and supporting positive school climate and staff/student/school community behaviours that contribute to sustaining a safe, inclusive learning environment where students can reach their full potential, the board supports the use of positive practices for collaborative problem solving. The board supports the Principal (designate) in sustaining collaborative problem solving and proactive solutions as they review challenges that may arise and engage students, staff and families in creating solutions that contribute to a positive, safe inclusive school climate.

Schools are expected to use activities that promote healthy relationships and appropriate behaviours:

Preventative practices include:

- Self- regulation/social skills development;
- Mentorship opportunities;
- Character education/grandfather teachings;
- Citizenship development;
- Student leadership opportunities;
- Promoting healthy relationships and lifestyles;

Positive behaviour management practices include:

- Program modifications or accommodations;
- Class placement;
- Positive encouragement and reinforcement;
- Individual, peer and group counselling;

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- Conflict resolution / Dispute resolution;
- Promotion of healthy student relationships;
- Sensitivity programs;
- Safety Plans;
- School, Board and community support programs; and
- 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.

6.3 STRATEGIES FOR ADDRESSING INAPPROPRIATE BEHAVIOUR

- Progressive discipline consists of a series of levels each representing progressively more serious consequences.
- Each level of discipline includes a variety of strategies that may be considered, depending on the nature and history of the student.
- 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).
- In determining what the appropriate response should be to address inappropriate behaviour of a student the following criteria should be considered:
 - 1) the student and circumstances (e.g., mitigating or other factors)
 - 2) the nature and severity of the behaviour
 - 3) the impact on the School climate

6.4 Early and Ongoing Intervention Strategies

- 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

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includes a learning component.

- 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.

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

- 6.5.1 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”
- 6.5.2 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.

7.0 CONSEQUENCES

- 7.0.1 Inappropriate behaviour includes any behaviour that disrupts the positive school climate and/or has a negative impact on the school community. Inappropriate behaviour may also include, but is not limited to any act considered by the principal to be injurious to the moral tone of the school, physical or mental well-being of any member of the school community, contrary to the Board/School Code of Conduct, or any act listed in Section 306 or Section 310 of the Education Act.
- 7.0.2 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 that are developmentally appropriate and include opportunities for students to focus on improving their behaviour.
- 7.0.3 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.

8.0 In-School Options

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The Board/School Code of Conduct outlines standards of behaviour for students. If a student has engaged in inappropriate behaviour, the principal or designate may choose to use a progressive discipline strategy to address the infraction including, but not limited to:

- Meeting with the student's parent/guardian, student and principal via phone, email, conference
- Referral to a community agency for counseling/intervention
- Withdrawal of privileges
- Alternative learning space
- Restitution for damages
- Restorative practices (apology, conflict resolution, community circles)
- Part-time attendance, gradual re-entry
- Behaviour contract
- Police discussion with student/parents;
- Mentoring by a volunteer (e.g., Big Brothers/Sisters)
- Suspension

9.0 Suspension and/or Expulsion of Students

Please refer to Policy D 51-C "Safe and Accepting Schools - Suspensions and Expulsions"

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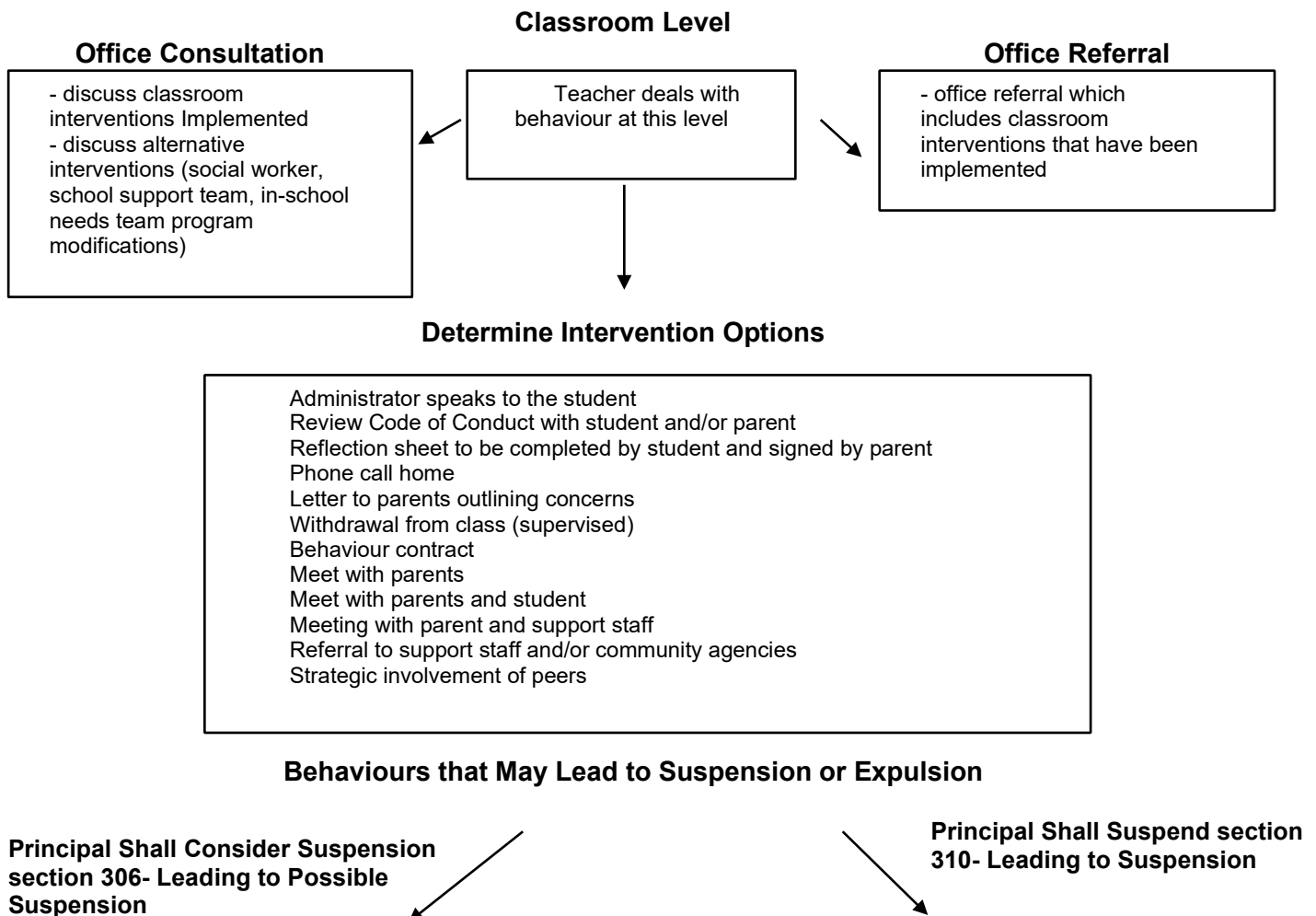
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FLOW CHART A

Progressive Discipline Chart



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Mitigating factors have been considered
Progressive Discipline has been used and a variety of consequences have been implemented.
considerations: Special Education Accommodation / Predicated by harassment
Problems continue to disrupt the learning environment

Return from
Suspension meeting and
plan for success

Mitigating factors have been considered
Principal believes that the student has engaged in an activity that requires the principal to suspend the student



Referred to the Board for an
Expulsion Hearing