

| BOARD POLICY | |
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POLICY TITLE

Safe Schools - Progressive Discipline
and Promoting Positive Student Behaviour

1.0 PURPOSE

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to a process that utilizes a continuum of interventions and strategies to address student behaviours and to promote positive behaviours that support learning.

2.0 POLICY

It is the policy of the Peterborough Victoria Northumberland and Clarington Catholic District School Board to use progressive discipline and promote positive student behaviour as outlined in Board policy, Roman Catholic Church teaching, and the Education Act and its Regulations.

3.0 GUIDELINES

- 3.1 The goal of the policy is to support a safe, inclusive, and accepting learning and teaching environment in which every student can reach his or her full potential.
- 3.2 Appropriate action shall be consistently taken to address behaviours that are contrary to the provincial and the Board's Codes of Conduct and the Ontario Human Rights Code.
- 3.3 Progressive discipline is an approach that makes use of a continuum of intervention, supports, and consequences, building upon strategies that promote positive behaviours.

- 3.4 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 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..
- 3.5 For students with special education needs, interventions, supports, and consequences must be consistent with the expectations in the student's Individual Education Plan (IEP).
- 3.6 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.
- 3.7 The Board shall affirm that the care of Catholic education is a shared responsibility. Catholic schools shall actively engage partners (home, school, parish, and community agencies) in the progressive discipline approach by offering communication materials, a training strategy, and review opportunities.
- 3.8 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.
- 3.9 The Board shall offer and support opportunities for positive student leadership and the consideration of student voice in shaping a positive school climate.

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.

4.4 WHOLE SCHOOL APPROACH

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.

4.5 SCHOOL CLIMATE

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.

4.6 ONTARIO HUMAN RIGHTS CODE

Ontario's *Human Rights Code*, the first in Canada, was enacted in 1962. The Code is a provincial law that gives everybody equal rights and opportunities without discrimination in the social areas of:

- employment
- accommodation
- goods, services and facilities

- contracts
- membership in vocational associations and trade unions

The Code's goal is to prevent discrimination and harassment because of:

- race
- ancestry
- place of origin
- colour
- ethnic origin
- citizenship
- creed (religion)
- sex (including pregnancy)
- sexual orientation
- disability
- age (18 and over, 16 and over in occupancy of accommodation)
- marital status (including same sex partners)
- family status
- receipt of public assistance (in accommodation only)
- record of offences (in employment only)
- gender identity
- gender expression

5.0 REFERENCES/RELATED DOCUMENTS

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

Ministry of Education Policy/Program Memorandum (PPM) 145, October 4, 2007

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

Education Act

Ontario Regulation 298

Ontario Regulation 472/07

PVNCCDSB Safe Schools Resources and Procedures Manual

PVNCCDSB Records Management Manual

Religious and Family Life Education Programs

Catholic Virtues in Action

Special Education: A Guide for Educators

Bill 157, An Act to Amend the Education Act, Keeping Our Kids Safe at School, June 5, 2009

Policy/Program Memorandum No. 144, Bullying Prevention and Intervention

Policy/Program Memorandum No. 145, Progressive Discipline and Promoting Positive Student Behaviour

6.0 RELATED POLICIES

Policy 706, Valuing Diversity

Policy 709, Safe Schools - Code of Conduct

Policy 801, Safe Schools - Suspension, Expulsion, and Appeal

Policy 803, Safe Schools - Bullying Prevention and Intervention

7.0 RELATED FORMS

Safe Schools Forms (See PVNCCDSB Safe Schools Resources and Procedures Manual)

8.0 APPROVED BY BOARD

January 22, 2008

9.0 EFFECTIVE DATE

October 22, 2013

10.0 POLICY REVIEW DATE

October 2008

11.0 REVIEW BY

Superintendent of Schools - Safe Schools