Northeastern Catholic District School Board

SAFE SCHOOLS
PROMOTING POSITIVE STUDENT BEHAVIOUR

Administrative Procedure Number: APE034-3

POLICY STATEMENT

The Northeastern Catholic District School Board (NCDSB) believes that all people are created in the image and likeness of God and that every person has the right to be treated with dignity, respect and fairness. The Board recognizes that a positive school climate exists when all members of the school community feel safe, included and accepted and actively promote positive behaviours and interactions. The NCDSB is committed to building and sustaining safe Catholic school communities where all members and stakeholders share the responsibility of eliminating violence in accordance with our Catholic faith and gospel values. The NCDSB believes that safe learning environments enable students to reach their full academic and spiritual potential.

REFERENCES

Education Act
Caring and Safe Schools in Ontario, 2010
Child and Family Services Act
Ontario's Education Equity Action Plan, 2017
Ontario North East Region Police and School Board Protocol
Policy Program Memorandum
- 128 The Provincial Code of Conduct and School Board Codes of Conduct
- 145 Progressive Discipline and Promoting Positive Student Behaviour

NCDSB Policies
- E-26 Reporting Abuse
- E-32 Equity and Inclusive Education
- E-34 Safe Schools

NCDSB Administrative Procedures
- APE026 Reporting Abuse
- APE032 Equity and Inclusive Education
- APE034-1 Safe Schools: Code of Conduct
- APE034-2 Safe Schools: Bullying Prevention and Intervention
- APE034-4 Safe Schools: Suspension and Expulsion

DEFINITIONS

Progressive discipline
A non-punitive, whole school approach that uses a continuum of preventative corrective and supportive interventions, supports and consequences to address inappropriate behavior and to build upon strategies that promote positive behaviours. Consequences include learning opportunities for reinforcing positive behavior and assisting students to make good choices.

PROCEDURES

1.0 GENERAL PRINCIPLES

1.1 Prevention and early intervention are important for assisting students to achieve their full potential and for maintaining a positive school environment. Programs and activities that focus on building healthy relationships, character development, civic responsibility, and encourage positive participation in the school community and in the faith life of the school are representative of effective prevention and intervention strategies.

1.2 Progressive discipline is most effective when dialogue between the school and home regarding student achievement, behaviour, and expectations is open, courteous and focused on supporting student success. Principals, or an appointed designate, will engage in discussion with parents/guardians when implementing student-specific progressive discipline preventative measures, positive behavior management strategies, or progressive discipline consequences.

1.3 In responding to incidents of misbehavior, the goal is to apply the most appropriate response to address the student's behavior. Where a student has special education and/or disability related needs, the interventions, supports and consequences must be consistent with the expectations for the student, including those in the Individual Education Plan, or Behaviour Management Plan. Principals shall review and amend, as appropriate, Individual Education Plans, Behavior Management Plans, and Safety Plans at regular intervals and following any behaviour-related incident to ensure that plans are reflective and supportive of the current needs of the student.

2.0 PRACTICES TO PROMOTE AND SUPPORT POSITIVE STUDENT BEHAVIOUR

2.1 The Board supports the use of a range of positive practices to promote positive student behaviour, to prevent student misbehavior, and to manage student behavioural concerns. Practices may include:

i) Positive encouragement and reinforcement
ii) Individual, peer and group counselling
iii) Conflict resolution/dispute resolution
iv) Mentorship programs
v) Promotion of healthy student relationships
vi) Sensitivity programs
vii) Program modifications or accommodations
viii) Classroom placement
ix) Safety Plans
x) Behaviour Support Plans
xi) School, board and community support programs
xii) Student Success strategies

2.2 The Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate behaviour. In such circumstances, the Board supports

the use of progressive discipline consequences, up to suspensions and including expulsions from all schools of the Board.

2.3 In circumstances where a student will receive a consequence for their behaviour, it is the expectation of the Board that the principle of progressive discipline, consistent with PPM 145, will be applied in the least restrictive manner to be effective, and so not to add to the historical disadvantage of racialized students and/or students with disabilities.

3.0 EARLY AND ONGOING INTERVENTION TO SUPPORT POSITIVE STUDENT BEHAVIOUR

3.1 A teacher, principal, or appointed designate, shall utilize early and/or ongoing intervention strategies to prevent unsafe or inappropriate student behaviours. These may include:

i) Direct instruction about the Code of Conduct and behaviour expectations
ii) Oral reminders and redirection
iii) Review of expectations
iv) Contact with parent/guardian
v) Learning assignment addressing the behaviour, including student self-reflection opportunities
vi) Volunteer services to the school community
vii) Conflict mediation and resolution
viii) Peer mentoring
ix) Referral to counselling

3.2 In all cases where ongoing intervention strategies are used, parent(s) and/or guardian(s) should be informed by the Principal or designate, and a record kept of the strategies employed and their resulting effectiveness.

4.0 IMPLEMENTING PROGRESSIVE DISCIPLINE IN RESPONSE TO STUDENT BEHAVIOUR

4.1 If a student has demonstrated inappropriate behaviour that disrupts the positive school climate and/or has a negative impact on the school community, the Principal or designate shall utilize a range of interventions, supports, and consequences that are developmentally appropriate, and include opportunities for students to focus on improving behaviour, including the following possible progressive discipline interventions:

i) Meeting with the parent/guardian and student to establish a plan for improvement;
ii) Referral to school-based supports and/or community agencies for counselling/intervention, or engagement in supportive programming (i.e. anger management, substance abuse, etc.);
iii) Detentions;
iv) Withdrawal of privileges;
v) Withdrawal from class;
vi) Restitution for damages;
vii) Restorative practices;
viii) Suspension;
ix) Transfer to a new school, with support;
x) Expulsion.

4.2 In all cases where progressive discipline is being considered to address an inappropriate behaviour, the Principal, or designate, must:

i) Consider the individual student and circumstance;
ii) Consider the nature and severity of the behaviour;
iii) Consider the impact of the inappropriate behaviour on the school climate; and
iv) Consult with the student's parent/guardian.

4.3 In all cases where progressive discipline is applied, Principals must ensure that appropriate documentation is retained. At a minimum, Principals are to record the name of the student involved, the date of incident, the individual circumstances and considerations that contributed to a decision, and the outcome or disciplinary consequence applied. Documentation must also include a description of contact with the parent/guardian.

5.0 RESPONDING TO STUDENT BEHAVIOUR INCIDENTS

5.1 The Board is committed to supporting a safe, accepting and inclusive learning and teaching environment in which every student can reach their full potential. Appropriate action must consistently be taken to respond to behaviours that are contrary to Provincial, Board and School Codes of Conduct.

5.2 All Board employees who work directly with students must respond to any student behaviour which is likely to have a negative impact on the school climate, if in the employee's opinion it is safe to do so (i.e. unless it would cause immediate physical harm to the employee, a student, or another person). Such behaviour includes all inappropriate and disrespectful behaviour.

5.3 Responses shall be made in a timely, supportive and sensitive manner with the goal of stopping and correcting the behaviour, in a manner that is developmentally appropriate and takes into consideration any special and/or disability related needs that the student may exhibit or about which the employee might be aware. Responses may include one or more of the following:

i) Asking the student to stop the behaviour;
ii) Identifying the behaviour as inappropriate and disrespectful;
iii) Explaining the impact of the behaviour on others and on the school climate;
iv) Modelling appropriate communication;
v) Asking the student for a correction of their behavior by restating or rephrasing the question;
vi) Asking the student to apologize for their behaviour;
vii) Asking the student to explain why or how a different choice with respect to their behaviour would have been more appropriate and respectful.

5.4 Supports must be provided for all students who are affected by serious student incidents and inappropriate behaviour, and for those who engage in these types of incidents and behaviour, to assist them in developing healthy relationships, living out the Ontario

Catholic Graduate Expectations, and making choices that support positive personal growth and achievement of success.

i) Supports may be provided by employees of the board, through board programs and resource personnel, or through community-based service providers, including social service agencies and mental health services.

ii) In responding to any incident, board employees who work directly with students must act in a timely, sensitive, and supportive manner. They are expected to support students – including those who disclose or report incidents and those who wish to discuss issues of healthy relationships, gender identity, and sexuality – by providing them with contact information about professional supports (e.g., public health units, community-based service providers, youth support lines).

6.0 REPORTING STUDENT BEHAVIOUR INCIDENTS (Safe School Incident Reporting)

6.1 When any Board employee or transportation provider becomes aware of an incident that must be considered for suspension or expulsion by the Principal, they must report this to the Principal as soon as reasonably possible and confirm their report in writing. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the Principal by the end of the school day in which the incident occurred. The report is to be confirmed in writing, using the online Safe Schools Incident Report form.

6.2 Should a Principal be made aware of, or directly observe, an incident that they must consider for suspension or expulsion, they must complete a report for documentation purposes, using the online Safe Schools Incident Report form.

6.3 Principals must investigate all Safe School Incidents that are reported via the online form. The Principal must provide the employee who reported the incident with written acknowledgement of the receipt of the incident report. Email is considered sufficient for this purpose.

6.4 Upon completion of an investigation into an incident, the Principal will determine what results, if any, will be shared with the employee who reported the incident. Teachers who report incidents will always receive information regarding the outcome of the investigation, while other employees may not be made aware of investigation outcomes if the Principal does not consider it appropriate or necessary.

6.5 If the Principal has decided that action must be taken as a result of a Safe Schools Incident, they will file a copy of the reporting form with related documentation in the OSR of the student whose behaviour was inappropriate (with names of any other student(s) involved removed).

6.6 The Safe Schools Incident Report and disciplinary documentation must be kept in the OSR for a minimum of one year. If the Principal has identified the incident as a Violent Incident,

and if the student engaged in the incident is a student of the school, the reporting must be retained in that student's OSR for a minimum of:

i) One year, if the student's suspension was quashed or withdrawn and the record of suspension expunged. Documentation of any other action taken (other than suspension or expulsion) must also be retained for this period;
ii) Three years, if the student was suspended for the violent incident; or
iii) Five years, if the student was expelled for the violent incident.

Notwithstanding, the Board recommends that all Safe Schools Incident Reports and disciplinary documentation be retained within the OSR when students are transferred to new schools, within or out of the Board.

7.0 NOTIFICATION OF PARENTS/GUARDIANS

7.1 The Principal will notify the parent/guardian of a student when a Safe Schools Incident Report identifying their child is received. This pertains to both students who have demonstrated inappropriate behaviour and students who have been negatively impacted by inappropriate behaviour.

7.2 In accordance with the *Education Act*, Principals are required to notify the parents of students who have been harmed as the result of a serious student incident (Section 300.3). Principals shall disclose the following information:

i) the nature of the activity that resulted in harm to the student;
ii) the nature of the harm to the student;
iii) the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity;
iv) the supports that will be provided for the student in response to the harm that resulted from the activity.

7.3 In accordance with the *Education Act*, Principals are required to notify the parents of students who have engaged in serious student incidents (Section 300.3). Principals shall disclose the following information:

i) the nature of the activity that resulted in harm to the other student;
ii) the nature of the harm to the other student;
iii) the nature of any disciplinary measures taken in response to the activity;
iv) the supports that will be provided for the student in response to his or her engagement in the activity.

7.4 The Principal shall **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.

i) When principals have decided not to notify the parents/guardians 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. Principals may also, if they deem appropriate, inform other board employees of this decision in the interest of supporting the student.

ii) Principals should refer students to Board personnel or to a community-based service provider that can provide the appropriate type of confidential support when their parents/guardians are not called (e.g., counselling; a sexual assault centre; Victims Services; Kids Help Phone, etc.).

iii) In circumstances where board employees have reason to believe that a student may be in need of protection, board employees must report to a Children's Aid Society according to the requirements of the *Child and Family Services Act*.

8.0 FORMS AND RELATED DOCUMENTS

FORM: Safe Schools Incident Reporting Form (online form)

Chief Executive Officer: *Tricia Stefanic Weltz*
Date: May 2024