

TITLE: SAFE SCHOOLS (MANAGING STUDENT BEHAVIOUR)

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1.0 OBJECTIVE

To create a caring and safe learning environment while promoting positive behaviour that empowers all students to reach their full potential through Bias-aware prevention and intervention strategies.

2.0 DEFINITIONS

In this policy,

- 2.1 **Board** means the Board of Trustees.
- 2.2 **Bias** means a predisposition, prejudice or generalization about a group of persons based on personal characteristics or stereotypes.
- 2.3 **District** means Ottawa-Carleton District School Board.
- 2.4 **Expulsion** means a disciplinary action which results in the withdrawal of a student from school and school related activities for a period of time until completion of goals identified in the Student Action Plan. See: Policy P.026.SCO Student Suspension and Expulsion.
- 2.5 **Mitigating and Other Factors** means extenuating circumstances that, when considered, may mitigate the seriousness of the incident and/or the application of progressive discipline, including a Suspension and/or whether further investigation should be undertaken to recommend the Expulsion of a student.
- 2.6 **Progressive Discipline** means a whole-school approach to promoting and fostering positive behaviours which utilizes a continuum of prevention programs, interventions, strategies, supports, and consequences to address student misconduct.
- 2.7 **Restorative** means approaches based on respect, compassion and inclusivity. Restorative approaches encourage meaningful engagement and accountability while

providing an opportunity for healing, reparation, addressing and repairing harms, and reintegration.

- 2.8 **School Climate** means the learning environment and relationships found within a school and school community.
- 2.9 **Student Exclusion** means the duty of a principal, under Section 265 (1)(m) of the Education Act, subject to an appeal to the board, to refuse to admit to the school or classroom a student whose presence in the school or classroom would in the principal's judgement be detrimental to the physical or mental well-being of the students.
- 2.10 **OCDSB Community** means trustees, committee members, council members, staff members, students, parents/guardians/caregivers, permit holders, vendors, service providers, contractors, volunteers, visitors, and all other persons learning, working, or accessing services in the OCDSB environment.
- 2.11 **Suspension** means the temporary withdrawal of students from school and related activities for a specific period of time where it has been determined that the student has engaged in any activity for which a Suspension must be considered and would have a negative impact on the School Climate.

3.0 GUIDING PRINCIPLES

- 3.1 The Board believes that being and feeling socially, emotionally and physically safe is a precondition for student learning, achievement, and well-being. A caring and safe school culture is the responsibility of all members of the OCDSB Community.
- 3.2 The Board recognizes that freedom from discrimination, oppression, and racism as well as Bias-aware application of progressive discipline are essential to the fair and equitable implementation of this policy.
- 3.3 Open and ongoing culturally- and trauma-sensitive communication between school, home, and the student is essential to building relationships of trust which supports student learning and well-being.
- 3.4 A safe learning environment begins in the classroom through Restorative approaches and Progressive Discipline that promotes healthy relationships and community building while prioritizing prevention and early intervention.
- 3.5 The Board recognizes the rights of students to be consistent with the *Universal Declaration of Human Rights*, the *United Nations Convention on the Rights of the Child*, the *International Covenant on Civil and Political Rights*, the *Canadian Charter of Rights and Freedoms*, and the *Ontario Human Rights Code*.

4.0 SPECIFIC DIRECTIVES

Application and Scope

- 4.1 This policy shall conform to international principles pertaining to the rights of the child, in particular the best interests of the child and the participation of the child. Where there is

inconsistency in the operation of this policy with any of the principles enshrined in Board policy [P.147.GOV Human Rights](#), the latter shall prevail.

- 4.2 Student behaviour inconsistent with the expectations stipulated in [Policy P.125.SCO School District Code of Conduct](#) shall be addressed under this policy and associated procedures.
- 4.3 Student behaviour addressed in this policy is not limited to conduct on school property but also includes:
 - a) conduct at a school-related activity, on school buses, during field trips, or at other school-related activities off school premises; and
 - b) conduct in other circumstances where engaging in the conduct is likely to have a negative impact on the School Climate.
- 4.4 This policy does not govern modifications to the school day or temporary exclusion of a student from school, in accordance with section 265(1)(m) of the *Education Act*. Please refer to Board Policy P.144.SCO Student Exclusions and the accompanying procedure.

Response to Student Misconduct

- 4.5 School staff who work directly with students shall respond to, and report to the principal, all breaches of the School District Code of Conduct in a timely, supportive, and sensitive manner prioritizing the students' safety.
- 4.6 Responses shall represent the best interest of the student(s) and minimize disruptions to accessing the academic program.
- 4.7 Implementing Bias-aware Progressive Discipline requires an understanding of key human rights principles of equality and non-discrimination enshrined in the *Human Rights Code*.
- 4.8 Progressive Discipline shall include,
 - a) a wide range of restorative approaches in alignment with [Procedure PR.660.SCO Progressive Discipline and Promoting Positive Student Behaviour](#) or in alignment with Indigenous practices or traditions. This shall include healing opportunities such as access to cultural support personnel or physical spaces like an Indigenous Lodge at school, or access to resources of community partners; and may include,
 - b) Suspensions and Expulsions of students in alignment with [Policy P.026 Student Suspension and Expulsions](#)
 - c) temporarily withdrawing a student's transportation privileges in accordance with [Procedure PR.530.SCO Withdrawal of Transportation Privileges](#).
- 4.9 Ongoing intervention and support may be necessary to promote and sustain positive student behaviour.

Police Involvement in Response to Student Behaviour

- 4.10 The District shall not involve the police in response to student misconduct unless required by the [Provincial Model for a Local Police/School Board Protocol](#) and in accordance with Procedure [PR.533.SCO Police Involvement in Schools](#).
- 4.11 The District shall commit to ensuring that the rights of students, families, and staff are respected, and that the best interests of the student are safeguarded when police are required to be present in schools and at school-related activities off school premises, recognizing the historic harms experienced by marginalized communities.
- 4.12 Barring active emergencies, in all instances where police request to speak to a student on District property, the District shall ensure the delay of such interactions until the arrival of a trusted adult of the student's choice, who is available within a reasonable timeframe.
- 4.13 The Director of Education shall, on behalf of the Board, participate with other Ottawa area school boards and the Ottawa Police Service, in regular revision of the [Protocol to Accompany Safe Schools Policies in the City of Ottawa](#) in accordance with the [Provincial Model for a Local Policy/School Board Protocol](#).
- 4.14 Nothing in the Protocol to Accompany Safe Schools Policies in the City of Ottawa is to be applied so as to contravene the *Criminal Code*, the *Ontario Education Act*, the *Ontario Municipal Freedom of Information and Protection of Privacy Act*, the *Ontario Human Rights Code*, or the *Canadian Charter of Rights and Freedoms*.

Communications

- 4.15 At the beginning of every school year, schools shall review with students the behaviour expectations enshrined in [Policy P.125.SCO School District Code of Conduct](#).
- 4.16 The District shall ensure that students, school bus drivers and operators, school and school support staff, parents/guardians/caregivers, members of community agencies, and volunteers are made aware of this policy.
- 4.17 Subject to legislation governing disclosure of personal information, as appropriate and on an ongoing basis, trustees and school council chairs shall be made aware of major violent events that have occurred.
- 4.18 The District and schools shall engage in open communication and consultation with the members of the OCDSB Community to foster a caring, inclusive, accepting and safe school environment and to fulfill the guiding principles and objectives of the policy.
- 4.19 The District shall establish protocols with community agencies to support prevention and intervention programs.
- 4.20 The District shall provide training to all administrators, teachers, occasional teachers, and support staff to support the fair and Bias-free implementation of this policy.

Accountability

- 4.21 The District shall collect and analyze data on the number and nature of violent incidents in schools and incidents involving police in schools, to inform the improvement plans.
- 4.22 The District shall conduct anonymous School Climate surveys around perceptions on the fair and effective application of discipline and perceptions of safety and belonging. Survey results will be reported on publicly.
- 4.23 The Board shall annually review summary reports on the disproportionality in the application of this policy in compliance with the *Anti-Racism Act* and with regard to all OCDSB-recognized Protected Grounds.
- 4.24 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

5.0 REFERENCE DOCUMENTS

[Universal Declaration of Human Rights](#)

[International Covenant on Civil and Political Rights](#)

[United Nations Convention on the Rights of the Child](#)

[Canadian Charter of Rights and Freedom](#)

[Ontario Human Rights Code](#)

[Education Act, Ontario Regulations 472/07 and 474](#)

[Anti-Racism Act, 2017, R.S.O. 2017, c.15](#)

[Provincial Model for a Local Police/ School Board Protocol, 2015](#)

[Protocol to Accompany Safe Schools Policies in the City of Ottawa, 2020](#)

[Ministry of Education Policy/Program Memoranda \(PPM\) 119](#)

[Ministry of Education Policy/Program Memoranda \(PPM\) 120](#)

[Ministry of Education Policy/Program Memoranda \(PPM\) 128](#)

[Ministry of Education Policy/Program Memoranda \(PPM\) 141](#)

[Ministry of Education Policy/Program Memoranda \(PPM\) 142](#)

[Ministry of Education Policy/Program Memoranda \(PPM\) 144](#)

[Ministry of Education Policy/Program Memoranda \(PPM\) 145](#)

[Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12](#)

[Supporting Bias-Free Progressive Discipline in Schools: A Resource Guide for School and System Leaders. MOE and OHRC, 2013](#)

[OCDSB P.022.SCO Appeals Hearing Panel \(Student Suspension\)](#)

[OCDSB P.023.SCO Expulsion Hearing Panel \(Students\)](#)

[OCDSB P.026.SCO Student Suspension and Expulsion](#)

[OCDSB P.125.SCO School District Code of Conduct](#)

[OCDSB P.144.SCO Student Exclusions](#)

[OCDSB P.147.SCO Human Rights](#)

[OCDSB PR.512.SCO Appeals Hearing Panel \(Student Suspension\)](#)

[OCDSB PR.513.SCO Expulsion Hearing Panel \(Students\)](#)

[OCDSB PR.530.SCO Withdrawal of Transportation Privileges](#)