



SAFE SCHOOLS: PROGRESSIVE DISCIPLINE

Procedures

1.0 Duty to Investigate Misconduct

An employee of the Board who becomes aware that a pupil of a school of the board may have engaged in bullying/cyber-bullying shall report to the principal of the school about the matter, using the Safe Schools Incident Reporting Form – Part 1 ([Appendix A](#)).

A principal or designate shall investigate any matter reported regarding bullying/cyber-bullying. The principal is to communicate the result of an investigation to the staff member who reported the incident or, if reported by another employee, to that employee unless it would not be appropriate to do so. This is done through the use of the Safe Schools Incident Reporting Form – Part 2 ([Appendix B](#)). The principal is to notify the parent or guardian of any pupil who the principal believes has been harmed as a result of a specified activity.

The teacher, principal or designate should select the most appropriate response to address the pupil's behaviour. Where a pupil has special education and/or disability related needs, the interventions, supports and consequences must be consistent with the expectations for the pupil, including those in the pupil's Individual Education Plan or Behaviour Management Plan.

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

2.0 Early and Ongoing Intervention Strategies

A teacher or the principal or designate, as appropriate, may utilize early and/or ongoing intervention strategies to prevent unsafe or inappropriate behaviours. These may include:

- Contact with pupil's parent(s)/guardian(s);
- Oral reminders;
- Review of expectations;
- Written work assignment addressing the behaviour, that have a learning component;
- Volunteer services to the school community;
- Conflict mediation and resolution;
- Peer mentoring;
- Referral to counselling and/or Consultation.

In all cases where ongoing intervention strategies are used, the pupil's parents/guardians should be consulted.

3.0 Addressing Inappropriate Behaviour

If a pupil has displayed inappropriate behaviour the principal or designate may utilize a range of interventions, supports, and consequences that are (1) developmentally appropriate, and (2) include opportunities for pupils to focus on improving their behaviour.

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, one of the following infractions for which a suspension may be imposed:

1. Any act considered by the principal to be injurious to the moral tone of the school;
2. Any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community; and
3. Any act considered by the principal to be contrary to the Board or school Code of Conduct.

If a pupil has committed an infraction listed above and it is the first time that the pupil has committed that infraction, the principal or designate **may** choose to use a progressive discipline strategy to address the infraction.

3.1 Mitigating Factors

The mitigating factors to be considered by the principal before deciding whether to use a progressive discipline approach to address the inappropriate behaviour are:

1. Whether the pupil has the ability to control his or her behaviour;
2. Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour; and
3. Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

3.2 Factors to Consider Before Deciding to Utilize a Progressive Discipline Approach to Address Inappropriate Behaviour

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

1. Consider the particular pupil and circumstances, including considering the mitigating or other factors;
2. Consider the nature and severity of the behaviour;
3. Consider the impact of the inappropriate behaviour on the school climate; and
4. Consult with the pupil's parent(s)/guardian (unless the pupil is an adult pupil).

3.3 Other Factors to be Considered

1. The pupil's academic, discipline and personal history;
2. Whether other progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
3. Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason;
4. The impact of the discipline on the pupil's prospects for further education;
5. The pupil's age;
6. Where the pupil has an IEP or disability related needs,
 - a) Whether the behaviour causing the incident was a manifestation of the pupil's disability;
 - b) Whether appropriate individualized accommodation has been provided; and
 - c) Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
7. Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

If the pupil's continuing presence in the school creates an unacceptable risk to the safety of others in the school, then a progressive discipline approach may not be appropriate.

4.0 If a Progressive Discipline Approach is Utilized to Address Inappropriate Behaviour

The interventions may include:

- Meeting with the pupil's parent(s)/guardian(s), pupil and principal;
- Referral to a community agency for anger management or substance abuse, counselling/intervention;
- Detentions;
- Withdrawal of privileges;
- Withdrawal from class;
- Restitution for damages;
- Restorative practices; and
- Transfer.

In some cases, short-term suspension may also be considered a useful progressive discipline approach.

5.0 Record

The principal or designate should keep a record for each pupil with whom progressive discipline approach(es) are utilized. The record should include:

1. Name of the pupil;
2. Date of the incident or behaviour;
3. Nature of the incident or behaviour;
4. Considerations taken into account;
5. Progressive discipline approach used;
6. Outcome; and
7. Contact with the pupil's parent/guardian (unless the pupil is an adult pupil).

6.0 Duty to Notify

the principal shall, as soon as reasonably possible, notify:

- a. the parent or guardian of the pupil who the principal believes has been harmed; and
- b. the parent or guardian of any pupil of the school who the principal believes has engaged in the activity that resulted in the harm.

Notice to the parent or guardian of the harmed student, the principal shall disclose:

- a. the nature of the activity that resulted in harm to the pupil;
- b. the nature of the harm to the pupil;
- c. the steps taken to protect the pupil's safety, including the nature of any disciplinary measures taken in response to the activity and the supports that will be provided for the pupil in response to the harm that resulted from the activity.
- d. when notifying a parent or guardian of a pupil, the principal shall not disclose the name of or any other identifying or personal information about a pupil who has been harmed as a result of the activity.

Notice to the parent or guardian of the student that caused the harm, the principal shall disclose:

- a. the nature of the activity that resulted in harm to the other pupil;
- b. the nature of the harm to the other pupil;
- c. the nature of any disciplinary measures taken in response to the activity; and
- d. the supports that will be provided for the pupil in response to his or her engagement in the activity.

When notifying a parent or guardian under this section, the principal shall invite the parent or guardian to have a discussion with the principal about the supports that will be provided for his or her child.

Appendices

[Appendix A: Safe Schools Incident Reporting Form – Part 1](#)

[Appendix B: Safe Schools Incident Reporting Form – Part 2](#)

References

Bill 13 – Accepting Schools Act, 2012

PPM 144 – Bullying Prevention & Intervention

PPM 145 – Progressive Discipline

The Human Rights Code of Ontario

PPM 119 – Equity & Inclusive Education

Policy 2.1.18 – Safe Schools: Student Discipline, Bullying Prevention and Intervention

Policy 2.1.6 – Code of Conduct



APPENDIX A

SAFE SCHOOLS INCIDENT REPORTING FORM – Part 1

Report No:	--- CONFIDENTIAL ---	
Name of School:		
1. Name of Student(s) involved, if known	_____	
2. Location of Incident (check one)	<input type="checkbox"/> At a location in the school or on school property (please specify): <input type="checkbox"/> At a school-related activity (please specify): <input type="checkbox"/> On a school bus (please specify route number): <input type="checkbox"/> Other (please specify): Specific Details:	
3. Time of Incident	Date: _____	Time: _____
4. Incident(s) (check all that apply)	Activities for which suspension must be considered under section 306 (1) of the <i>Education Act</i> <input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person <input type="checkbox"/> Possessing alcohol or illegal, controlled and/or restricted substances <input type="checkbox"/> Being under the influence of alcohol, illegal, controlled and/or restricted substances <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school <input type="checkbox"/> Bullying <input type="checkbox"/> Any act considered by the Principal to be injurious to the moral tone of the school <input type="checkbox"/> Any act considered by the Principal to be injurious to the physical or mental well-being of any member of the school community <input type="checkbox"/> Any act considered by the Principal to be contrary to the Board or school Code of Conduct	
	Activities for which expulsion must be considered under section 310 (1) of the <i>Education Act</i> <input type="checkbox"/> Possessing a weapon, including possessing a firearm <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person <input type="checkbox"/> Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner <input type="checkbox"/> Committing sexual assault <input type="checkbox"/> Trafficking in weapons or in illegal, controlled and/or restricted substances <input type="checkbox"/> Committing robbery <input type="checkbox"/> Giving alcohol or illegal, controlled and/or restricted substances to a minor <input type="checkbox"/> Bullying if (1) the pupil has previously been suspended for engaging in bullying, and (2) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person <input type="checkbox"/> Any activity listed in subsection 306(1) (for which a student may be suspended) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor <input type="checkbox"/> An act considered by the Principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others <input type="checkbox"/> A pattern of behavior that is so inappropriate that the student's continued presence is injurious to the effective learning and/or working environment of others <input type="checkbox"/> Activities engaged in by the student on or off school property that cause the student's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board <input type="checkbox"/> Activities engaged in by the student on or off school property that have caused extensive damage to the property of the board or to goods that are/were on Board property. <input type="checkbox"/> The student has demonstrated through a pattern behavior that they have not prospered by the instruction available to them and that they are persistently resistant to making changes in behavior which would enable them to prosper <input type="checkbox"/> Any act considered by the Principal to be a serious violation of the requirements for student behavior and/or a serious breach of the Board or school Code of Conduct <input type="checkbox"/> Where a student has no history of discipline or behavior intervention, or no relevant history, a single act, incident or infraction considered by the Principal to be a serious violation of the expectations of student behavior and/or a serious breach of the Board or school Code of Conduct	
5. Report Submitted By:	_____	
Role in School Community:	_____	
Signature:	_____	Date: _____
Contact Information:	Location: _____	Phone: _____
6. <input type="checkbox"/> Violent Incident (FOR PRINCIPAL'S USE ONLY)	Check if this was a violent incident , as defined in PPM No. 120.	
Information is collected under the authority of Part XIII of the Education Act and in accordance with the Municipal Freedom of Information and Protection of Privacy Act, and shall be used for the purpose of student discipline. Questions about information collected on this form shall be directed to the school Principal.		



SAFE SCHOOLS INCIDENT REPORTING FORM – Part 2

- - - CONFIDENTIAL - - -	
<i>Acknowledgment of receipt of report</i>	
Report No.: _____	
Report Submitted by: _____	
Name: _____	Date: _____
<input type="checkbox"/>	Investigation Completed <input type="checkbox"/> Principal to communicate results to the staff member at a mutually convenient time* <input type="checkbox"/> Principal to communicate result to other board employee at a mutually convenient time, as appropriate*
<input type="checkbox"/>	Investigation in Progress <input type="checkbox"/> Once investigation is completed, Principal to communicate results to the staff member at a mutually convenient time* <input type="checkbox"/> Once investigation is completed, Principal to communicate results to other board employee at a mutually convenient time, as appropriate*
Name of Principal: _____	
Signature: _____	Date: _____
NOTE: Only Part 2 is to be given to the person who submitted the report.	
<small>*In accordance with s.300.2 of the Education Act, after investigating a matter reported by an employee, the Principal shall communicate the results of the investigation to the Teacher or other board employee who is not a Teacher, as appropriate. In accordance with the Municipal Freedom of Information and Protection of Privacy Act and the Education Act, when reporting the results of the investigation, the Principal shall not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation.</small>	