

## **SAFE AND ACCEPTING SCHOOLS**

### **Statement of Policy**

The Peel District School Board is committed to providing and maintaining safe, inclusive and accepting environments conducive to learning and working for all. The Board recognizes that a positive climate for learning and working is essential for student achievement and well-being. A whole school approach to creating a positive climate for learning and working requires a shared commitment amongst all stakeholders in a school. To maintain and improve student success and achievement, we must ensure that students continue to feel safe, nurtured, welcomed, respected and included.

The Peel District School Board's commitment to providing a supportive and safe environment must be one that changes to meet the needs of students, respects differences, prioritizes student well-being, and provides opportunities for all students to succeed. Learning and working environments should be free of negative factors such as abuse, bullying (including cyberbullying), harassment, discrimination, intimidation, hateful words and actions, and physical violence, in any form. They must also endeavour to be responsive to the diversity, cultural and individualized needs of students. Environments must clearly demonstrate respect for social justice and human rights, and promote the values needed to develop responsible members of a democratic society.

This shall be achieved by establishing and maintaining high expectations for behaviour, while offering a program that emphasizes early, ongoing and proactive practices and supports. Appropriate programs and supports include, but are not limited to, promoting healthy relationships and well-being, responsive and inclusive learning culture and environments, mentorship programs, equity and inclusive education, culturally responsive pedagogy, student leadership, bullying prevention and intervention, conflict prevention and intervention, restorative mindset and practices, character development and education, counseling and the inclusion of social emotional learning in the curriculum. The Peel District School Board also supports the use of a continuum of developmentally appropriate and supportive progressive discipline strategies, including suspension and expulsion where necessary, as corrective, supportive consequences for inappropriate behaviour.

This policy is aligned with and supports the principles and expectations of the Board's Human Rights policy (Policy 51) and the Equity and Inclusive Education policy (Policy 54). At all times, this policy should be interpreted to be consistent with the Board's policies and the *Ontario Human Rights Code*, the Municipal Freedom of Information and Protection of Privacy Act, the Accessibility for Ontarians with Disabilities Act, and the *Education Act* and regulations made under the Education Act.

The Safe and Accepting Schools policy is aligned with Ministry of Education strategies and initiatives as outlined in *Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs through Progressive Discipline, Kindergarten to Grade 12, 2010*; *Ontario's Equity and Inclusive Education Strategy, 2009*; *Ontario's Education Equity Plan (2017)*; the Anti-Racism Directorate's anti-racism strategic plan *A Better Way Forward (2017)*; *Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007*; and *English Language Learners: ESL [English as Second Language] and ELD [English Literacy Development] Programs and Services, 2007*.

The Safe and Accepting Schools policy is also aligned with and supports the principles and expectations of the Board's Digital Citizenship policy (Policy 78), which defines the norms of responsible behaviour related to the appropriate use of technology, as outlined in each school's Code of Conduct.

The Safe and Accepting Schools policy authorizes the creation of procedures for implementation, which might include issues described in Ministry of Education Policy/Program Memoranda as matters of policy. Any such procedures shall be considered guidelines pursuant to the *Education Act* and other relevant and/or related Ministry of Education materials and sufficient for the purposes of implementing the requirements of Ministry of Education Policy/Program Memoranda.

The Safe Schools Policy is divided into seven sections:

- A. Peel District School Board's Code of Conduct
- B. Progressive Discipline / Suspensions / Expulsions
- C. Bullying Prevention and Intervention
- D. Superintendent Transfer
- E. Appropriate Dress
- F. Formal Dress – School Uniforms
- G. Access to School Premises

#### **A. Peel District School Board's Code of Conduct**

Consistent with the provincial Code of Conduct and the *Education Act*, the Peel District School Board's Code of Conduct sets clear standards of behaviour and outlines potential consequences for student actions that do not comply with these standards. Reference to the provincial Code of Conduct is made in s.301 of Part XIII of the *Education Act*. As stipulated in the Ministry Policy/Program Memorandum (PPM 128), the Peel District School Board Code of Conduct includes the standards stated in the provincial Code of Conduct. As a requirement of this policy, each school implements and enforces the provincial and board Code of Conduct through standards communicated in the school Code of Conduct.

The following are the purposes of the code of conduct:

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, illegal drugs and, except by a medical cannabis user, cannabis.
7. To prevent bullying (including cyberbullying) in schools.

The Board's Code of Conduct must:

- be consistent with the provincial Code of Conduct;
- compliant with all Ministry of Education policies as well as the requirements of the Education Act, its regulations and all other applicable legislation, including the Ontario Human Rights Code;
- must be available to the public on the Board's website.

Students, parents or guardians, volunteers, staff, school bus drivers, permit holders, visitors, and members of community groups are included in the Code of Conduct, whether they are on Peel District School Board property, in a virtual learning environment, on school buses, at school-related events or activities, in before- and after-school programs, or in circumstances where engaging in an activity will have a negative impact on the school climate.

Many aspects of society contribute to the development of values, attitudes and behaviours. The Peel District School Board fully recognizes that it shares responsibility within society to develop respect for social justice and human rights. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others. The Peel District School Board is committed to forming cooperative working relationships with the whole community, including students, staff members, parents and guardians, school councils, community agencies, businesses, and labour and other groups to establish and maintain safe and accepting learning and working environments for all.

## **STANDARDS OF BEHAVIOUR**

All members of the school community 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, and 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;
- 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, or to support special education needs;
- not swear at a teacher or at another person in a position of authority.

All members of the school community 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 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.

## **ROLES AND RESPONSIBILITIES**

### ***Peel District School Board***

School boards provide direction to their schools to promote student achievement and well-being and to ensure accountability in the education system. It is the responsibility of the Peel District School Board to:

- develop policies that set out how their schools 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. The board shall:
  - require that schools annually review with employees the whole school community responsibility of creating and sustaining a safe, inclusive and accepting learning environment. This responsibility includes, but is not limited to, the responsibility to report orally, and then confirmed in writing, to the principal or designate regarding serious student incidents to ensure that the principal is aware of any activities for which suspension or expulsion must be considered and to help ensure a positive school climate consistent with the Code of Conduct;
  - require that third parties who are under contract or agreement to the board to provide transportation services and before- or after-school programs for children in Kindergarten to Grade 6, are informed of the requirements to report serious student incidents in writing to the principal;
  - require that each school, as part of School Success Planning, establish a Climate for Learning and Working Action Team (Safe and Accepting Schools Team) responsible for fostering a safe, inclusive and accepting school climate that is composed of at least one teacher, one non-teaching staff member, one

community partner and one parent (where possible), student (where appropriate), and the principal. The chair of this team must be a staff member. An existing school committee can assume this role;

- require that each school administer an anonymous School Climate Survey to their students, parents/guardians and school staff every two years to assess perceptions of safety and well-being and make informed school success planning decisions to build and maintain a positive, inclusive school climate;
  - require that each school, as part of School Success Planning, share school climate survey results with their Climate for Learning and Working Action Team, create a Bullying Prevention and Intervention Plan addressing issues identified through the School Climate Survey, and make it available to the public by posting it on the school's website;
  - support schools in creating a climate where there is a raised awareness and strategies to prevent, intervene and address inappropriate behaviour, including harassment and physical, verbal (oral or written), sexual or psychological abuse; threatening; intimidation; extortion; gang-related activities; vandalism; behaviour motivated by hate or bias; unethical use of technology; bullying or discrimination on the basis of size, strength, age, peer group power, or race, place of origin, ethnicity, language, ancestry, colour, creed, religion, gender, gender identity, gender expression, sexual orientation, socioeconomic status, family circumstances, ability, intelligence, receipt of special education or any other similar factor and/or any other immutable characteristic or ground protected by the *Ontario Human Rights Code*.
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety. The board shall:
    - support schools in developing and using a range of developmentally appropriate interventions, supports and learning consequences for behaviour which is consistent with this policy, the board Code of Conduct, or the school Code of Conduct;
    - continue to develop and support the use of a range of bullying prevention and early and ongoing intervention strategies and programming to help children at risk of engaging in bullying behaviour and/or becoming targets of bullying;
    - require that schools investigate and communicate with the parent/guardian of students involved in bullying incidents (as the bullied, bystander or student who engaged in bullying behaviour), discussing the nature of the incident, the harm sustained, the nature of any consequence, the supports available for the student;
    - provide a variety of asset based, anti-oppressive supports and programs for students, including those who may require proactive intervention to address behavioural needs;
    - support the use of suspension and expulsion for infractions outlined in the Safe and Accepting Schools procedures, taking into account the individual student, the nature and severity of the behaviour, the safety and dignity of all students, the impact on school climate, and the circumstances, including any mitigating or other factors, as outlined in Regulation 472/07;

- provide suspended and expelled students with an opportunity to continue their education by providing educational supports and/or program, consistent with PPM 141 and PPM 142;
  - provide an appeal process for suspensions and expulsions, as outlined in the Safe Schools Procedures.
- establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support. The board shall:
  - develop a communication plan to ensure that the Peel District School Board Safe and Accepting Schools policy, Code of Conduct and any related policies and procedures are clearly available to the public, including parents whose first language is a language other than English;
  - expand its capacity to respond to student needs and support the progressive discipline continuum by continuing to develop appropriate and proactive relationships and partnerships with the police, community agencies, other members of the school community and other boards. These relationships and partnerships must respect Peel District School Board collective agreements;
  - establish indicators for monitoring, reviewing and evaluating the effectiveness of Peel District School Board programs and procedures related to this policy;
  - collect data on bullying incidents, suspensions, expulsions and programs and report it to the Ministry of Education, as required.
  - provide opportunities for staff members to acquire the knowledge, skills and values necessary to implement this policy, promote student achievement and well-being in a safe, nurturing, welcoming, respectful, inclusive, and accepting climate for learning and working.
- conduct a cyclic review, to ensure alignment with the provincial Code of Conduct, of the Peel District School Board's Safe and Accepting Schools policy and related policies and procedures, as per Ministry requirements.

### ***Principals***

Under the direction of their school boards, principals take a leadership role in the daily operation of a school. They provide this 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. Principals shall:
  - endeavour to maintain a safe, nurturing, welcoming, respectful and inclusive learning and working environment, where positive behaviours are promoted, character attributes are proactively developed, and conflict and difference can be addressed with dignity and respect;
  - create a climate that seeks to prevent inappropriate behaviour, including harassment and physical, verbal (oral or written), sexual or psychological abuse; threatening; intimidation; extortion; gang-related activities; vandalism; behaviour motivated by hate or bias; unethical use of technology; bullying or discrimination on the basis of size, strength, age, peer group power, or race, place of origin,

ethnicity, language, ancestry, colour, creed, religion, gender, gender identity, gender expression, sexual orientation, socioeconomic status, family circumstances, ability, intelligence, receipt of special education or any other similar factor and/or any other immutable characteristic or ground protected by the *Ontario Human Rights Code*;

- establish, as part of School Success Planning, a Climate for Learning and Working Action Team responsible for fostering a safe, inclusive, and accepting school climate that is composed of at least one student (where appropriate), one parent, one teacher, one non-teaching staff member, one community partner, and the principal. The chair of this team must be a staff member. An existing school committee can assume this role;
  - as part of School Success Planning, develop and implement a school-wide bullying prevention and intervention plan;
  - as part of School Success Planning, develop an implementation plan that outlines the steps to be taken in meeting the intended goals of their Code of Conduct;
  - use the data collected through anonymous School Climate Surveys that must be conducted every two years, to review procedures and revise existing school improvement plans.
- holding everyone under their authority accountable for their own behaviour and actions and empowering students to be positive leaders in their school and community.  
Principals shall:
    - in co-operation with students, staff members, parents or guardians and the school council, will develop a Code of Conduct which shall include the requirements provided by the Peel District School Board for each school Code of Conduct;
    - investigate the underlying causes of behavioural incidents and develop a plan to seek to eliminate inappropriate behaviour issues;
    - address inappropriate behaviour with a restorative mindset and by intervening with a range of clear, strength based, anti-oppressive, supportive and developmentally appropriate progressive discipline interventions, as outlined in PPM 145 and the Safe and Accepting School procedures. Progressive Discipline interventions will take into account the student's cultural, diversity and the individualized needs of the student, the nature and severity of the behaviour, the safety and dignity of all students, the impact on school climate, and the circumstances, including any mitigating or other factors;
    - offer programs and supports to students who have been harmed or students who have engaged in serious student incidents, that emphasize a range of early, ongoing and proactive positive and restorative practices, such as character education, peer mentoring, student leadership, bullying prevention and intervention, conflict prevention and intervention, restorative circles, restorative questioning, counseling and social emotional learning, to promote, support and recognize appropriate and positive student behaviour;
    - in cases where students are being transferred to another school through a Superintendent Transfer, coordinate a "transfer meeting" between the school

- from which the student is being transferred and the receiving school to provide a transition strategy and identify additional supports and resources;
- develop appropriate supports to protect students who have been harmed and must outline a process to parents/guardians to follow;
  - embed the principles of anti-oppressive, equity and inclusive education in all aspects of the learning environment to support the well-being and achievement of all students.
- communicating regularly and meaningfully with all members of their school community. Principals shall:
    - have their school Code of Conduct reviewed by students, staff members, parents or guardians and the school council at least every three (3) years;
    - distribute to students, staff members, parents or guardians, volunteers and the community, annually in September, the school Code of Conduct. The Board's and the School's Code of Conduct will be posted to the respective websites;
    - inform students and parents that the school Code of Conduct applies on Peel District School Board property, in virtual learning environments, on school buses, when attending school-related events and activities, including co-curricular activities and field trips, in before- and after-school programs, and may be applied to any other circumstances connected to the school that may have an impact on the school climate;
    - inform students and parents, through the Code of Conduct, of the regulations and requirements regarding visitors to the school. Included in the Code of Conduct shall be the procedure for reporting to and registering with the main office of the school;
    - collaborate with parents to create a welcoming, inclusive and supportive environment and recognize individual and family circumstances when information is shared;
    - maintain an environment where conflict and difference can be addressed with respect and dignity by following the "Police and School Response Protocol," as developed cooperatively by the Peel District School Board, Dufferin-Peel Catholic District School Board, Peel Regional Police and the Ontario Provincial Police Caledon detachment.

### ***Teachers and Other School Staff***

Under the leadership of their principals, teachers and other school staff 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:

- 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. Teachers and other staff will:
  - promote good character and the self-esteem and self-worth of all members of the school community by showing respect for themselves, for others and for people in positions of authority; including not swearing at another person in a position of authority; and
  - honour the rights of others by refraining from actions that may be motivated by bias, prejudice or hate against identifiable groups (defined by race, place of origin, ethnicity, language, ancestry, colour, creed, religion, gender, gender identity, gender expression, sexual orientation, size, strength, age, peer-group power, socioeconomic status, family circumstances, ability, intelligence, receipt of special education or any other similar factor), such as the wearing of hate or racist symbols, distributing hate information, producing hate-related vandalism (including graffiti) or uttering discriminatory remarks (e.g. the N-word and other racist phrases, homophobic insults, Islamophobic comments, ability-based slurs, etc.).
- prepare students for the full responsibilities of citizenship.

### **Students**

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. Students shall:
  - demonstrate commitment to the learning process by attending school and by contributing to a safe, nurturing, welcoming, respectful and inclusive climate for learning and working which respects the needs of others;
  - practice academic honesty and personal integrity by not participating in or encouraging plagiarism, theft, misrepresentation of original work, lying, cheating, theft of evaluation instruments, use of unauthorized aids or false representation of identity.
- show respect for themselves, and for others, and for those in positions of authority. Students shall:
  - promote good character and the self-esteem and self-worth of all members of the school community by showing respect for themselves, for others and for people in positions of authority; including not swearing at a teacher or at another person in a position of authority;
  - honour the rights of others by refraining from actions motivated by bias, prejudice or hate against identifiable groups (defined by race, place of origin, ethnicity, language, ancestry, colour, creed, religion, gender, gender identity, gender expression, sexual orientation, size, strength, age, peer-group power, socioeconomic status, family circumstances, ability, intelligence, receipt of special education or any other similar factor), such as the wearing of hate or racist symbols, distributing hate information, producing hate-related vandalism (including graffiti) or uttering discriminatory remarks (e.g. the N-word and other

racist phrases, homophobic insults, Islamophobic comments, ability-based slurs, etc.); refrain from bringing anything to school that may compromise the safety of others;

- use electronic resources with honesty and integrity. They shall treat others with respect, dignity and fairness by demonstrating digital citizenship and refraining from improper/unethical use of technology, including computer hacking. Internet use for any purpose which is contrary to the intent of a school Code of Conduct is strictly prohibited. This includes all forms of cyber-bullying, violence, threats and harassment directed at staff members, students or the school. This applies to school, work and home Internet use;
- refrain from harassing behaviour of any kind, including bullying (physical, verbal, written, electronic or any other means), physical or verbal assault, threatening or intimidation.
- develop and practice the self-control necessary to prevent violence and to deal appropriately with violent and potentially violent situations, seeking assistance from a member of the school staff, if necessary, to resolve conflict peacefully.
- follow the established rules and take responsibility for their own actions. Students shall:
  - show proper care and regard for school property and visiting other schools for school-authorized purposes only;
  - at all times wear appropriate dress that promotes a safe, respectful and inclusive, learning and teaching environment, in accordance with the Peel District School Board's Code of Conduct and School Dress Codes. Inappropriate dress includes:
    - any clothing or personal possession that has representations and/or language that depict violence, profanity, discriminatory, hateful, or sexually explicit images or sentiments. In addition, dress or logos that demean or threaten an identifiable individual or group are prohibited;
  - abstain from smoking or holding of lighted tobacco, cannabis or lighted herbal material (e.g. Shisha) or any combustible material; and the use or holding of electronic devices (e.g. e-cigarettes), vaping devices and hookah pipes on public lands within 20 metres of Peel District School Board property, on school buses, at school-related events or activities, or in circumstances where smoking will have a negative impact on the school climate, and in accordance with the *Smoke Free Ontario Act, 2017*;
  - use respectful language and refrain from using profanity while on Peel District School Board property, in virtual learning environments, on school buses, at school-related events or activities, in before- and after-school programs, or in circumstances where using disrespectful or profane language will have a negative impact on the school climate;
  - not use, possess, display and/or traffic in weapons, replicas of weapons, ammunition or attachments on Peel District School Board property, school buses, at school-authorized events or activities, or in circumstances where engaging in such activities will have a negative impact on the school climate. Weapons include guns, knives (including pocket knives), air guns, slingshots, machetes, clubs, or any other object carried or used with the intent to intimidate or injure;

- not use, provide others with, traffic in, or possess for the purposes of trafficking, alcohol, illegal, controlled and/or restricted drugs and shall not provide alcohol, illegal, controlled and/or restricted drugs to a minor, including cannabis.

### ***Parents or guardians***

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 fulfil 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 learning;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the provincial Code of Conduct, the board's code of conduct, and, if applicable, the school's code of conduct;
- encourage and assist their child in following the rules of behaviour;
- support school staff when consequences are needed to reinforce and assist students' understanding of their behaviour;
- support the school and co-operate with Peel District School Board personnel and other social agencies, as recommended, when it is determined that interventions such as counseling are necessary.

Parents are expected to:

- follow the guidelines of this and other Peel District School Board policies and the Provincial, Board and School Code of Conduct when in attendance at school functions and be encouraged to support students by reinforcing and modeling appropriate social skills which respect the needs of others to work in an environment that is conducive to learning and teaching;
- be requested to support students by role-modeling good character and demonstrating appropriate social and emotional behaviour through co-operative school and parent partnerships;
- inform the school staff of any mitigating factors that may impede their opportunities to support their child as outlined above;

### ***Visitors, volunteers, school bus drivers, permit holders and members of community groups:***

It is a requirement of this policy that visitors, volunteers, school bus drivers, permit holders and members of community groups:

- follow the guidelines of this and other Peel District School Board policies and the school Code of Conduct when in attendance at school functions and be encouraged to support the school by reinforcing and modeling appropriate social skills which respect the needs of others to work in an environment that is conducive to learning and teaching;

- be requested to support students by role-modeling good character and demonstrating appropriate social and emotional behaviour through co-operative school and community partnerships;
- use electronic resources with honesty and integrity. They shall treat others with respect, dignity and fairness by demonstrating digital citizenship and refraining from improper/unethical use of technology. Internet use for any purpose which is contrary to the intent of a school Code of Conduct is strictly prohibited;
- show proper care and regard for school property and visiting schools for school-authorized purposes only, in accordance with the Access to School Premises Regulation 474/00, as amended.

## **B. PROGRESSIVE DISCIPLINE**

To create a safe, nurturing, welcoming, respectful and inclusive climate for learning and working, the Peel District School Board promotes the use of early, ongoing and proactive positive and restorative practices. As outlined in the Safe and Accepting Schools procedures, all stakeholders are required to support appropriate student behaviours and promote an environment for learning and working, in which every student can achieve to the best of his/her ability.

The Provincial Code of Conduct, the Peel District School Board Code of Conduct, the *Education Act*, Ontario Regulations 472/07 and 181/98, Policy/Program Memorandums (PPMs):

- 119 – Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools,
- 128 - The Provincial Code of Conduct and School Board Codes of Conduct,
- 141 - School Board Programs for Students on Long-Term Suspension,
- 142 - School Board Programs for Expelled Students,
- 144 - Bullying Prevention and Intervention,
- 145 - Progressive Discipline and Promoting Positive Student Behaviour,

The *Education Act* and the Board's Digital Citizenship policy (Policy 78), together with the Board's discipline policies and procedures and school's Code of Conduct, create expectations for behaviour for all persons on school property, and outline strategies to be taken to reduce incidents and impose appropriate consequences for students. The *Ontario Human Rights Code* has primacy over provincial legislation and school board policies and procedures, such that the *Education Act*, regulations, Ministry of Education Program/Policy Memoranda. Board policies and procedures are subject to, and shall be interpreted and applied in accordance with the *Ontario Human Rights Code*, the Municipal Freedom of Information and Protection of Privacy Act, the Accessibility for Ontarians with Disability Act, and the Board's Equity and Inclusive Education policy (Policy 54).

Pursuant to the *Education Act*, principals are required to maintain proper order and discipline in schools, and students are responsible to the principal for their conduct and are required to accept such discipline as would be exercised by a reasonable, kind, firm and judicious parent. A 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 procedures. In such circumstances, the delegation of authority and the authority delegated shall be clearly identified in Peel District School Board procedures, as shall the supports available to individuals in receipt of the delegated authority.

To meet the goal of creating a safe, nurturing, inclusive and accepting learning and teaching environment, the Peel District School Board supports the use of early, ongoing and proactive positive and restorative practices, as well as learning consequences for inappropriate behaviour, including progressive discipline, which includes suspension and expulsion, where necessary, consistent with Ministry of Education direction and PPM 145. The Board considers unacceptable: bullying, sexual assault, incidents based on homophobia, transphobia, biphobia, gender-based violence, and harassment on the basis of race, place of origin, ethnicity, language, ancestry, colour, creed, religion, gender, gender identity, gender expression, sexual orientation, size, strength, age, peer group power, socioeconomic status, family circumstances, ability, intelligence, receipt of special education or any other similar factor and/or any other immutable characteristic or ground protected by the *Ontario Human Rights Code*, as well as all inappropriate behaviours outlined in the Code of Conduct. All inappropriate behaviour, including bullying, must be addressed. The Board supports the use of positive practices to prevent such behaviour and authorizes principals, or their delegates, to impose consequences in appropriate circumstances, up to and including a referral to the Discipline Committee of the Board for expulsion from all schools.

In all cases where consequences might be imposed, teachers, administrators and the Peel District School Board will recognize the diversity, cultural and special education needs of all individuals involved and shall take into account the individual student, the nature and severity of the behaviour, the safety and dignity of all students, the impact on school climate, and the circumstances, including any mitigating or other factors, as outlined in the Safe and Accepting Schools procedures and consistent with Ontario Regulation 472/07. Information in the student's Individual Education Plan (IEP) must be considered in the determination of interventions, supports and consequences for students with special education needs. Before applying disciplinary measures, the principal/designate and/or the Discipline Committee of the Board shall consider whether there is an adverse impact of a disciplinary decision on pupils protected by the *Ontario Human Rights Code*, including but not limited to race and disability, and whether or not accommodation is required.

This policy authorizes the use of progressive discipline practices. A progressive discipline approach builds skills for healthy relationships and promotes positive student behaviour through strategies that include a continuum of prevention programs and early and ongoing interventions and supports, reporting serious student incidents, and responding to incidents of inappropriate and disrespectful behaviour when they occur, with opportunities for students to continue their education. When inappropriate behaviour occurs, progressive discipline measures should be applied within a framework that shifts to focus from one that is purely punitive to one that is restorative and supports the student to learn from their mistakes and make better decisions in the future. All schools must develop and implement a school-wide progressive discipline plan consistent with PPM 145 and the policies and procedures of the Board.

The Peel District School Board does not support the use of exclusion of students pursuant to section 265(1)(m) of the *Education Act* as a means of discipline but recognizes that to maintain the physical and/or mental well-being of students in a class or in the school, exclusion of a student may be necessary. In such a case the exclusion will be communicated to the parent/guardian or adult student in accordance with Peel District School Board procedures, including the right to appeal the exclusion to the Trustees of the Peel District School Board, as set out in Peel District School Board procedures.

The Peel District School Board also supports the use of suspension and expulsion when a student has committed one or more of the infractions outlined in the Safe and Accepting Schools procedures on Peel District School Board property, in virtual learning environments, on school buses, at a school-related activity or event, in before- and after-school programs, and/or in circumstances where the infraction will have a negative impact on the school climate.

The Peel District School Board is committed to providing suspended and expelled students with an opportunity to continue their education by providing an educational supports and/or program, consistent with PPM 141 and PPM 142, and the support that these students need to meet their learning objectives.

The Peel District School Board supports the application and enforcement of the Code of Conduct, Standards of Behaviour and Student Expectations for suspended and expelled students participating in an alternative program consistent with PPM 141 and PPM 142.

### **C. BULLYING PREVENTION AND INTERVENTION**

The Peel District School Board is committed to providing a safe, nurturing, welcoming, respectful, inclusive and accepting climate for learning and working, where all members of the school community are treated with respect and dignity, and where healthy relationships are encouraged, and diversity is valued.

The Peel District School Board recognizes that:

- Bullying adversely affects a student's well-being and ability to learn.
- Bullying adversely affects the school climate, including healthy relationships.
- Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

All members of the school community have a shared responsibility to maintain a school environment where conflict and differences can be addressed with collaborative problem solving and a restorative mindset. Bullying is not acceptable on Peel District School Board property, school buses, at school-related activities, in virtual learning environments, through electronic media (cyber-bullying), or in any other circumstances where engaging in bullying will have a negative impact on the school climate.

As part of School Success Planning, schools are required to:

- share school climate survey results with their Climate for Learning and Working Action Team,
- create a Bullying Prevention and Intervention Plan addressing issues identified through the School Climate Survey, and
- make the Bullying Prevention and Intervention Plan available to the public by posting it on the school's website.

The Provincial Code of Conduct, the Peel District School Board Code of Conduct, the *Education Act*, Ontario Regulation 472/07, Policy/Program Memorandum (PPM) 144 (Bullying Prevention and Intervention) and the Board's Digital Citizenship policy (Policy 78), together with the Board's discipline policies and procedures and school's Code of Conduct and Bullying Prevention and Intervention Plan, create expectations for behaviour for all persons on school property, and outline strategies to be taken to reduce incidents and impose appropriate consequences for

pupils. The *Ontario Human Rights Code* 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 and the Board's Equity and Inclusive Education policy (Policy 54) when addressing issues of discipline with respect to bullying.

#### **D. SUPERINTENDENT TRANSFER**

The PDSB is committed to ensuring that all schools provide and maintain learning and working environments that are safe, positive, healthy, respectful and inclusive. This Policy affirms the need for students to feel safe at school and to provide successful transitions for those students subject to a Superintendent Transfer. All Superintendent Transfers will be facilitated with a balanced approach that incorporates fairness and equity. Successful Superintendent Transfers will promote safe and positive learning environments which are essential for student achievement and well-being.

The Peel District School Board retains the authority to implement Superintendent Transfers between schools to promote the safety and well-being of students and staff. This authority is prescribed by subsection 265(1)(m) of the *Education Act* and Policy/Program Memorandum 145 (Progressive Discipline and Promoting Positive Student Behaviour).

#### **E. APPROPRIATE DRESS**

The Peel District School Board supports all schools in their expectations of appropriate student dress. This policy has been developed in accordance with Ontario Regulation 298, s.302(5) of the *Education Act* and the Ontario Human Rights Code with consideration to the Board's Human Rights policy (Policy 51) and the Equity and Inclusive Education policy (Policy 54).

The Peel District School Board supports the requirement that students shall at all times wear appropriate dress that promotes a safe, respectful and inclusive, learning and teaching environment, in accordance with the Peel District School Board's Code of Conduct and School Dress Codes.

Inappropriate dress includes any clothing or personal possession that has representations and/or language that depict violence, profanity, discriminatory, hateful, or sexually explicit images or sentiments. In addition, dress or logos that demean or threaten an identifiable individual or group are prohibited.

#### **F. FORMAL DRESS – SCHOOL UNIFORMS**

Formal Dress - School Uniform Dress Code should be consistent with the *Canadian Charter of Rights and Freedoms*, the *Ontario Human Rights Code*, Peel District School Board's Safe and Accepting School Policy (Policy 48), Peel District School Board's Human Rights Policy (Policy 51), the Equity and Inclusion Policy (Policy 54), provisions of the Provincial and School's Code of Conduct, and Peel's Gender Identity and Gender Expression guidelines.

The Peel District School Board requires that each school establish policies and guidelines respecting appropriate dress. Dress Codes require that students shall at all times wear appropriate dress that promotes a safe, respectful and inclusive, learning and teaching environment. The School Uniform Dress Code is intended to support the school community's request for specified formal dress attire.

## G. ACCESS TO SCHOOL PREMISES

The Peel District School Board is committed to providing a safe learning and working environment and preserving the integrity of the instructional day for students and staff members. The Peel District School Board recognizes that control of access to school premises under its jurisdiction shall be in accordance with the provisions of s.212, s.265(1)(m) and s.305 of the *Education Act* and Ontario Regulation 474/00, as amended.

The Peel District School Board further authorizes principals or their designate to exercise rights as occupiers under the provisions of the *Trespass to Property Act*. Access to school premises during after school hours shall be governed by the Use of Facilities policy (Policy 42).

Approved December 11, 1979  
Revised June 10, 1986  
Revised September 8, 1987  
Revised December 13, 1988  
Revised August 27, 1991  
Revised June 9, 1992  
Revised June 13, 1995

Revised January 1, 1998 *(to reflect change in Board name)*  
Revised June 27, 2000  
Approved June 12, 2001 *(replaces former Policy #48 – Discipline Policy)*  
Revised February 25, 2003  
Reviewed December 2005  
Approved January 22, 2008 *(replaces former Policy #48 – Safe Schools)*  
Approved January 26, 2010  
Revised June 18, 2014  
Revised November 9, 2015  
Approved September 9, 2019 *(replaces former Policy #48 – Safe Schools)*