

SAFE SCHOOLS

Statement of Policy

The Peel District School Board is committed to providing and maintaining safe and healthy environments conducive to learning and working for all. The Board recognizes that encouraging and respectful environments help students to achieve to the best of their ability. To 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, and provides opportunities for all students to succeed. Learning and working environments must be free of negative factors such as abuse, bullying, harassment, discrimination, intimidation, hateful words and actions, and physical violence in any form. They must also be sensitive to the diversity, cultural and special needs of individual students. They 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 positive and restorative practices, including promoting healthy relationships, mentorship programs, student leadership, direct skill development, early and ongoing intervention, bullying prevention and intervention, conflict prevention and intervention, character development and education, counseling and the inclusion of social skills in the curriculum. The Peel District School Board also supports the use of a continuum of developmentally appropriate 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 *Human Rights Code*.

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

The Safe 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 six sections:

- A. Peel District School Board Code of Conduct
- B. Progressive Discipline
- C. Bullying Prevention and Intervention
- D. Access to School Premises
- E. Opening and Closing Exercises
- F. Appropriate Dress

A. Peel District School Board Code of Conduct

The Ontario Code of Conduct, Peel District School Board Code of Conduct and the Education Act set clear provincial standards of behaviour and outline potential consequences for student actions that do not comply with these standards. Reference to the Ontario Code of Conduct is made in s.301 of the Education Act. As stipulated in the Ministry document PPM 128, certain parts of the Ontario Code of Conduct have been included in the Peel District School Board Code of Conduct.

Students, parents or guardians, volunteers, teachers, other staff members, Board members, permit holders and visitors are included in the Code of Conduct, whether they are on Peel District School Board property, on school buses, at school-authorized events or activities, or in circumstances where engaging in an activity will have a negative impact on the school climate.

Guiding Principles

- The Peel District School Board is committed to developing a culture of non-violence in all schools and work locations. Every effort will be made to:
 - eliminate the incidence of violence;
 - prepare students to manage their lives and relationships in constructive and respectful ways;
 - provide a prompt and appropriate response to violent and other inappropriate actions that threaten the safety and security of the school community; and
 - ensure that there are serious consequences for any student who commits a violent act.
- All members of the school community (including people in positions of authority), are to be treated with respect and dignity. All community members are expected to role model the Board's Character Attributes: caring, respect, cooperation, responsibility, honesty and inclusion.
- Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights but, more importantly, they accept responsibility for protecting their rights and the rights of others.

- Members of the school community are expected to encourage the use of constructive and respectful means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.
- Responsible citizenship includes digital citizenship. All members of the school community need to learn to use technology effectively and respectfully.
- Members of the school community are not to be in possession of, or are not to use or threaten the use of any object to injure another person as this endangers the safety of oneself and others.
- Schools will work cooperatively with police and community agencies to promote prevention strategies. The school will respond to school members who are in possession of, or under the influence of, alcohol or restricted drugs.
- Insults, disrespect and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and differences can be addressed in a manner characterized by respect and civility. The use of Progressive Discipline and Restorative Practices helps to create safe and inclusive learning environments.
- Schools have a responsibility to promote and enhance positive self-esteem in students through their programs and practices.
- Each behavioural situation that requires disciplinary action has its own unique and varying set of extenuating circumstances. These situations must be handled in a fair and dignified manner that takes into consideration the individual student, the nature and severity of the behaviour, the safety and dignity of all students, the impact on school climate, any mitigating and other factors, and is sensitive to the diversity, cultural and special needs of the individuals involved.
- The Peel District School Board promotes student success by providing all students, including suspended and expelled students, access to continuous learning opportunities and, where appropriate, to the support they need to meet their learning objectives.
- The Peel District School Board is committed to recruiting and retaining staff members who are willing and able to operate within Board policy and within the authority of the Education Act.
- The Peel District School Board is committed to staff development and training to achieve the goals of this policy.

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. 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 learning and working environments for all.

Goals

The Peel District School Board approves the implementation of the Safe Schools Policy to achieve the following goals:

1. *To establish and maintain a safe, nurturing, welcoming, respectful and inclusive climate for learning and working.*

- Student success is built on the foundation of safe, nurturing, welcoming, respectful and inclusive learning and working environments.
- Students and staff members are expected to model positive character attributes and build healthy relationships [], including demonstrating positive behaviour and using language that promotes the well-being of others.
- The Board is committed to building a positive climate for learning and working with equity and inclusive education, promotion of character attributes, bullying prevention and intervention and use of restorative practices.
- A positive school climate is free from violence, harassment, verbal, physical or sexual abuse, bullying, threatening, unethical use of technology, hate-related behaviour and language, gang-related activities, vandalism, intimidation, extortion, harassment and discrimination on the basis of race, place of origin, ethnicity, language, ancestry, colour, faith, 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.

2. *To promote shared responsibility for learning among school staff members, students and parents/guardians.*

- All students have the right to learn in an environment conducive to helping them achieve to the best of their ability. Students are more successful when they have access to continuous learning opportunities and to the support they need to meet their learning objectives, where appropriate.
- Students have a right to learn and experience success in schools where all partners are committed to ensuring safe, nurturing, welcoming, respectful and inclusive learning environments.
- In partnership with parents and the community, the development of good character, cultural proficiency, and appropriate social skills that build healthy relationships is a priority.
- Students have a responsibility to demonstrate commitment to the learning process, to honour the school Code of Conduct, and to demonstrate age and developmentally appropriate social behaviour.
- School staff members, parents and guardians, and school councils have a responsibility to support student success through knowledge of, and active support for, the Peel District School Board's Safe Schools Policy and the school Code of Conduct.

3. To develop a respect of self, of the rights of others and of the school physical environment.

- The development of, and support for, the self-respect of an individual student or staff member is a prerequisite to the understanding of, and respect for, the individual differences of others.
- All members of the school community need to demonstrate respect for others and appreciate the diversity that enriches our learning and working environments. Equity, inclusion and respect are critical components to embed in the learning environment.
- Staff members, students, parents and school council members will use language that is inclusive and productive, supporting the Peel District School Board's commitment to the spirit of mutual respect for the dignity and worth of all individuals.
- The school social and physical environment must be protected from symbols of hate and discrimination, and behaviours and attitudes inconsistent with the Peel District School Board's Safe Schools Policy.
- Schools are supported in creating a climate that prevents inappropriate behavior, including bullying based on race, place of origin, ethnicity, language, ancestry, colour, faith, 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.
- Discrimination on the basis of race, place of origin, ethnicity, language, ancestry, colour, faith, 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 [] will not be tolerated on Peel District School Board property, school buses, at school-authorized events or activities, or in circumstances where discrimination will have a negative impact on the school climate.
- The Peel District School Board acknowledges and respects the rights of victims and witnesses of violent or discriminatory behaviour to receive appropriate support free from recrimination.

4. To promote the self-esteem and self-worth of all members of the school community.

- The empowerment of each member of the school community is a critical component of individual dignity and school success.
- The recognition of positive student behaviour, academic achievement and participation in co-curricular activities provides a foundation for the social, emotional and physical health and well-being of students.
- All members of the school community deserve recognition.
- Opportunities for the development of leadership skills enable students, staff members, parents and school council members to develop confidence and experience a sense of pride for the school environment.

5. To assist students in the development and practice of honesty and integrity.

- Honesty in personal behaviour and in academic activities is critical to the development of a lifelong and enduring value system.
- Character development must be taught and modeled explicitly to be understood and internalized.

6. To promote open and honest communication among all members of the school community.

- Open and ongoing communication encourages mutual understanding within the school community and helps identify priorities to be included in the planning for school success.
- Translation is important to ensuring that all members of the learning community feel included. Every effort will be made to ensure that, as often as possible, communication materials are translated into the languages spoken by members of the school community.

7. To assist students in the development of self-control and self-discipline.

- Parents, schools and the community share responsibility for:
 - assisting students to manage their lives and relationships in constructive and respectful ways
 - enabling students to develop the knowledge, skills and attitudes necessary to prevent violence and to deal with violent and potentially violent situations
- Violence, harassment, verbal, physical or sexual abuse, bullying, threatening, unethical use of technology, hate-related behaviour and language, gang-related activities, vandalism, intimidation, extortion, and discrimination on the basis of race, place of origin, ethnicity, language, ancestry, colour, faith, 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.
- Any student who demonstrates behaviour inconsistent with Peel District School Board policy or the school Code of Conduct will face a range of age and developmentally appropriate interventions, supports and consequences, based on a progressive discipline approach and consideration of mitigating and other factors, which may include peer mentoring, direct skill development, counseling, loss of privileges, detention, community service, participation in a restorative conference, making restitution, suspension from school or expulsion from any school in the Peel District School Board.
- Any staff member who violates Peel District School Board policy may be subject to consequences, pursuant to the Peel District School Board's Human Resources policies and procedures.

8. To assist staff members to acquire the knowledge, skills and values necessary to establish and maintain a safe, nurturing, welcoming, respectful and inclusive climate for learning and working.

- Staff development begins at the recruitment level with the hiring of staff members whose philosophy and values align with those of the Peel District School Board.
- Staff development and training are essential components of the establishment and maintenance of safe, nurturing, welcoming, respectful and inclusive climate for learning and working.

Standards of behaviour

1. Respect, civility and responsible citizenship

While on Peel District School Board property, on school buses, at school-authorized events or school-related activities 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 opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, their race, place of origin, ethnicity, language, ancestry, colour, faith, 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;
- 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 staff assistance, if necessary, to resolve conflict constructively and respectfully;
- respect all members of the school community, especially people in positions of authority;
- respect the need of others to work in an environment conducive to teaching and learning and working; and
- not use abusive or inappropriate language or swear at a teacher or another person in a position of authority.

2. **Safety**

While on Peel District School Board property, on school buses, at school-authorized events or school-related activities all members of the school community must not:

- engage in bullying behaviours;
- commit sexual misconduct, including assault;
- commit robbery;
- 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; or
- commit an act of vandalism that causes damage to school property or to property located on school premises.

3. **Weapons**

While on Peel District School Board property, on school buses, at school-authorized events or school-related activities all members of the school community must not:

- be in possession of, or traffic in, any weapon, including, but not limited to, knives (including pocket knives), firearms, pepper spray, or other gas or devices designed to injure, incapacitate or immobilize;
- use any object to threaten or intimidate another person; or
- cause injury to any person with an object.

4. **Alcohol and drugs**

While on Peel District School Board property, on school buses, at school-authorized events or school-related activities all members of the school community must not:

- be in possession of, or under the influence of, or provide others with, or traffic in alcohol or restricted drugs; or
- give alcohol or restricted drugs to a minor.

EXPECTATIONS

Peel District School Board

It is a requirement of this policy that the Peel District School Board shall:

- recruit staff members with a personal and professional set of beliefs that are supportive of this policy;
- provide opportunities for all staff members to acquire the knowledge, skills and values necessary to implement this policy and to develop and maintain a safe, nurturing, welcoming, respectful and inclusive climate for learning and working;

- 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 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;
- require that each school, as part of School Success Planning, create a Bullying Prevention and Intervention Plan and make it available to the public by posting it on the schools website;
- The Board will administer an anonymous School Climate Survey to their students, parents/guardians and school staff every two years for schools to assess perceptions of safety and make informed school success planning decisions to build and maintain a positive school climate;
- require that, annually in September, each school distribute to the school community the school Code of Conduct, which has been developed co-operatively with staff members, students, parents and the school council, and is reflective of and consistent with the Peel District School Board Safe Schools Policy;
- provide to schools a list of requirements for inclusion in all school Codes of Conduct (Appendix 1);
- require that each school's Code of Conduct be reviewed, in collaboration with students, staff members, parents or guardians, the school council and members of the school community every two (2) years and be submitted to the Superintendent of Education;
- support schools in developing a range of early, ongoing and proactive positive and restorative practices to promote, support and recognize appropriate and positive student behaviour;
- support schools in creating a climate that prevents inappropriate behavior, including harassment and physical, verbal (oral or written), sexual or psychological abuse; bullying; threatening; intimidation; extortion; gang-related activities; vandalism; behaviour motivated by hate or bias; unethical use of technology; or discrimination on the basis of race, place of origin, ethnicity, language, ancestry, colour, faith, 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;
- continue to develop and use a range of bullying prevention and early and ongoing intervention strategies and programming to help children at risk of being bullies and/or becoming victims of bullying;
- provide a variety of supports and programs for students who require proactive intervention to address behavioural needs;
- support schools in developing and using a range of developmentally appropriate interventions, supports and consequences for behaviour inconsistent with this policy or the school Code of Conduct;
- support the use of suspension and expulsion for infractions outlined in the Safe 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 an educational program, consistent with PPM 141 and PPM 142;
- provide an appeal process for suspensions and expulsions, as outlined in the Safe Schools Procedures;
- ensure that victims, potential victims, witnesses and perpetrators are provided with the needed support and resources to deal with violent and other inappropriate acts and the aftermath;
- ensure that schools investigate and communicate with the parent/guardian of students involved in bullying incidents (as the victim, witness or student who engaged in bullying behavior), discussing the nature of the incident, the harm sustained, the nature of any consequence, the supports available for the student;
- ensure that the Peel District School Board Safe Schools Policy and any related policies and procedures are available to the public;
- review the Peel District School Board's Safe Schools Policy and related policies and procedures, every two (2) years, in collaboration with students, staff members, parents/guardians, the school council, the Board's Parent Involvement Committee, Special Education Advisory Committee, social service agencies and other members of the school community;
- 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;
- collect data on bullying incidents, suspensions, expulsions and programs and report it to the Ministry of Education, as required; and
- establish indicators for monitoring, reviewing and evaluating the effectiveness of Peel District School Board programs and policies.

Students and staff members

It is a requirement of this policy that students and staff members:

- 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 authority;
- honour the rights of others by refraining from acts of hatred against identifiable groups defined by race, place of origin, ethnicity, language, ancestry, colour, faith, 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;

- develop and practice the self-control necessary to prevent violence and to deal appropriately with violent and potentially violent situations;
- shall use electronic resources with honesty and integrity. They shall treat others with respect, dignity and fairness by demonstrating appropriate online conduct/manners (etiquette) 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;
- show respect for the property of others by refraining from theft, vandalism, gang-related activities, including graffiti, and other inappropriate behaviours;
- demonstrate commitment to the learning process by coming to class prepared to learn and by contributing to a safe, nurturing, welcoming, respectful and inclusive climate for learning and working;
- 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;
- demonstrate respect for the Trespass to Property Act and Access to School Premises Regulation 474/00 (revised 2007) by showing proper care and regard for school property and visiting other schools for school-authorized purposes only;
- use respectful language and refrain from using profanity while on Peel District School Board property, on school buses, at school-authorized events or activities, or in circumstances where using disrespectful or profane language will have a negative impact on the school climate;
- shall 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 injure;
- shall not use, provide others with, traffic in, or possess for the purposes of trafficking, restricted drugs and/or alcohol and shall not provide alcohol or restricted drugs to a minor;
- shall not harass and/or act in a violent manner of any kind, including bullying (physical, verbal, written, electronic or any other means), physical or verbal assault, threatening or intimidation; and
- abstain from smoking or holding of lighted tobacco or lighted herbal material (e.g. Shisha) and the use or holding of electronic devices (e.g. e-cigarettes) and hookah pipes on Peel District School Board property, school buses, at school-authorized events or activities, or in circumstances where smoking will have a negative impact on the school climate.

- Shall at all times wear appropriate dress, including ensuring that clothing covers the individual's body as appropriate for the professional environment. In appropriate dress includes the follows:
 - Any clothing with language that references gang affiliation, inappropriate logos, messages that depict violence, profanity, discriminatory comments, hateful comments, and comments of a sexual nature

Schools

It is a requirement of this policy that each school:

- shall 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 respect and civility;
- shall create a climate that prevents inappropriate behavior, including bullying based on race, place of origin, ethnicity, language, ancestry, colour, faith, 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;
- shall establish, as part of School Success Planning, a Climate for Learning 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. An existing school committee can assume this role. The chair of this team must be a staff member;
- schools will 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;
- 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 (Appendix 1);
- shall inform students and parents that the school Code of Conduct applies on Peel District School Board property, school buses, when attending school-authorized events and activities, including co-curricular activities and field trips, and may be applied to any other circumstances connected to the school that may have an impact on the school climate;
- shall have their Code of Conduct reviewed by students, staff members, parents or guardians and the school council at least every two (2) years;
- shall 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;
- as part of School Success Planning, shall develop an implementation plan that outlines the steps to be taken in meeting the intended goals of their Code of Conduct;

- shall distribute to students, staff members, parents or guardians, volunteers and the community, annually in September, the school Code of Conduct and the Peel District School Board's brochure about safe and caring schools;
- as part of School Success Planning, develop and implement a school-wide bullying prevention and intervention plan;
- shall offer programs that emphasize a range of early, ongoing and proactive positive and restorative practices, such as character education, peer mentoring, student leadership, direct skill development, early intervention, bullying prevention and intervention, conflict prevention and intervention, restorative circles, restorative questioning, counseling and social skills development, to promote, support and recognize appropriate and positive student behaviour
- shall address inappropriate behaviour by intervening with a range of clear, fair and developmentally appropriate progressive discipline strategies, as outlined in PPM 145 and the Safe School Procedures, and will take the most appropriate action, taking into account the individual student, the student's cultural, diversity and special needs, 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;
- shall investigate any underlying causes of behavioural incidents and develop a plan to respond to any issues;
- shall develop guidelines for supervision to ensure the safety of the school community at all school-sponsored activities. These guidelines will be consistent with the school's Code of Conduct; and
- shall maintain an environment where conflict and difference can be addressed with respect and civility 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.

Parents or guardians

It is a requirement of this policy that parents or guardians:

- 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 students by reinforcing and modeling appropriate social skills;
- be requested to support students by role modeling good character and demonstrating appropriate academic, social and emotional behaviour through co-operative school and parent partnerships;
- be involved in each school as an integral part of the development and review of the Code of Conduct;
- be requested to support schools when consequences are needed to reinforce and assist students' understanding of their behaviour;

- be requested to 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;
- be encouraged to ensure that their children are prepared for learning;
- ensure that their children attend school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- communicate regularly with the school; and
- show an active involvement in their child's school work and progress.

B. PROGRESSIVE DISCIPLINE

Interventions, supports and consequences

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 Schools Procedures, to encourage and support appropriate student behaviours.

The Provincial Code of Conduct, the Peel District School Board Code of Conduct, the *Education Act*, Ontario Regulation 472/07, Policy Program Memorandum (PPM) 128 (Provincial and school board codes of conduct), 141 (programs for long term suspension), 142 (expulsion programs), 145 (progressive discipline) Bill 13 (the Accepting Schools Act), and the Board's Digital Citizenship 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 pupils. The Human *Rights Code* of Ontario 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.

Progressive discipline is an approach that makes use of a continuum of prevention programs, preventative actions, interventions, supports and consequences, building upon strategies that promote positive behaviours. When things go wrong, one is expected to accept responsibility and repair the harm in an environment where everyone is supported and treated with integrity and respect. The range of interventions, supports, and consequences used by the Peel District School 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 succeed. For students with special education and/or disability related needs, interventions, supports and consequences must be consistent with the expectations in the student's Individualized Education Plan (IEP) and/or his/her demonstrated abilities.

The Peel District School Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate student behaviour. In such circumstances, the Peel District School Board supports the use of a continuum of developmentally appropriate

progressive discipline strategies, including suspension and expulsion where necessary, consistent with Ministry of Education direction and PPM 145.

Student disciplinary measures should have learning consequences wherein the student is supported to make good choices in the future, is able to restore relationships and repair hurt and harm caused. Schools should utilize a range of restorative interventions, supports and consequences that are not punitive but both corrective and supportive.

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 which 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 Schools Procedures on Peel District School Board property, during a school-related activity or event, and/or in circumstances where the infraction will have a negative impact on the school climate.

In all cases where consequences might be imposed, teachers, administrators and the Peel District School Board will be sensitive to the diversity, cultural and special 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 Schools Procedures and consistent with Ontario Regulation 472/07. Before applying disciplinary measures, the principal/designate and Discipline Committee of the Board shall consider the discriminatory impacts of disciplinary decisions on pupils protected by the *Human Rights Code*, including but not limited to race and disability, and whether or not accommodation is required.

The Peel District School Board is committed to providing suspended and expelled students with an opportunity to continue their education by providing an educational 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. The enforcement of the Code of Conduct, Standards of Behaviour and/or Student Expectations for suspended and expelled students can include modification of that student's participation in the alternative program.

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, and accepting school environment, the Peel District School Board supports the use of early, ongoing and proactive positive and restorative practices, as well as consequences for inappropriate behaviour, including progressive discipline, which includes suspension and expulsion, where necessary. The Board considers 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, faith, 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 Human Rights Code, as well as inappropriate sexual behavior, unacceptable. 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.

This policy authorizes the use of progressive discipline practices.

Positive practices

In order to promote and support appropriate and positive student behaviours that contribute to creating and sustaining safe, nurturing, welcoming, respectful and inclusive learning and working environments that encourage and support students to achieve to the best of their ability, the Peel District School Board supports the use of positive practices for: (1) prevention, and (2) positive behaviour management. The Board also encourages principals/designates to review and amend, as appropriate, Individual Education Plans, Behaviour Management Plans and Safety Plans at regular intervals and following an incident, to ensure that every student with disability related needs is receiving appropriate accommodation up to the point of undue hardship.

Preventative practices include:

- Human Rights strategies pursuant to PPM 119;
- anti-bullying and violence prevention programs;
- mentorship programs;
- student success strategies;
- character development and education;
- citizenship development;
- restorative practices;
- student leadership; and
- promoting healthy relationships and lifestyles.

Positive behaviour management practices include:

- program modifications or accommodations;
- class placement;
- positive encouragement and reinforcement;
- restorative practices;
- individual, peer and group counseling;
- conflict resolution;
- mentorship programs;
- promotion of healthy student relationships;
- sensitivity programs;
- safety plans;
- school, Peel District School Board and community support programs;
- student success strategies; and
- early and ongoing interventions.

The Peel District School Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate student behaviour. In such circumstances, the Peel District School Board supports the use of consequences.

In circumstances where a student will receive a consequence for his/her behaviour, it is the expectation of the Peel District School Board that progressive discipline practices, consistent with the *Human Rights Code*, Ministry of Education direction and PPM 145, will be applied, if appropriate.

Progressive Discipline Consequences

The goal of this policy, with respect to progressive discipline, is to support a safe learning and working environment in which every student can achieve to the best of his/her ability. Appropriate action must consistently be taken by schools to address behaviours that are contrary to provincial, Peel District School Board and school codes of conduct, which includes, but is not limited to, sexual assault, gender-based violence, incidents based on homophobia, transphobia or biphobia, and bullying or harassment on the basis of race, place of origin, ethnicity, language, ancestry, colour, faith, 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 *Human Rights Code*.

It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, staff members who work directly with students on a regular basis, including administrators, teachers, teaching assistants, social workers, child and youth workers, psychologists, and speech and language pathologists, shall, in accordance with Board procedures, respond to any such inappropriate and disrespectful behaviour or any other

behaviour that causes a negative school climate or for which a suspension or expulsion may be imposed, which they have observed or heard during the course of their duties or otherwise while on school property or during a school related event.

The Peel District School Board, and school administrators, must consider all mitigating and other factors, as required by the *Human Rights Code*, the *Education Act* and as set out in Ontario Regulation 472/07 before imposing progressive discipline consequences.

When implementing progressive discipline practices, the Peel District School Board must:

- require schools to develop and implement a progressive discipline policy consistent with the Board's Safe Schools policy;
- outline a range of early and ongoing interventions, supports and consequences;
- require schools to use the most appropriate response in accordance with Peel District School Board policy and applicable collective agreements;
- develop a process to build on and develop new partnerships with community agencies and local police;
- provide opportunities for ongoing parent dialogue; and
- provide leadership opportunities for students.

Progressive discipline practices may include early and/or ongoing intervention strategies, such as:

- anti-bullying and violence prevention programs;
- review of expectations and specific skills development;
- oral reminders;
- written work assignment with a learning component;
- contact with the student's parent(s)/guardian(s);
- peer mentoring;
- consultation with board resources;
- volunteer service to the school community;
- restorative practices
- conflict mediation and resolution; and
- referral to counselling.

Progressive discipline practices may also include a range of interventions, supports and consequences when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following:

- withdrawal of privileges;
- detentions;

- withdrawal from class;
- meeting with the student, the student's parent(s)/guardian(s) and the principal;
- restorative practices;
- restitution for damages;
- referral to a community agency for counselling, such as conflict resolution, anger management or substance abuse; and/or
- the use of suspension and expulsion as outlined in Part XIII of the Education Act, where a student has committed one or more of the infractions outlined below on school property, school buses, during a school-related activity or event, and/or in circumstances where the infraction will have a negative impact on the school climate.

Progressive discipline is most effective when dialogue between the school and home regarding student achievement, behaviour and expectations, is open, courteous and focused on student success. When addressing inappropriate behaviour, school staff should consider the particular student and circumstances, including any mitigating and other factors as set out Regulation 472/07, the nature and severity of the behaviour, and the impact on the school climate.

Suspension

The infractions for which a suspension may be considered by the principal include:

1. uttering a threat to inflict serious bodily harm on another person;
2. possessing alcohol or restricted drugs;
3. being under the influence of alcohol;
4. swearing at a teacher or at another person in a position of authority;
5. committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school;
6. bullying;
7. any act considered by the principal to be detrimental to the moral tone of the school;
8. any activity that is motivated by bias, prejudice or hate based on race, place of origin, ethnicity, language, ancestry, colour, faith, 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;
9. any act considered by the principal to be detrimental to the physical or mental well-being of members of the school community; or
10. any act considered by the principal to be contrary to Peel District School Board or school Codes of Conduct.

A student may be suspended only once for each instance of an infraction and may be suspended for a minimum of one (1) school day to a maximum of twenty (20) school days. Suspensions between six (6) and twenty (20) days in length are deemed long-term suspensions.

Any such infractions for which a student may be suspended or expelled about which a board staff member or transportation provider becomes aware must be reported to the principal or designate in accordance with Peel District School Board procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a transportation run, if reported by a transportation provider. A written report in accordance with Peel District School Board procedures must be made when it is safe to do so.

The principal or designate is required to provide information, in accordance with Board procedures, to the parent/guardian of a pupil except where the principal is aware that informing the parent/guardian would put the pupil at risk of harm and would not be in the pupil's best interests.

Mitigating and Other Factors

Before imposing a suspension, the principal, as required by the Education Act, must consider any mitigating and other factors and their application for the purpose of mitigating the discipline to be imposed on the pupil. For the purpose of the Safe Schools Policy and Procedures, the Peel District School Board interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Human Rights Code*.

The principal or designate shall consider whether or not the discipline will have a disproportionate impact on a pupil protected by the *Human Rights Code* and/or exacerbate the pupil's disadvantaged position in society.

Mitigating Factors

The mitigating factors to be considered by the principal 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.

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, place of origin, ethnicity, language, ancestry, colour, faith, 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;
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.

Expulsion

The infractions for which a principal may consider recommending to the Peel District School Board that a student be expelled include:

1. possessing a weapon, including possessing a firearm or knife, (including pocket knives);
2. using a weapon to cause or to threaten bodily harm to another person;
3. committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. committing sexual assault;
5. trafficking in weapons or restricted drugs;
6. committing robbery;
7. giving alcohol to a minor;
8. an act considered by the principal to be significantly detrimental to the moral tone of the school and/or to the physical or mental well-being of others;
9. a pattern of behaviour that is so inappropriate that the student's continued presence is detrimental to the effective learning and/or working environment of others;
10. 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 Peel District School Board;

11. activities engaged in by the student on or off school property that have caused extensive damage to the property of the Peel District School Board or to goods that are/were on Board property;
12. any act considered by the principal to be a serious breach of the expectations for student behaviour and/or a serious violation of the Peel District School Board or school Code of Conduct;
13. where a student has no history of discipline or behaviour intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious breach of the expectations of student behaviour and/or a serious violation of the Peel District School Board or school Code of Conduct; and/or
14. any activity that is motivated by bias, prejudice or hate based on race, place of origin, ethnicity, language, ancestry, colour, faith, 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.

The principal and/or Discipline Committee of the Board shall consider whether or not the discipline will have a disproportionate impact on a pupil protected by the *Human Rights Code* and/or exacerbate the pupil's disadvantaged position in society.

Any such infractions about which a board staff member or transportation provider becomes aware must be reported to the principal or designate in accordance with Peel District School Board procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a transportation run, if reported by a transportation provider. A written report in accordance with Peel District School Board procedures must be made when it is safe to do so.

The principal or designate is required to provide information, in accordance with Board procedures, to the parent/guardian of a pupil except where the principal is aware that informing the parent/guardian would put the pupil at risk of harm and would not be in the pupil's best interests.

Mitigating Factors and Other Factors

Before imposing a suspension pending an investigation to determine whether to recommend expulsion, the principal must consider any mitigating and other factors outlined above, for the purpose of mitigating the discipline to be imposed on the pupil. For the purpose of the Student Discipline Policy and Procedures, the Board interprets the provisions of the Education Act and Regulations in a broad and liberal manner consistent with the Human Rights Code. The principal and/or Discipline Committee of the Board shall consider whether or not the discipline will have a disproportionate impact on a pupil protected by the Human Rights Code and/or exacerbate the pupil's disadvantaged position in society.

If the principal imposes a suspension pending an investigation to determine whether to recommend expulsion, the principal must consider any mitigating and other factors as set out above and in the Safe Schools Procedures, for the purpose of mitigation when determining whether to recommend an expulsion, and, if no expulsion is recommended, when deciding whether to shorten the length of the suspension.

For the purpose of the Safe Schools Policy and Procedures, the Peel District School Board interprets the provisions of the *Education Act* and Regulations in a broad manner consistent with the *Human Rights Code*.

Principal Investigation

Before recommending an expulsion, the principal must complete an investigation, as required by the Education Act, which is consistent with the expectation of the *Human Rights Code* and the expectations for principal investigations outlined in the Peel District School Board's Safe Schools Procedures.

Victims of Serious Student Incidents

The Board supports pupils who are victims of serious incidents of pupil behaviour causing harm contrary to the provincial, Board, and school Codes of Conduct. The principal or designate is required to provide information, in accordance with Board procedures, to the parent/guardian of a pupil except where the principal is aware that informing the parent/guardian would put the pupil at risk of harm and would not be in the pupil's best interests. The Board shall develop appropriate plans to protect the victim and will communicate those plans to the victim and the parents/guardians of victims.

Appeal

Where a student's parent/guardian or the student, if 18 or older or 16 or 17 and has removed him/herself from parental control, disagrees with the decision of a principal to suspend the student, that student's parent/guardian or the student, if 18 or older or 16 or 17 and removed from parental control, may appeal the principal's decision to suspend the student, in accordance with the *Human Rights Code*, the Peel District School Board's Safe Schools Procedures and Suspension Appeal Guidelines.

Suspension appeals will not be conducted in accordance with or be subject to the *Statutory Powers Procedure Act*.

The adult student or the student's parent/guardian may appeal a Peel District School Board decision to expel the student to a tribunal designated to hear and determine appeals of School Board decisions to expel students. The tribunal's decision is final.

Superintendent Responsible for Student Discipline

The Superintendent of Staff Development and School Support Services shall have the procedural powers and duties outlined in the Safe Schools Procedures.

Discipline Committee

The Peel District School Board authorizes the creation of a Discipline Committee of no fewer than three (3) Trustees to decide appeals of principal suspensions and principal recommendations for expulsion. For these purposes, the Discipline Committee may conduct the suspension appeals and expulsion hearings. The Peel District School Board or Discipline

Committee shall conduct suspension appeals and expulsion hearings in accordance with the Safe Schools Procedures, Suspension Appeal Guidelines, Expulsion Hearing Guidelines and Rules.

In all cases where consequences might be imposed, teachers, administrators and the Peel District School Board will consider the safety and dignity of all students, and the impact of the incident on the school climate.

The Discipline Committee shall have the powers as set out in the Education Act and any other powers necessary and shall consider the *Human Rights Code* prior to implementing any appropriate order.

The Discipline Committee may expel a student from a school or all schools of the Board as a result of his/her involvement in a single act, a single incident or a single infraction where, in the opinion of the Discipline Committee, the student's behaviour was a serious breach of the expectations of student behaviour and/or a serious breach of the Peel District School Board or school Code of Conduct.

Alternative programming

Suspended and expelled students shall have the opportunity to continue their education, as required by the Education Act and consistent with PPM 141 and PPM 142. For students with special education and/or disability related needs, appropriate support shall be provided, consistent with the expectations in the student's IEP and/or his or her demonstrated abilities.

The Peel District School Board shall actively encourage, but cannot compel, expelled students and students on long-term suspensions to participate in the Board's alternative programming. Expelled students may be readmitted to school if they complete the Peel District School Board program or satisfy the objectives of the program.

Students who commit an infraction while attending an alternative program for suspended or expelled students, as a consequence, can have their program modified to make it longer in duration and/or to withdraw some or all of the programming and/or services or can be referred for an expulsion, depending upon the nature and severity of the infraction committed and giving consideration to the mitigating and other factors.

Training

The Peel District School Board will implement a training strategy for administrators, teachers and other school staff that:

- emphasizes that all staff have a responsibility in building a supportive learning and working environment;
- increases awareness and educates others in the school community about the Peel District School Board's progressive discipline practices; and
- recognizes the need to support ongoing teacher and administrator training.

C. BULLYING PREVENTION AND INTERVENTION

Statement of policy

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 positive, co-operative relationships are encouraged and diversity is appreciated.

The Peel District School Board recognizes that bullying adversely affects the learning and working environment, disrupting students' ability to learn and the school's ability to educate its students. Bullying also adversely affects the development of healthy, inclusive relationships, and the school climate.

All members of the school community have a responsibility to maintain a school environment where conflict and differences can be addressed with respect and civility. Bullying will not be accepted on Peel District School Board property, school buses, at school-related activities, through electronic media (cyber-bullying), or in any other circumstances where engaging in bullying will have a negative impact on the school climate.

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) Bill 13, and the Board's Digital Citizenship 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 pupils. The *Human Rights Code* of Ontario 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 when addressing issues of discipline with respect to bullying.

Definition of bullying

Bullying is typically a form of repeated, persistent and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or create a negative environment at a school for another individual. Bullying occurs in a context where there is a real or perceived power imbalance.

Bullying may be based on factors such as race, place of origin, ethnicity, language, ancestry, colour, faith, 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 Human Rights Code, and despite the truthfulness and/or applicability of the immutable characteristic or ground.

Bullying may include the use of any physical, verbal, social, electronic, written or other means.

Requirements

1. Successful interventions for bullying require an ongoing, proactive and multi-faceted whole-school approach. The Peel District School Board's comprehensive bullying prevention and intervention strategy:
 - a) supports schools in creating a climate that discourages bullying;
 - b) establishes and maintains high expectations for appropriate behaviour;
 - c) encourages proactive, positive processes that reduce the incidence of bullying;
 - d) provides support for students who have been bullied, students who have bullied others, and students who have been affected by observing bullying;
 - e) includes teaching strategies that support a comprehensive intervention strategy and school-wide bullying prevention practices;
 - f) provides opportunities for all students to participate in bullying prevention training and leadership initiatives within their own school;
 - g) is consistent with progressive discipline practices;
 - h) includes procedures for safe reporting of bullying incidents in a way that will minimize the possibility of reprisal; and
 - i) has a monitoring and review process to determine its effectiveness.
2. Appropriate behaviour includes:
 - treating others respectfully and fairly, regardless of race, place of origin, ethnicity, language, ancestry, colour, faith, 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;
 - interacting with others in an inclusive, productive and co-operative manner that demonstrates both self-respect and self-control;
 - refusing to bully, harass and/or act in a violent manner towards others;
 - refusing to let others be bullied;
 - refusing to watch, encourage or participate when others are being bullied; and
 - reporting bullying incidents.
3. The Peel District School Board's bullying prevention strategy shall promote an ongoing program of school-wide education to:
 - a) build a sense of community, inclusiveness and connection;
 - b) foster cultural sensitivity, and respect for diversity and special needs;
 - c) promote and support positive, healthy relationships free from discrimination and harassment;

- d) promote a safe, nurturing, welcoming, respectful and inclusive climate for learning and working, where conflicts and differences are resolved constructively and respectfully;
 - e) to encourage a positive school climate and prevent inappropriate behaviour, including bullying, sexual assault, gender-based violence and incidents based on homophobia, transphobia or biphobia;
 - f) help all members of the school community recognize and fulfill their responsibilities to others; and
 - g) help students develop empathy, responsibility and social skills.
4. School-wide, anti-bullying education shall include initiatives such as:
- a) teaching strategies that promote equitable healthy, inclusive relationships;
 - b) bullying prevention activities and materials that are integrated into the curriculum;
 - c) recognition of provincial Bullying Awareness and Prevention;
 - d) bullying prevention training provided for school administrators, teachers, educational assistants and students and, where appropriate, for other members of the community, including volunteers and school bus drivers/operators;
 - e) ongoing anti-bullying training for new teachers and support staff;
 - f) mentorship programs;
 - g) student leadership and positive role modeling opportunities; and/or
 - h) direct skill development.
5. For incidents of repeated bullying, the Peel District School Board's comprehensive intervention program may include a range of early and ongoing interventions, skill development, supports and consequences that focus on improving behaviour, such as one or more of the following:
- withdrawal of privileges;
 - detentions;
 - withdrawal from class;
 - meeting with the student, the student's parent(s)/guardian(s) and the principal;
 - restorative practices;
 - restitution for damages;
 - referral to a community agency for counselling, such as conflict resolution, anger management or substance abuse; and/or
 - the use of suspension and expulsion as outlined in Part XIII of the Education Act, where a student has committed one or more of the infractions outlined below on school property, school buses, during a school-related activity or event, and/or in circumstances where the infraction will have a negative impact on the school climate.

6. In circumstances where positive practices and alternative progressive discipline measures might not be effective or sufficient to address bullying incidents, the Peel District School Board supports the use of suspension and expulsion, where necessary, as corrective consequences for inappropriate behaviour.
7. The Peel District School Board shall develop procedures to allow staff and students to report bullying incidents easily, safely, anonymously and without fear of reprisal.
8. It is the expectation of the Peel District School Board that, provided that there is no immediate risk of physical harm to any individual, staff members who work directly with students on a regular basis, including administrators, teachers, teaching assistants, social workers, child and youth workers, psychologists, and speech and language pathologists, shall, in accordance with Board procedures, respond to any incidents of bullying, which they have observed or heard during the course of their duties or otherwise while on school property or during a school related event.
9. Further, incidents of bullying about which a board staff member or a transportation provider becomes aware must be reported to the principal or designate in accordance with Peel District School Board procedures at the earliest, safe opportunity and no later than the end of the school day or transportation run, if reported by a transportation provider. The Safe School Incident Reporting Form must be completed as soon as it is safe to do so. Principals shall investigate all reported incidents and communicate the results of the investigation to the teacher who reported it or, if the matter was reported by an employee who is not a teacher, that employee unless, in the principal's opinion, it would not be appropriate to do so. Principals shall not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation.
10. The Board supports pupils who are victims of incidents of bullying which cause harm and are contrary to the provincial, Board, and school Codes of Conduct. If the principal of a school believes that a pupil of the school has been harmed as a result of another student's actions, 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.
11. When notifying a parent or a guardian of a pupil who the principal believes has been harmed, the principal shall disclose,
 - a) The nature of the activity that resulted in harm to the pupil;
 - b) The nature of harm to the pupil;
 - c) The steps taken to protect the pupil's safety, including interventions and/or consequences assigned to the student who engaged in the activity that resulted in harm; and
 - d) The supports that will be provided for the pupil in response to the harm that resulted from the activity, and invite the parent's/guardian's input.

12. When notifying a parent or guardian of a pupil, the principal believes has engaged in the activity that resulted in 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 interventions and/or consequences assigned 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.
13. 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, except in so far as is necessary to comply with the above.
14. 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.
15. The principal or designate is required to provide information, in accordance with Board procedures, to the parent/guardian of a pupil except where the principal is aware that informing the parent/guardian would put the pupil at risk of harm and would not be in the pupil's best interests.
16. As part of their School Success Plan, all schools shall use school-wide bullying prevention and intervention practices that are consistent with PPM 144 and this policy. These plans must include:
 - a) the definition of bullying; cyber-bullying;
 - b) school wide goal; short-term action plan goal;
 - c) proactive/prevention strategies;
 - d) early and ongoing responsive/intervention strategies;
 - e) training strategies for members of the school community;
 - f) communication and outreach strategies; and
 - g) monitoring and review processes.
17. Each school's bullying prevention and intervention plan be made available to the public on the school website.
18. Every school must establish through School Success Planning a Climate for Learning and Working Team responsible for fostering a safe, inclusive, and accepting school climate. The team shall be comprised of at least one student (where appropriate), one parent, one teacher, one support staff member, one community partner and the principal. The team must have a staff chair. An existing school committee can assume this role.
19. The Peel District School Board shall actively communicate the policies and procedures related to bullying and the definition of bullying to all students, parents, school

administrators, staff, school council members, volunteers and school bus drivers/operators and to other members of the school community, where appropriate. This information should be translated and/or shared appropriately with parents whose first language is not English.

20. The Peel District School Board shall establish indicators to regularly monitor, review and evaluate the effectiveness of its bullying prevention and intervention practices.

D. ACCESS TO SCHOOL PREMISES

Statement of policy

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 (revised 2007). 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 Policy 42, Use of Facilities.

Requirements

1. The Peel District School Board recognizes that the following persons are permitted to be on school premises at any time authorized by the Board:
 - a person enrolled as a student;
 - a parent or guardian of such a student;
 - a person employed or retained by the Peel District School Board;
 - a person who is otherwise on the premises for a lawful purpose (e.g. trustee, voting);
 - a person who is invited to attend an event, a class or a meeting on school premises provided the person is on the premises for that purpose; and
 - a person who is invited onto school premises for a particular purpose by the principal, vice-principal, teacher or another person authorized by the Peel District School Board policy, provided the person is on the premises for that purpose;
2. Persons authorized to be on school premises are not entitled to have access to all areas of the school premises.
3. The Peel District School Board has the right to lock the school premises when the premises are not being used for a purpose authorized by the Board.
4. An authorized person is not allowed to remain on school premises if, in the judgment of the principal or designate, his or her presence is considered detrimental to the safety or well being of a person on the premises.

5. An authorized person is not permitted to remain on school premises if he or she fails to report their presence on the premises in the manner specified in the school's Code of Conduct.
6. A student registered in a school, or attending a program for suspended or expelled students cannot be denied access to the premises of that school, under the provisions of Ontario Regulation 474/00 (revised 2007).
7. The principal or designate shall exercise the rights of the Peel District School Board as an occupier under the provisions of the Trespass to Property Act, the Education Act s.212, s.265(1)(m),s.305(4)(5) and Regulation 474/00 (revised 2007) s.3, with respect to an individual determined to be in non-compliance with provisions of the policy.

E. OPENING AND CLOSING EXERCISES

Statement of policy

The Peel District School Board is committed to promoting good citizenship and encouraging a safe, nurturing, welcoming, respectful and inclusive learning and working environment. This policy outlining expectations for Opening and Closing Exercises is in accordance with provisions of s.304 of the Education Act and amendments to Regulation 298, as amended.

Requirements

1. All students shall sing *O Canada* as part of their opening or closing exercises.
2. In accordance with Regulation 298, the principal shall exempt a student from participating in the singing of *O Canada* if authorized by the Peel District School Board in the following circumstances:
 - in the case of a student who is less than 18 years old, if the student's parent or guardian applies to the principal to be exempted from doing so; and
 - in the case of a student who is at least 18 years old, or 16 or 17 and has removed him/herself from parental control, if the student applies to the principal to be exempted from doing so.

F. APPROPRIATE DRESS

Statement of policy

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.23(l)(f), s.302(5) of the Education Act and the Human Rights Code.

Requirements

Student Dress Code

1. If a student dress code has not been developed between September 2000 and February 2008, the principal, in consultation with the school council, shall develop a student dress code consistent with the Peel District School Board policy, the provisions of the Code of Conduct, the Human Rights Code and the Canadian Charter of Rights and Freedoms.
2. The Student Dress Code shall include:
 - statement of principles
 - specific expectations regarding inappropriate apparel
 - mandatory compliance for all students
 - explanation of terms
3. The Student Dress Code shall be published and distributed to students and parents or guardians at the beginning of each school year.

Code for Formal Student Dress or School Uniform

The principal, in consultation with the school council, may initiate the process of establishing a Code for Formal Student Dress or School Uniform at an elementary or secondary school.

The following process must be followed:

1. Principals will consult with the School Council, School Staff, Student Association, Trustees and the Superintendent of Education.
2. The Superintendent of Education will consult with the Director of Communications and Community Relations to ensure the process meets Board Policy, is supported by a comprehensive communications plan, and is reviewed by the Director's Office.
3. If there is not sufficient interest, no further action will be taken during that school year.
4. If the process indicates that interest does exist in establishing a Code for Formal Student Dress or School Uniform, a representative committee, including parents or guardians, staff members, students and school administration, will be established.

5. The purpose of this committee will be to:
 - consider implications of introducing a Code for Formal Student Dress or School Uniform, including affordability;
 - develop an action plan; and
 - determine whether the adoption of a Code for Formal Student Dress or School Uniform is supported by 75% of the those voting as long as the total vote represents 75% of the families enrolled at the school. The voting does not include outgoing grade 12 students, but does include incoming grade 9 students.
6. The action plan must include the following:
 - process for data collection;
 - communication plan;
 - clear voting procedures;
 - a strategy to deal with affordability;
 - an implementation timeline;
 - an understanding that implementation is premised by compliance;
 - a process for the acquisition of apparel, if necessary; and
 - a review and monitoring process, which parallels the same process that led to the decision to adopt the Code for Formal Student Dress or School uniform.
7. The school council will share the information gathered with the school community, including a description of the proposed change.
8. If the decision-making process meets the minimum standard of 75% of the families voting, as long as 75% of families enrolled in the school vote, the school will implement a Code for Formal Student Dress or School Uniform as outlined in the action plan.
9. If a mandatory uniform is approved at the school, a student contract will be signed agreeing to wear the uniform daily and an alternate school will be offered to students/families who do not wish to sign the contract. Busing will not be provided to the alternate school.
10. If the decision-making process does not meet the minimum standard of 75% approval with 75% voting, the issue will not be studied for a period of three (3) years.

Explanation of Terms

Student Dress Code is defined as the standard of student dress established in consultation with the school council, consistent with Peel District School Board Policy and the Education Act and Regulations.

Code for Formal Student Dress or School Uniform is defined as the standard of student dress, in terms of prescribed apparel, as determined and adopted by the school, in consultation with the school council and supported, by 75% of at least 75% of the families enrolled in the school.

Inappropriate Apparel includes, but is not restricted to, logos, sayings and pictures that address/display:

- a. sexual content
- b. substance abuse
- c. violence
- d. profanity
- e. inappropriate references to nationality, race or gender
- f. gang affiliation
- g. inappropriate logos

As well, students will not wear clothing to school that is revealing or provocative (e.g. muscle shirts, tube tops or halter tops). Midribs and undergarments will remain covered at all times.

Mandatory is defined as the requirement. Monitoring, enforcement and consequences are applied to all students to ensure compliance.

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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

Appendix 1**REQUIREMENTS FOR SCHOOL
CODE OF CONDUCT**

Each school is required to have a Code of Conduct that includes the requirements outlined below and makes reference to the elements of a safe, nurturing, welcoming, respectful and inclusive climate for learning and working, as outlined in the Peel District School Board's Safe Schools Procedures. The Code shall reflect the expectation that positive behaviour and good citizenship are norms for Peel students and shall include statements that reflect sensitivity to students' self-esteem, diversity, cultural and special needs. The Code will follow a firm but fair approach that emphasizes early, ongoing and proactive positive practices and provides a range of corrective, supportive and developmentally appropriate progressive discipline strategies to address inappropriate behaviour.

Requirements

School Codes of Conduct shall:

- reflect the values of the Peel District School Board and be consistent with the Peel District School Board Safe Schools Policy;
- be reviewed at least every two (2) years, in partnership with students, staff members, parents or guardians, school council and members of the school community;
- be submitted to the Superintendent of Education;
- be distributed to students and parents annually in September;
- provide clear expectations regarding acceptable and non-acceptable behaviours and include the rights and responsibilities of all members of the school community and visitors;
- establish a range of early, ongoing and proactive positive and restorative practices to support and encourage positive, appropriate behavior;
- establish an array of extensive, clear, fair and developmentally appropriate interventions, supports, direct skill instruction and consequences for unacceptable behaviour. It has been the practice in Peel to review each situation carefully and to take the most appropriate action, based on the professional judgment of the principal and school staff members and taking into account the nature and severity of the behaviour, the impact on school climate and mitigating and other factors, as outlined in the Peel District School Board's Safe Schools Procedures. The Board does not support a prescriptive or punitive approach; and
- be clearly and effectively communicated to the school community to help them understand and support the school's standards of behaviour. This information should be translated and/or shared appropriately with parents whose first language is not English. The principal shall review the Code of Conduct with students at the beginning of each school year and at appropriate intervals. Emphasis shall be given to the expectations and consequences regarding violence, weapons, restricted drugs and alcohol.

School Codes of Conduct shall clearly state that:

- Students, parents or guardians, volunteers, teachers and other staff members are included in the Code of Conduct, whether they are on Peel District School Board property, school buses, at school-authorized events or activities, or in circumstances where engaging in an activity will have a negative impact on the school climate.
- All members of the school community and persons of authority are to be treated with respect and dignity.
- All members of the school community have a responsibility to respect and honour the school Code of Conduct, to demonstrate age and developmentally appropriate social behaviour and to take responsibility for their own actions.
- Students must demonstrate commitment to the learning process by coming to class prepared to learn and by contributing to a safe, nurturing, welcoming, respectful and inclusive climate for learning and working.
- Harassment and physical, verbal (oral or written), sexual or psychological abuse; bullying; threatening; intimidation; extortion; gang-related activities; vandalism; behaviour motivated by hate or bias; unethical use of technology; or discrimination on the basis of race, place of origin, ethnicity, language, ancestry, colour, faith, 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.
- Students must practice honesty and integrity by not participating in or encouraging plagiarism, misrepresentation of original work, lying, cheating, theft of evaluation instruments, use of unauthorized aids or false representation of identity.
- When using electronic resources students must demonstrate appropriate online conduct/manners and refrain from improper/unethical use of technology, including computer hacking and cyber-bullying. Internet use for any purpose which is contrary to the intent of a school's Code of Conduct is strictly prohibited. This includes all forms of violence, threats and harassment directed at staff members, students or any member of the school community. This applies to school, work and home Internet use.
- Students must demonstrate respect for the Trespass to Property Act and the Access to School Premises Regulation 474/00 (revised 2007) by showing proper care and regard for school property and visiting other schools for school related and authorized purposes only.
- A principal will consider suspending a student who has engaged in activities listed in s.306 (1) of the Education Act. Before imposing a suspension, the principal will take into account mitigating and other factors, as outlined in Regulation 472/07.
- A principal will suspend, and consider recommending for expulsion, a student who has engaged in activities listed in section 310(1) of the Education Act. Before imposing a suspension pending an investigation to determine whether to recommend an expulsion, the principal will take into account mitigating and other factors, as outlined in Regulation 472/07.