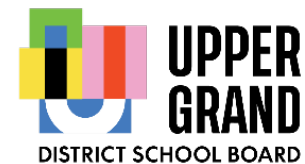


# Safe Schools Policy 503

## (Bullying Prevention and Intervention, Progressive Discipline, Exclusion, Suspension and Expulsion)



<b>Category:</b>	Students
<b>Administered by:</b>	Safe and Inclusive Schools Superintendent
<b>First adopted:</b>	June 2010
<b>Revision history:</b>	June 2013, Nov 2020, Feb 2021, Apr 2022
<b>Next review:</b>	2024-25 school year

### 1. Policy Statement

It is the policy of the Upper Grand District School Board (UGDSB) to support and maintain a positive school climate for all students. A positive school climate is a safe, accepting and inclusive learning and teaching environment which allows every student to reach their full potential.

The UGDSB will work with its community partners in a whole-school approach to promote positive student behaviours, focusing on early and ongoing interventions and supports, and progressive discipline practices. Principles of equity, inclusion and mutual respect will be embedded in the learning environment and inform curriculum, school climate, teaching practices, policies and procedures.

All consequences assigned as a result of inappropriate or unacceptable behaviour will include the opportunity for students to continue their education, and access learning opportunities that will reinforce positive behaviours. The goal of any response will be to correct a student's behaviour, rather than punish the student.

There are four procedures manuals to help administer Policy 503 Safe Schools. The central principles for each procedures manual are described below.

#### 1.1 Bullying Prevention and Intervention (Procedures Manual 503-A)

1.1.1 The UGDSB recognizes that bullying is a serious issue that has far-reaching consequences. Bullying adversely affects:

- a school's ability to educate its students

- a student's well-being and ability to learn
- the dignity and self-esteem of students who are bullied
- school climate, including healthy relationships

1.1.2 Bullying will not be accepted on school property, in virtual or online programs, at school-related activities, on school buses or in any other circumstance (e.g., cyber-bullying) where engaging in bullying will have a negative impact on the school climate.

## 1.2 Progressive Discipline (Procedures Manual 503-B)

1.2.1 The board will employ preventative measures and early intervention strategies to promote positive student behaviours and build skills for healthy relationships.

1.2.2 Through progressive discipline, a range of developmentally appropriate interventions, supports and consequences are utilized to address inappropriate student behaviour, and will include learning opportunities for students in order to reinforce positive behaviours and help students to make good choices.

## 1.3 Exclusion (Procedures Manual 503-C)

1.3.1 A principal has a duty under the [Education Act](#) to refuse to admit to the school or a classroom any person whose presence would in the principal's judgement be detrimental to the physical or mental well-being of the students.<sup>1</sup>

1.3.2 Exclusion from a classroom or a school is allowable solely on the basis of safeguarding student physical and mental well-being, and is not a disciplinary measure.

## 1.4 Suspension and Expulsion (Procedures Manual 503-D)

1.4.1 Suspension for an infraction listed in Section 306 of the [Education Act](#) and section 10 of the board's Suspension and Expulsion Procedures Manual 503-D is part of a continuum of progressive discipline responses, and may only be imposed where in the principal's judgement a response under the board's Progressive

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<sup>1</sup> *Education Act*, Section 265(1)(m)

Discipline procedures manual would not be appropriate.

- 1.4.2 Infractions listed under Section 310 of the [Education Act](#) and section 11 of the board's Suspension and Expulsion Procedures Manual 503-D require a mandatory suspension pending an investigation into whether a recommendation for a school or board expulsion is warranted.
- 1.4.3 A principal who deems the circumstances and/or the nature of an infraction to be such that a suspension or expulsion should be imposed shall comply with the board's Suspension and Expulsion Procedures Manual 503-D, with consideration of all mitigating and other factors, as required by the [Education Act](#) And Ontario Regulation 472/07.

## 2. Details

- 2.1 It is the responsibility of the Safe, Equitable and Inclusive Schools superintendent to administer and monitor the implementation of this policy.
- 2.2 It is the responsibility of principals to implement this policy in schools and to inform students and parents of this policy on an annual basis.
- 2.3 It is the responsibility of all board employees who work directly with students, including administrators, teachers, and non-teaching staff, to respond to and report breaches of the provincial, the board's and individual schools' Codes of Conduct and this policy.
- 2.4 This policy applies to all infractions that occur during a school-related activity or event or in circumstances where the infraction has an impact on the school climate, including those that occur off school property.
- 2.5 It is the responsibility of the board to communicate this policy to all members of the school community.
- 2.6 It is the responsibility of the board to establish a Safe, Equitable and Inclusive Schools Steering Committee to be advised of any changes to this policy resulting from Ministry of Education initiatives related to this policy.

- 2.7 It is the responsibility of the Board of Trustees to hear appeals of exclusions.
- 2.8 It is the responsibility of the Board of Trustees to establish a Student Discipline Committee of trustees to hear appeals of suspensions and to conduct expulsion hearings.
- 2.9 It is the responsibility of the board to maintain a program for students on long-term suspension and expelled students.

### 3. References

This policy operates in conjunction with:

- [Human Rights Code](#) of Ontario (which has primacy over all provincial legislation, and board policies and procedures which shall be interpreted and applied in accordance with, the Code)
- [Education Act](#) and regulations
- Ministry of Education Policy/Program Memoranda and documents:
  - [PPM 119 – Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools](#)
  - [PPM 128 – The Provincial Code of Conduct](#)
  - [PPM 141 – School Board Programs for Students on Long-Term Suspension](#)
  - [PPM 142 – School Board Programs for Expelled Students](#)
  - [PPM 144 – Bullying Prevention and Intervention](#)
  - [PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour](#)
  - [PPM 150 – School Food and Beverage Policy](#)
  - [Caring and Safe Schools in Ontario, 2010](#)
  - [Ontario’s Equity and Inclusive Education Strategy, 2009](#)
  - [Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007](#)
  - [English Language Learners: ESL and ELD Programs and Services, 2007](#)

- Provincial Code of Conduct
- [\*Municipal Freedom of Information and Protection of Privacy Act\*](#)
- Board policies, protocols and handbooks including:
  - [104 Access to School and Board Premises](#)
  - [200 Community Use of Schools](#)
  - [203 Video Surveillance](#)
  - [205 Volunteers](#)
  - [213 Code of Conduct](#)
  - [304 Transportation](#)
  - [318 Responsible Use of Digital Technologies](#)
  - [408 Harassment in the Workplace](#)
  - [409 Criminal Record Check/Offence Declaration](#)
  - [417 Violence in the Workplace](#)
  - [504 Equity and Inclusive Education](#)
  - [508 Educational Field Trips and Off-Site Activities](#)
  - [513 Alcohol and Drugs](#)
  - [514 Appropriate Dress](#)
  - [P.09 Police-School Board Protocol](#)
  - [P.11 Violence Threat Risk Assessment \(VTRA\) Protocol](#)
- Local collective agreements