SCHOOLS AND STUDENTS

Policy Name	SAFE SCHOOLS SYSTEM EXPECTATIONS	520

Board Approved :	*September 27, 2016* *September 8, 2008* *January 20, 2003*	*Reviewed: June 7, 2016* *May 26, 2008*	*Review By: 2021*

POLICY

Superior-Greenstone District School Board is committed to establishing and maintaining a safe and secure environment for its students, staff and community where all members of the school community are to be treated with respect and dignity, especially persons in positions of authority. The policy has three components: prevention, intervention and the development of procedures that define each and outline consequences including suspension and expulsion, in accordance with the Education Act and related Regulations.

RATIONALE

1. Superior Greenstone District School Board is committed to the success of every student. A school is a place that promotes responsibility, respect, civility, and academic excellence in a safe, nurturing and welcoming learning environment.

2. A positive school climate exists when all members of the community feel safe, comfortable and accepted. Staff, students, parents/guardians, school councils and community members work in a cooperative partnership and must share the responsibility for creating and maintaining such an environment.

3. The promotion of strategies and initiatives such as Student Success and character development, along with the employment of prevention and intervention strategies to address inappropriate behavior, fosters a positive school climate that supports student achievement and the well-being of all students.

This policy is written in accordance with the Education Act, Ontario Regulation 472/07, Policy Program Memorandum (PPM): 119 (Equity and Inclusion), 128 (Provincial and School Board Codes of Conduct), 145 (Progressive Discipline and Promoting Positive Student Behaviour) 144(Bullying Prevention), the Provincial Code of conduct and the Superior Greenstone District School Board Code of Conduct and the following guiding principles.

   i. Effective schools support the development of a safe and positive school environment through leadership, school climate, high expectations for learning, instructional and curriculum focus, assessment and evaluation of student success, parent/ guardian/ community involvement and support and staff development.

   ii. A positive school climate is a key component of prevention, and must be modeled by everyone connected to the school and community creating a culture of respect and dignity.

   iii. Responsibility for a safe learning environment must be assumed by all members of the school community.

iv.   Improvement in learning outcomes for all students; develop the skills needed for all students to be positive leaders and self-directed life-long learners.

v.   The fair treatment of others, regardless of their race, ancestry, place of origin, ethnicity, culture, colour, citizenship, religion, creed, gender, gender identity, sexual orientation, family or socio-economic status, age, ability and/or any other immutable characteristic or ground protected by the Human Rights Code is an expectation from all school members.

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 PPM, and board policies are subject to, and shall be interpreted and applied in accordance with the *Human Rights Code of Ontario*.

System Expectations

1.0   Code of Conduct

1.1   Elementary and secondary schools within Superior-Greenstone District School Board will develop a Code of Conduct which:

- Promotes responsible citizenship by encouraging appropriate participation in the civic life of the school community,
- Maintains an environment where conflict and difference can be addressed in a manner characterized by respect and civility,
- Encourages the use of non-violent means to resolve conflict,
- Promotes the safety of people in the schools,
- Discourages the use of alcohol and illegal drugs,
- Promotes the prevention of bullying in schools.

1.2   Standards of Behaviour (Respect, Civility, and Responsible Citizenship)

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, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability,
- Respect the rights of others,
- Show proper care and regard for school property and the property of others,
- Take appropriate measures to help those in need,
- Respect all members of the school community, especially persons in positions of authority,
- Respect the need of others to work in an environment that is conducive to learning and teaching,
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully,
- Not swear at a teacher or at another person in a position of authority,
- Accept responsibility for one's own actions and
- Demonstrate respect through appropriate use of digital and electronic equipment both in and outside the school.

1.3   Standards of Behaviour (Safety)

All members of the school community **must not**:
- Engage in bullying behaviours,
- Be in possession of any weapon, including firearms,
- Cause injury to any person with an object,
- Use any object to threaten or intimidate another person,
- Be in possession of, or under the influence of, or provide others with, alcohol or illegal or restricted drugs,
- Inflict or encourage others to inflict bodily harm on another person,
- Commit sexual assault,
- Traffic weapons or illegal or restricted drugs,
- Give alcohol to a minor,
- Commit robbery,
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias,
- Commit and act of vandalism that causes extensive damage to school property or to property located on the premises of the school,
- Utter threats.

2.0   School Environment

The school environment must be safe so that learning can take place. It is the responsibility of all members of the school community to establish a safe and secure school environment.

The school environment is both physical and social. It includes the school building, its surroundings, the people in it and the way they interact, the material resources, and the extensions of this environment that are necessary for the delivery of the program (e.g., appropriate use of technology, field trips, school buses and extracurricular activities).

2.1   Violence Prevention in the Curriculum

Violence prevention must be integrated into the curriculum for all students**.** It is the joint responsibility of the school, home and community to work together to guide students to become good citizens in a society that promotes an equitable, safe environment for all.

The Prevention component is guided by the following principles:
- Prevention is the most humane and efficient way to deal with violence, conflict, and acts of aggression,
- The board is committed to promoting appropriate methods of resolving conflict that are safe and respect the rights of others (e.g. restorative practices, peer mentoring).

2.2   Bullying Prevention and Intervention

Bullying adversely affects healthy relationships and the school climate. Bullying adversely affects the school's ability to educate students and it adversely impacts the student's ability to learn.

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) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Students may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, ability, need for special education, sexual orientation, family circumstances, gender, and race.

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g. - hitting, pushing, tripping), verbal (e.g. name calling, mocking, or making sexist, racist or homophobic comments), or social (e.g. excluding others from a group, spreading gossip or rumours). It may also occur through the use of digital communications. This includes but is not limited to spreading rumours, images, or hurtful comments through the use of e-mail, text messaging, messaging applications, phone conversations, chat rooms, sharing of pictures social media sites (e.g. Facebook Twitter, Instagram, Snapchat etc.) or any other method that allows one person to communicate with another person.

Bullying will not be accepted on school property, at school related activities, on school buses or in any other circumstances (e.g. on-line) where engaging in bullying has a negative impact on the school climate. Intervention and support will be consistent with a progressive discipline approach.

3.0   Progressive Discipline

Progressive discipline is a non-punitive, whole-school approach that uses a continuum of corrective and supportive interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviours. Consequences include learning opportunities for reinforcing positive behaviour and assisting pupils to make good choices.

To meet the goal of creating a safe, nurturing, caring and accepting school environment Superior-Greenstone District School Board supports the use of positive practices as well as consequences for inappropriate behaviour including progressive discipline which includes suspension and expulsion where necessary.

Prevention and early intervention are important for assisting pupils to achieve their potential and for maintaining a positive school environment and are effected through programs and activities that focus on building healthy relationships, character development, and civic responsibility and encourage positive participations of the school community in the life of the school*.* The range of interventions and supports and consequences must be clear, and developmentally appropriate and include learning opportunities for student in order to reinforce positive behaviours. For students with special education needs interventions, supports and consequences must be consistent with the expectations in the student's IEP and /or his or her demonstrated abilities.

The Board does support the use of suspension and expulsion as appropriate consequences. The Board and school administrators must include all mitigating and other factors as required by the Education Act and set out in Ontario Regulation 472/07 as contained in the Board's policies and procedures for suspensions and expulsions. 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 may appeal the principal's decision in accordance with the *Human Rights*

Code and the Board's Progressive Discipline and School Safety Procedures and Suspension Appeal Guidelines. To support students who have been suspended or suspended pending an expulsion Superior Greenstone DSB requires Principals to create a Student Action Plan for students who for are suspended that can include an academic and/or non-academic component depending on the length of the suspension.

References

The Education Act; Keeping our Kids Safe at School (Bill 157) 2009
The Child and Family Services Act: Ontario 1990
The Trespass Act: Ontario 2009
First Nation Metis and Inuit Policy Framework
Superior-Greenstone DSB Strategic Plan
Superior-Greenstone DSB Police Protocol
Superior-Greenstone DSB Board Policies:
301 - Student Transportation   501 - Visitors to School   503 – Interviewing Students
505 - Field Trips & Excursions   510 - Suspected Child Abuse   515 – School Community Council
516 - Safe Arrivals Program   535 - Progressive Discipline and
536 – Equity and Inclusion   Promoting Positive School Climate   720 - Work Place Violence