



Policy: Student Discipline

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1.0 Rationale

1.1 The Superior North Catholic District School Board values:

- 1.1.1 the presence of God in each person;
- 1.1.2 an inclusive Catholic culture that instills compassion;
- 1.1.3 hope, integrity, faithfulness, respect and self-worth;
- 1.1.4 Catholic-based spiritual development; and student success.

1.2 In accordance with these values, we recognize that it is important that all pupils have a safe, caring and accepting school environment in order to maximize their learning potential and to ensure a positive school climate for all members of the school community. The Provincial Code of Conduct, the Superior North Catholic District School Board Code of Conduct and the Education Act, as amended and its Regulations, Policy Program Memorandum PPM 128 (Provincial and School Board Codes of Conduct), 141 (Program For Long Term Suspension), 142 (Expulsion Programs), 144 (Bullying Prevention), 145 (Progressive Discipline), Bill 157 and PPM120 (Reporting Violent Incidents), PPM 119 (Equity and Inclusive

Education), together with the Board's disciplinary policies, create expectations for behaviour for all persons on school property and outline strategies to be taken to address incidents, including imposing appropriate consequences for pupils.

- 1.3 This policy and its administrative procedure outline the expectations for the process to be used by the Board when imposing appropriate consequences for pupils.
- 1.4 The process set out in this policy shall be informed by and implemented in accordance with the principles of equity and inclusion articulated in PPM 119 (Equity and Inclusive Education).
- 1.5 The Human Rights Code of Ontario has primacy over provincial legislation and policies, as well as school board policies and procedures, such that the Education Act, regulations, Ministry of Education Program Policy Memoranda, and Board policies and procedures are subject to, and shall be interpreted and applied in accordance with the Human Rights Code of Ontario and with consideration of whether the consequences might have a disproportionate impact on a pupil protected by the Human Rights Code, including but not limited to race and disability, and/or exacerbate the pupil's disadvantaged position in society.

2.0 Policy Statement

- 2.1 In order to meet the goal of creating a safe, caring and accepting school environment, the Superior North Catholic District School Board supports a whole school approach involving all members of the school community. The whole school approach includes ensuring the school climate is a learning environment which is based on a culture of mutual respect, the use of positive practices, as well as consequences for inappropriate behaviour including progressive discipline, which includes suspension and expulsion, where necessary.
- 2.2 The Board considers homophobia, gender-based violence, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code, as well as inappropriate sexual behaviour unacceptable and supports the use of positive practices to prevent such behaviour and authorizes Administrators to impose consequences in appropriate circumstances, up to and including possible expulsion from all schools.

- 2.3 Schools must implement proactive positive practices and corrective supportive practices when necessary. However, before applying disciplinary measures, the Administrator or designate and Discipline Committee of the Board shall consider mitigating and other factors as well as 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.

3.0 Progressive Discipline (A Whole School Approach)

- 3.1 The goal of this policy, with respect to progressive discipline, is to support a safe, inclusive, and accepting learning and teaching environment in which every pupil can reach their full potential. All inappropriate student behavior, including bullying, must be addressed. Appropriate action must consistently be taken by schools to address behaviours that are contrary to provincial, Board and school Codes of Conduct.
- 3.2 Progressive discipline is an approach that makes use of a continuum of prevention programs, preventative actions, interventions, supports, and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours. The range of interventions, supports, and consequences used by the Board and all schools, must be clear and developmentally appropriate and must include learning opportunities for pupils in order to reinforce positive behaviours and help pupils make good choices. Information in the student's Individual Education Plan (IEP) must be considered in the determination of interventions, supports, and consequences for students with special education needs.
- 3.3 The Board also supports the use of suspension and expulsion as outlined in Part XIII of the Education Act where a pupil has committed one or more of the infractions outlined in [AP - ES 314 Equity & Safety - Student Discipline](#) on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate.
- 3.4 The board, and Administrators, must consider all mitigating and other factors, as required by the Education Act and as set out in Ontario Regulation 472/07.
- 3.5 An exclusion from the school pursuant to Section 265(1)(m) of the Education Act, shall only be effected in accordance with the Education Act, the Board's [P-ES 326 Student Exclusion](#) and [AP-ES 326 Student Exclusion](#) and consistent with the Human Rights Code. A pupil shall not be excluded from the school pursuant to Section 265(1)(m) of the Education Act, as a disciplinary measure.

4.0 Administrative Procedures

- 4.1 This policy authorizes the creation of administrative regulations for implementation of this policy, which may include requirements described in the *Education Act* and/or Ministry of Education Policy Program Memorandum (PPM) as matters of policy. Any such Regulation shall be considered to be Board policy pursuant to the *Education Act* and/or related Ministry of Education materials, including PPMs, all of which shall be sufficient for the purposes of implementing the requirements of the *Education Act* and/or Ministry of Education requirements, including PPMs.

References

- [Ministry of Ontario - Safe School](#)
- Safe School forms are provided to staff electronically
- [Ministry of Education: Promoting a Positive School Climate, Reporting and Responding to Incidents](#)
- [Ontario's Equity and Inclusive Education Strategy, 2009](#)
- [Supporting Bias Free Progressive Discipline](#)
- [eBASE](#)
- Policy and Administrative Procedure ES-326 Student Exclusion
 - [P-ES 326 Student Exclusion](#)
 - [AP-ES 326 Student Exclusion](#)
- [PPM 144 Bullying Prevention & Intervention](#)
- [PPM 145 Progressive Discipline and Promoting Positive Student Behaviour](#)

Approval and Review Dates

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