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## PROCEDURE PR.660.SCO

**TITLE:      PROGRESSIVE DISCIPLINE AND PROMOTING POSITIVE STUDENT  
                 BEHAVIOUR**

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### **1.0    OBJECTIVE**

To provide direction and to support the implementation of a progressive discipline approach to ensure a safe, orderly, caring and nurturing learning environment within the schools of the Ottawa-Carleton District School Board.

### **2.0    DEFINITIONS**

In this procedure,

#### **2.1    Progressive Discipline**

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports, and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

In some circumstances, short-term suspension may be a useful tool. In the case of a serious incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required.

#### **2.2    Restorative Justice and Practice**

Restorative justice aims to restore relationships. By requiring wrongdoers to face their victims, consider the impact of their behaviour, and come up with a way to make amends, it holds them accountable for their actions and gives victims a voice. The focus is on long-term healing for all affected and reintegrating offenders back into the school community.

Restorative justice uses peer mediation, healing circles and, at its most formal, group conferences. These methods can address a wide range of issues: bullying and harassment, vandalism, swearing at teachers, fighting, assault, theft and weapon offences. Sometimes the process replaces suspensions and sometimes it runs

alongside them. It is useful for incidents between students, between students and teachers or between students and other staff.

### **3.0 RESPONSIBILITY**

3.1 Superintendents of Instruction, principals and teachers.

### **4.0 PROCEDURES**

4.1 The implementation of progressive discipline in schools will be in accordance with Board Policy P.124.SCO: Progressive Discipline and Promoting Positive Student Behaviour.

4.2 The principal, in consultation with staff, students, parent/guardians and the school council will develop a policy/procedure on progressive discipline and promotion of positive student behaviour.

4.3 The principal will ensure that the school policy/procedure contains the following reference:

Where the student has special education and /or disability related needs, the interventions, supports and consequences will be consistent with the expectations for the student including those in the student's Individual Education Plan (IEP).

4.4 In addressing inappropriate behaviour the school policy/ procedure should consider the particular student and circumstances, including any mitigating and other factors (Regulation 472/07), the nature and severity of the behaviour, and the impact on the school climate.

4.5 The principal will ensure that the school policy/procedure on progressive discipline includes preventative practices such as the following:

- a) Anti-bullying and violence prevention programs;
- b) Mentorship programs;
- c) Student success strategies;
- d) Character development;
- e) Citizenship development and practice;
- f) Student leadership;
- g) Student engagement opportunities;
- h) Antiracism programs;
- i) Classroom management strategies; and
- j) Healthy lifestyles.

4.6 The principal will ensure that the school policy/procedure on progressive discipline includes positive behaviour management practices such as the following:

- a) Program modification or accommodations;
  - b) Class placements;
  - c) Individual, peer and group counselling;
  - d) Conflict resolution;
  - e) Community support programs;
  - f) Positive encouragement and reinforcement; and
  - g) Sensitivity programs.
  - h) Behaviour modification programs
- 4.7 Early and ongoing intervention strategies to address inappropriate behaviour should be outlined in the school policy/procedure. These may include:
- a) Oral reminders;
  - b) Contact with parents;
  - c) Review of expectations;
  - d) Assignment addressing the behaviour, that has a learning component;
  - e) Volunteer services to the school community;
  - f) Conflict mediation and resolution;
  - g) Peer mentoring;
  - h) Referral to counselling; and
  - i) Consultation (internal/external to OCDSB).
- 4.8 A further range of supports and consequences that are developmentally appropriate and provide opportunities for students to focus on improving behaviour should be outlined in the school policy/procedure. These may include:
- a) Meeting with student(s), and/or parent(s), and principal;
  - b) Referral for anger management or substance abuse, counselling/intervention;
  - c) Detentions;
  - d) Withdrawal of privileges;
  - e) Withdrawal from class;
  - f) Restitution;
  - g) Restorative justice and practice;
  - h) Transfer;

- i) Short term suspension;
  - j) Long term suspension; and
  - k) Recommendation for expulsion
- 4.9 The principal/vice-principal should keep a record for each student when progressive discipline approaches are utilized. The record should include:
- a) Name of the student;
  - b) Date of the incident or behaviour;
  - c) Nature of the incident or behaviour;
  - d) Progressive discipline approach used;
  - e) Outcome; and
  - f) Any contact with parent/guardian.

## **5.0 APPENDICES**

Attachment 1- Progressive Discipline and Promoting Positive Student Behaviour

## **6.0 REFERENCE DOCUMENTS**

### *The Education Act*

Education Amendment Act (Progressive Discipline and School Safety) 2007

Ontario Regulation 472/07: Suspension and Expulsion of Students

Policy/Program Memorandum 119, Development and Implementation of School Board Policies on Antiracism and Ethnocultural Equity

Policy/Program Memorandum 128, the Provincial Code of Conduct and School Board Codes of Conduct, October 4, 2007

Policy/Program Memorandum 144, Bullying Prevention and Intervention, October 4, 2007

Policy/Program Memorandum 145, Progressive Discipline and Promoting Positive Student Behaviour, October 4, 2007

Board Policy P.032.SCO: Safe Schools

Board Policy P.098.CUR: Antiracism and Ethnocultural Equity

Board Policy P.123.SCO: Bullying Prevention and Intervention

Board Policy P.124.SCO: Progressive Discipline and Promoting Positive Student Behaviour

Board Policy P.125.SCO: School Board Code of Conduct

Board Procedure PR.521.SCO: Safe Schools

Board Procedure.PR.618.CUR: Antiracism and Ethnocultural Equity

Board Procedure.PR.659.SCO: Bullying Prevention and Intervention

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