



**Brant Haldimand Norfolk  
Catholic District School Board**

**Policy: Safe Schools**

		<b>Policy Number:</b>	200.25
<b>Adopted:</b>	25/03/08	<b>Former Policy Number:</b>	
<b>Revised:</b>	23/11/10	<b>Policy Category:</b>	Students
<b>Subsequent Review Dates:</b>		<b>Pages:</b>	2

**Belief Statement:**

The Brant Haldimand Norfolk Catholic District School Board believes that safe and nurturing environments maximize pupil potential and ensure a positive school climate for all.

**Policy Statement:**

The Brant Haldimand Norfolk Catholic District School Board will ensure that:

- Safe Schools programming is a shared responsibility of all members of the community – trustees, administrators, teachers, support staff, pupils, parents/guardians, parish, volunteers and bus drivers in creating and maintaining safe learning environments.
- Curricular and program links, as well as strategies, are integrated within the Religion and Family Life Programs, the Ontario Curriculum Documents, and the Board's Virtues Education Program.
- On-going staff development and training take place at a system and school level regarding Safe Schools Policies, programs, and interventions.
- On-going partnerships with local parishes, police services, and community agencies are in place to support the Board's goal to create safe and welcoming learning environments.
- A communication strategy is in place which outlines the key elements of the Ministry of Education's Safe Schools Policy, Keeping Our Kids Safe at School (Bill 157).
- Each school develops and implements school-wide progressive discipline strategies, consistent with the Board Student Discipline Policy and Student Discipline Procedures and the Human Rights Code.
- Each school has a Safe Schools Team comprised 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 (e.g. the healthy schools committee) can assume this role. The chair of this team must be a staff member. This team is responsible for the on going implementation of a Safe Schools program linked to the annual School Improvement Plan.
- Safe Schools Teams monitor, review, and evaluate the effectiveness of the Safe Schools Policy every two years through the use of a "School Climate Survey".

**References**

- O.Reg. 472/07 Behaviour, Discipline and Safety of Pupils
- R.SO. 1990, c. T.21 Trespass to Property Act
- O.Reg. 47/4/00 Access to School Premises
- Bill 212 Safe Schools Strategy and Bill 212: Education Amendment Act (Progressive Discipline and School Safety), 2007
- Bill 157 Keeping our Kids Safe at School Act
- PPM 128 The Provincial Code of Conduct and School Board Codes of Contact
- 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 119 Developing and implementing equity and inclusive Education policies in Ontario Schools



## **Brant Haldimand Norfolk Catholic District School Board**

### **Board Policy**

Student Discipline 200.26

Bullying Prevention and Intervention 200.27

Policy: Student Attendance 200.29

Transportation of Students – Expectations and Responsibility 400.10

### **Links**

<http://www.edu.gov.on.ca/eng/teachers/safeschools.html>



---

## Administrative Procedure – Safe Schools AP200.25

<b>Procedure for:</b>	Principals/Vice-principals	<b>Adopted:</b>	March 25, 2008
<b>Submitted by:</b>	Trish Kings, Superintendent of Education	<b>Revised:</b>	November 23, 2010
<b>Category:</b>	Safe Schools		

---

### Purpose

To provide direction for superintendents, principals/vice-principals and staff regarding safe school expectations.

### Responsibilities

#### Superintendents of Education will:

- monitor and advise principals and vice-principals regarding the implementation of all safe school procedures.

#### Principals/Vice-principals will:

- monitor and advise staff regarding the implementation of all safe school procedures.

### Information

The procedures and expectations within the Safe Schools Policies are informed by the Provincial Code of Conduct, the 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), 144 (Bullying Prevention) and 145 (Progressive Discipline).

### Procedures

#### 1.0 Responsibilities of the Superintendent of Education

The Superintendent of Education will review, monitor and support the Safe Schools components in each of the schools, including the School Improvement Plan and program strategies.

The Superintendent of Education will:

- be responsible for staff development training at a system level.
- ensure that appropriate ongoing partnerships are maintained and expanded as needed.
- ensure that curriculum plans and strategies for Safe Schools are linked to the Religion and Family Life Program, the appropriate Ontario Curriculum Documents and the Virtues Education Program.

#### 2.0 Responsibilities of the Principal/Vice-principal

The Principal/Vice-principal will:

- develop and implement a school-wide progressive discipline plan;
- ensure that a Safe Schools Team is in place to develop strategies as a part of the School Improvement Plan;



- ensure that all staff are aware of their responsibilities with respect to the Board's Safe Schools programs, strategies including the Board's Student Discipline Policy and Procedures as well as the Bullying Prevention and Intervention Policy and Procedures; and
- ensure that all staff participate in staff development training, as required.

## Definitions

### **Progressive discipline**

A non-punitive, whole-school approach that uses a continuum of preventative, 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.

### **Administrator**

A superintendent, principal or vice-principal with responsibility for the school in question.

### **Board employees**

An employee who works with pupils is defined to include administrators, teachers, educational assistants, child and youth workers, social workers, psychologists, speech language pathologists and other professional and para-professional staff who have regular and direct duties with the Board's pupils.

### **Board Expulsion**

Expulsion from all schools of the Board.

### **Disproportionate Impact**

Created when discipline impacts a pupil to a greater degree in comparison to his or her peers as a result of factors related to grounds protected by the Human Rights Code.

### **Emergency Administrator**

A superintendent or principal identified by the principal of the school to which a teacher-in-charge is assigned, as the emergency contact should the administrators of the school not be available in emergency circumstances.

### **Harassment**

Words, conduct or action that is directed at an individual and serves no legitimate purpose and which may include remarks, jokes, threats, name-calling, the display of material(s) touching or other behaviour that an individual knows or ought to know insults, intimidates, offends, demeans, annoys, alarms or causes that individual emotional distress and may constitute discrimination when related to grounds protected by the Human Rights Code.

### **Immutable Characteristics**

Characteristics that an individual cannot change or that an individual cannot alter about themselves, such as height.



### **Primacy of the Code**

A circumstance in which there is a conflict between provincial law, such as the Education Act, regulations, Policy Program Memoranda, school board policies and procedures, and the Human Rights Code of Ontario, the Human Rights Code is deemed to be more important and the inferior law must be applied in a manner consistent with the Human Rights Code (unless there is an explicit exception contained within the other law for such a circumstance). The principle of primacy of the Human Rights Code also requires school board policies and procedures to be interpreted and applied in a manner consistent with the Human Rights Code.

### **Racialized**

A student who experiences social inequities on the basis of race, colour, and/or ethnicity.

### **School Expulsion**

Expulsion from the school of the Board that the pupil was attending at the time of the incident.

### **Teacher-In-Charge**

A teacher delegated authority by the principal to undertake specified duties with respect to pupil discipline in the absence of administration.

### **Undue Hardship**

The standard for the provision of accommodation, or point to which accommodation must be provided, for a specific pupil by the Board.

### **Weapon**

Any object or thing used to threaten or inflict harm on another person and includes, but is not limited to, knives, guns, replica guns and animals.

### **References**

- O.Reg. 472/07 Behaviour, Discipline and Safety of Pupils
- R.SO. 1990, c. T.21 Trespass to Property Act
- O.Reg. 47/4/00 Access to School Premises
- Bill 212 Safe Schools Strategy and Bill 212: Education Amendment Act (Progressive Discipline and School Safety), 2007
- Bill 157 Keeping our Kids Safe at School Act
- PPM 128 The Provincial Code of Conduct and School Board Codes of Contact
- 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 119 Developing and implementing equity and inclusive Education policies in Ontario schools

### **Board Policy**

- Student Discipline Administrative Procedures 200.26
- Bullying Prevention and Intervention Administrative Procedures 200.27
- Student Attendance Policy 200.29

### **Links**

<http://www.edu.gov.on.ca/eng/teachers/safeschools.html>