

Toronto District School Board

Policy P051

Title: **CARING AND SAFE SCHOOLS**

Adopted: June 23, 1999 (Foundation Statement)

Revised: May 3, 2000, August 31, 2005, **April 17, 2013 (formerly Safe Schools)**

Reviewed:

Authorization: Board

1.0 OBJECTIVE

To affirm the Board's commitment to creating school learning environments that are caring, safe, peaceful, nurturing, positive, respectful and that enable all students to reach their full potential.

2.0 RESPONSIBILITY

Associate Director

3.0 DEFINITIONS

School Climate – the environment, values and relationships found within a school. A positive school climate exists when all members of the school community feel safe, included and accepted, and actively promote positive behaviours and interactions. Equity, inclusion and respect are critical components embedded in the learning environment.

Progressive Discipline – a whole-school approach that uses a continuum of prevention programs, interventions, supports and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours.

4.0 POLICY

- 4.1 The Board believes that respect for human rights and the promotion of values and skills needed for a peaceful, responsible and democratic society shall be the foundation of every school.
- 4.2. The Board believes that equity, inclusion and fairness towards all members of the school community irrespective of race, gender, sexual orientation, socio-economic class or abilities are essential principles and are integrated into all our policies, procedures, programs and practices.
- 4.3. The Board believes that all students have the right to learn and achieve success and acknowledges the impact of school climates on students' success.

- 4.4. The Board is committed to fostering positive school climates through purposeful, thoughtful and inclusive practices that support healthy student, staff and school community relationships. This pertains to all aspects of policy, programming, professional learning, resources, supports, reporting and data collection and community partnerships.
- 4.5. The Board will build on its commitment to fostering positive school climates by promoting positive student behavior in constructive, non-violent and equitable ways through an integrated approach to progressive discipline that enhances students' ability to learn and builds their leadership and engagement.
- 4.6. The Board is committed to prevention and intervention strategies to address bullying, cyber-bullying, discrimination, harassment, gender-based violence and violence in any form, whether systemic or based on individual actions of staff, students or community members that directly impact school climate through curriculum, educational programs and services.
- 4.7. A Board Code of Conduct will be established that all students, staff, parents, community members and permit holders are expected to adhere to. Schools will develop and review annually a School Code of Conduct which must adhere to the Board Code of Conduct.
- 4.8. The Board will use the data collected through anonymous School Climate Surveys that must be conducted every two years to review procedures and revise existing school improvement plans. The Board will annually publish a public report containing data such as the number of suspensions and expulsions by student demographics, type of incident, interventions used by schools, academic achievement and other school climate data where available.
- 4.9. The Board will establish a clear process for reporting and responding to any behaviour that would have a negative impact on school climate.

5.0 SPECIFIC DIRECTIVES

The Director has authority to issue operational procedures to implement this policy.

This Policy is deemed to include all applicable Ministry of Education Policy/Program Memoranda, including: PPM 144: Bullying Prevention and Intervention; PPM 145: Progressive Discipline and Promoting Positive Student Behaviour; and PPM 128: The Provincial Code of Conduct and School Board Codes of Conduct

6.0 REFERENCE DOCUMENTS

Policies

P011: Community Use of Board Facilities (Permits)

P031: Human Rights

P037: Equity Foundation
P071: Gender-Based Violence

Operational Procedures

PR540: Non-Discretionary and Discretionary Student Transfers
PR585: Board Code of Conduct
PR586: Programs for Students on Long-Term Suspensions and Expulsions
PR608: Sexual Misconduct by Students
PR697: Promoting a Positive School Climate
PR698: Police/School Board Protocol
PR702: Progressive Discipline and Promoting Positive Student Behaviour
PR703: Bullying and Prevention and Intervention

Other

Education Act, R.S.O 1990, Chapter E.2 (as amended): Behaviour, Discipline and Safety:
Part XIII
Education Act, Ontario Regulation 472/07: Suspension and Expulsion of Pupils
Education Act, Ontario Regulation 612/00: School Councils and Parent Involvement
Committees

Ministry of Education Policy/Procedure Memoranda

PPM 120: Reporting Violent Incidents to the Ministry of Education
PPM 128: The Provincial Code of Conduct and School Board Codes 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