



Policy Section: **School Administration**

**300**

Policy Name: **Safe and Supportive Schools**

**321**

## **Policy Statement**

It is the policy of the Keewatin-Patricia District School Board (KPDSB) to provide peaceful and welcoming learning environments that are safe, orderly, nurturing, positive, and respectful.

This policy is an umbrella statement under which all administrative regulations, operating procedures, and the KPDSB's Codes of Conduct (Policy #322) relating to student discipline will be written. This policy incorporates guidelines that must be administered uniformly throughout KPDSB.

This Policy authorizes all KPDSB Procedures, enacted by the KPDSB, that set out activities leading to possible suspension and/or expulsion.

## **Rationale**

The Keewatin-Patricia District School Board believes that all members of the school learning community have the right to be safe and feel safe within their school community. With this comes the responsibility to demonstrate respect for social justice and human rights, the promotion of the values needed to develop responsible members of a democratic society, and an acceptance that emphasizes equity of opportunity and outcomes.

This will be achieved by establishing and maintaining high expectations for behaviours. The KPDSB promotes a proactive and preventative approach with a strong emphasis on early intervention, conflict prevention and resolution, counselling, inclusion of social skills in the curriculum, and support for all members of the school community.

### Cross Reference

#### Policies:

302, Search and Seizure in Schools  
310, Child Abuse and/or Neglect  
319, Substance Use by Students  
322, Code of Conduct  
325, Access to Schools  
329, Progressive Discipline and Promoting a Positive School Climate  
330, Character Development  
503, Equity and Inclusive Education  
706, Employee Code of Conduct  
709, Workplace Harassment  
Procedures  
321, Safe and Supportive Schools  
330, Character Development  
902, Ontario School Records

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27/04/2022

Review By: 2026

## **Guidelines**

Members of the Keewatin-Patricia District School Board approve and support the following:

1. Bullying adversely affects a student's well-being and ability to learn;
2. Bullying adversely affects the school climate, including healthy relationships;
3. Bullying, including cyber-bullying, is a serious issue and is not acceptable in the school environment (including virtual), in a school-related activity, or in any other circumstances that will have an impact on the school climate;
4. Violence of any type will not be tolerated in any form in our schools;
5. Acts of violence within the school environment will be handled within the parameters of this policy and the Code of Conduct that will provide the principal with the latitude to apply appropriate consequences;
6. Coaches and supervisors will conduct all school-based events in a manner consistent with the spirit of this Safe and Supportive Schools Policy;
7. All members of the school learning community will annually be made aware, by the principal, that the Safe and Supportive Schools Policies are in effect in each school and that there are services to address the needs of those who have been harmed as well as those who have caused harm;
8. All employees of the board must take seriously all allegations of bullying behaviour, including cyber-bullying, and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents;
9. All school staff, under the leadership of their principals, must provide ongoing support for offenders and victims of bullying as well as those who have been affected by observing bullying;
10. Schools will focus on the principles of safe schools, non-violence, and violence prevention;
11. Through a system-wide approach, all employees of the KPDSB may be trained in the principles of Restorative Practice;
12. All participants in KPDSB schools - students, parents or guardians, volunteers, employees - are governed by this Policy whether they are on school or Board property, on school buses, participating in school-authorized events or activities off school premises; and

13. For further reference, see KPDSB Procedure 321, Safe and Supportive Schools, which are available on the Board website. [CLICK HERE](#)

## **Components of Safe School Policy**

### 1. The School Environment

The KPDSB will provide a safe, welcoming, violence-free environment in its schools that promotes a sense of belonging, which includes assurance that:

- Positive behaviour is acknowledged and rewarded;
- Positive behaviour is modelled by all staff;
- Discipline strategies are fair and focus on teaching students about appropriate behaviours while maintaining their self-respect;
- A sense of responsibility, empowerment, and ownership is encouraged in students by all members of the school community;
- Achievement and wellness are fostered in all students;
- Wide participation in extra-curricular activities by all students is encouraged; and
- Parental/guardian involvement and community participation are invited and welcomed.

Principals and/or the Superintendents or Facility Manager will review each school's policy and consider the following elements in creating safe schools:

- Physical plant aspects such as proper lighting, the securing of unsafe areas, safe storage of dangerous objects, maintenance of playground equipment;
- The presence of responsible adults in the schoolyard and in the corridors;
- Procedures for dealing with visitors and strangers in the school (see KPDSB Policy 325 – Access to Schools); and
- Procedures for dealing with police and other emergency services.

### 2. Violence Prevention

The KPDSB will provide opportunities for students to:

- Develop the attributes of good character;
- Understand how to be alert and prudent about personal safety;
- Develop, practice, and reflect on interpersonal skills, communication, and problem-solving skills such as negotiation, mediation, management of conflict, assertiveness, and the ability to cope with change or frustration;

- Develop self-confidence and enhance self-esteem;
- Acquire the ability to understand, respect, and care for others;
- Acquire skills that will be useful in their existing and future relationships, such as parenting; and
- Develop the ability to value and respect the diversity of people and points of view in society.

### 3. Equity

The KPDSB will not tolerate discrimination based on the prohibited grounds as defined in the Ontario Human Rights Code, which include, but are not limited to :

- Race;
- National or ethnic origin;
- Colour;
- Creed (religion);
- Age;
- Sex;
- Sexual orientation;
- Family status;
- Physical and/or mental disability;
- Gender identity and gender expression; and/or
- Citizenship.

For further direction, access the KPDSB Policy 503 – Equity and Inclusive Education.

### 4. Staff Development

The KPDSB will include the following elements in its staff development programs:

- Developing an awareness of KPDSB Code of Conduct and related policies;
- Developing an understanding of the elements of the KPDSB's Character Development Program;
- Recognizing signs of physical, sexual, or mental abuse and/or neglect, and awareness of the protocol in KPDSB Policy 310 – Child Abuse and/or Neglect;
- Applying School Board and school procedures consistently;
- Identifying and eliminating bias and discrimination on the basis of race, culture, religion, gender, language, disability, sexual orientation, or other attributes such as income or appearance; and
- Modelling positive behaviour (i.e., treating everyone with respect, interacting peacefully, avoiding stereotypes, etc.).

In addition, staff development for teachers and administration will include:

- Developing a welcoming, inviting, and safe environment;
- Liaising with community agencies to prevent or deal with problems;
- Incorporating instructional strategies such as cooperative learning and role-playing to help students develop interpersonal skills;
- Developing skills in early identification and intervention;
- Supporting the safety and welfare of victims;
- Planning for the reintegration of perpetrators of violence or discrimination;
- Mediating and managing conflict (including those occurring in large group situations) in order to diffuse them;
- Supporting the unique learning styles of all students; and
- Using fair discipline strategies that focus on teaching the student about appropriate behaviours while maintaining their self-respect.

#### 5. Home, School, and Community Involvement

The KPDSB believes it is a shared responsibility among parents/guardians, school, and community:

- To assist students in maintaining their lives and relationships in non-violent ways; and
- To enable students to develop the knowledge, skills, and attitudes necessary to prevent violence and to deal with violent and potentially violent situations.

#### 6. Code of Conduct

The Keewatin-Patricia District School Board Code of Conduct, Policy 322, will be communicated to staff, students, parents/guardians, and the community on an annual basis. School Councils will be involved in the review of the Code of Conduct.

#### 7. Suspensions and Expulsions

- a) It is the policy of the KPDSB to deal with the suspension of students in accordance with the Education Act and the regulations made thereunder.
- b) Activities Leading to Possible Suspension:

Pursuant to section 306 of the Education Act, a Principal shall consider whether to suspend a student if they believe that the student has engaged in any of the following

activities while at school, at a school-related activity, or in other circumstances where engaging in the activity will have an impact on the school climate, subject to the mitigating and other factors:

<p>If a student in junior kindergarten to Grade 3 engages in any of the activities listed below, the Principal will conduct an investigation regarding the allegations to determine if the student should be suspended.</p>	<p>For students in Grades 4-12 only. (Students in junior kindergarten to Grade 3 can no longer be suspended for these activities. If a student in junior kindergarten to Grade 3 engages in any of the activities listed below, the Principal must consider what positive behaviour supports could be provided to the student).</p>
<ul style="list-style-type: none"> <li>a. Trafficking in weapons or in illegal drugs;</li> <li>b. Possessing a weapon, including possessing a firearm;</li> <li>c. Using a weapon to cause or to threaten bodily harm to another person;</li> <li>d. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;</li> <li>e. Committing sexual assault;</li> <li>f. Committing robbery;</li> <li>g. Giving alcohol or cannabis to a minor;</li> <li>h. Issuing a bomb threat or causing a bomb threat to be issued;</li> <li>i. Any activity that is motivated by bias, prejudice, or hate;</li> <li>j. Engaging in a pattern of behaviour that is so refractory that the student's presence is injurious to the effective learning and/or working environment of others;</li> <li>k. Engaging in an act:             <ul style="list-style-type: none"> <li>i) That causes the student's continuing presence in the school to be injurious to the physical or mental well-being of other students or persons in the school; or</li> <li>ii) That causes extensive damage to the property of the KPDSB or to goods that are on School Board property.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a. Uttering a threat to inflict serious bodily harm on another person;</li> <li>b. Possessing alcohol or illegal drugs;</li> <li>c. Being under the influence of alcohol or, unless the person is a medical cannabis user, cannabis or illegal drugs;</li> <li>d. Swearing at a teacher or at another person in position of authority;</li> <li>e. Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school;</li> <li>f. Bullying, including cyber-bullying;</li> <li>g. Persistent opposition to authority, willful destruction of school property, use of profane or improper language, or conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school;</li> <li>h. Possession of vaping devices/paraphernalia for the purposes of selling; or</li> <li>i. Possession of drug paraphernalia.</li> </ul>

8. Mandatory Suspension of Students Pending Possible Expulsion

- a) It is the policy of the KPDSB to deal with expulsion of students in accordance with the Education Act and the regulations made thereunder.
- b) Activities Leading to Mandatory Suspension Pending Possible Expulsion for Students in Grades 4 to 12:

A Principal shall consider whether to recommend to the Board that a student be expelled if they believe that the student has engaged in any of the following activities while at school, at a school-related activity, or in other circumstances where engaging in the activity will have an impact on the school climate, subject to the mitigating and other factors:

- i) Trafficking in weapons or in illegal drugs;
- ii) Possessing a weapon, including possessing a firearm;
- iii) Using a weapon to cause or to threaten bodily harm to another person;
- iv) Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- v) Committing sexual assault;
- vi) Committing robbery;
- vii) Bullying, if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person;
- viii) Any activity listed in *section 7* of this policy that is motivated by bias, prejudice, or hate;
- ix) Giving alcohol or cannabis to a minor;
- x) Issuing a bomb threat or causing a bomb threat to be issued;
- xi) Engaging in a pattern of behaviour that is so refractory that the student's presence is injurious to the effective learning and/or working environment of others; or
- xii) Engaging in an act:
  - That causes the student's continuing presence in the school to be injurious to the physical or mental well-being of other students or persons in the school; or
  - That causes extensive damage to the property of the KPDSB or to goods that are on School Board property.