



*Policy Section:* **School Administration**

**300**

*Policy Name:* **Progressive Discipline and Promoting a Positive School Climate**

**329**

## Policy Statement

It is the policy of the Keewatin-Patricia District School Board to build upon strategies that promote positive student behaviour and to employ an approach to student discipline that utilizes a continuum of interventions, supports and consequences to address inappropriate student behaviour. In particular, the Board will employ the principles and strategies of a restorative practice model when appropriate in addressing inappropriate student behaviour and as a proactive intervention measure.

## Rationale

The Keewatin-Patricia District School Board recognizes that schools that have appropriate prevention and intervention strategies foster and support a safe, inclusive and accepting learning and teaching environment in which every student can reach their full potential. Programs and activities that focus on the building of healthy relationships, inclusive and equitable learning environments, character development and positive peer relations provide the foundation for an effective continuum of strategies within a school and school-related activities. These supportive and empowerment programs are the basis for creating a positive school climate.

## Definitions

Progressive discipline is an approach that utilizes 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. 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.

Restorative practice is an approach that focuses on repairing the harm caused by offending behaviour while holding the offender accountable for their actions. It provides an opportunity for the parties directly affected by such behaviour – victim, offender and community – to identify and address their needs that result from the offending behaviour, and seek a resolution that affords reparation, healing and reintegration, and prevents future harm.

### Cross Reference:

#### **Policies**

321, Safe Schools Policy  
302, Search and Seizure in the Schools      322, Code of Conduct  
323, Student Use of Service Animals  
330, Character Development      503, Equity, and Inclusive Education  
709 Workplace Harassment  
708, Respectful Working & Learning Environment

#### **Procedures**

321, Safe & Supportive Schools Procedures  
Ontario Regulation 472/07  
329, Progressive Discipline and Promoting a Positive School Environment

Adopted: February 12, 2008  
Date Revised: Jan 12/10;  
June 11/13; Apr 24/18;

Review by: 2022



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