



POLICY P.032.SCO

TITLE: SAFE SCHOOLS

Date Issued: 04 September 2001

Last Revised: 13 May 2008

Authorization: Board: 27 August 2001

1.0 OBJECTIVES

The Board believes that it is the right of each student and each staff member to a safe and orderly learning environment, free of concern about personal safety and, therefore, the Board shall:

- a) reduce and try to eliminate the incidence of bullying and violence in the schools;
- b) provide opportunities for students to develop the skills necessary to handle and avert violent and potentially violent situations;
- c) promote the long-term prevention of violence by preparing students to manage their lives and relationships in non-violent ways;
- d) work co-operatively and in shared responsibility with students, parents, school councils, staff, the wider community and the police to foster a safe and inclusive school environment and to fulfill the guiding principles and objectives of the Board;
- e) ensure that all members of the school community are treated with respect and dignity.

2.0 DEFINITIONS

In this and all safe school policies and procedures of the Board, the following definitions apply.

- 2.1 **Minor** is interpreted to mean a person who is under the age of 18 years, except where the specific provisions of other legislation may supercede this interpretation.
- 2.2 **Guardian** is interpreted to mean a person, other than a parent, who has lawful custody of a child, as established by court order.
- 2.3 **School-authorized activity** is interpreted to mean any activity which is clearly connected to a school or its program, has been authorized by the principal or designate,

and includes, for example, athletic events, field trips, playground activities, school-sponsored events off school premises, and travel on school buses.

- 2.4 **“Board property”** includes school buildings, grounds and facilities under the jurisdiction of the Board. This policy applies not only to conduct on Board property but also includes, for example, conduct on school buses, during field trips or at school-sponsored events off school premises.
- 2.5 **Activities off school premises** is interpreted to mean an activity which has occurred off school property where the principal believes that it could have an impact on the school climate.
- 2.6 **Bullying** is interpreted to mean a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person’s body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.
- 2.7 **Adult Student** is a student who is 18 years or older or 16 or 17 and has removed him/herself from parental control.
- 2.8 **Progressive discipline** may include written work assignment with a learning component, withdrawal of privileges, withdrawal from class, detention, restitution for damages, conflict resolution, individual, peer and group mediation, volunteer service to the school community, referral to counselling, short term suspension, long term suspension, expulsion.
- 2.9 **Discrimination** is intentional or unintentional differential treatment for which there is no bona fide or reasonable justification. Grounds of discrimination are: age, race, colour, ancestry, place of origin, political beliefs, religion, marital status, family status, physical or mental disability, sex, sexual orientation.

3.0 POLICY

- 3.1 All safe school policies and procedures of the Board shall conform to the Provincial Code of Conduct and the School Board Code of Conduct.
- 3.2 All participants in OCDSB schools - students, parents or guardians, volunteers, employees - are governed by this policy whether they are on school or Board property, on school buses, or at school-authorized events or activities off school premises.
- 3.3 The Board believes in positive, constructive, progressive discipline intended to create and maintain an orderly, co-operative learning atmosphere in all schools. Disciplinary practices shall be fair and consistent with the basic assumptions underlying a democratic society. It is also the Board’s objective to teach self-control, self-respect, self-discipline and respect for others and for property, to help prepare every young person for a satisfying and productive adult life.

- 3.4 The Board believes that there should be continuing communication, consultation and co-operation among students, parents, staff and community. Behavioural expectations and the consequences of inappropriate behaviour should be clearly enunciated in a positive manner to everyone in the school community. Principals shall review at least annually school safety and school climate with the school council.

4.0 SPECIFIC DIRECTIVES

- 4.1 All members of the school community play a role and accept responsibility for maintaining a safe and effective learning environment. The Board expects high standards of respect, civility and responsible citizenship from all members of the OCDSB and its school communities at all times. To this end, the Board shall take all necessary and reasonable measures to ensure that:
- a) direction is provided to schools to ensure accountability, excellence, and opportunities for learning in a safe environment;
 - b) our principals take a leadership role in maintaining academic excellence in a safe and orderly environment;
 - c) our school codes of conduct are reviewed at least every three years by principals with the school council, students and staff;
 - d) our teachers and school staff maintain order in the school and hold everyone to the highest standard of respectful and responsible behaviour;
 - e) our students demonstrate respect for themselves, teachers, other students and members of the greater school community and for the responsibility of citizenship through acceptable behaviour;
 - f) our parents support the efforts of school and District staff in maintaining a safe and respectful learning environment for all students;
 - g) our schools work to maintain and strengthen relationships with the school community and our community partners; and
 - h) protocols are established with community agencies so that prevention and intervention programs can be supported.
- 4.2 The Board does not tolerate physical, verbal (oral or written), sexual or psychological abuse; bullying or harassment; or discrimination on the basis of race, ethnic origin, creed, culture, religion, gender, gender identity, language, disability, sexual orientation or other attribute.
- 4.3 The Board strictly prohibits weapons on Board property.
- 4.4 The Board does not tolerate the presence of intruders on any of its property or at school-sponsored events, and will expect its agents to take appropriate action, including

the possible laying of charges under the Ontario *Trespass to Property Act*, against those who refuse to co-operate.

- 4.5 The Board encourages programs to deter theft and vandalism on Board property.
- 4.6 The Board encourages schools to use conflict resolution, restorative justice programs and other preventive programs and intervention measures to develop positive attitudes and acceptable behaviour.
- 4.7 The Director of Education shall ensure that there are appropriate responses to critical incidents and that critical incidents are reported to the police and to the Ministry of Education, and shall report annually to the Board. The summary reports to the Board shall be made public after removing any identification of individual students.
- 4.8 Subject to legislation governing disclosure of personal information, as appropriate and on an ongoing basis, trustees and school council chairs shall be made aware of major violent events that have occurred.
- 4.9 All Board staff shall cooperate with police services in ensuring that schools are and continue to be safe and orderly learning environments.
- 4.10 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

5.0 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 141, School Board Programs for Students on Long-Term Suspension, August 23, 2007

Policy/Program Memorandum 142, School Board Programs for Expelled Students, August 23, 2007

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.

Ontario Regulation 298 (as amended)

Trespass to Property Act, R. S. O. 1990, Chapter T.21

Ontario Regulation 474/00, Access to School Premises

MOE Code of Conduct, 2007

Protocol to Accompany Safe Schools Policies in the City of Ottawa, 2016

Board Policy P.026.SCO: Student Suspension and Expulsion

Board Policy P.029.SCO: Field Trips, Excursions and Educational Tours

Board Policy P.034.SCO: Substance Abuse

Board Policy P.036.SCO: Weapons

Board Policy P.043.SCO: Police Involvement in Schools

Board Policy P.060.FIN: Vandalism, Theft, Damage or Loss Affecting Board Property

Board Policy P.106.SCO: Access to School/Board Premises

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.515.SCO: Student Suspension/Investigation/Possible Expulsion
Board Procedure PR.521.SCO: Safe Schools
Board Procedure PR.522.FIN: Vandalism, Theft, Damage or Loss Affecting Board Property
Board Procedure PR.523.SCO: Substance Abuse
Board Procedure PR.524.SCO: Access to School/Board Premises
Board Procedure PR.525.SCO: Weapons
Board Procedure PR.528.SCO: Critical Incident Review Process
Board Procedure PR.533.SCO: Police Involvement in Schools
Board Procedure PR.659.SCO: Bullying Prevention and Intervention
Board Procedure PR.660.SCO: Progressive Discipline and Promoting Positive Student Behaviour