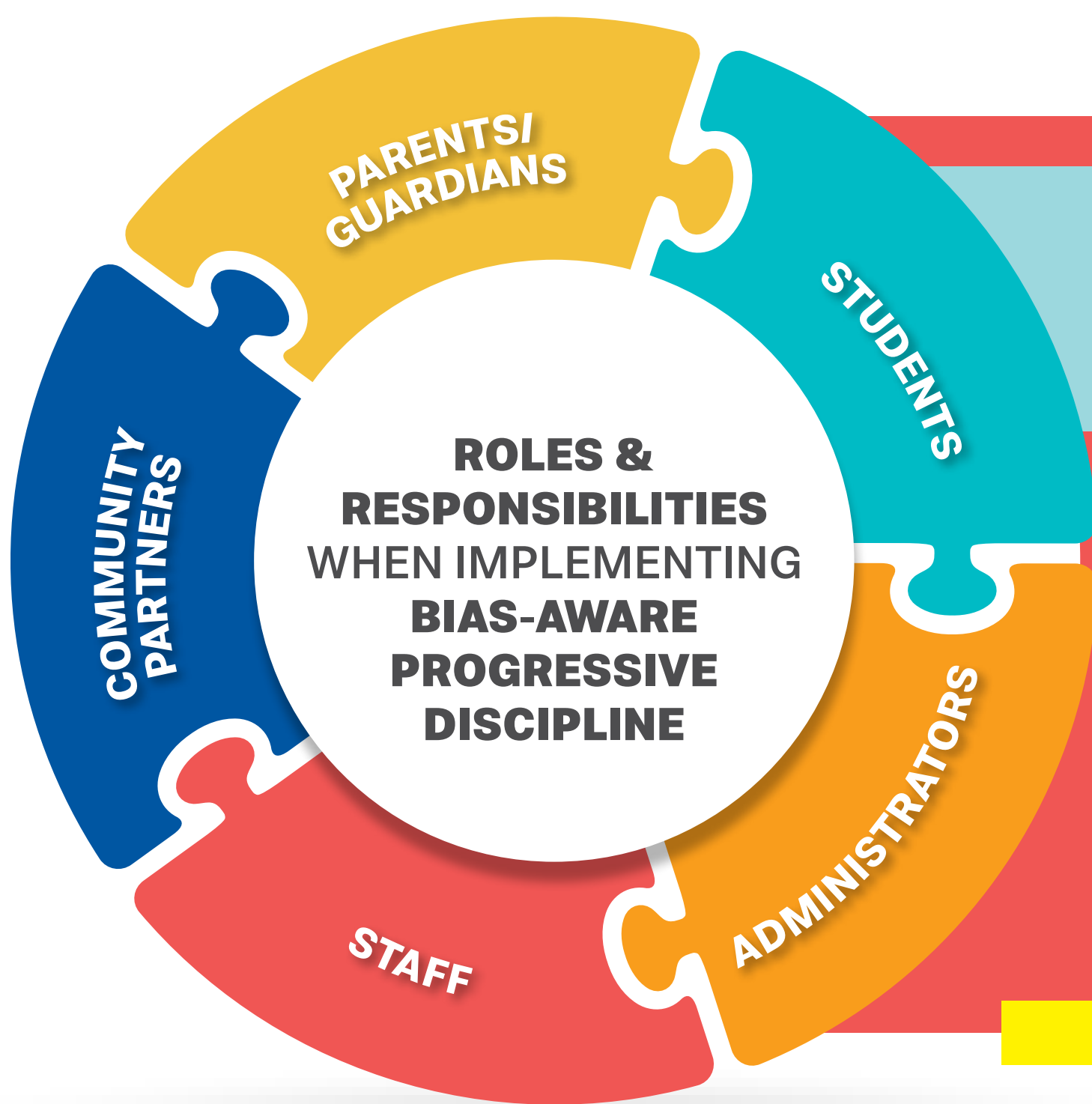


BIAS-AWARE

PROGRESSIVE DISCIPLINE

POSITIVE SCHOOL CLIMATE

A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour.



ROLES & RESPONSIBILITIES WHEN IMPLEMENTING BIAS-AWARE PROGRESSIVE DISCIPLINE

A Whole School Approach requires that staff, students, parents and community members assume responsibility for developing and sustaining a positive school climate. It is important that staff, students, parents and community members work together in a collaborative fashion to build positive, respectful relationships. In addition, the stakeholders must adhere to the expectations outlined in the School Code of Conduct and DDSB Policies, Regulations and Procedures.

APPLYING MITIGATING, OTHER & HUMAN RIGHTS FACTORS

When implementing Bias-Aware Progressive Discipline, schools must comply with the Ontario Human Rights Code and the Education Act.

EARLY INTERVENTIONS

- Redirect inappropriate behaviours
- Develop a Support and Responsibility Agreement to transition students (*Refer to the Safe Schools Portal*)
- Create and use a Behaviour Safety Plan for students with special needs
- Use Reflection Sheets that include Restorative Questions
- Reflect upon, recognize and reward improved behaviour
- Use "natural consequences" that align with the behaviour
- Collect data and consult with the School Team to develop a plan to improve behaviour
- Collaborate with parents

ONGOING INTERVENTIONS

- Implement behaviour "agreements" with relevant and achievable goals
- Create a Safe Schools Plan (*Refer to the Safe Schools Portal*)
- Use responsive programming based on students' changing circumstances
- Consult with the Area Team for assistance from Support Staff and outside agencies

STRATEGIES FOR ADDRESSING INAPPROPRIATE BEHAVIOURS

- Use appropriate strategies and consequences that foster learning. Examples include:
 - Restorative Practice
 - Restitution
 - Community Service
 - Loss of Privileges
 - Detentions
- Suspensions and Expulsions (*Refer to Procedure 5500 Code of Conduct and Discipline for Students*)
- Prior to Suspension or Expulsion, consider Mitigating, Human Rights and other factors (*Refer to Procedure 5500 Code of Conduct and Discipline for Students*)

RESTORATION & RECONCILIATION

Restoration and reconciliation are an integral part of Bias-Aware Progressive Discipline. Restoration and reconciliation should occur during all stages of discipline and include support for both victims and offenders involved in any school-based incident. When harm is done, students should have the opportunity to understand the full impact of their actions, to take responsibility for those actions, to do what is necessary to make it right, and to learn from the experience.