

**PR702 - Progressive Discipline and  
Promoting Positive Student Behaviour**

**PR 703 - Bullying Prevention and  
Intervention**

**Working Together to Ensure the Safety of Students**

# **Objective**

To establish a framework to enable, support and maintain a positive school climate for students, staff and community.

# What does this mean?

There are a range of interventions, supports and consequences used by schools that are **clear** and **developmentally appropriate** and include **learning opportunities** for students to reinforce positive behaviours and help students make good choices.

# What Do Interventions and Supports Look Like at Birch Cliff?

- Verbal warning from teacher
- Phone call home
- Conferences with Student and Admin
- Loss of recess and lunch recess
- Loss of privilege to participate in specified school activities / clubs / teams
- Apology / Restorative practices
- Performance/ behaviour contracts
- Conferences with Student and Family
- In-school time out
- Consultation with Manager of Social Work / Caring and Safe Schools Department / Superintendent of Education
- Community services
- Supports offered by Urban Indigenous Education Centre and Centre of Excellence for Black Student Achievement
- IST/SST Referral
- Suspension (Grades 4-8)
- Police / CAS Involvement

# Consequences are:

- Progressive
- Based on the intensity and frequency of the action
- Communicated to parents/guardians/caregivers by the teacher and/or the Administration
- Based on any mitigating factors the student may have - age, disability, medical concerns, social emotional concerns etc.
- Educational
- Restorative

Consequences vary on a case to case basis and are the discretion of Administration.

# Role of Administration

When Administration receives a complaint, it is their responsibility to deal with the complaint objectively, fairly, and in a timely way, in accordance with TDSB policies and procedures. To respond effectively, Administration will:

- Respond promptly to the complaint
- Take the time to listen, demonstrate understanding of the concern, and try to identify and address the underlying issue
- Treat people with dignity and respect in accordance with the Human Rights Policy (P031), the Equity Policy (P037), and the Board Code of Conduct (PR585).
- Provide clear and meaningful reasons for decisions (eg. consequences, supports and outcomes)

# Limitations of Administration

Administration is NOT able to:

- Deal with complaints in ways which are incompatible with or beyond the scope of TDSB policies and procedures
- Control Staffing Allocations such as number of Support Staff or Lunchroom Supervisors
- Suspend under Grade 4 (suspensions for students in Junior Kindergarten to Grade 3 have been eliminated by the TDSB on direction of the Ministry of Ontario)
- Engage with Toronto Police Service proactively (Community Officer program no longer exists)
- Disclose the name or any other identifying or personal information about a student who engaged in the activity that resulted in the harm other than the nature of any disciplinary measures taken in response to the activity

# How Can We Work Together For Students?

A positive and constructive working relationship with the school community is of the utmost importance for all Stakeholders.

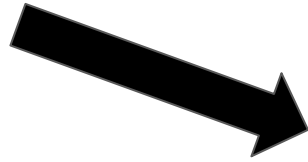
- Bring concerns to the Teacher / Administration - we can't address what we do not know. We are here to support students and families!
- Follow the Parent Concern Protocol - PR 505 (see last slide)
- All members of the school community, including TDSB staff, must respect differences in people, their ideas and opinions
- Treat one another with kindness, dignity and respect at all times (please review Promoting Respect in the Workplace - PR 739 on the last slide)

Concerns are welcomed any time, however, not through conduct that negatively impacts the well-being or reputation of others.



The next meeting of our Caring and Safe School Committee -  
will be on **Tuesday, June 10th at 6pm**

**Register here  
and join us**



**All are welcome!**



# Resources

Parent Concern Protocol - PR 505 -

<https://ppf.tdsb.on.ca/uploads/files/live/100/169.pdf>

TDSB Board Code Of Conduct - PR 585 -

<https://ppf.tdsb.on.ca/uploads/files/live/98/1714.pdf>

TDSB Promoting a Positive School Climate - PR697 -

<https://ppf.tdsb.on.ca/uploads/files/live/99/1195.pdf>

TDSB Progressive Discipline and Promoting Positive Student Behaviour - PR 702 -

<https://ppf.tdsb.on.ca/uploads/files/live/98/1801.pdf>

TDSB Bullying Prevention and Intervention - PR 703 -

<https://ppf.tdsb.on.ca/uploads/files/live/98/1800.pdf>

Promoting Respect in the Workplace - PR 739 -

<https://ppf.tdsb.on.ca/uploads/files/live/95/2298.pdf>