



SAFE SCHOOLS

Legal References:	<i>Education Act, as amended;</i> <i>Ontario Human Rights Code;</i> <i>Canadian Charter of Rights and Freedoms;</i> <i>Provincial Code of Conduct;</i> <i>Ontario Regulation 472/07.</i>
Related References:	<i>Policy and Procedure Memorandum 144 – Bullying Prevention and Intervention;</i> <i>Policy and Procedure Memorandum 145 – Progressive Discipline and Promoting Positive Student Behaviour;</i> <i>Board Policy 6001 - Code of Conduct;</i> <i>Board Policy 6009 – Bullying Prevention and Intervention;</i> <i>Board Policy 6008 – Student Discipline;</i> <i>Administrative Procedure 1200 – Bullying Prevention and Intervention;</i> <i>Administrative Procedure 1260 – Student Discipline;</i> <i>Administrative Procedure 3720 – Racial, Religious & Ethno-cultural Harassment;</i> <i>Traumatic Response Protocol, 2013;</i> <i>Threat Risk Assessment Protocol, 2012; and</i> <i>School Board Police Protocol.</i>
Effective Date:	<i>August 23, 2002</i>
Revisions:	<i>September 19, 2016, February 12, 2018</i>
Reviewed:	<i>April 8, 2019</i>

1. Preamble

- 1.1 A safe, inclusive and accepting school environment is a necessary condition for student success. Students cannot be expected to reach their potential in an environment where they feel insecure and intimidated. At the Waterloo Region District School Board (WRDSB), we are committed to providing all students with the supports they need to learn, grow and achieve.
- 1.2 Building a positive and inclusive school climate requires a focused effort on developing healthy and respectful relationships throughout the whole school and surrounding community, among and between students, staff, parents and other adults. This involves a sustained long-term commitment to put this into practice and change school culture.
- 1.3 WRDSB is committed to ensuring all of our schools offer a positive learning environment, including:
 - 1.3.1 significantly reducing the incidence of violence in Waterloo Region schools;
 - 1.3.2 significantly reducing the incidence of bullying;
 - 1.3.3 preparing students to conduct their lives in non-violent ways;
 - 1.3.4 enabling students to develop the knowledge, skills and attitudes necessary to prevent violence and to deal with violent and potentially violent situations;
 - 1.3.5 enabling staff to develop the skills, confidence, and knowledge necessary to recognize and handle violent or potentially violent incidents and to educate students about violence prevention;

- 1.3.6 supporting staff in applying progressive discipline procedures in a bias-free manner, honouring the principles of human rights and social justice;
 - 1.3.7 ensuring that victims, potential victims, witnesses and perpetrators will know that the school will act to stop or prevent violence or bullying, providing appropriate supports;
 - 1.3.8 encouraging the whole community (including students, parents / guardians / caregivers, staff, community organizations, agencies and services, business and labour and other groups) to support violence and bullying prevention and intervention initiatives and to play an active role in promoting violence prevention;
 - 1.3.9 providing properly maintained buildings;
 - 1.3.10 complying with provincial legislation.
- 1.4 Safe schools initiatives involve the setting of acceptable standards of behaviour and the management of inappropriate behaviour, trespass issues, occupational health and safety requirements, physical plant issues, plus other components necessary for the creation of a safe learning and working environment.
- 1.5 WRDSB policies and procedures are an integral part of the continuum for ensuring safe, secure learning environments where students are assisted in developing self-discipline and social skills requisite to their future academic and interpersonal success as “life-long learners who strive for excellence in a changing world”.
- 1.6 It is the policy of the Waterloo Region District School Board to hold the following expectations:
- 1.6.1 The Learning Environment - Schools are expected to provide a secure and nurturing environment in which the social, emotional, intellectual, and physical growth of each person may flourish in an atmosphere of shared responsibility, mutual respect and appreciation.
 - 1.6.2 Student Behaviour - Within a school environment, students are expected to develop the self-discipline and the social skills necessary to progress academically and to act in ways that respect the needs, feelings, heritage and rights of all. All students are expected to act in a manner consistent with the standards of behaviour identified in the provincial standards of behaviour identified in Board Policy 6001.
 - 1.6.3 Student Misbehaviour - Notwithstanding the mandatory consequences identified in the provincial Code of Conduct, in circumstances where students cannot function effectively, it is the responsibility of WRDSB, in partnership with the parents of the students, to seek and to provide the support and alternatives, within the educational system and/or within the community, that meet the students’ individual needs, while safeguarding the learning environment and rights of others.
 - 1.6.4 Traumatic Events – Trauma is defined as an event or situation that causes distress or disruption to individuals or a group. It is recognized that traumatic events impact our students, staff and school community. Appropriate resources will be deployed when a trauma affects the learning and working environment.
 - 1.6.5 Threat/Risk Assessment – Threat is defined as an expression of intent to inflict harm or damage. Risk is defined as an indication of the potential to inflict harm or damage. All schools will respond to all student behaviours that pose a potential risk to other students, staff and members of the community. In consultation with central board staff, a multi-dimensional assessment will occur.
 - 1.6.6 Staff Behaviour - Staff are expected to conduct themselves in a professional manner and in a manner consistent with their duties. The safety and well-being of students is one of our greatest duties. Inappropriate behaviour will be dealt with by the appropriate supervisor in a manner consistent with established procedures and practices. All staff are expected to act in a manner consistent with the provincial

standards of behaviour identified in Board Policy 6001, and to be positive role models to students.

- 1.6.7 Staff Misbehaviour - Staff will be subject to disciplinary action when their behaviour fails to meet the expected standards. Progressive discipline is the general approach to be followed by the appropriate supervisor.
 - 1.6.8 Volunteer/Visitor Behaviour - Volunteers and visitors are subject to WRDSB's Code of Conduct, and inappropriate behaviour may result in limiting the volunteer/visitor's access to the school.
 - 1.6.9 Volunteer/Visitor Misbehaviour - All visitors and volunteers are subject to the authority of the principal while at a school or taking part in a school based activity.
 - 1.6.10 Staff Development - The Waterloo Region District School Board recognizes that staff development is vital to the success of its safe schools initiative. It is the expectation of WRDSB that school staff will receive basic training in Behaviour Management Systems Training and all members of each school's Emergency Response Team will receive advanced training in such techniques.
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- 1.7 WRDSB is committed to providing staff training and workshops for school administrators in the application of procedures, guidelines and policies of the safe schools initiative and continued training in race relations, family violence, sexual abuse, harassment issues, and other safe schools issues.
 - 1.8 WRDSB is also committed to training its teaching staff and resource personnel in the area of violence and bullying prevention and intervention, and professional development will be provided on bullying prevention and strategies for promoting positive school climate at least annually.
 - 1.9 Access to Information - WRDSB is committed to making reasonable and targeted efforts to providing access to appropriate board resources/publications for parents and in doing so, taking into account linguistic, ethnocultural, and accessibility considerations.