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25, 1999; January 23, 2001; May 24, 2001; May 25, 2006;  
y 31, 2008; January 28, 2010; October 25, 2012; June 21, 2018;  
, 2023

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The Kawartha Pine Ridge District School Board (KPR) is committed to creating and sustaining safe and caring schools for the purpose of promoting learning, achievement and well-being.

Welcoming and engaging school environments lead to positive student experiences, especially when families and communities are intentionally involved. Safe and caring schools, both physically and psychologically, are a critical element to successfully nurturing positive student experiences. Schools must create a positive school climate and foster a culture of mutual respect. This policy promotes student safety by building a culture of caring and by taking meaningful, culturally responsive, culturally competent and consistent approaches.

The Board values the dignity and humanity of each individual while fostering the development of character traits in support of ongoing student success.

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and intervention, safe arrival, and children in need of protection. These regulations provide comprehensive guidance and procedures to follow regarding safety for students and school communities.

The Board is required to adhere to all applicable legislation including the Education Act, the Ontario Human Rights Code, the Municipal Freedom of Information and Protection of Privacy Act, the Child and Family Services Act, the Occupational Health and Safety Act and the Accessibility for Ontarians with Disabilities Act.

#### Administrative Regulation

A document issued through the Director of Education, governing the implementation of a Board policy, or required to coordinate and control certain aspects of system operations.

#### Board

The corporate Board which maintains the daily operation of the system; Kawartha Pine Ridge District School Board; a reference specifically pertaining to Kawartha Pine Ridge District School Board as a legal entity; also referred to as KPR or KPRDSB.

#### Board of Trustees

The elected governance branch of the Board.

#### Bullying

Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose.

#### Critical Incident

A critical incident refers to a crisis or traumatic event that is considered serious and out of the ordinary for a school or school community. Such events can trigger overwhelming emotional responses and can disrupt the emotional well-being of students and staff members.

#### Critical Incident Response Team

A school-based team that is supported by the Board's Central Leadership, Communications, and Professional Services staff when responding to a critical incident. The team will support in the assessment of the unique needs of students, staff, and administration and determine an appropriate, therapeutic response that aligns with best practices for addressing a crisis or traumatic event.

#### Culturally Responsive

An approach that intentionally nurtures the uniqueness of each student in background, language, family structure, and social and cultural identity, integrating the student's background and identity into curriculum, teaching and school life

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### Expulsion

The removal of a student from school for an indefinite time. An expulsion does not have a time limit. Students who are expelled from school must be: provided with opportunities to continue their education, and offered non-academic supports, such as counselling, to

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### Restorative Practice

Restorative practice is an overall approach where conflict and tensions are managed by repairing harm and strengthening relationships as a way of building school community.

### School Climate

School climate relates to the learning environment and relationships in a school and school community. A positive school climate exists when:

everyone in the school community feels safe, included and accepted,



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Each school must have a Positive School Climate Team whose primary function is to lead a safe and inclusive school environment. An existing committee such as the School Council may take on this role and should meet at least four times per year.

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Trauma-informed practices increase safety, control and resilience for people in relation to experiences of violence and trauma that have resulted in negative health outcomes and behaviours.

The range of interventions, supports, and consequences used by the Board and all schools must be culturally responsive, developmentally appropriate, consistent in expectations, and fair in approach. Interventions must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices. The Board supports consequences for unacceptable behaviour up to and including suspension and expulsion. For students with special education needs, interventions, supports and consequences must be consistent with the expectations in the student's Individual Education Plan (IEP). The Board and school administrators must consider all mitigating and other factors as required by the Education Act and Regulations.

The Board, school administrators and school staff must consider all mitigating factors in determining the appropriate consequences for unacceptable behaviour. The Board supports consequences for unacceptable behaviour up to and including suspension and expulsion. For students with special education needs, interventions, supports and consequences must be consistent with the expectations in the student's Individual Education Plan (IEP). The Board and school administrators must consider all mitigating and other factors as required by the Education Act and Regulations.

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Factors to be considered with respect to bullying are outlined in Administrative Regulations:

ES-1.1.1, Discipline/Promoting Positive Student Behaviour/Code of Conduct, ES-1.1.1A, Appendix A: Discipline/Promoting Positive Student Behaviour/Code of Conduct, and ES-1.1.2, Suspension.

Suspension must be considered by the principal if they believe a student has engaged in any of the activities outlined in Administrative Regulation ES-1.1.2, Suspension, while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate as outlined under section 306(1) of the Education Act.

A principal shall suspend a student and shall conduct an investigation to determine whether to recommend to the Board that the student be expelled if they believe that the student has engaged in any of the activities outlined in Administrative Regulation ES-1.1.3, Expulsion, while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate as outlined under section 306(1) of the Education Act.

#### Critical Incidents

Principals are responsible for establishing a school-based Critical Incident Response Team each September, and shall forward, using the School-Based Critical Response Team form, the list of members of that team to the Senior Manager, Professional Services. Additional information regarding the response to Critical Incidents is available to all Board employees in the Critical Incident Response Protocol.

#### Board Policies:

[B-2.2, Annual Meetings and Committees of the Board](#)

[B-3.2, Equity, Diversity and Inclusion](#)

[B-3.3, Human Rights: Code-Based Discrimination and Harassment](#)



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Administrative Regulations:

[ES-1.1.1, Discipline/Promoting Positive Student Behaviour/Code of Conduct](#)  
[ES-1.1.1A, Appendix A: Discipline/Promoting Positive Student/Behaviour/Code of Conduct](#)  
[ES-1.1.2, Suspension](#)  
[ES-1.1.3, Expulsion](#)  
[ES-1.1.4, Child in Need of Protection](#)  
[ES-1.1.8, Procedures in the Event of a Bomb Threat](#)  
[ES-1.1.9, Substance Use](#)  
[ES-1.1.10, Safe Arrival Program](#)  
[ES-1.1.12, Sexual Misconduct by Students](#)  
[ES-1.1.12A, Appendix A: Police/School Board Protocol](#)  
[ES-1.1.13, Anti-Sex Trafficking](#)

Procedural Documents (internal):

[Anti-Sex Trafficking Guide](#)  
[Critical Incident Response Protocol](#)  
[Emergency Response Plan Template](#)  
[Ensuring Student Safety and Protection Together Protocol, 2019](#)  
[Police/School Board Protocol \(2016\)](#)  
Violence Threat Risk Assessment (VTRA)

Legislation:

[Accessibility for Ontarians with Disabilities Act](#)  
[Child and Family Services Act](#)  
[Education Act](#)  
[Municipal Freedom of Information and Protection of Privacy Act](#)  
[Occupational Health and Safety Act](#)  
[Ontario Human Rights Code](#)  
[Ontario Regulation 440/20 – Suspension of Elementary School Pupils](#)  
[Ontario Regulation 472/07 – Behaviour, Discipline and Safety of Pupils](#)  
[Ontario Safe Schools Act](#)

Other Documents:

[Caring and Safe Schools in Ontario](#)  
[Ministry of Education, Policy and Program Memoranda 9: Duty to Report Children in Need of Protection](#)  
[Ministry of Education, Policy and Program Memoranda 120: Reporting Violent Incidents to the Ministry of Education](#)  
[Ministry of Education, Policy and Program Memoranda 123: Safe Arrivals](#)  
[Ministry of Education, Policy and Program Memoranda 128: The Provincial Code of Conduct and School Board Codes of Conduct](#)  
[Ministry of Education, Policy and Program Memoranda 141: School Board Programs for Students on Long-Term Suspension](#)

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[Ministry of Education, Policy and Program Memoranda 142: School Board Programs for Expelled Students](#)

[Ministry of Education, Policy and Program Memoranda 144: Bullying Prevention and Intervention](#)

[Ministry of Education, Policy and Program Memoranda 145: Progressive Discipline and Promoting Positive Student Behaviour](#)

[Ministry of Education, Policy and Program Memoranda 166: Keeping Students Safe: Policy Framework for School Board Anti-5.6 \(i\)-5.4 \(8d-5.7 \(duc\)-6 \(a\)2A\)5.46 40ograstry of Educay Fr](#)