

# Uchenna Academy Policy & Procedure Manual Operational Policy: Progressive Discipline

## Policy

### 1.1 Philosophy and Approach

At Uchenna Academy, we prioritize a positive and respectful learning environment. We utilize a progressive discipline approach to respond to inappropriate student behaviour, as outlined in the Ministry of Education's Policy/Program Memorandum 145 (PPM 145). Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours.

### 1.2 Legal Framework and Mandates

**Mitigating Factors:** Uchenna Academy will always consider mitigating and other factors before issuing disciplinary consequences, as required by the Education Act.

**Suspensions:** The school adheres to the suspension requirements listed in the Education Act under subsection 306(1).

**Expulsions:** The school adheres to the expulsion requirements listed in the Education Act under subsection 310(1).

**Refusal to Admit:** In accordance with the Education Act, clause 265(1)(m), the Principal has the authority to "refuse to admit" a student if their presence would be "detrimental to the physical and mental well-being of the pupils".

### 1.3 Staff Responsibilities

Any Uchenna Academy staff member who works directly with students must respond to any student behaviour that may have a negative impact on the school climate.

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## Procedure

The Procedure explains exactly what teachers and the Principal must do when an incident occurs.

### STEP 1: Immediate Response (Teacher/Staff Level)

When a staff member witnesses inappropriate behavior, they must take immediate action:

- **Assess for Safety:** First, determine if the situation is physically dangerous. If the student behaviour is deemed as potentially physically harmful, Uchenna Academy staff are not required to respond to the incident directly; they should immediately seek administrative help to ensure safety.
- **Verbal Redirection (For non-violent incidents):** The staff member must respond by asking the student to stop or correct the behaviour immediately.

### STEP 2: Early Intervention (For Minor, First-Time Offenses)

If the behavior is minor (e.g., talking out of turn, minor off-task behavior):

- **Warning:** The teacher gives a verbal warning, highlighting how the behavior violates the Uchenna Academy Code of Conduct.
- **Reflection:** The teacher asks the student to reflect on their behavior and its impact on the learning environment. This is handled within the classroom without formal administrative escalation.

### STEP 3: Formal Reporting (For Serious or Repeated Offenses)

If the behavior continues, or if it is an immediately serious offense, the teacher must escalate the situation to the Principal:

- **Verbal Report:** Serious incidents must be reported to the Principal verbally as soon as possible.
- **Written Report:** The verbal report must be confirmed in writing as soon as possible. The staff member must fill out the Safe Schools Incident Reporting Form - Part I.
- **Details Required:** The reporting staff member must check off the location, time, and specific type of incident on the form.

### STEP 4: Administrative Investigation & Disciplinary Action (Principal Level)

Once the Principal receives the report, they must investigate and determine the consequence based on the Education Act:

- **Determine if 306(1) Applies (Suspension MUST be considered):** The Principal checks if the act involves uttering a threat of serious bodily harm, possessing/being under the influence of alcohol or non-medical cannabis, swearing at an authority figure, extensive vandalism, or bullying.
- **Determine if 310(1) Applies (Expulsion MUST be considered):** The Principal checks if the act involves weapons, physical assault requiring medical treatment, sexual assault,

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trafficking, robbery, severe/repeated bullying, hate-motivated activities, or giving alcohol/cannabis to a minor .

- Assign the Consequence: Depending on the severity and mitigating factors, the Principal assigns an In-School Suspension, an Out-of-School Suspension, or begins Expulsion proceedings.

#### **STEP 5:** Executing the Suspension and Reflection

If an In-School or Out-of-School Suspension is assigned:

- Documentation: The incident is formally recorded in the student's Ontario Student Record (OSR).
- Parental Notification: The Principal contacts the parents immediately and sends the formal "Notice of Suspension" letter.
- Academic and Reflection Packets: The student is provided with their academic work and the required "Student Reflection and Re-Entry Packet" (which includes the behavior essay, research component, and action plan).

#### **STEP 6:** Re-Entry, Communication, and Restoration

To close the loop on the incident:

- Staff Communication: The Principal must communicate the results of the investigation back to the reporting teacher at a mutually convenient time, using Part II of the Safe Schools Incident Reporting Form (Acknowledgement of receipt of report). The Principal will not disclose more personal information than is reasonably necessary.
- Final Review Meeting: Before the student fully transitions back to regular classes, a Final Review meeting is held with the student, parents, and Principal to review the completed Reflection Packet and sign the Behavior Improvement Plan.

### **REFERENCE DOCUMENTS**

Education Act, R.S.O 1990, Chapter E.2 as amended (particularly Part XIII) ([Education Act, R.S.O. 1990, c. E.2 \(ontario.ca\)](#))

O.Reg 472/07, Suspension and Expulsion of Pupils

O.Reg 612/00, School Councils

#### Ministry of Education Policy/Program Memoranda

PPM 120: Reporting Violent Incidents to the Ministry of Education ([Education in Ontario: policy and program direction: Policy/Program Memorandum 120 | Ontario.ca](#))

PPM 128: The Provincial Code of Conduct and School Board Code of Conduct ([Education in Ontario: policy and program direction: Policy/Program Memorandum 128 | Ontario.ca](#))

PPM 141: School Board Programs for Students on Long-Term Suspension ([Education in Ontario: policy and program direction: Policy/Program Memorandum 141 | Ontario.ca](#))

PPM 142: School Board Programs for Expelled Students ([Education in Ontario: policy and program direction: Policy/Program Memorandum 142 | Ontario.ca](#))

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PPM 144: Bullying Prevention and Intervention ([Education in Ontario: policy and program direction: Policy/Program Memorandum 144 | Ontario.ca](#))

PPM 145: Progressive Discipline and Promoting Positive Student Behaviour ([Education in Ontario: policy and program direction: Policy/Program Memorandum 145 | Ontario.ca](#))

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