



**DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD**  
**POLICY**

<b>POLICY NUMBER:</b>	<b>P-2013</b>
<b>SUBJECT:</b>	Progressive Discipline – Students
<b>REFERENCE:</b>	<a href="#">P-0002</a> Catholic Code of Conduct General Administrative Procedure <a href="#">GAP2014</a> Progressive Discipline
<b>EFFECTIVE DATE:</b>	February 1, 2008
<b>AMENDED DATE:</b>	January 26, 2010; February 1, 2013; October 25, 2022; October 22, 2024

*“My friends, if anyone is detected in a transgression, you who have received the Spirit should restore such a one in a spirit of gentleness...”*  
*Galatians 6:1*

1. The goal of this Policy is to support a safe, inclusive, healthy, and accepting learning and teaching environment, rooted in anti-oppression, in which every student can reach their full potential. This approach reflects the model of Christian discipleship in its implementation of *P-0002 Catholic Code of Conduct*, in all Dufferin-Peel Catholic District School Board (DPCDSB) school communities.
2. This Policy and *General Administrative Procedure [GAP2014](#) Progressive Discipline* apply to the progressive discipline of students by guiding DPCDSB’s application of progressive discipline for students according to the belief that students and communities flourish best in faith-filled learning environments that purposefully fashion disciplinary practices after Jesus’ model of discipleship.
3. DPCDSB’s commitment to the philosophy and practice of progressive discipline acknowledges the God-given dignity of each person. This truth speaks to the importance of a consistent process of differentiated discipline that individualizes the school’s response to the unique needs and identities of each student and each situation.
4. DPCDSB recognizes that pervasive injustice negatively impacts school climate and contributes to harmful behaviour. All efforts shall be made in DPCDSB schools to combat and address the lasting impacts of injustices, thereby making schools inclusive spaces for all students.
5. DPCDSB uses a whole-school approach that makes use of a continuum of prevention programs, interventions, supports and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours.
6. The range of progressive discipline interventions, supports, and consequences must be clear and developmentally appropriate, and must include learning opportunities for students that serve to reinforce positive behaviours and help students make good choices.

7. When responding to student behaviours that are contrary to DPCDSB's Catholic Code of Conduct, the Principal (or designate) shall investigate the incident and consider all pertinent information. The Principal (or designate) shall make an informed decision regarding the responsibility of the student(s) involved and the scope of the incident being investigated. Making this decision involves the analysis of the engagement in the alleged conduct and the likelihood that a series of events occurred using the information and evidence available.
8. When a principal believes that a student has engaged in behaviour contrary to the Catholic Code of Conduct, disciplinary measures shall be considerate of mitigating and other factors and shall be applied within a progressive discipline framework that is both corrective and supportive, utilizing restorative practices where appropriate. Notwithstanding anything to the contrary, restorative practices shall **not** be used in situations involving allegations of sexual assault, as such term is defined in the current DPCDSB [GAP4011](#) *Local Police-School Board Protocol*.
9. **Additional References** relevant to this policy include:
  - a) Policy/Program Memoranda 145: *Progressive Discipline and Promoting Positive Student Behaviour* which provides direction to school boards on their policies and guidelines concerning progressive discipline. ([Education in Ontario: policy and program direction: Policy/Program Memorandum 145 | Ontario.ca](#)).
  - b) Section 302 of the *Education Act* which sets out requirements for school board policies on progressive discipline.
  - c) Part IV of the *Education Act* R.S.O. 1990, c. E2 which sets out how a Principal must carry out progressive discipline if they believe an offence as enumerated in these sections has occurred.
  - d) *Ontario Regulation 472/07, Behaviour, Discipline and Safety of Pupils* which also governs school board processes regarding student discipline.
  - e) DPCDSB [GAP4011](#) *Local Police-School Board Protocol*, which sets out the requirements and processes for police involvement as it relates to matters that fall within its purview.
  - f) Policy [P-1011](#) *Delegation of Authority* which sets out when a Principal may delegate their authority in specific matters concerning student discipline.
  - g) [GAP2014](#) *Progressive Discipline* which forms an integral part of this policy.
  - h) The *Ontario Human Rights Code*, R.S.O. 1990, c. H. 19, which has primacy over provincial legislation and DPCDSB policies and other administrative documents.
  - i) All references and authorities set out in this policy include such references and authorities as may be amended or replaced.