435 Progressive Discipline

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Progressive Discipline Policy

Preamble

Progressive discipline in the Christian school does not emphasize punishment but rather focuses on restoration and self-discipline. Therefore, progressive discipline cannot exclude a restorative practice, which can be used to help bring about justice and restoration; nor can it ignore a responsive classroom practice, which can be used to help bring about mutual respect and proactive strategies towards self-discipline. Rules and expectations are in place so that learning and interaction can take place within a positive school climate that is God honouring.

A progressive discipline policy provides a framework to build, support, and maintain a positive school climate that focuses on progressive discipline and promotes positive student behaviour.

This Policy should be read in conjunction with the *School Code of Conduct Policy* as it is, in a certain sense, an extension of that policy. It should also be read in conjunction with the *Bullying Prevention and Intervention Policy*, which relies on a progressive discipline framework. Other policies that may apply include the *Sexual Harassment Policy -Students* and *Suspension/Expulsion Policy*.

Definition

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

Progressive discipline is a process designed to create the expectation that the degree of discipline will be in proportion to the severity of the behaviour leading to the discipline and that the previous disciplinary history of the student and all other relevant factors will be taken into account. In addition, progressive discipline must take into account the needs of individual students by showing sensitivity to diversity, cultural needs and special education needs.

Policy

1. Policy Principles

Timothy Christian School (the "School") recognizes the goal of the policy is to support a safe, inclusive, and accepting learning environment in which every student can reach their full potential.

All inappropriate student behaviour, including bullying, is unwanted and must be addressed. Responses to behaviours that are contrary to the School's Code of Conduct and/or standards of behaviour must be developmentally appropriate.

Progressive discipline is an 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. The range of interventions, supports, and consequences used by the School must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices.

The School and its administrators must consider all mitigating and other factors, including using interventions, consequences, and supports for students with special education needs that shall be consistent with the expectations in the student's *Individual Education Plan*.

2. Prevention and Awareness Raising

In order to promote a positive school climate, the School provides opportunities for all members of the school community to increase their knowledge and understanding of issues such as bullying, violence, inappropriate sexual behaviour, bias, stereotyping, discrimination, prejudice, hate, critical media literacy, and safe internet use.

The School will focus on prevention and early intervention as the key to maintaining a positive school environment in which students can learn.

3. Progressive Discipline Framework

A progressive discipline approach promotes positive student behaviour through strategies that include:

- using prevention programs and early and ongoing interventions and supports;
- reporting incidents for which the Principal will consider student discipline; and
- responding to incidents of inappropriate and disrespectful behaviour when they occur.

In some circumstances, short-term suspension may be a useful tool. In the case of a serious student incident, a suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required.

The School will actively engage parents in the progressive discipline approach, and actively encourage stakeholders to report incidents that need attention (see Appendix A).

Early and Ongoing Intervention Strategies

Early and ongoing interventions strategies will help prevent unsafe or inappropriate behaviours at school and school-related activities. Intervention strategies should provide students with

appropriate supports that address inappropriate behaviour and that would result in an improved school climate. For example, early interventions may include, but are not limited to the following:

- consultation with parents and others;
- restorative conversations;
- restorative classroom conference;
- responsive classroom circle;
- verbal reminders;
- review of expectations; and/or
- a written work assignment with a learning component that requires reflection.

In considering other responses to address inappropriate behaviour, the following could be taken into consideration:

- behaviour contracts;
- time out;
- reflection sheet;
- loss of privilege in specified school activities;
- detention;
- community service; and/or
- restorative practices.

Where inappropriate behaviour persists, ongoing interventions may be necessary to sustain and promote positive student behaviour and/or address underlying causes of inappropriate behaviour. For example, ongoing interventions may include, but are not limited to the following:

- meeting with parents;
- requiring the student to perform volunteer service to the school community;
- conflict mediation;
- peer mediation; and/or
- referral to counselling, including group counselling.

In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:

- the particular student and circumstances (e.g. mitigating or other factors);
- the nature and severity of the behavior; and
- the impact on the school climate (i.e., the relationships within the school community).

4. Responding to Incidents

The purpose of responding to incidents of inappropriate and disrespectful behaviour is to stop and correct such behaviour immediately so that students can learn that it is unacceptable.

School employees who work directly with students, including administrators, teachers, and non-teaching staff, must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes all inappropriate and disrespectful behaviour at any time at School and any School-related event (if, in the employee's opinion, it is safe to respond to it). Such behaviour may involve swearing, homophobic or racial slurs, sexist comments or jokes, graffiti or vandalism.

Responding may include:

- asking a student to stop the inappropriate behaviour;
- naming the type of behaviour and explaining why it is inappropriate and/or disrespectful; and
- asking the student to correct the behaviour (e.g., to apologize for or rephrase a hurtful comment and promise not to do it again).

By responding in this way, employees immediately address inappropriate student behaviour that may have a negative impact on the school climate.

5. Reporting to the Principal

The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the Principal is aware of all activities taking place in the School for which student discipline must be taken.

A School employee who becomes aware that a student may have engaged in an activity for which student discipline must be considered, will report the matter to the Principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the Principal no later than the end of the school day.

In cases where an immediate action is required, a verbal report to the principal may be made. A written report may be made at an appropriate time.

6. Building Partnerships

Relationships that engage the whole School community and its parents promote a positive School environment and support the progressive discipline continuum. Protocols between the School and community agencies are effective ways to establish linkages, and to formalize the relationship between them. These protocols facilitate the delivery of prevention and response programs, the use of referral processes, and the provision of services and support for students and their parents and families.

To facilitate the building of partnerships, the School will maintain an up to date contact list of community agencies or organizations that have professional expertise to support the School students, their parents and families.

7. Training Strategy for Administrators, Teachers, and Other School Staff

The School will put in place a training strategy for all administrators, teachers, and other School staff (as needed) regarding the School's *Progressive Discipline Policy*. The training will address the fact that building a supportive learning environment through appropriate interactions between all members of the School community is the responsibility of all staff.

The School will support ongoing training for all staff, through such opportunities as new-teacher induction programs and e-learning to create and sustain a safe teaching and learning environment.

The School will ensure that others are aware of the School's *Progressive Discipline Policy* (e.g., custodians, contract workers, and parents).

8. Communication Strategy

For a progressive discipline approach to be effective, it is important that all members of the School community, including teachers, students, and parents, understand and support the progressive discipline approach. The School will actively communicate policies and procedures to all students, parents, staff members, and community members as applicable.

9. Monitoring and Review

The School will establish performance indicators for monitoring, reviewing, and evaluating the effectiveness of this policy and its procedures. These indicators will be developed in consultation with teachers, students and parents. The School will also conduct a cyclical review of all policies and procedures in a timely manner.

APPENDIX A - Progressive Discipline Reporting Form

The Incident

What are you reporting?			
☐ bullying	☐ extortion	☐ physical assault	☐ threats
☐ cyberbullying	☐ harassment	☐ sexual harassment	☐ violence
☐ drugs	☐ intimidation	☐ theft	☐ weapons
☐ other (specify):			

How do you know about this?	
☐ It happened to me.	☐ I was told about it.
☐ I saw it happen.	☐ I overheard others talking about it.
☐ Other (specify):	

Where did it happen?		
☐ inside the school building	☐ on the way home	☐ on school property
☐ at a school event	☐ on the way to school	
☐ Other (specify):		

When did it start?

Is it still happening?		
☐ Yes	☐ No	☐ I don't know

Describe what happened. Include as much information as possible, such as the name of the person(s) involved, their grade and school, and relationship to you.

Is there anything you would like to add?

Person Information (Optional)	
Name:	Contact info:

Are you a:		
☐ student Grade: _____	☐ teacher	☐ staff member
☐ parent	☐ community member	☐ parent reporting on behalf of a child
☐ Other (specify):		