



PREAMBLE

Discipline in the Christian school focuses on restoration and self-discipline. Therefore, discipline can be used to help bring about justice and restoration, mutual respect, personal responsibility, and self control.

Rules, procedures, and expectations are in place so that learning and interaction can take place within a positive school climate that is God honouring.

This Policy should be read in conjunction with the *School Code of Conduct* 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*.

DEFINITIONS

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 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, the previous disciplinary history of the student, and all other relevant factors will be taken into account.

Progressive discipline takes into account the needs of individual students by showing sensitivity to diversity, to cultural needs, and to special education needs while balancing community expectations of personal responsibility and safe and positive learning environments.

POLICY

1. Policy Principles

Quinte Region Christian Schools (the “School”) recognizes the goal of the policy is to support a safe and accepting learning environment in which every student can reach their full potential.

All inappropriate student behaviour, including bullying, is unacceptable and must be addressed.

Progressive discipline is an approach that uses a continuum of prevention programs, interventions, supports, consequences, and strategies that build skills for healthy relationships and promote appropriate behaviours. The range of interventions, supports, and consequences used by the School includes learning opportunities for students in order to reinforce positive behaviours and help students make Godly choices.

The School and its administrators will consider all mitigating and other factors, including using interventions, consequences, and supports for students with special education needs that are consistent with the student’s *Individual Education Plan*.



2. Prevention and Awareness Raising

In order to promote a positive school climate, the School complements the teaching in the home and local church to provide opportunities for members of the school community to increase their knowledge and understanding of the Bible and how to apply biblical principles to daily choices.

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 School staff 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 long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required.

The School will communicate with parents during the discipline process and actively encourage stakeholders to report incidents that need attention (see Appendix A).

Early and Ongoing Intervention Strategies

Early and ongoing intervention 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;
- Zones of Regulation;
- Responsive Classroom circle;
- restorative conversations/conferences;
- collaborative problem solving;
- verbal/written reminders;
- review of expectations; and/or
- 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.
- suspension
- expulsion



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;
- referral to counselling, including group counselling;
- suspension
- expulsion

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 all 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, but is not limited to, 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.

APPENDIX A - DISCIPLINE REPORTING FORM

The Incident

1. What are you reporting (describe what you witnessed)?

- Damage to property
- Disobedience/Defiance
- Disrespect
- Dishonesty
- Dangerous action

2. How do you know about this?

- It happened to me
- I saw it happen
- Other (specify):
- I was told about it
- I overheard others talking about it

3. Where did it happen?

- inside the school building
- on school property
- on the way to school
- Other (specify):
- on the way home
- at a school event
- on the school bus

4. When did it start?

5. Is it still happening?

- Yes
- No
- I don't know

6. 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.

7. Is there anything you would like to add?

Personal Information (optional):

1. Name:

2. Contact Information:

3. Are you a:

- Student (Grade
- Parent
- Parent submitting report on behalf of child
- Other:
- Teacher
- Community Member
- Staff Member

4. Are you: Female Male



Quinte Region Christian Schools DISCIPLINE POLICY

Discipleship:

What does the Bible say about taking good care of our things?

Who is God calling you to be? (i.e. what *throughline* do you need to work on?)

What could you do to be successful in the future (e.g. *7 Habits, Zones of Regulation, etc.*)?

What consequence do you think is appropriate? (i.e. repair, replace, pay/work to repair/replace)

Student Reflection (e.g. What have you learned? How will you restore relationships?):

Disciplinary Action:

Occurrence:

A major incident may result in immediate suspension. Suspended students will create goals to help them create new patterns.

Staff signature: _____

Student signature: _____

Admin. Signature: _____

Parent signature: _____



Quinte Region Christian Schools DISCIPLINE POLICY

Discipleship:

What does the Bible say about being truthful?

Who is God calling you to be? (i.e. what *throughline* do you need to work on?)

What could you do to be successful in the future (e.g. *7 Habits, Zones of Regulation, etc.*)?

What consequence do you think is appropriate?

Student Reflection (e.g. What have you learned? How will you restore relationships?):

Disciplinary Action:

Occurrence:

A major incident may result in immediate suspension. Suspended students will create goals to help them create new patterns.

Staff signature: _____ Student signature: _____

Admin. Signature: _____ Parent signature: _____



Quinte Region Christian Schools DISCIPLINE POLICY

Discipleship:

What does the Bible say about how we should treat others?

Who is God calling you to be? (i.e. what *throughline* do you need to work on?)

What could you do to be successful in the future (e.g. *7 Habits, Zones of Regulation, etc.*)?

What consequence do you think is appropriate?

Student Reflection (e.g. What have you learned? How will you restore relationships?):

Disciplinary Action:

Occurrence:

A major incident may result in immediate suspension. Suspended students will create goals to help them create new patterns.

Staff signature: _____ Student signature: _____

Admin. Signature: _____ Parent signature: _____



Quinte Region Christian Schools DISCIPLINE POLICY

Discipleship:

What does the Bible say about how we should respond to authority?

Who is God calling you to be? (i.e. what *throughline* do you need to work on?)

What could you do to be successful in the future (e.g. *7 Habits, Zones of Regulation, etc.*)?

What consequence do you think is appropriate?

Student Reflection (e.g. What have you learned from this process?):

Disciplinary Action:

Occurrence:

A major incident may result in immediate suspension. Suspended students will create goals to help them create new patterns.

Staff signature: _____ Student signature: _____

Admin. Signature: _____ Parent signature: _____



Quinte Region Christian Schools DISCIPLINE POLICY

Discipleship:

What does the Bible say about this type of situation?

Who is God calling you to be? (i.e. what *throughline* do you need to work on?)

What could you do to be successful in the future (e.g. *7 Habits, Zones of Regulation, etc.*)?

What type of consequence do you think is appropriate?

Student Reflection (e.g. What have you learned? How will you restore relationships?):

Disciplinary Action:

Occurrence:

A major incident may result in immediate suspension. Suspended students will create goals to help them create new patterns. Depending on the nature of the situation, the student may be expelled.

Staff signature: _____ Student signature: _____

Admin. Signature: _____ Parent signature: _____