



UMCA RICH TREE ACADEMY

PROGRESSIVE DISCIPLINE POLICY

OBJECTIVE

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

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 shifts the focus from one that is solely punitive to a focus 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.

Progressive discipline must take into account the needs of individual students by showing sensitivity to diversity, to cultural needs and to special education needs.

POLICY

Policy Statement

UMCA Rich Tree Academy (the "School" or "UMCA") recognizes the following principles:

- (a) The goal of the policy is to support a safe, inclusive, and accepting learning and teaching environment in which every student can reach their full potential.
- (b) All inappropriate student behaviour, including bullying, must be addressed.

- (c) Responses to behaviours that are contrary to the board's code of conduct must be developmentally appropriate.
- (d) 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.
- (e) The range of interventions, supports, and consequences used by the board and all schools 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.
- (f) The School, and school administrators, must consider all mitigating and other factors.

Prevention and Awareness Raising

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

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.

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

Early and Ongoing Intervention Strategies

Early and ongoing interventions strategies will help prevent unsafe or inappropriate behaviours at school and in school-related activities. Intervention strategies should provide students with appropriate supports that address inappropriate behaviour and that would result in improved school climate.

For example, early interventions may include, but are not limited to the following:

- consultation with parents;
- verbal reminders;
- review of expectations; and/or
- a written work assignment with a learning component that requires reflection.

Where inappropriate behaviour persists, ongoing interventions may be necessary to sustain and promote positive student behaviour and/or address underlying causes of inappropriate behaviour.

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
- a referral to counselling.

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.

UMCA 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 at 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 a hurtful comment and/or to rephrase a comment and to 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.

Reporting to the Principal

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

A UMCA 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.

Range of Consequences

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 behaviour;
- the impact on the school climate (i.e., the relationships within the school community).

The home and the school are integral partners in nurturing our children. The following are representative measures of possible consequences:

(a) *Body language* indications can serve as a preventative or warning measure. A look, a frown, or physical proximity can alert the student to the necessity of adjusting their behaviour.

(b) *Corrective discussion* may take the form of a talk or a few accentuated words. Usually the more intensive form of this type of communication takes place outside of the classroom setting. The student is always to be treated with respect and dignity.

(c) *Situational adjustments* may include a rearrangement of the seating location within the classroom, a brief time of standing outside of the classroom in the hallway, a brief time of placing one's head down on the desk. At no time should the situational adjustments be intended to humiliate the child in the presence of others.

(d) *Withdrawal of privileges* may, on a temporary basis, include recess and/or noon hour play time or involvement in a specified classroom or school activity.

(e) *Extra assignments* may include activities relating to the behaviour (e.g. brief essay), and limited service tasks, such as cleaning up the yard on school premises.

(f) *Referral to the Principal* is a channel which is available to the teachers at all times. Inappropriate behaviour includes the conduct and actions set out in the Code of Conduct.

(g) *Restitution for property* which is stolen or damaged willfully or through negligence will follow upon the judgment and decision of the teacher or Principal in consultation with the parents.

(h) *Timeout*: This is a process by which a "cooling off" period is established until such time as the Principal can discuss the problem with the student and his/her parents and/or guardians. The parents may be informed and requested to pick up their child at school and discuss the problem or concern with the Principal. If this is not possible, the child will remain at school, but out of class.

(i) *Detention*: Students may receive a detention for behaviours, such as aggressive conduct, throwing objects, inappropriate language, bullying, fighting, threats, intimidation of others, inflict or encouraging others to inflict bodily harm on another person and/or engaging in behaviour motivated by hate or bias. The administration will determine whether it would be best suited for the student to serve the community through community service during this detention time.

(j) *Suspension*: Suspensions can result from one serious incident, from repeated negative behaviour, or from the accumulation of detentions. There are two kinds of suspension:

1. In-school suspension: This suspension is by the authority of the Principal. The child is suspended from classes and remains in the school. Parents are informed via letter.
2. Out-of-school suspension: This suspension (up to 20 school days) is by the authority of the Principal. The Principal will review the problem or incident with the child's parents (or guardians) and request that they pick up their child at the school. Parents are informed via suspension letter. Days of suspension shall include school days only. Parent(s) may be required to meet with the principal upon the return of the student to the school.

(k) *Expulsion* involves permanent removal of a child from the school for the benefit of the child and/or other students. It shall be initiated on the recommendation of the Principal, after the child's parents (or guardians) have been informed and a discussion has taken place.

- A student who is suspended is excluded from school programs, activities and events and will not enter onto school premises without the written permission of the principal for the term of the suspension. The School will endeavor to provide academic work to the student during the term of the suspension for the student to complete at home.
- A student who is expelled from the School is excluded from school programs, activities and events and will not enter onto school premises without the written permission of the Principal. Such student will be delisted from the School. In these circumstances, the School will make reasonable efforts to assist the student's family in securing an alternative educational program or school.

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.

Training Strategy for Administrators, Teachers and Other School Staff

The School will put in place a training strategy for all administrators, teachers, and non-teaching staff regarding the UMCA Progressive Discipline Policy.

The School will ensure that others are aware of the UMCA Progressive Discipline Policy – for example, school secretaries, custodians and parents.

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 teachers, administrators and non-teaching staff, through such opportunities as new-teacher induction programs and e-learning to create and sustain a safe teaching and learning environment.

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 parent council members.

Monitoring and Review

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