



Background

If all students are to benefit from the instructional program in school and from the wide variety of activities planned for them by the teaching staff, both inside and outside of the school building, then students must conduct themselves in an acceptable manner. The establishment and enforcement of standards of student conduct and behavior consistent with the school's mission statement, vision, values, care commitments and goals that support the creation of a favorable learning environment must occur.

Procedures

1. The principal and school staff shall inform students of their responsibility to comply with the requirements identified in Section 12 of the *School Act*.
2. The principal, in consultation with the superintendent and staff, and with the approval of the Local School Board Committee shall develop a code of behavior and discipline policy for the school.
3. The local code of conduct and discipline policy should focus upon:
 - 3.1 Developing as far as possible in every pupil the capacity for intelligent self-control.
 - 3.2 Establishing clearly understood and reasonable limits to pupil behavior that can be consistently respected and updated.
 - 3.3 Recognizing that the maintenance of effective student behavior is the responsibility of students, staff and parents.
 - 3.4 Establishing regulations and procedures in the school through the cooperative involvement of students, staff and parents.
4. The principal shall be responsible for making parents, staff and students fully aware of the code of behavior and discipline policy of the school.
5. The teacher shall identify the rules of conduct within the classroom and for identifying disciplinary measures that must conform to the expectations of the school and the division.



6. The teaching staff shall be guided by "reasonableness" and fair and just treatment of all students when developing classroom rules of conduct and disciplinary measures.
7. If a principal believes that the school has insufficient resources or expertise to deal with a disciplinary issue, the superintendent must be advised.
8. Teachers should consider the following guidelines when dealing with situations requiring disciplinary measures:
 - 8.1 The use of sufficient force to restrain a student who is about to carry out some destructive act or to prevent a student from attacking another individual is justified.
 - 8.2 Teachers may temporarily remove from their classroom a student whose conduct continues to be detrimental to the work of the class after having been given reasonable warning. The exclusion is to be used temporarily to settle the class down, provide a "cooling off period" if necessary and should be followed up with an individual conference with the student in order to secure the desired behavior.
 - 8.3 Penalties or consequences for misbehavior should be appropriate to the circumstances. Discipline systems that bear a poor relationship to appropriate process and consequence involving the automatic imposition of pre-determined penalties for certain acts should be avoided. Consequences selected should be chosen to encourage the desired changes in student behavior or attitude.
 - 8.4 Teachers should avoid getting into power struggles with students. While upholding the dignity and authority of the teacher's position is important, students will generally respond more effectively to a quietly worded request that respects their dignity than strongly voiced public reprimands.
 - 8.5 A "cooling off" period between the commission of the offense and the imposition of punishment is usually advisable. When either the teacher or students are angry or upset, judgment is often impaired and focusing on issues is more difficult.



- 8.6 Teachers should recognize that “good discipline” often depends on their ability to spot and check unacceptable behavior in its early stages before it escalates into a disruptive confrontation. This requires constant monitoring of the class throughout the class period. Moving around the class during a lesson is highly recommended.
- 8.7 As an educational institution the school must provide an environment that allows children’s’ creative talents and abilities to emerge. This implies that students will test the boundaries and make mistakes. Use of positive reinforcement for desired behavior is a powerful tool that teachers can use to consistently encourage desired growth. The freedom to make mistakes must be respected. Mistakes and their correction are important aspects of learning.
- 8.8 Unacceptable methods of discipline will not be supported. Examples of these are:
- 8.8.1 Physical attacks by the teacher upon a pupil.
 - 8.8.2 Use of corporal punishment.
 - 8.8.3 Mass detentions and mass punishments imposed to punish a small number of offenders
 - 8.8.4 Detaining pupils for disciplinary purposes in an arbitrary or inflexible fashion that prevents students from meeting other legitimate, important, commitments.
 - 8.8.5 Verbal attack by a teacher upon a pupil including such things as name-calling, use of sarcasm, profanity, and unfavorable personal references and attempts to belittle the student.