



Greentree Discipline Policy

Most Recent Update: Spring 2020

The best approach to discipline at school is in supporting students to make positive decisions.

The foundation of this discipline policy is the belief that individuals are responsible for their behaviour. The best approach to discipline at school is in supporting students to make positive decisions. When poor choices are made, students are assisted in rectifying the situation by going through a restorative process which includes:

- *an **awareness** of the problem,*
- ***acknowledgement** of the harm,*
- ***atonement** for the harm caused, and*
- *a plan of **action** to make better choices in the future.*

Through this process, students gain the understanding that they are accountable for their actions. The level of expectation for student behaviour increases as they mature and move through the grades. Consequences for actions will consider the age of the student, the student's level of cognition, as well as the severity and frequency of misbehaviour. Disciplinary action is preventative whenever possible and restorative otherwise. Whenever possible, students are included in the determination of appropriate consequences for their actions. At no time will a consequence humiliate or demean a student. Students learn best when adults model expected behaviours.

This policy will:

1. establish and maintain safe, caring, and orderly environments for purposeful learning,
2. establish and maintain appropriate balances among individuals
3. clarify expectations for student behaviour while at school, while going to and from school, and while attending any school function or activity at any location, and behaviour beyond these times when it affects the safe, caring and orderly environment of the school
 - This would include social media posts, text messages, or any communication by or about students or staff that have a negative effect on the school community

Students are expected to:

1. Respect self, others and the school
2. Help to make the school a safe, welcoming and orderly place
3. Inform an adult, in a timely manner, of disrespectful behaviour
4. Engage in purposeful learning activities
5. Act in a manner that brings credit to the school.

Any time students are referred to the office they will work through a restorative process designed to help students explain the incident and be held accountable for the part they played. Students are given time to think about what they've done, how their actions affected others, and to assist in determining an acceptable consequence in an attempt to restore justice.

The appropriate consequence for actions will take into consideration the age, cognitive function, and maturity of the student as well as the severity of the behaviour. The aim is to help students understand the effects of their choices so they can make better choices in the future. Incidents resulting in students meeting with administration will be documented in PowerSchool as a way to track behaviour. Teachers will be requested to complete an office referral form for behavior support whenever a student is sent to the office or an administrator is called to the classroom. These forms will improve communication, assist in data collection, and improve overall outcomes.

Possible consequences for first-occurrence/non-severe behaviour:

- Review of class expectations
- Time out
- Reparation of damage (clean vandalism, replace items)
- Meaningful apology to affected persons (spoken or written)
- Student/Teacher conference (out of sight of peers)
- Parent notification (agenda, email, messaging system)

Possible consequences for repeated/moderately-severe behaviour:

- Class meeting/circle
- Meeting with administration
- Phone call home
- Loss of privileges
- Detention
- Counselling (social skills group or Zones group)
- Group discussion (with involved parties)

Possible consequences for reoccurring/severe behaviour:

- Meeting with Administration
- Phone call to the parent (by student or administrator)
- School-based team meeting - develop a behaviour action plan or behaviour support plan
- Counselling
- Recess restrictions
- Loss of privileges
- Suspension
- RCMP involvement when severity dictates

Bullying

Bullying is a specific pattern of behaviour. The term is often misused. There are three conditions that distinguish bullying from other forms of aggressive behaviour:

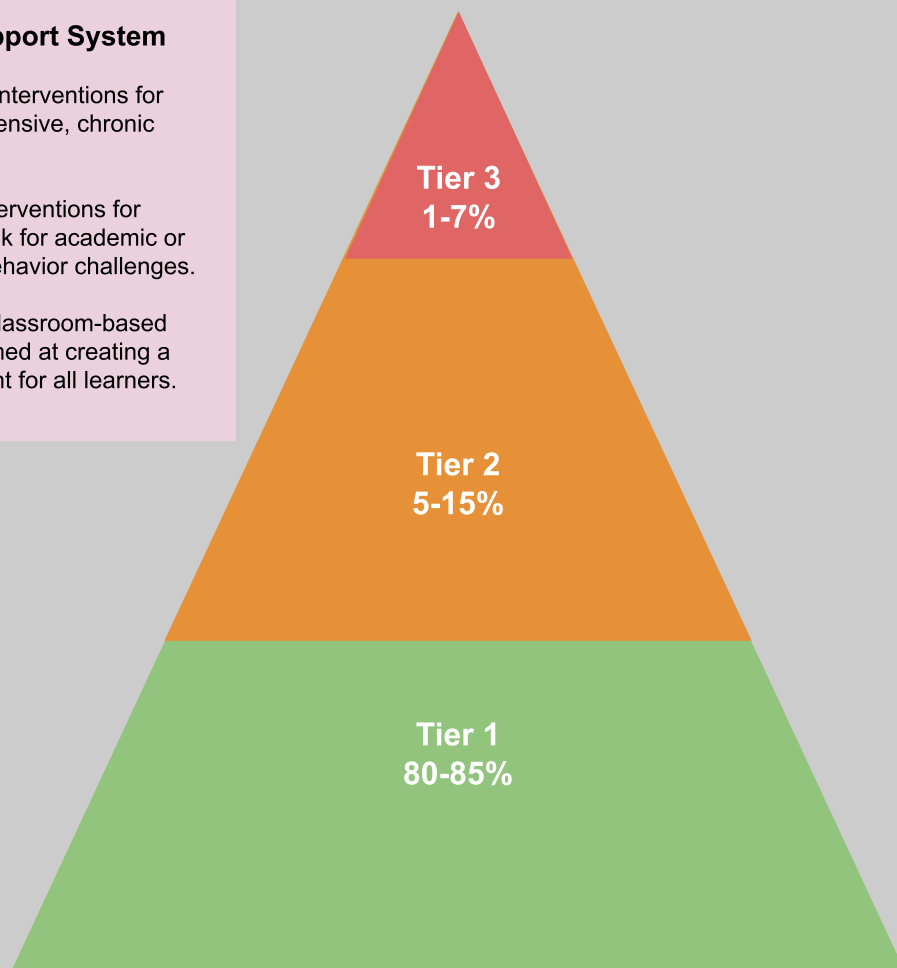
1. **Power:** *Involves a power imbalance.* Individuals who bully acquire their power through physical size and strength, including status within the peer group, and or by recruiting the support of the peer group.
2. **Frequency:** *Is repeated over time.* Bullying is characterized by frequent and repeated attacks. It is this factor that brings about the anticipatory terror in the mind of the person being bullied that can be so detrimental and can have the most debilitating long-term effects.
3. **Intent:** *Is intended to hurt.* Individuals who bully generally do so with the intent to either physically or emotionally harm the other person.

Multi-Tier Support System

Tier 3: Individualized interventions for learners displaying intensive, chronic behavior challenges.

Tier 2: Specialized interventions for learners who are at-risk for academic or social failure due to behavior challenges.

Tier 1: School-wide, classroom-based proactive measure aimed at creating a supportive environment for all learners.

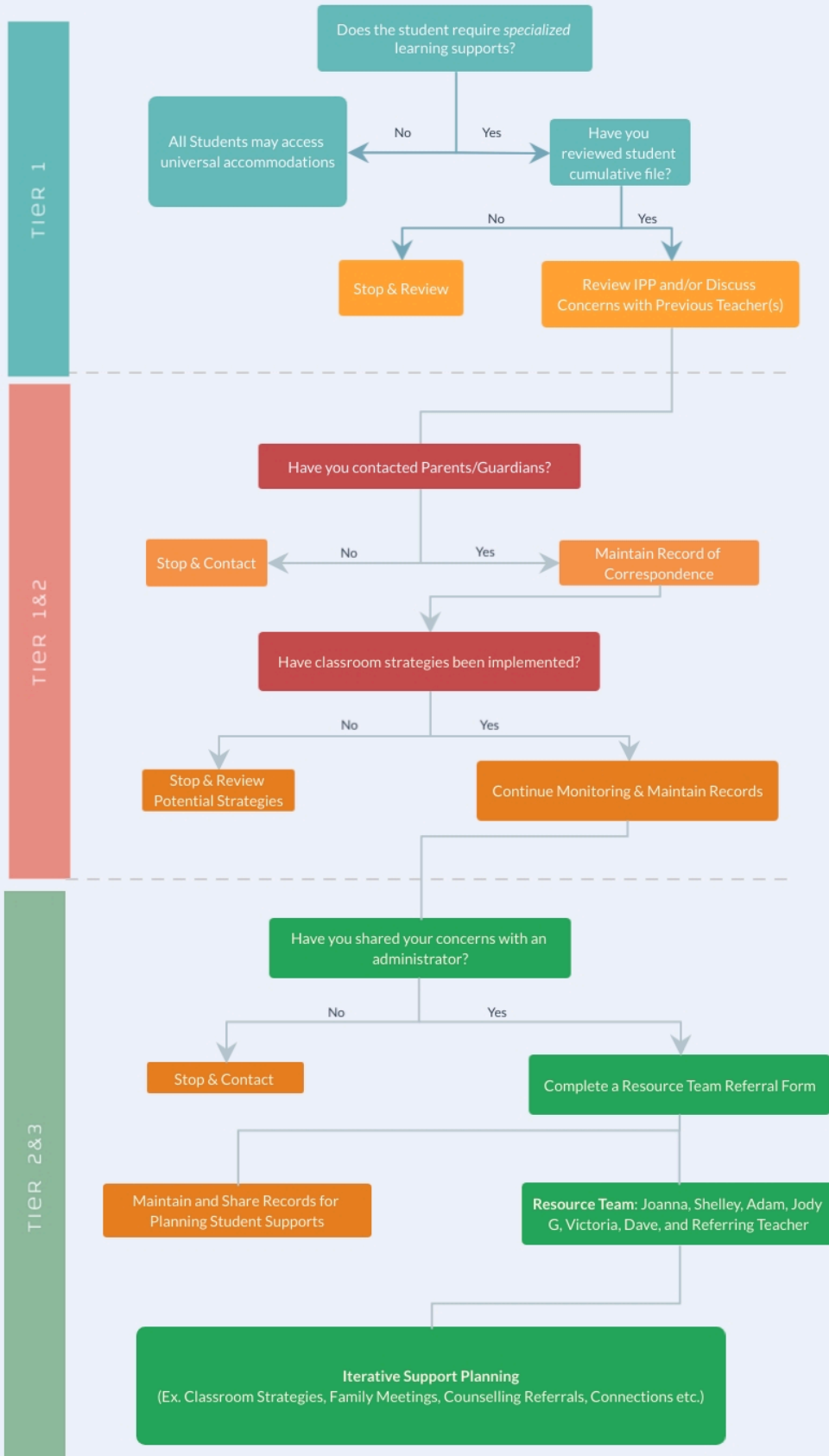


Greentree School's system of tiered support provides a method for identifying and supporting students who are struggling with behavioral challenges. The primary goal of this system is to pursue successful educational and behavioral outcomes for all students at Greentree. For those segments of our school population requiring tiers 2 and 3 supports, our goal is to move these learners through reduced interventions as they progress.

The key components of this support system include:

- Universal and ongoing screening of all students
- Tiers of interventions that can be amplified in response to levels of need
- Ongoing data collection and continual assessment
- Positive approach to expectations and supports
- Parent/guardian involvement

STUDENT SUPPORT FLOW CHART



Restorative Inquiry

Awareness: What is the problem?

1. Describe what happened.

Before	During	After

2. What was your part in what happened?

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3. What were you thinking and feeling at the time?

Thoughts	Feelings

4. What are your thoughts and feelings now?

Thoughts	Feelings

Acknowledgement: What harm has been done?

1. Who was directly affected by this problem?

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2. Who else was affected by this problem?

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3. What do you think they might have thought or felt at the time? What do you think they think and feel now?

Thoughts	Feelings

Atonement: How can we fix this?

1. What do you need to do today to make things right?

2. How can we repair the harm that was done in the long term?

Action: What will be done differently next time?

1. How will your actions be different if a similar situation happens again?

2. What do you need to support you?