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|  | **Name of the Policy: Student Discipline Policy** | | | |
| **AUTHORIZATION:** | **Date**  **Approved:** | **Current**  **Version Date:** | **Page**  **1 of 1** |

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| **Version** | **Date** | **Comments / Changes** |
| 1.0 | Sep 2022 | Initial Release date |
| 2.0 | Nov 2022 | Revision |

**PURPOSE:**

Good student discipline is fundamental towards the achievement of many of the school’s aims and objective as well as supportive towards the welfare strategies implemented to allow holistic development of students towards underpinning both Canadian and Sikh values.

Our school character values are: Respect, Responsibility, Service, Integrity, Courage & Empathy

The Whole School Discipline Policy aims to:

* reflect the values expressed in the Mission Statement.
* promote consistency and encourage appropriate behaviours that ensure students become more responsible for their behaviour.
* provide a framework that ensures safety and welfare of our students, teachers, and staff.
* offer a conducive learning environment where each student can develop his or her full potential.
* set the framework for rewarding good and responsible behaviour and the procedures to be followed with relevant consequences to be applied should behaviour fall short of these standards.

The Objectives of the School Discipline Policy are to:

* encourage a positive approach to behaviour by good example and praise and reward for good behaviour.
* ensure that the environment, curriculum, and other factors within the school’s control are monitored to ensure the promotion of good behaviour.
* ensure that where behaviour falls short of accepted standards, procedures are followed, and corrections are applied fairly and consistently.

As a community, it is essential that we recognise that this policy must apply to the behaviour of all its members both on and outside of the school site: to adults (teachers, other staff, parents/carers, and visitors) as well as to Student behaviour. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us.

**Prohibition of Corporal Punishment**

We enforce a policy in which:

* we prohibit corporal punishment.
* we do not explicitly or implicitly sanction the administration of corporal punishment by non-school persons including parents to enforce discipline at school.

The use of any corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings.

**A Restorative Approach to Student Behaviour Management**

A restorative approach is used to rebuild and strengthen relationships. At Dasmesh Punjabi School, the following approach is used to promote positive behaviour, wellbeing, and connectedness across the entire school community.

**Misbehavior at this school is categorized at three levels:**

**Level 1: Unacceptable minor misbehavior** **includes:**

* Shoving and pushing in games [with no intention to hurt]
* Teasing and/or derogatory remarks
* Inappropriate hallway behavior
* Swearing
* Disrespect to other students
* Wandering hallways during class time
* Use of personal electronic devices in school (including cell phones)
* Food theft
* Assembly behavior
* Inappropriate use of personal equipment
* Late for class
* Littering (inside and outside of school)
* Standing and calling other students’ attention from the library or computer room top stairs or from classroom doorways.
* Screaming
* Unfairness on teams created for games
* Littering
* Being caught in the classroom or hallway, or chatting in groups in the washroom
* Picking up and throwing stones/objects which could possibly cause injury.
* Running/jumping on stairs, in the hallway, and in classrooms and the foyer.

**Verbal or written warning given by the supervising teacher. Possible consequences include:**

**-** Time-Out

- Community Service

**Level 2: Unacceptable behavior which is more serious and deems being recorded. Each teacher should keep a Behavior Logbook.**

* Repeated minor misbehaviors
* Class disruptions & Non-Compliance
* Name-calling
* Gossiping
* Rudeness
* Swearing
* Exclusion
* Defacing School Property
* Cheating
* Lying (at detriment to others)
* Inappropriate clothing
* Community or cultural slurs
* Matches/Lighter
* Disrespecting teacher’s personal space/desk (copier)
* Abuse of school equipment/Vandalism

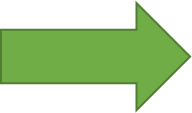
**Verbal or written warning given by the supervising teacher and may be reported to administration, if required. Possible consequences include:**

* Behavior Progress Card
* Warning letter to parents, issued by the VP
* Loss of privileges for at least a week
* Reported in discipline incident log book
* Detention and reflective journal
* Loss of field trip or class party or forfeiting end- of- the- year privileges

Note: These two categories of misbehavior should be dealt with by the subject, duty, and homeroom teachers, unless they become a matter of concern for the teacher. If the administration needs to be informed, the HRT, or the teacher with the most serious and repeated problems, must bring this to the attention of admin. Please ensure you have your documented records on the particular student you want the Admin to deal with. Counsellors for the older grades can also support a teacher’s efforts to improve a student’s behavior. Please refer to the new revised Discipline Policy from the School for procedural guidelines.

**Level 3: Unacceptable behavior that must be dealt with immediately by Administration:**

* Theft
* Fighting
* Disrespect for authority
* Leaving the school premises without permission
* Bullying
* Fighting
* Physical Aggression
* Defiance
* Off School Grounds without permission
* Vandalism
* Inappropriate touching
* Skipping class and school
* Smoking
* Drugs and/or Alcohol
* Bullying
* Intimidation
* Theft (serious)
* Non-Emergency Fire Alarm
* Deliberate inappropriate internet sites and/or print material
* Inappropriate representation of school (field trips, athletics, performances, etc.)
* Sexual Harassment
* Sexual Behavior
* Possession of weapons



**Dealt on a priority basis by administration. Possible Consequences include:**

-In-school suspension

- Out of school suspension

- Expulsion

**1st time offender:** Warning letter generated & Parents are notified

**2nd time offender:** In-school suspension & Parents are notified

**3rd time offender:** Indefinite out-of-school suspension until accepted by disciplinary committee

Warning Letter Issued

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Lunch Detention

**Breach of the cell phone policy**

**Non-compliance with school uniform policy**

**Creating a Positive and Restorative Culture**

At Dasmesh Punjabi School, we believe that a positive and supportive learning environment and setting clear expectations of students, can eliminate some of the behaviour issues. Some strategies to promote and develop this positive culture are by:

* greeting students: acknowledging student presence makes students feel welcome and part of the school community
* state the expected behaviour: discarding rubbish in the bins at the end of the lesson, maintaining the furniture and the room in a neat and orderly fashion
* model the expected behaviour: picking rubbish from the floor/playground, speaking politely, waiting for your turn to speak, walking on the left on staircase and hallways
* establishing specific teaching and learning programs that allows students to demonstrate positive attributes
* acknowledging positive behaviours in a range of ways: using verbal acknowledgement, positive call home, character value awards