STUDENT DISCIPLINE

Background

Prairie South School Division is committed to providing environments which are physically, emotionally, and spiritually safe and positive.

The Division believes that parents, staff, students and community must work together to ensure that learning occurs in a safe, orderly, and nurturing environment.

Procedures

Discipline is part of the teaching-learning process. Effort must be made to teach appropriate behaviour to students, while at the same time recognizing that students must be increasingly accountable for their behaviour.

For students on an Inclusion and Intervention Plan (IIP) and/or a Behavior Support Plan (BSP), steps need to be taken to ensure that the individual existing plans as per these students are closely followed. If assessment shows that the current plan is not successful, support teams will meet to alter the plan.

1. General

1.1 Discipline in schools is to stress correction rather than punishment.

1.2 Principals and staffs of schools are to attempt to determine causes of misbehaviour and to stress rectifying those through a variety of techniques. Where safety of others is not considered a risk, the procedures below are to be followed by the teacher and principal when behaviour problems are encountered:

1.2.1 The teacher is to assist the student in identifying the behaviour problem, its causes and appropriate alternative behaviors.

1.2.2 The teacher is to discuss the student's behaviour with the principal in an attempt to generate alternative management strategies.

1.2.3 The teacher and/or principal are to discuss the student's behaviour with the parent(s) or guardian.

1.2.4 A consistent effort is to be made to change inappropriate behaviour to acceptable behaviour through various techniques.

1.2.5 If measures taken do not result in appropriate student behaviour the principal is to consult with the designated school Superintendent to plan for further remedial action.

1.2.6 The goal of all behaviour management techniques employed by staff is to provide a positive school climate where the education and well-being of students are foremost considerations.

1.3 Where the safety of self or others is at risk, reasonable restraint or seclusion may be used.

1.3.1 Definitions:

1.3.1.1 Physical restraint is defined as any method of one or more persons restraining another person's freedom of movement, physical activity, or normal access to his or her body. (Council for Exceptional Children, 2009).

1.3.1.2 Seclusion is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. This includes situations where a door is blocked by other objects or held by staff (Council for Exceptional Children, 2009).

1.3.2 Guidelines:

1.3.2.1 Preventative strategies as outlined in 1.2 above should be followed.

1.3.2.2 Interventions should emphasize prevention and create positive behavioral supports.

1.3.2.3 Staff members involved in restraint or seclusion should have appropriate training including conflict de-escalation.

1.3.2.4 Seclusion or physical restraint procedures should be used in school settings only when the physical safety of the student and/or others is in imminent danger.

1.3.2.5 Seclusion or physical restraint is viewed as a 'last resort' option while maintaining student dignity. 'Last resort' means that all other possible interventions have been implemented with fidelity and these interventions have failed to prevent or de-escalate a situation and there is significant concern for the personal safety for the student and/or others.

1.3.2.6 Neither seclusion nor restraint should be used as a punishment to force compliance or as a substitute for appropriate educational support.

1.3.3 Procedures:

1.3.3.1 Pre-determined trained individuals and including the principal or vice principal will respond to crisis situations that provide a threat to the safety of any individual in the school.

1.3.3.2 Any student in seclusion must be continuously observed by an adult both visually and aurally for the entire period of seclusion. Occasional checks are not acceptable.

1.3.3.3 Parents will be involved in the planning for the use of physical restraint and seclusion and will be informed promptly if physical restraint and/or seclusion have been used for their child.

1.3.3.4 The *Use of Physical Restraint/Seclusion* documentation form is to be completed in Clevr and submitted to the Superintendent of Operations responsible for the school.

1.3.3.5 A copy of the documentation is to be kept in the student's file.

1.3.3.6 The principal will ensure that all of the adults involved will have a chance to debrief the incident with the goal of ensuring support and identifying factors that may further support the child.

1.4 Corporal punishment is not permitted.

2. Detention

2.1 Detention, if employed, is to be applied judiciously.

2.2 Bus students are not to be detained after school hours unless suitable transportation arrangements have been made with the parent or guardian.

3. Suspension

Prairie South believes that discipline measures, when necessary, are to be corrective and supportive rather than punitive. With that said, there are issues that are so unacceptable in our school environment that they must be considered "bottom line" issues. These include trafficking, possession and use of drugs, habitual/chronic neglect of duties, and compromised safety of students and staff.

3.1 Not more than three days

3.1.1 Prior to imposing a suspension the principal is to refer to the appropriate sections of *The Education Act, 1995* relating to discipline.

3.1.2 In accordance with *The Education Act, 1995* the principal may suspend a student from school for not more than three days at a time for overt opposition to authority or serious misconduct.

3.1.3 When a student is suspended for not more than three days, the principal is to report immediately the circumstances and the action taken to the student's parent or guardian, and maintain a detailed record of the suspension at the school.

ATTEMPTS FOR INTERVENTION SHALL BE MADE PRIOR TO CONSIDERATION OF A SUSPENSION GREATER THAN THREE DAYS

3.2 Four to Ten Days

3.2.1 The principal may suspend a student from school for a period of up to ten days for habitual, willful, or gross violation of duties of a student or the rules of the school. When a student is suspended under these provisions, the principal is to report, in writing, as soon as is practicable, the circumstances and action taken and the plan for the student return to:

- The Director of Education
- The parent or guardian
- The student.

3.2.2 The Director of Education may confirm, modify, or remove the suspension. If confirmed or modified, the Director of Education is to inform the Board.

3.2.3 If desired the student, parent, or guardian is to be granted a hearing with the appropriate officials, throughout each of the preceding steps.

3.2.4 The Board has reserved the right (in Board Policy 13 – Appeals and Hearings Regarding Student Matters) to hear appeals regarding student suspensions in excess of 10 days.

Reference: Sections 85, 87, 148, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 175, 231 Education Act

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