

NIPISSING-PARRY SOUND CATHOLIC DISTRICT SCHOOL BOARD

DISCIPLINE

AS 17.0
NPS 95-99

POLICY:

The Board, recognizing the importance of maintaining within the schools under its jurisdiction a code of behaviour for both students and staff that reflects a Christ centered community which respects the integrity of the individual, the rights of persons in schools and the responsibilities of such persons to the school community, approves of the following Procedure:

PROCEDURE:

1. Students shall comply with the school's code of behaviour and their duties as outlined in Regulations under the Education Act.
2. Staff shall:
 - a) maintain, under the direction of the principal, proper order and discipline in classrooms and while on duty in the school and on the school grounds and at school-sanctioned activities;
 - b) instruct pupils in the care of school premises and personal property;
 - c) report promptly any serious neglect of duty or infraction of the school rules by a pupil to the principal, parent and the pupil;
 - d) enunciate a clear code of student behaviour to foster a sense of self-worth and self-discipline in students. The code must clearly outline that realistic, effective consequences for failure to live up to it will be enforced;
 - e) communicate to students and parents by means of a handbook and/or newsletter, the code of behaviour;
 - f) when circumstances warrant, inform parents about their children's behaviour and progress at school, including discipline methods being used;
 - g) document the progress of the indifferent and/or disruptive student to assist in the implementation of a plan for behavioural change and social and academic improvement.
3. The Board shall:
 - a) provide opportunities for professional development of staff regarding positive discipline procedures, classroom management, building self-esteem and related topics;

Replaces former Section E13

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<ul style="list-style-type: none">b) support staff in establishing and carrying out “Codes of Behaviour” in each school;c) communicate to parents its policies and procedures on discipline;d) support staff in its right to maintain discipline;e) support principals in their right to suspend students according to the Education Act and its Regulations;f) recognize its right to expel students according to Ministry of Education and Training Regulations.	

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<p><u>APPENDIX</u></p> <p><u>Suggested Discipline Practices</u></p> <ol style="list-style-type: none"> 1. School staffs should support parents in being the first and foremost providers of discipline for their children. Discipline begins at home and parents have the prime responsibility for their children’s behaviour and the modification of problem behaviour. 2. Acceptable and appropriate discipline techniques include the use of restitution, choices and logical consequences. 3. Private discussion with the child and explanation of the reasons why certain behaviours are acceptable or unacceptable are effective. Similarly, class discussions and role playing opportunities are helpful. 4. Conferences among teachers, between teacher and parent, and parents and child are often effective. 5. Counselling by classroom teachers, principals, vice-principals, guidance counsellors and special education staff is encouraged. 6. In some cases, it may be advisable to alter curriculum within guidelines to more suitable material to meet the students’ needs. Provision of independent study opportunities may be desirable. 7. Teacher expectations can be modified to avoid student self-fulfilling prophecies. Sometimes it may be prudent to overlook minor misbehaviour. 8. Giving a student added responsibilities in the classroom or school, using individual responsibility charts and requiring the student to reflect upon behaviour are useful techniques. 9. Daily or weekly checklists signed by the teacher and parent can be effective. Behavioural contracts clearly outlining agreed upon conditions and signed by both “parties” are helpful tools. 10. Withdrawing a student to a quiet area often helps - subject to available space and supervision. 11. Alternate class or alternative education programs (e.g. leaving school early) could be considered. 12. Systematic withdrawal from school could be used for a short period of time. Agreement is necessary between principal and parent. 13. Formal suspension (for part of a day or longer) in accordance with Board practice and Ministry of Education and Training Regulations may be necessary. 	

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<p data-bbox="233 338 837 369"><u>Generally Inappropriate Discipline Methods</u></p> <ol data-bbox="233 407 1395 1010" style="list-style-type: none"><li data-bbox="233 407 967 438">1. Sarcasm, ridicule, humiliation, yelling and screaming;<li data-bbox="233 474 1024 506">2. Activities designed to provoke and escalate confrontation;<li data-bbox="233 541 565 573">3. Constant fault-finding;<li data-bbox="233 609 878 640">4. Methods based on intimidation or harassment;<li data-bbox="233 676 924 707">5. Group punishment for an offense by an individual;<li data-bbox="233 743 704 774">6. Making an example of a student;<li data-bbox="233 810 1395 873">7. The assignment of academic material as punishment unless it is directly and logically related to the misbehaviour;<li data-bbox="233 909 1179 940">8. Public apologies beyond those persons affected by the misbehaviour;<li data-bbox="233 976 1224 1008">9. Reduction of academic marks as punishment for unrelated misbehaviour. <p data-bbox="233 1043 532 1075"><u>Corporal Punishment</u></p> <p data-bbox="233 1110 1395 1241">The Board recognizes that physical force on the part of staff may be required in self-defense, to protect a student from another individual, to restrain or escort a student or to protect a student from a dangerous or life-threatening situation. What is prohibited is the deliberate use of physical force as punishment.</p>	