

# **POLICY # 0202 - Admin - Discipline Policy**

<h2><b>DISCIPLINE POLICY</b></h2> <h3><b>Redeemer Christian High School</b></h3> <h4><b>Community for Christian Learning</b></h4>
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**Subject:** Student Discipline Policy

**Purpose of Policy:** To classify the severity of inappropriate behaviour of students and procedures to address them

**Applies to:** Staff, students at Redeemer Christian High School

**Owner:** Administration Office – Vice Principal

**Date of Board Approval:** October 16, 2008

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**Applicable / Attached Forms:** YES \_\_\_\_\_ NO X

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## **PART A – PREAMBLE**

The mission of Redeemer Christian High School is to *provide a community of learning that challenges students to develop disciplined minds, hearts and bodies according to the full measure of Jesus Christ.*

The discipline policy and related behaviour management strategies at RCHS serve this mission in two ways:

1. First, by creating a safe, effective learning environment that enhances relationships and honours Jesus Christ. The discipline policy identifies behaviours which detract from or threaten the development of our learning community.
2. RCHS also recognizes that the teen years are a time of significant development in the character of young people as they move from child to adult. Therefore, the second way that the discipline policy supports the mission of the school is in providing parameters and opportunities for the character development and training of our students.

Therefore, in our responses to inappropriate behaviour we want to signal two things. The first is that behaviours identified as unacceptable must not be allowed to continue as they negatively impact the learning of the student involved and the learning culture of the school. Second, we want to signal the grace and love of Jesus Christ as we encourage students to deepen their relationship with Jesus Christ and live lives that are thoroughly aligned with His standards.

The procedures used by staff to interact with students at RCHS are based on trust within the community. Our assumption is that students, parents and teachers as participants in the school covenant, take the learning process seriously and will usually be focused on meeting their responsibilities as outlined in the covenant. We also realize that students make mistakes and in the process of character development some training and/or counselling may be necessary for some students as they develop their own (Godly) character and discover how to live as part of a Christian community.

The teachers are the primary workers with the students and so most of the training of students into the school culture resides with the teachers in their classrooms. Teachers also have the primary relationships and thus opportunity to work with and counsel students. When the attempts of teachers to guide the students prove ineffective the situation is transferred to the administration of the school. At this point in the process it is determined whether the student has had ample opportunity to correct the behaviour but is not responding. When situations reach the administrative level the focus is on reinforcing the message that the behaviour is not acceptable and finding ways to correct the behaviour (assisted problem solving). If the behaviour does not change it then becomes necessary to re-evaluate the student's commitment to our learning community as reflected by their lack of adherence to the school's standards of behaviour and the school covenant.

## **PART B – GENERAL OVERVIEW**

The RCHS discipline policy classifies unacceptable student behaviours into three categories based the severity of their effect on the learning environment and the safety of other students. For each incident of behaviour in each category the policy outlines the appropriate consequences. After a certain number of incidents in each category the consequence will be student suspension. After a student suspension the student, parents and administration will meet for a **re-entry interview**.

### ***Note on Report Number:***

RCHS recognizes that grade 9 and 10 students are still in need of training in the high school environment and maturing emotionally and spiritually. They may therefore require more coaching and second chances. Thus the number of behaviour reports will be reset to zero after each semester. However, we expect grade 11 and 12 students to be more mature in behaviour and attitude and to be fully committed to the standards and goals of our school. We also realize that these students have a significant effect in defining the school culture and lead by their example. Thus our standards for behaviour are higher. The number of behaviour reports will only be reset to zero at the end of a school year. In effect, grade 11 and 12 students receive fewer chances.

## **PART C - SUSPENSIONS**

### ***Definition of Suspension:***

Students may not come onto school property, participate in school activities or expect help from school staff for the duration of the suspension. Suspensions may be up to but not exceed five school days. The administration will report suspensions to the Staff and the Board. Parents and students will be given a written report of the basis for and the terms of the suspension. Suspensions will usually be followed by a **re-entry interview**.

### ***Rationale for Suspensions:***

By the time in the process where a suspension is required the student has had ample opportunity for training, counsel and second chances or the students' behaviour is severe enough to warrant an immediate suspension. In either case the student's behaviour must change. The emphasis at this point in the process is on protecting the school's learning environment/culture and re-evaluating the student's commitment to the mission of RCHS as outlined in the school covenant. The purpose of suspending a student is to:

1. Convince the student and parents of the seriousness of the situation and of the school's resolve to see changed behaviour. Although a suspension is not usually good for a student academically we believe it may be an important step in the development of character and necessary to encourage changed behaviour.
2. As RCHS is a learning community formed around the school covenant if a student's commitment to the covenant is in question, as evidenced by breaches to that covenant, some consequences are necessary both for breach of covenant and to protect the school's learning community.
3. A suspension also serves as a time out for the student and parents to reflect on their continued commitment to RCHS.

### ***Re-entry Interview:***

At the re-entry interview (following a suspension) the student's and parent's continued commitment to RCHS will be discussed. Based on these discussions the administration will develop a **behaviour change/exit plan** for the student that will outline the parameters of the future discipline responses pertaining to that student. This plan may include, revised behaviour expectations for the student, recommendations for academic assistance, recommendations for counselling, an outline of future discipline measures including suspensions and the threshold of a move for expulsion by the school.

## **PART D – EXPULSIONS**

### ***Definition of Expulsion:***

Expulsion is essentially the dismissal of a student from attendance at RCHS. Students may not come onto school property, participate in school activities or expect help from school staff for the remainder of the semester. Students may apply for re-admission to the school but the circumstances of the expulsion will be a factor in the interview process.

### ***Expulsion Process:***

When the administration deems that the student is not taking commitment to the school covenant seriously and the administration judges that the student's presence in the school is having a significant negative impact on the school culture and learning environment, the administration will recommend to the board to expel that student from the school.

Expulsions require a Board decision. The administration will inform the Board the need to expel a student. The recommendation will include the case history, supporting documents and the grounds for the action. The Board Chairperson will call a meeting of the Board to consider the recommendation.

Parents, guardians or other advocates and the student may address the Board at the meeting where the motion is discussed. They will withdraw when the Board is ready to discuss the motion. The expulsion will take effect upon the decision of the Board to support the motion for expulsion. If the Board decides not to support the motion an alternative course of action will be developed by the Board and the Staff.

## **PART E – CATEGORY 1: REPETITIVE DISRUPTIVE BEHAVIOURS**

Category 1 behaviours are student actions, occurring in the classroom setting, that for each individual instance do not pose a major threat to the learning environment in a classroom. However, these behaviours, if repeated regularly, will interfere with the learning of the student involved and/or disrupt the learning environment in the classroom. These are behaviours such as:

- students speaking out of turn;
- students getting out of their seats at inappropriate times;
- students not completing their homework;
- students coming to class unprepared;
- students bringing unacceptable items to class (backpacks, electronic devices, etc.);
- students who engage in activities that disrupt other students (passing notes, making faces, etc.);
- students wasting time and/or not working in class.

The above list of behaviours represents violations of the following statements in the RCHS school covenant:

As a student I commit to support the school’s mission and purpose by:

- avoiding distraction by using wisely the safe and quiet study environments provided;
- using wisely the learning opportunities provided me by working hard to do my best;
- respecting and cooperating with other students, teachers, administrators and support staff.

RCHS is a community whose main purpose is the education of young people. Central to the success of that mission is the participation and engagement of those young people in the learning process. Our teachers, as professionals and guided by the school’s classroom practice standards, will do their best to engage students in their own learning by providing a safe and encouraging classroom environment. Teachers will also monitor student’s participation in learning by observing student learning skills and communicate their observations according to the school’s classroom practice.

Students who are not taking adequate responsibility for their own learning often manifest this attitude in the classroom as repetitive-disruptive behaviours. Thus, for those students whose participation in their own learning does not improve, the manifestations of their disengagement as reflected by their behaviours will be dealt with according to this section of the discipline policy.

Some occurrences of these types of behaviours are to be expected in any classroom setting. Therefore, most instances of this kind of behaviour in a class will be handled by

the classroom teacher as part of the teacher's normal classroom management duties. The goal of classroom management is to promote and protect a positive learning environment in the classroom for all students. However, if a student develops a pattern of repeating these behaviours and does not respond to the direction of the classroom teacher to change this pattern, the administration will become involved to provide support for the teacher's efforts to protect the learning environment in that classroom and to encourage the student to take responsibility for their own learning.

The following are guidelines that will provide the parameters of teacher's classroom practice and the involvement of the administration in these situations.

1. The teacher records the occurrences of the student's repetitive-disruptive behaviour and their responses to it on the Repetitive-Disruptive behaviour log form. Teachers should follow the steps and processes outlined on the form.
2. Because we are trying to limit disruption in the classroom and encourage all students to take responsibility for their own learning, the monitoring of student behaviour is very important. Thus teachers are expected to base their discipline recommendations on their records of student's behaviours as per the school's classroom practice guidelines.

### ***Category 1 - Behaviour Report Process***

**Report 1:** Student has interview with administration, problem solutions are discussed, student is suspended in school for one class, behaviour log and behaviour report sent home.

**Report 2:** Student has interview with administration, problem solutions are discussed, student is suspended in school for three classes, behaviour log and behaviour report sent home along with an official warning that a suspension from school will result if the behaviour does not change.

**Report 3:** Student has interview with administration and is suspended for at least one day, parents notified by phone. The student is not allowed re-entry to the school until a **re-entry interview** with administration, parents and student occurs to reassess the continued relationship of the student with the school and commitment to the school covenant and a **behaviour change/exit plan** is developed.

## **PART F – CATEGORY 2: INAPPROPRIATE SCHOOL BEHAVIOURS**

Category 2 behaviours do not constitute an immediate threat to the student, teachers or property but they do erode the character of the school culture that we are trying to create at RCHS and represent a breach of the school covenant. These behaviours are serious enough that they may result in an incident report being issued immediately. This depends on the nature of the incident and the discretion of the reporting teacher. Most category 2 behaviours are not learning or classroom specific but are likely to occur anywhere in the school.

These are behaviours such as:

- skipping class
- recurring lateness
- rough play in the school
- dress code infractions
- inappropriate language (profanity, gossip, verbal abuse)
- dishonesty
- plagiarism
- inappropriate romantic physical contact
- accidental damage to school property
- disobedience to teachers
- inappropriate use of computers
- disrespect to guests in the school (supply teachers, volunteers)
- disrespect for the religious activities that are part of our school
- inappropriate behaviour on school bus

The above list of behaviours would represent violations of one or more of the following statements in the RCHS school covenant:

*As a student I commit to support the school's mission and purpose by:*

- *accepting the Biblical basis for Christ centered education as offered at RCHS;*
- *helping to keep my school clean and safe;*
- *attending school regularly;*
- *respecting and cooperating with other students, teachers, administrators and support staff;*
- *respecting the policies of RCHS;*
- *discussing any difficulties or questions I may have with the appropriate people and not participating in gossip or the discrediting of others;*
- *respect the expressions of the Christian faith of other students and the activities such as chapels and prayers.*

## **Category 2 Discipline Process**

Any teacher who sees a student involved in these kinds of behaviours will discuss the incident with that student and issue appropriate consequences and/or incident reports.

*Note: lateness and absence problems will be dealt with directly by the administration.*

## **Category 2 - General Incident Process**

**Incident 1:** Student interview with the administration, consequences applied, incident report sent home.

**Incident 2:** Student interview with the administration, consequences applied, incident report sent home along with an official warning that a suspension from school will result if another incident occurs.

**Incident 3:** Student has interview with administration and is suspended for one day, parents notified by phone, **re-entry interview** with VP, Principal, parents and student on return to reassess relationship with school and commitment to the school covenant. A **behaviour change/exit plan** is developed.

## **Definitions**

### **“Skipping”**

Skipping is defined as being absent from a class or school activity without valid permission. Each skip will result in an incident report. The consequences are to make up double the time through detentions at the discretion of administration.

### **“Recurring Lateness”**

Students who are late for a class or school activity must report to the office and receive an admit slip before they will be admitted to the activity. Lates all fall into three categories as decided by the administration.

**1. Excused:** for various reasons like involvement in other school activities some students will be excused by the administration

**2. Commuting Lates:** due to the inconsistencies involved in car pools and mass transit systems sometimes students may not make it to school first thing in the morning on time. Some number of these may be unavoidable and are often not under the control of the student who is late. A record of these kind of lates are kept by the administration and if a student has four (4) of these lates in any given month he/she will be given a warning by the administration that commuting arrangements must be adjusted so the pattern does not continue and parents will be contacted to discuss solutions to the problem. If more of these lates occur incident reports may be issued at the discretion of the administration.

**3. Unexcused Lates:** all other lates fall in this category. For each late a student

receives a detention in an Activity block. If three unexcused lates occur an incident report will be issued, and each subsequent group of three lates attracts a second incident report etc.

**“Rough Play in the School”**

Rough play in the school is dangerous to the students involved, to bystanders and may result in damages to the facilities. It will therefore be discouraged.

**“Dress Code Infractions”**

Incidents reports may be issued for violation of the RCHS dress code policy.

**“Inappropriate Language” (Profanity, Gossip, Verbal Abuse)**

Students are expected to use language that enhances relationships, the learning environment and honours Jesus Christ. We use words of grace rather than words of abuse. Therefore all cursing, vulgar language, terms of abuse, racial or sexual putdowns and gossip are not an acceptable part of the environment we want to create at Redeemer.

*Note: Language that threatens, harasses, intimidates or degrades another person will be dealt with according to the RCHS harassment policy or may be interpreted as threats or assaults in the interpretation of administration. In those cases the incident becomes “Category Three” behaviour and will be treated as such.*

**“Dishonesty”**

Students are expected to be honest in their dealings with each other and with school staff. Trust is essential to a healthy learning environment and problems are much more easily solved if information is shared in a straightforward manner.

**“Plagiarism”**

Plagiarism is the presentation of the words or ideas of another person as your own. In academic works the sources of information must be documented according to the standards set out by the teacher who assigned the assignment. Assignments that contain plagiarism will not be marked until they are corrected by the student. Second occurrences of plagiarism will result in an incident report.

**“Inappropriate Romantic Physical Contact”**

We encourage the development of healthy relationships at Redeemer. The guideline for the physical expression of a relationship is based on the distinction between private and public behaviour. Private behaviour in a public place is embarrassing to bystanders and demeaning to the participants. Therefore any touching of a romantic or intimate nature beyond hand holding is not allowed.

**“Accidental Damage to School Property”**

Appropriate reparations will be made. Incident reports may be issued at the discretion of the administration.

**“Disobedience to Teachers”**

Disobedience to teacher represents a serious threat to the school community. A category 2 incident report will be issued. If the nature of the incident is more serious a category 3 incident report will be issued at the discretion of the teacher and the administration.

**“Inappropriate Use of Computers”**

Incident reports will be issued for misuse of RCHS computer equipment as defined in the RCHS computer use policy.

**“Disrespect to Guests in the School” (Supply Teachers, Volunteers)**

This causes significant damage to the school’s reputation. Our students are expected to be polite and respectful of all people in the school, including supply teachers.

**“Disrespect for the Religious Activities That Are Part of Our School”**

This shows disdain for the very essence of what our school is about and is a breach of the school covenant.

## **PART G - CATEGORY 3: SERIOUS AND DANGEROUS BEHAVIOURS**

Category three behaviours are more serious and constitute an immediate threat to the school community, the property or the student him/herself. In most circumstances the school's responsibility is limited to behaviour which occurs while the student is under the care of the school. However, there may be circumstances in which the administration may consider behaviour which occurs at times when the student is not under the care of the school. Examples are assaults, drug trafficking or vandalism that has occurred in other places or at other times but which give evidence of attitudes and behaviours that could constitute a threat to the school and its members. In such cases the administration will investigate the incident, will inform the Board about the incident and will seek the advice of the Board members about the advisability of refusing the student admission to the school.

*Note on Trafficking: Trafficking means the transfer of a substance from one place to another or from one person to another.*

### **Category Three Behaviours**

- Tobacco possession
- Tobacco trafficking
- Drugs/Alcohol possession
- Drugs/Alcohol trafficking
- Threats
- Bullying/Intimidation
- Assault
- Fighting
- Vandalism
- Theft
- Significant Disrespect/Challenges to authority of staff
- Pornography possession
- Pornography trafficking
- Weapons possession

Please note instances/allegations of child abuse will be dealt with under the school's *Child Welfare Policy*.

Category three incidents should be reported immediately to the administration. Depending on the severity of the incident the consequences shall vary from appropriate restitution to suspensions to expulsion from the school. Following any suspension a re-entry interview will take place with the subsequent development of a behaviour change/exit plan.

## **Definitions and Guidelines**

1. **Tobacco Possession:** The Redeemer community has taken the position that smoking will not be a part of its school life. Therefore possession and use of tobacco products during school hours or during school functions are prohibited.

### **Response:**

#### **Possession and Personal Use:**

**Incident #1:** The student is interviewed by the administration. Parents/guardians are notified and the student may request assistance to deal with addiction problem.

**Incident #2:** The student is interviewed by administration. Parents/guardians are notified and the student is suspended for not less than one day and not more than three days. Re-entry interview occurs. The student may request assistance in dealing with addiction problem. The members of the Board will be notified.

#### **Trafficking and Possession for the Purposes of Trafficking:**

**Incident #1:** The student is interviewed by the administration. Parents/guardians are notified and the student is suspended for not less than three days and not more than five days. Re-entry interview occurs. The members of the Board are notified. The student may request help in dealing with addictions problem.

2. **Illegal Drugs and Alcohol:**

Redeemer Christian High School has taken the position that illegal drugs and alcohol represent a serious threat to the health of the community and its students. Therefore possession and use of illegal drugs and alcohol at any time or at any place will be deemed to have brought disrepute upon Redeemer Christian High School of which these individuals are students.

### **Response:**

The administration will notify law enforcement officials at any point in situations involving illegal drugs and alcohol on school property or during a school function.

#### **Possession and Personal Use:**

**Incident #1:** The administration interviews the student.

Parents/guardians and Board Chairperson are notified. Offenses off school property, not at school functions and not on school time will attract a suspension for not less than three and not more than five days.

Offenses on school property, at school functions or on school time will attract a suspension for not less than five days and not more than ten days. Law enforcement officials will conduct their investigation. The student may request assistance in dealing with addictions. Re-entry interview occurs.

#### **Possession for the Purposes of Trafficking:**

**Incident #1:** The administration interviews the student. Parents/guardians are notified unless law enforcement officials advise against such notification. The administration recommends the student's expulsion for the remainder of the semester or more at the discretion of the Board.

3. **Threats/Bullying/Intimidation:**

Students and teachers may expect a safe environment when they enrol at Redeemer. Any words or actions which intimidate or endanger students or teachers are not acceptable. The administration will investigate and will judge the level of response required. Responses will range from interviews with students and apologies to suspension and expulsion if the administration judges the situation to be serious enough. Parents/guardians, members of the Board will be notified of any incidents.

*See Category One "Language" for notes on Language and Threats.*

*(See also RCHS Harassment Prevention Policy)*

4. **Assault/Fighting:** Assaults include any touching without permission, threatening words or gestures. The administration will investigate any incidents reported and will judge their seriousness. Response will range from apologies to suspension, expulsion and police involvement if the circumstances require it. Parents/guardians, members of the Board will be informed of any incidents.

5. **Vandalism:** Our facilities and equipment are gifts from God made available to us through the hard work and sacrifice of His people. We expect an attitude of respect and care from anyone using the facilities and equipment. Vandalism is the intentional damage to school property and can take many forms, some of which are more and some less serious so a variety of responses are required. The administration will investigate the incident, including law enforcement officials if necessary. Responses will range from apology and restitution to suspension, expulsion and police involvement. Parents/guardians will be informed in most cases and members of the Board will be informed of the more serious cases.

6. **Disrespect to Staff:**

Successful teaching is based on a productive and safe relationship between teachers and students. One of the essential qualities of this relationship is mutual respect. To respect someone means to value that person. Teachers must respect students as children of God under their care and students must respect teachers for the wisdom they possess and the authority they carry. When respect is not present the safety and productivity of the relationship degenerates and teaching becomes difficult. Thus disrespect is very corrosive and disruptive to student learning and the school community.

To disrespect someone means to depreciate that person's worth. To some degree, determining what constitutes disrespect to a teacher is determined by cultural background, by personal interpretation and the emotional response of the receiver. (Whether we feel disrespected) In a classroom there are many reasons why

students could be inattentive, disobedient, disagree with teachers or be unhappy with the class. It is not realistic assume that disrespect is the root cause of all student difficulties. Therefore, the above student behaviours will usually be dealt with by various discipline or academic measures. However, disrespect towards teachers can be evidenced by the following student behaviours:

- any sort of personal attack or put down directed towards the teacher
- rude comments directed towards the teacher

Each incident of disrespect of a teacher reported will be investigated by the administration and responses will range from apology to suspension and expulsion. Parents/guardians will be notified of each incident and members of the Board will be informed of more serious incidents.

**7. Theft:**

Theft represents a significant threat to the trust so essential to the healthy life of a community. There are more and less serious forms of theft so the responses will be modified to meet each case. Responses will range from apology and restitution to suspension and expulsion. Parents/guardians will be informed in each case and the members of the Board will be informed of the more serious cases.

**8. Pornography:**

Redeemer Christian High School has taken the position that pornography in all its forms represents a serious threat to the health of the community and its students. Therefore possession and use of pornography (this includes computer, video and paper forms) on school property or during a school function is prohibited.

Response:

**Possession and Personal Use:**

***Incident #1:*** The student is interviewed by the administration. Parents/guardians and members of the Board are notified. The student is suspended for not less than three and not more than five days. The student may request assistance in dealing with addictions. Re-entry interview occurs.

**Possession for the Purposes of Trafficking:**

***Incident #1:*** The student is interviewed by the administration. Parents/guardians are notified unless law enforcement officials advise against such notification and the administration makes a motion to the Board for the expulsion of the student for the remainder of the semester.

**9. Weapons Possession:**

***Incident #1:*** The student is interviewed by the administration. Parents/guardians are notified unless law enforcement officials advise against such notification and the administration makes a motion to the Board for the expulsion of the student for the remainder of the semester