

PROGRESSIVE DISCIPLINE PLAN

Argyle Public School



Progressive discipline is a non-punitive, whole-school approach that uses a continuum of preventative, corrective and supportive interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviours. Consequences include learning opportunities for reinforcing positive behaviour and assisting students to make good choices.

Creating a Positive School Climate

- Foster a safe, inclusive and accepting environment
- Review Code of Conduct annually
- Focus on Bullying Prevention and Intervention, and equitable, inclusive and culturally responsive initiatives
- Recognize and celebrate positive attributes/accomplishments
- Utilize a restorative and/or collaborative approach
- Teach and model expectations and behaviours

Staff /Classroom Level

- Focus on effective classroom management strategies, mindful of students' individual identities
- Differentiated instruction
- Co-construct and communicate classroom expectations that align with the School Code of Conduct
- Redirect inappropriate behaviour
- Use Collaborative Practice including CPS
- Teach and support problem solving/conflict resolution strategies
- Reflect upon/reward/reinforce improved behaviour
- Ensure on-going communication with parents/guardians
- Provide a quiet area to work
- Use consequences as an opportunity to improve behaviour
- Implement behaviour goals that are individualized and achievable
- Consult with school team to create a plan to improve behaviour
- Conference with students/parents/guardians and school team

Administrator/Student/Teacher/Parent - Interventions and Consequences

- Interview student(s)
- Review Code of Conduct and behaviour expectations
- Communicate with parents/guardians
- Refer to support staff and/or community agencies
- Create, monitor and adjust supportive plan
- Use Collaborative Practice including CPS

Use appropriate strategies and consequences as learning opportunities:

- Time to consult, reflect and plan
- Restorative Practice with a culturally responsive lens
- Withdrawal of privileges or from class
- Behaviour Management Plans
- Suspensions/Expulsions, refer to Student Conduct Management Guideline

Suspended Students

- Please refer to Student Conduct Management Guideline for a description of the process and reasons for suspension
- School investigation determines suspension
- Consider Mitigating/Other Factors and Human Rights Principles
- Continue the academic program
- Up to 10 days suspension - academic program established by school and provided to student
- 11-20 day suspension -academic and non-academic program required
- Develop a Student Action Plan
- Develop a Transition Plan for a successful student return

Expelled Students

- Please refer to Student Conduct Management Guideline for a description of the process and reasons for suspension/expulsion
- School investigation determines recommendation to expel
- Consider Mitigating/Other Factors and Human Rights Principles
- Trustee Discipline Committee decides on expulsion
- Expelled student receives academic/non-academic program
- Written notice to parents/guardians provided
- Develop a Transition Plan for a successful student return