

PROGRESSIVE DISCIPLINE PLAN

Silver Birches Elementary School



Every school in Ontario is required to have a Progressive Discipline Plan. Through progressive discipline, principals determine appropriate consequences and/or supports to help students improve their behaviour, taking into account their individual circumstances. The goal is to help prevent inappropriate student behaviour from happening again, while building upon strategies to promote positive behaviours.

Creating a Positive School Climate

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

Staff /Classroom Level

- Focus on effective classroom management strategies, mindful of students' individuality
- Co-construct and communicate classroom expectations that align with the School Code of Conduct
- Redirect inappropriate behaviour
- Use Collaborative Practices, and/or Restorative Practices including CPS
- Teach and support problem solving/conflict resolution strategies
- Reflect upon/reward/reinforce improved behaviour
- Provide a quiet area to work
- Use consequences as an opportunity to improve behaviour (time out, recess in office)
- Consult with school team to create a plan to improve behaviour
- Ensure on-going communication with parents/guardians (phone calls/meetings)
- Implement plans with related, achievable goals
- 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
- Use appropriate strategies and consequences as learning opportunities:
 - Time Out/ Day in the Office
 - Reflection sheets
 - Restorative Practice and CPS strategies with a culturally responsive lens
 - Creation of Behaviour Contracts or 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

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