

Student Discipline & Behaviour Plans

Nipisihkopahk Education Authority (NEA) believes in positive behaviour management in order to promote and maintain a safe and caring school environment. The dignity and well-being of staff and students must be kept in mind when implementing all behavioural interventions. The long-range purpose of discipline is to encourage students to exercise self-control over their own behaviour, while the short-range purpose is to create and maintain a safe and caring school environment conducive to learning for all. Staff are therefore encouraged to keep the long-range purpose in mind while dealing with daily short-range challenges.

A. Student Discipline Guidelines

- a. All NEA staff members are to deal with discipline matters in a calm, objective, and professional manner.
- b. In order to help teachers manage student behaviours, principals shall, with the input from staff, students, and parents develop school-based discipline procedures that are in keeping with NEA policies.
- c. The focus of all behaviour plans shall be prevention, accommodation and teaching appropriate behaviours.
- d. Principals, in administering the discipline plan, shall be patient and courteous to staff, students, and parents while at the same time encouraging staff to deal with student behaviour and discipline as near to the source as possible.
- e. Teachers are responsible for discipline in the classroom and shall:
 - i. Communicate expectations to students early in the school year and reinforce them regularly.
 - ii. Develop classroom rules that are then followed consistently and fairly.
 - iii. Provide positive reinforcements for appropriate behaviour that may include, but are not limited to, praise and encouragement, behaviour contracts, phone calls, emails, notes home and reward systems;
 - iv. Maintain classroom awareness acute enough to spot potential problems and deal with them before they become bigger issues;
 - v. Clearly communicate unacceptable practices and/or behaviour to students and address individual behaviours in a confidential manner;
 - vi. Create clear distinctions between rewards for positive behaviour versus sanctions for inappropriate behaviour;
 - vii. Follow a progressive discipline plan unless the student's behaviour jeopardizes the immediate safety of themselves and/or others;
 - viii. Develop Behaviour Plans for students who have recurring behavioural concerns;
 - ix. Provide a copy of the plan to administration and each teacher working with the student;
 - x. Provide a copy of the plan to parents/guardians and collaborate with them regarding ongoing behaviours and strategies.

- xi. Employ timeout strategies in accordance with the NEA Timeout Policy;
 - xii. Only use physical restraint in accordance with the NEA Physical Restraint Policy.
- f. Prohibited forms of student discipline, including but not limited to, which are not to be employed by staff are as follows:
- i. Mass detention or other actions where non-guilty students are punished with the guilty students;
 - ii. Any non-verbal, verbal or written communications that are belittling, embarrassing, humiliating or disrespectful;
 - iii. Physical assault of a student;
 - iv. Use of corporal punishment.
- g. Teachers may detain individual students for disciplinary reasons, during recess or lunch; however, they must be given the opportunity to eat, have a short movement break and be allowed to use the bathroom.
- h. Teachers and/or Principals shall make every reasonable effort to involve parent(s) or guardian(s) in dealing with continuing behavioural problems in the school.
- i. The Principal may invoke suspension, up to five days, when dealing with student discipline as outlined in the NEA Time Out policy. A suspension of more than 5 days or a recommendation for expulsion must be referred to the Superintendent of Schools.

B. Behaviour Plan Guidelines

- a. Under direction of the Principal, teachers shall create a Behaviour Plan for students with severe, or ongoing behavioural concerns. The Student Services Coordinator must be made aware of this plan.
- b. The Behaviour Plan shall be developed by the teacher in consultation with school administration, and parent(s) or guardian(s) of the student and the student themselves. The student services coordinator may be consulted when developing this plan.
- c. The Behaviour Plan shall address, as its primary goal, the development of appropriate behaviours through positive means that encourage self-regulation strategies and reduce the likelihood of severe inappropriate behaviour.
- d. Each Behaviour Plan shall outline, in strict behavioural terms, when and how teachers and other staff will respond to the student when he/she engages in severe or ongoing inappropriate behaviour.
- e. Prior to being implemented, each Behaviour Plan shall be approved by the School principal who will keep the Student Services Coordinator informed by providing them with a copy of the plan.
- f. This plan will be part of the student's official school record and for coded students a copy will be placed in his/her Red File.
- g. At least three documented attempts must be made to involve the parent(s) or guardian(s) in the development and signing of the Behaviour Plan. If the family chooses not to be involved then the plan will be developed without

their input. If the parent(s) or guardian(s) disagree with parts, or all, of the behaviour plan they may express their concerns to the principal.

- h. Behavioural Plans that include seclusion timeout strategies must be signed by the parents(s) or guardian(s). This consent may be terminated by the parent(s) or guardian(s) at any time upon submission of written notice to the principal. In the event that parental consent is refused the parent(s) or guardian(s) must be involved in developing alternative strategies. If this is unsuccessful, it may be necessary to provide an alternative educational program, suspend, or expel the student from school.

C. Behaviour Plan Template

- a. The template that should be used to complete Behaviour Plans within NEA is attached as Appendix 1.