

	Administrative Procedure	
	Subject	Student Discipline
	AP Code	354

Background

The school is committed to providing an environment that is physically, emotionally, and spiritually safe and positive.

The school believes that parents, staff, students, and community must work together to ensure that learning occurs in a safe, orderly, and nurturing environment.

Procedures

Discipline is part of the teaching-learning process. Effort must be made to teach appropriate behaviour to students, while at the same time recognizing that students must be increasingly accountable for their behaviour.

For students on an Inclusion and Intervention Plan (IIP) and/or a Behaviour Support Plan (BSP), steps need to be taken to ensure that the individual existing plans, as per these students, are closely followed. If assessment shows that the current plan is not successful, support teams will meet to alter the plan.

1. General

- 1.1. Discipline in school is to stress correction rather than punishment.
- 1.2. Principals and staff are to investigate the causes of misbehaviour and to stress rectifying those through a variety of techniques. Where the safety of others is not considered a risk, the procedures below are to be followed by the teacher and principal when behaviour problems are encountered:
 - 1.2.1. The teacher is to assist the student in identifying the behaviour problem, its cause, and appropriate alternative behaviours;
 - 1.2.2. The teacher is to discuss the student's behaviour with the principal to generate alternative management strategies;
 - 1.2.3. The teacher and/or principal are to discuss the student's behaviour with the parent(s) or guardian(s);
 - 1.2.4. A consistent effort is to be made to change inappropriate behaviour to acceptable behaviour through various techniques;
 - 1.2.5. If measures taken do not result in appropriate student behaviour, the principal is to consult with the school director to plan for further remedial action; and
 - 1.2.6. The goal of all behaviour management techniques employed by staff is to provide a positive school climate where the education and well-being of students are foremost considerations.
- 1.3. Where the safety of self or others is a risk, reasonable restraint or seclusion may be used.
 - 1.3.1. Definitions:
 - 1.3.1.1. Physical restraint is defined as a method of restricting another person's freedom of movement or mobility – in order to secure and maintain the safety of the person or the safety of others. The provision of a 'physical escort', i.e., temporary touching or holding of a student's hand, wrist, arm,

shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location, does not constitute physical restraint. The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.

1.3.1.2. Seclusion is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving. Behaviour strategies, such as 'time out', used for social reinforcement as part of a behaviour plan, are not considered 'seclusion'. The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space.

1.3.2. Guidelines

1.3.2.1. Preventive strategies as outlined in 1.2 above should be followed.

1.3.2.2. Interventions should emphasize prevention and create positive behavioural supports.

1.3.2.3. Staff members involved in restraint or seclusion should have appropriate training, including conflict de-escalation.

1.3.2.4. Seclusion or physical restraint procedures should be used in school settings only when there is significant concern for the personal safety of the student and/or others.

1.3.2.5. Seclusion or physical restraint is viewed as a 'last resort' option while maintaining student dignity. 'Last resort' means that all other possible interventions have been meaningfully implemented, and these interventions have failed to prevent or de-escalate a situation and there is significant concern for the personal safety of the student and/or others.

1.3.2.6. Neither seclusion nor restraint should be used as a punishment to force compliance or as a substitute for appropriate educational support.

1.3.3. Procedures

1.3.3.1. Pre-determined, trained individuals and the principal or vice principal will respond to crisis situations that provide a threat to the safety of any individual in the school.

1.3.3.2. Any student in seclusion must be continuously observed by an adult both visually and aurally for the entire period of seclusion. Occasional checks are not acceptable.

1.3.3.3. Parents will be involved in the planning for the use of physical restraint and seclusion and will be informed promptly if physical restraint and/or seclusion have been used with their child.

1.3.3.4. The *Use of Physical Restraint/Seclusion* documentation form is to be completed and submitted to the school director.

1.3.3.5. A copy of the documentation is to be kept in the student's file.

1.3.3.6. The principal will ensure that all the adults involved will have a chance to debrief the incident with the goal of ensuring support and identifying factors that may further support the child.

1.3.3.7. Corporal punishment is never permitted.

2. Detention

2.1. Detention, if employed, is to be applied judiciously.

2.2. Bus students are not to be detained after school hours unless suitable transportation arrangements have been made with the parent or guardian.

3. Suspension

3.1. Saskatoon Christian School believes that discipline measures, when necessary, are to be corrective and supportive, rather than punitive. With that said, there are issues that are so unacceptable in the school environment that they must be considered “bottom-line” issues. These include trafficking, possession, and use of drugs; habitual/chronic neglect of duties; and, compromised safety of students and staff.

3.1.1. Not more than three days.

3.1.1.1. Prior to imposing a suspension, the principal is to refer to the appropriate sections of *The Education Act, 1995* relating to discipline.

3.1.1.2. In accordance with *The Education Act, 1995*, the principal may suspend a student from school for not more than three days at a time for overt opposition to authority or serious misconduct.

3.1.1.3. When a student is suspended for not more than three days, the principal is to report immediately the circumstances and the action taken to the student’s parent or guardian and maintain a detailed record of the suspension at the school.

3.1.2. Four to ten days.

3.1.2.1. The principal may suspend a student from school for a period of up to ten days for habitual, willful, or gross violation of the duties of a student or the rules of the school. When a student is suspended under these provisions, the principal is to report, in writing, as soon as is practicable, the circumstances and action taken and the plan for the student’s return to:

- The school director
- The director of Independent Schools, Ministry of Education
- The parent or guardian
- The student

3.1.2.2. The school director may confirm, modify, or remove the suspension. If confirmed or modified, the school director is to inform the board of trustees.

3.1.2.3. If desired the student, parent, or guardian is to be granted a hearing with the appropriate officials, throughout each of the preceding steps.

3.1.2.4. The board of trustees has reserved the right to hear appeals regarding student suspensions in excess of 10 days.

References

The Education Act, 1995 – sections 85, 87, 148, 150 - 162, 175, 231
BC Ministry of Education – Physical Restraint and Seclusion in School Settings

Date Adopted

September 1, 2024

Revised
