Hastings and Prince Edward
District School Board

PROGRESSIVE DISCIPLINE AND SCHOOL SAFETY

PROGRESSIVE DISCIPLINE AND PROMOTING POSITIVE STUDENT BEHAVIOUR

RESOURCE GUIDE

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SAFESCHOOLS

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PROMOTING AND SUPPORTING POSITIVE STUDENT BEHAVIOUR

Hastings and Prince Edward District School Board through the Achievement in Motion (AiM) for Student Success System Plan is committed to ensuring safe, effective and respectful learning environments. School safety is a fundamental prerequisite for student success and academic achievement.

Hastings and Prince Edward District School Board acknowledges the importance of actively promoting and supporting appropriate and positive student behaviours that contribute to and sustain a safe learning and teaching environment in which every student can reach his or her full potential. Progressive discipline and promoting positive student behaviour (Policy Program Memorandum 145) aligns with the provincial and board codes of conduct (Policy Program Memorandum 128) and bullying prevention and intervention (Policy Program Memorandum 144). Linkages to Ministry of Education and board initiatives such as *Growing with Character* and the Student Success initiative are essential in promoting and supporting appropriate and positive student behaviours.

PREVENTION

A positive school climate is a crucial component of prevention; it may be defined as the sum total of all of the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A positive climate exists when all members of the school community feel safe, comfortable, and accepted.

A focus on prevention and early intervention is the key to maintaining a positive school environment in which students can learn. Generally, prevention measures and initiatives include the whole school and all aspects of school life. Schools that have prevention and intervention strategies foster a positive school climate that supports academic achievement for all students.

Prevention is the establishment and use of programs such as bullying prevention and citizenship development, as well as other positive activities designed to promote the building of healthy relationships and appropriate behaviours.

Programs and activities that focus on the building of healthy relationships, character development, peer relations, and meeting individual and academic student needs provide the foundation for an effective continuum of strategies within a school and in school-related activities. These supportive strategies and empowerment programs are the basis for creating a positive school climate. (See Appendix 3 – Productive and Supportive Interventions)

As part of the AiM system plan, all partners within the Hastings and Prince Edward District School Board community know, understand and demonstrate a commitment to the *Growing with Character* attributes (caring, cooperation, honesty, humour, integrity, respect, responsibility and trustworthiness).   (See Appendix 1 –CHARACTER ATTRIBUTES)

These attributes provide the foundation for progressive discipline and are reflected in school culture, operations and practices, and are integrated into the community.

In addition to teachers and administrators, other staff such as Aboriginal education counsellors, attendance counselors, child and youth counsellors, custodians, educational assistants, office staff, psychologists, supervision monitors, technicians, and all other staff all play an important role in supporting students and contributing to a positive learning and teaching environment. A positive school climate also includes the participation of the school community, including parents/guardians, as well as the broader community, which can have a major impact on the success of all students in the school.

EFFECTIVE SCHOOL DISCIPLINE

Discipline teaches students to behave and interact in a responsible manner, and to be responsible for their actions. Effective discipline is positive, preventative and productive.

Guiding principles of effective school discipline include:

- Promoting success for all students.
- Creating a school culture where learning and safety are central.
- Embracing and is practised by all stakeholders in the school community.
- Requiring collegiality and consistency in our approach.
- Ensuring respect and responsibility.
- Nurturing courtesy, cooperation, and accountability for actions.
- Teaching appropriate student behaviour.
- Enhancing character development (is grounded in our attributes).
- Setting high expectations for growth across the grades and as students mature.
- Following a prevention-intervention model.
- Building partnerships with the greater school community.

"Discipline isn't what you do when children misbehave;
it's what you do so they won't." R. Morrish, 2007.

A school-wide approach supports effective school discipline. Possible strategies for engaging the full staff and school community are outlined in Appendix 2. Plans for effective school discipline should include strategies to teach school rules and procedures.

A vital component of any school's effective discipline strategy is continual review and reflection on the goals that have been established. Opportunities for shared problem-solving and professional development should be built into the process.

As with any school improvement initiative, regular assessment of progress should be conducted including data collection and analysis. Potential sources of data may include attendance and suspension statistics, student academic achievement, surveys, and school-based tracking records of in-school interventions, including office referrals. An effective school discipline plan will be regularly reviewed, revised and next steps will be determined.

PROGRESSIVE DISCIPLINE

Progressive discipline is a *whole-school approach* that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours described above. When inappropriate behaviour occurs, disciplinary measures should be applied within an educational framework that is corrective and supportive rather than punitive. Schools should utilize a range of interventions, supports, and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

In some circumstances, short-term suspension may be a useful tool. In the case of a serious incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required.

For students with special education needs, interventions, supports, and consequences must be consistent with the student's strengths, needs, goals, and expectations contained in his or her Individual Education Plan (IEP) or safety Plan.

Schools are expected to actively engage parents in the progressive discipline approach. A progressive discipline approach includes the use of early and ongoing interventions and strategies to address inappropriate behaviour, which are described below.

EARLY AND ONGOING INTERVENTIONS

Early and ongoing interventions will help prevent unsafe or inappropriate behaviours in a school and in school-related activities. Intervention strategies should provide students with appropriate supports that address inappropriate behaviour and that would result in an improved school climate.

Early interventions may include, but are not limited to:
- verbal reminders;
- visual cues to the desired behaviour;
- review expectations within the School Code Of Conduct;
- clear examples of appropriate behavior and opportunity to practice;
- removal of distractions;
- a written work assignment with a learning component related to the incident; and
- detentions/learning sessions.

Ongoing interventions may be necessary to sustain and promote positive student behaviour and/or address underlying causes of inappropriate behaviour.

For example, ongoing interventions may include, but are not limited to:
- meetings with parents;
- volunteer service to the school community;
- conflict mediation;
- restorative practices;
- a student success agreement;
- peer mentoring;
- consultation with school or district support staff;
- and/or a referral to counselling; and
- review of student program/needs.

STRATEGIES FOR ADDRESSING INAPPROPRIATE BEHAVIOUR

When inappropriate behaviour occurs, schools should utilize a range of interventions, supports, and consequences that are developmentally appropriate, and should include opportunities for students to focus on improving behaviour. Consequences for inappropriate behaviour may include, but are not limited to:
- meeting with the parent(s), student, and principal;
- referral to school child & youth counsellor
- referral to a community agency for anger management or substance abuse, or other needs as appropriate;
- withdrawal of privileges;
- withdrawal from class with planned learning activities;
- suspension; and
- expulsion.

In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:
- the particular student and circumstances (e.g., mitigating or other factors);
- the nature and severity of the behaviour;
- the impact on the school climate (i.e., the relationships within the school community); and
- consultation with the pupil's parent(s)/guardian(s).

MITIGATING FACTORS

The mitigating factors to be considered by the principal before deciding whether to use a progressive discipline approach to address the inappropriate behaviour are:

- whether the pupil has the ability to control his or her behaviour;
- whether the pupil has the ability to understand the foreseeable consequences of his/her behaviour; and
- whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

Other factors to be considered are:

- the pupil's academic, discipline and personal history;
- whether other progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
- whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, place of origin, religion, creed, disability, gender or gender identify, sexual orientation or harassment for any other reason;
- the impact of the discipline on the pupil's prospects for further education
- the pupil's age;
- whether the pupil has an Individual Education Plan (IEP) or disability related needs, such as:
  - ✓ whether the behaviour causing the incident was a manifestation of the pupil's disability; and
  - ✓ whether appropriate individualized accommodation has been provided;
- whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
- whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

If the pupil's continuing presence in the school creates an unacceptable risk to the safety of others in the school, then a progressive discipline approach may not be appropriate.

BUILDING PARTNERSHIPS

Programs that promote a positive school environment and support the progressive discipline continuum should be developed and established by building positive relationships that engage the whole school community and its partners. Linkages and coordination among boards, local schools, and community agencies should be established. Through outreach, partnerships already in place may be enhanced and new partnerships with community agencies and members of the community (e.g., Aboriginal Elders) may also be created.

Community agencies are resources that schools can use to deliver prevention or intervention programs (e.g., early and ongoing intervention strategies). The development of positive relationships among parents, the community and schools is critical to supporting and sustaining safe, effective and respectful schools and learning. Proactive partnerships between all aspects of the education sector must be created and maintained among parents, police, social services, mental health services and advocates for the benefit of students and the community. Please reference community partners designated on our board website at: http://
www.hpedsb.on.ca/ec/about us/communityPartners.html

Hastings and Prince Edward District School Board is collaborating amongst schools to provide coordinated prevention and intervention programs and services and, to share effective practices. Please refer to the appendices for samples of effective practices.

APPENDICES

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      - *GROWING WITH CHARACTER* **WEB PAGE**

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APPENDIX 1 – *GROWING WITH CHARACTER* ATTRIBUTES

GROWING WITH CHARACTER

CARING
We demonstrate concern for self and others.
We show empathy and express genuine concern.
We consider the long-term effect of our actions.

COOPERATION
We work as a team for a common good.
We value the opinions of others and show a willingness
to work together towards a common goal.

HONESTY
We choose to live truthfully.
We communicate and act in a sincere and respectful way.

HUMOUR
We celebrate the fun in life.
We lighten the emotions of others by interacting in a joyful manner.

INTEGRITY
We do what is right for ourselves and others.
We demonstrate values and ethics that are good for all.
We speak directly, clearly, and respectfully.

RESPECT
We value ourselves, others and our environment.
We give consideration to the thoughts and actions of others.
We treat others as we would want to be treated ourselves,
with courtesy and dignity.

RESPONSIBILITY
We have a sense of duty to fulfill commitments.
We take ownership for our own thoughts and actions.
We are reliable and accountable in our words and actions.

TRUSTWORTHINESS
We can be counted on to do what is right.
We instill confidence in one another through our actions.

Hastings and Prince Edward
District School Board

APPENDIX 1 – *GROWING WITH CHARACTER* WEB PAGE

Growing with Character

System goal: System of Character

Goal champion: Kathy Soule, Director of Education

All partners within the Hastings and Prince Edward District School Board community know, understand and demonstrate a commitment to the Growing with Character attributes (caring, cooperation, honesty, humour, integrity, respect, responsibility and trustworthiness). These attributes provide the foundation to the realization of the system goals.

Resource documents
(updated regularly)

- Character attributes and descriptions
- Character banner
- Ministry of Education Finding Common Ground booklet
- Cyber safety
- Handouts: Bullying & Ethics
- **NEW** Growing with Character video

HPEDSB prides itself on being a system of character. During the 2007–2008 school year the Character Development Committee provided direction in establishing and communicating the district core values: caring, cooperation, honesty, humour, integrity, respect, responsibility and trustworthiness. The mandate of the group was to follow a process to determine character attributes and share the list of attributes for consultation with system and community stakeholders. This was accomplished in December 2007.

The district focus continues to be on promoting the eight attributes and determining indicators for student and system success in furthering HPEDSB as a system of character. A future step is to examine ways the committee can support and promote character development across panels and in the community.

All schools and buildings in the district now proudly display a character banner (pdf) that promotes the eight attributes representing the values we share in our communities.

Education is a social process. Education is growth. Education is, not a preparation for life; education is life itself. – John Dewey.

The function of education is to teach one to think intensively and to think critically. Intelligence plus character, that is the goal of true education. – Martin Luther King, Jr.

The challenge is to remember as individuals that we all have a responsibility to model for others good character and our system attributes. As a system we need to support individuals to put our character policy into practice.

Character mural at Deseronto P.S.
http://www.hpedsb.on.ca/ec/directorsOffice/generalnews/GrowingwithCharacter.html

APPENDIX 2 – SETTING THE STAGE FOR EFFECTIVE SCHOOL DISCIPLINE, COMMUNICATION AND CONSISTENCY

Discipline teaches students to behave and interact in a responsible manner, and to be responsible for their actions. Effective discipline is positive, preventative and productive. Foundation pieces, such as the following, should be established to build effective school discipline and positive school culture:

- Engage the full staff in a process to establish school-wide expectations for behaviour/interactions.

- School-wide agreements are aligned with the AiM System Plan, including the eight character attributes.

- Progressive discipline starts with educating students in terms of setting expectations and teaching students the skills, attitudes and values relating to the school environment.

- In order to achieve success, the agreed upon expectations must be embraced by all members of the community: staff, students, and parents.

- All staff members will be role models by teaching and modeling the expected behaviours.

- School teams will establish and communicate the plan for specific school-wide expectations.

- Building support is a critical part of setting the stage for a positive school discipline approach and must include teaching and non-teaching staff, students, parents and community partners.

Teaching and application of school expectations

"Plan how you will elicit good behaviour, not how you will respond to poor behaviour. It's always better to plan for success, than to plan for failure." – (R. Morrish, 2005)

All staff must consistently require that students comply with established school expectations. Discipline is about teaching students to behave properly. A positive school culture exists when school staff:

- Teach the rules and procedures of the school.

- Teach any behavioural and social skills necessary for school success.

- Commit, as a staff, to be good role models, mentors and coaches: correct (do over); redirect; and always acknowledge good behaviour.

- Provide students with feedback and evaluation regarding their behaviour.

APPENDIX 3 – PRODUCTIVE AND SUPPORTIVE INTERVENTIONS

The range of classroom level and school level interventions may include:

- reviewing programming for students for appropriateness ensuring differentiated instruction strategies are implemented;

- communicating with parents to increase teamwork and plan joint resolution of problem behaviours;

- providing accommodations and modifications as per a student's Individual Education Plan (IEP);

- correcting students by redirecting them and reviewing the required behaviours;

- providing tutorials on appropriate student conduct;

- verbal and non-verbal cuing;

- proximity;

- assigning individualized learning projects designed to improve student knowledge and performance related to school behaviour;

- requiring students to write action plans for future success;

- providing guidance, mentorship, and coaching;

- arranging peer mentorship, peer counselling and conflict resolution;

- referring student to Student Success team or in-school team for additional support (guidance, counselling, e.g., child and youth counsellors);

- changing supervision, structure, procedures and work locations as required;

- utilizing problem-solving and resolution strategies;

- implementing supervised student time-out to regain their self-control and composure;

- utilizing in-classroom time-outs prior to out of class time-outs (and prior to office time-outs);

- utilizing time-out in another classroom;

- engaging students in special programs for anger management, social skills, etc.;

- requiring restitution and/or community service;

- having students make up time lost due to unnecessary absence or lateness;

- employing tracking tools to monitor success;

- making referrals to other personnel or agencies to increase support for students;

- mock/practice bus riding to teach proper behaviour on the bus;

- restorative questions; and

- individualized programming, behaviour plans, and safety plans.

The preceding interventions may be insufficient for dealing with major and/or persistent misbehaviour. To ensure students understand the impact of their actions, and to protect the rights and needs of other members of the school community, the school may need to consider additional interventions including:

- loss of privileges;

- removal from class;

- modified school days (exceptional students, with parent agreement);

- formal warnings to students and their parents/guardians;

- internal withdrawal;

- withdrawal to home (with previously established parent support);

- detentions;

- involvement of community agencies;

- suspension;

- access to board programs for long term suspension and expulsion;

- confiscation of prohibited items;

- referral of students to alternative programs (e.g., Supervised Alternative to Learning for Excused Pupils—SALEP);

- developing and implementing Student Action Plans;

- expulsion;

- police involvement;

- and restorative circles.

"Discipline is about teaching children to behave well despite their problems, not excusing their behaviour because of their problems." — (R. Morrish, 2007)

APPENDIX 4 – RESTORATIVE PRACTICE QUESTIONS

Restorative Questions   I

To respond to challenging behavior:

1. What happened?

2. What were you thinking of at the time?

3. What have you thought about since?

4. Who has been affected by what you have done? In what way?

5. What do you think you need to do to make things right?

Restorative Questions   II

To help those harmed by others/actions:

1. What did you think when you realized what had happened?

2. What impact has this incident had on you and others?

3. What has been the hardest thing for you?

4. What do you think needs to happen to make things right?

Source: International Institute for Restorative Practices,
A graduate School, WWW.IIRP.ORG

APPENDIX 5 – MITIGATING FACTORS

The mitigating factors to be considered by the principal before deciding whether to use a progressive discipline approach to address the inappropriate behaviour are:
- whether the pupil has the ability to control his or her behaviour;
- whether the pupil has the ability to understand the foreseeable consequences of his/her behaviour; and
- whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

Other factors to be considered are:
- the pupil's academic, discipline and personal history;
- whether other progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
- whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, place of origin, religion, creed, disability, gender or gender identify, sexual orientation or harassment for any other reason;
- the impact of the discipline on the pupil's prospects for further education;
- the pupil's age;
- whether the pupil has an Individual Education Plan(IEP) or disability related needs;
- whether the behaviour causing the incident was a manifestation of the pupil's disability;
- whether appropriate individualized accommodation has been provided;
- whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
- whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

If the pupil's continuing presence in the school creates an unacceptable risk to the safety of others in the school, then a progressive discipline approach may not be appropriate.
Source: PPM 141

APPENDIX 6 – STUDENT RECORD OF PROGRESSIVE DISCIPLINE

The teacher, principal or designate should keep a record for each student with whom progressive discipline approaches are used. It is important to document the student's history and degree of success with different strategies in order to develop the most effective program. If necessary, this record can also be used to demonstrate the alternatives attempted before considering the most serious disciplinary consequences of suspension or expulsion.

The record should include the:
- name of the student;
- date of the incident or behaviour;
- nature of the incident or behaviour ;
- special considerations taken into account;
- progressive discipline approach used;
- outcome; and
- contact with the parents, unless the student is an adult.