



NAME: 04.15 DISCIPLINE	VERSION: 2
ADOPTED: MAY 24, 2014	REVIEW: 2017-2018

REVIEW EVERY 3 YEARS

PREAMBLE

At RCS we regard “discipline” as positive and encouraging. It is motivated by love and genuine concern for each child’s well-being (...because the Lord disciplines those He loves – Hebrews 12:6). The purpose of discipline is to correct and encourage positive growth and to focus improvement on future behaviour demonstrated through an attitude of love, so that the child feels cared for and secure. Through discipline, our students must realize and experience the grace of God.

PROCESS AND GOALS OF DISCIPLINES

The foundational level of discipline is first “instruction”. Teachers and parents must clearly communicate, instruct and teach children what is expected of them. “Training” means to lead and direct the growth of the child. It includes assisting the child to form good habits and develop proficiency in following the instruction. “Correction” occurs to adjust the child’s behaviour by taking action which encourages them to follow previous instruction. A child needs correction when they know and understand the instructions and choose not to follow them.

Restoration of relationships, forgiveness and restitution for the inappropriate behaviour are the goals of discipline.

BEHAVIOURAL EXPECTATIONS

1. Behaviour needs to be based on the two great commandments: to love God with all our heart, soul, mind, and strength; and to love our neighbour as we love ourselves. The heart of discipline is to encourage the sincere desire to walk obediently in the ways of the Lord. Following Christ requires that we demonstrate love and respect for God, others, and property.
 - a. Behavioural expectations for students and staff are defined in employment contracts, campus Codes of Conduct and the 4.2 Technology Use policy.
2. Each campus is responsible for developing its own Code of Conduct and communicating this to the students and families in a manner appropriate for the age of the student.

- a. This may include conduct expectations off premises, occurring during the school day or at a school sponsored events, and which may adversely affect other students or the successful operation of the activity. See policy 4.5 Field Trip.
3. Policy 4.2 Technology Use outlines expectations for students at each campus and requires students and parents to sign a Student Code of Conduct, as it relates to technology use.
4. RCS community members are expected to promote and encourage positive behaviour expected of students and to bring any issues or concerns to the attention of the Administration. Privacy and confidentiality are paramount when addressing inappropriate or difficult behavioural situations.

UNACCEPTABLE BEHAVIOUR

5. Defining unacceptable behaviour is critical in order to provide clear expectations. Unacceptable behaviour may include but is not limited to:
 - a. Behaviour that interferes with the learning of others;
 - b. Behaviour that interferes with an orderly environment;
 - c. Behaviour that creates an unsafe environment;
 - d. Bullying behaviour that uses verbal, physical or social force or coercion to abuse or intimidate another person;
 - i. Physical aggression which may include hitting, pushing, spitting, punching, kicking, fighting, etc.
 - e. Engaging in a course of vexatious comment or conduct;
 - f. Harassment;
 - g. Illegal acts;
 - h. The use of offensive or derogatory language, either verbally or in writing;
 - i. The use of personal information or images that are derogatory, violent or offensive;
 - i. Internet and technology are unregulated means which can be used to access a global audience to publicly ridicule, harass or insult another person. Behavioural expectations for students and staff are also defined in the 4.2 Technology Use policy and individual campus Codes of Conduct.
 - j. Threatening or insinuating to cause harm;
 - k. Taunting;
 - l. Cheating;
 - m. Plagiarism; and
 - n. Ignoring and breaking established school rules.

CLASSROOM DISCIPLINE

6. Appropriate student behaviours are expected in and outside of the classroom. Teachers will clearly convey classroom, playground and break/lunch expectations.
 - a. Classroom discipline is the responsibility of the teacher or RCS staff member, including EAs and supervisors, to ensure a safe and cooperative learning environment for all students.
 - b. Failing to uphold classroom or situational instructions from the teacher may result in the implementation of previously defined consequences.
7. If a student fails to respect and abide by expectations of behavior, in a repeating pattern, the teacher is required to advise the campus Principal or Vice-Principal.

DISCIPLINE MATTERS FOR THE ADMINISTRATION

8. Discipline matters may be brought to the attention of the Principal or Vice-principal by:
 - a. Classroom teachers;
 - b. Richmond Christian School staff;
 - c. Parents;
 - d. Students; or
 - e. Community members.

RCS community members are expected to promote and encourage the positive behaviour expected of students and to bring any issues or concerns to the attention of the administration.

9. Privacy and confidentiality are paramount when addressing inappropriate or difficult behavioural situations.
10. Administrative discipline may include:
 - a. Verbal reprimand;
 - b. Escalating consequences;
 - c. Detention;
 - d. In-house suspension;
 - e. Community service;
 - f. Parental notification;
 - g. Written apologies;
 - h. Restitution;
 - i. Probation;

- j. Behavioural contracts;
 - k. Suspension;
 - l. Request to Withdraw;
 - m. Parental involvement in supporting defined expectations of student behaviour; and
 - n. Notification to civil authorities, if appropriate.
11. Restoration of relationships, forgiveness and restitution for the inappropriate behavior are the goals of discipline.

BEST PRACTICES – CAMPUS SPECIFIC

12. As student behaviour and expectations differ from student to student, grade to grade, and campus to campus, Principals are primarily responsible for ensuring that clear, written procedures are reviewed and relied upon when handling situations that require student discipline.
13. Each campus shall incorporate a progressive approach in its procedures to ensure that students are offered opportunity to correct their behavioural practices and atone for their mis-conduct or poor judgment.
14. These procedures shall identify protocols for:
- a. addressing and investigating all allegations that may require discipline;
 - b. assessing harm or the potential for harm
 - c. parental involvement;
 - d. reconciliation;
 - e. documentation and record keeping;
 - f. confidentiality;
 - g. community service and restitution; and
 - h. suspension or Request to Withdraw.

DISPUTE RESOLUTION

15. Richmond Christian School has a formal grievance policy 1.5 Dispute Resolution which is available to a student, parent or employee. The policy provides a clear procedure to facilitate the resolution of a dispute or grievance.
- a. These internal procedures are a conciliatory and non-legal process based on the principles in Matthew 22:37-39 and John 13:34-35 in conjunction with the RCS Mission statement, 1.7 Community Standards policy, Core Values, Endorsement of Basic Values form and the *Society Membership Agreement*.