

# *Student Discipline*

## **School Board Suspension Policy**

**POLICY 4300**

### **STUDENT DISCIPLINE – SUSPENSIONS**

**November 1999**

#### **PREAMBLE**

Student discipline is regarded primarily as an internal teaching and administrative function of each school, and every effort should be made through parental conferences and other means to maintain proper order and discipline.

To this end each school should have developed and articulated with students, staff and parents a discipline policy. Student suspensions are a step in the discipline policy and should be reserved for cases of direct disobedience or abuse or threats of a serious nature.

#### **PROCEDURE**

Under the authority of Section 103 of the School Act, the Board of School Trustees provides regulations governing student suspensions. The Principal, or if so authorized by the Principal, the Vice Principal of a school shall under authority of School Act Regulation 5 implement these regulations in accordance with school discipline policy.

In dealing with student behaviour of a nature serious enough to warrant suspension, principals will be guided by the following procedure:

1. Student suspensions will be reserved for cases where:
  - a. a student is wilfully disobedient to a teacher or any other employee of the Board carrying out responsibilities approved by the Board, or
  - b. the behaviour of a student has a harmful effect on the character or persons of other students.
2. Upon suspension, the Principal shall forthwith report the circumstance and the duration of the suspension to the parent or guardian. This is to be done by a double registered letter, copied to the Superintendent of Schools . In addition, the parent should be contacted by phone or in person if at all

possible. In any case, it is the responsibility of the Principal to see that immediate contact is made with the parent or guardian.

- a. Student suspensions not exceeding five days may be imposed and lifted by the Principal.
  - b. Student suspensions in excess of five days are referred to the Board for review and disposition.
3. The parent or guardian must be advised of his right of appeal to the Superintendent of Schools, and a statement to this effect must be in the letter to the parent or guardian advising them of the suspension.
4. The Principal shall provide assignments to a student at the time of suspension and may condition the removal of the suspension on the Principal's assessment of the student's work in relation to these assignments. In the event the suspension is brought before the Board, such conditions are a matter for review by the Board.
5. In cases where abuse or threats of a serious nature, either written, verbal, or physical are directed by a student(s) towards another student(s) or employee, including contractors and volunteers, or anyone else within the educational environment, the offending student(s) will be suspended for more than five (5) days.
6. In cases of student suspension in excess of five days, arrangements through the Superintendent of Schools will result in a suspension hearing involving two trustees, the student and parent or guardian, the Principal and the Superintendent of Schools. Additional parties may be included as requested and agreed upon by those concerned.
  - a. The Superintendent will chair the meeting.
  - b. Background information on the student, details of the suspension incident, progress on the home assignments along with perceptions of the home and school on the best direction for the student will be reviewed.
  - c. The case will be further reviewed by trustees and the Superintendent with the home and school excused.
  - d. Recommendations of the Committee will be shared with the home and school to be implemented immediately.
  - e. Both the home and school will be informed that should they find the recommendations unacceptable, they have the right to request a hearing at the in-camera session of the next Regular Board Meeting. In the meantime both sides are obligated by the recommendations.
  - f. A written record of the suspension hearing will be sent to the parent or guardian and the Principal.
  - g. Recommendations of the Committee go forward to the in-camera session of the next Regular Board Meeting.

[Click here to connect to the Board Policy Manual](#)

## General Disciplinary Guidelines & Tips

Most staff have found disciplinary techniques that work effectively for them and their students. However, here are a few tips and guidelines:

- 1) Be prepared. An interesting lesson that is carefully prepared, involves students in discussion and requires student follow-up work, usually resulting in a minimum of disciplinary problems.
- 2) Be business-like with regard to your plans for each unit, the concepts to be learned, the time in which you expect to complete the unit, the student's work requirements and grades. Keep accurate records of all student work. Return student work as soon as possible, carefully marked and with suitable comments. Convey the message, through your marking that you 'care' about the progress they are making.
- 3) Know your students as soon as possible - by name. Use a seating plan and memorize it! Students are impressed by a teacher who takes the trouble to get to 'know' them immediately. Also, find out about the scholastic aptitude of your students and group them accordingly. If you start teaching at an appropriate level, for each identifiable group you have, your students will be much happier and work much more effectively for you. You will have a few students who are exceptionally bright and a few students who will need remedial help. If you don't group these students according to their abilities and give them work at the appropriate level - rest assured you will have discipline problems.
- 4) Be courteous and polite and friendly with your students, but not "chummy." Show your students that you have a sense of humour, but be firm when it's time to work.
- 5) Do not argue or use sarcasm or ridicule - you lose prestige and influence each time. Keep discussion on a somewhat high intellectual level that requires the interpretation of facts, ideas, information, etc.
- 6) Do not make statements which you will not or cannot make come true, e.g. "The next person who talks gets removed from my class for good." In other words, say only those things that make sense and that you are prepared to follow through on something, you lose prestige and personal influence over the behaviour of your students.
- 7) Do not, under any circumstances, allow any student to disobey you or in any way defy you or your instructions without taking immediate action. If the matter cannot be handled properly in class and needs follow-up action of any kind, contact the administration immediately. In the event that the administration is not

available, please take the student to the office to wait, notify for the matter to be dealt with. Such a student may be required to cool his heels for a while before one of them is available, but under not circumstances is that student to return to class before the matter is properly dealt with.

8) In approaching disciplinary problems, remember that there are many external factors that are out of our control, that sometime influence a student to become a behavioural problem. Don't tolerate any undesirable learning situations without getting some assistance. Your principal cannot put discipline into your classroom but they can provide you with advice and support your actions.

9) As teachers, never make the statement that a students may never come back to class. This is a matter that may or may not involve careful adherence to the *School Act* and Regulations. Your principal/vice-principal is authorized to suspend students. (see Board Suspension Policy above)

10) If you are having difficulties, discuss the matter with your principal early. He/ she should provide you with useful suggestions.

## Effective Behaviour Support

[click here for information on EBS](#)

## Roots of Empathy

Roots of Empathy is an innovative classroom-based parenting program that aims to reduce aggression through the fostering of empathy and emotional literacy.

The program reaches children aged 3 to 14 years.



Roots of Empathy

For more information on Roots of Empathy please visit their website

[www.rootsofempathy.org/Home.html](http://www.rootsofempathy.org/Home.html)