

Brier Park School Code of Conduct and Progressive Discipline

At Brier Park School, we value:

Integrity

We will build trust and demonstrate trustworthiness among students, staff, families, board and community. Be open and transparent. Ensure words and actions align. Model courtesy, social responsibility, fairness and inclusiveness.

Respect

We will seek and consider the input of students, staff, families and community. Act in a caring, thoughtful and considerate manner. Honour the diversity, dignity and worth of all individuals. Recognize the time, energy and efforts of others.

Responsibility

We will provide programs, services and facilities to optimize learning for all students. Use our resources effectively and efficiently. Measure and report for continuous improvements. Deliver on our commitments.

Relationships

We will develop and support partnerships. Recognize and respect the skills and dedication of all. Demonstrate care and commitment. Celebrate effort, innovation and excellence. Share the joy in learning.

Progressive Discipline Plan

Progressive discipline is a whole school approach. It utilizes a continuum of interventions, supports and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. When inappropriate behaviour occurs, disciplinary measures are applied within a framework that shifts focus from one that is solely punitive to one that is corrective and supportive.

Prevention and Intervention

Prevention and early intervention are essential in maintaining a positive school environment in which students can learn. Opportunities for students to learn from the choices they make, address inappropriate behaviours/attitudes and work with the team members at the school, who are dedicated as their support is ongoing. This process also informs parents bringing to their attention awareness of the situation and asking for their supportive involvement.

Strategies include: all students are taught classroom rules and the School Code of Conduct, bullying prevention programs are taught to students, character education traits are taught and modeled by staff and students are given a chance to practice and review rules to ensure they understand them.

When addressing inappropriate student behaviours or attitudes, consideration is given to the particular student and the circumstances of the behaviour/attitude, the nature and severity of the behaviour/attitude and the impact of the inappropriate behaviour/attitude on the school climate. Disciplinary interventions, supports and consequences for students with special education needs are considered in conjunction with the student's strengths, needs, goals and expectations as outlined in the Individualized Education Plan.

Progressive Discipline Strategies

Level One – Teacher strategies include a warning to the student with reminder of rules, an opportunity for dialogue with the teacher, educational assistant to discuss the incident, a time out in a designated quiet zone, an apology, a withdrawal of privileges or detention and contact with parents.

Level Two – Teacher, Principal and Resource Staff strategies include a withdrawal of special privileges, an opportunity to dialogue with the principal with regards to steps taken to date, contacting parents, a referral

to resource team, the development of an IEP for behaviour, an in-school suspension, an out of school suspension, a student-based team meeting to develop an action plan and an alternative or shortened day.

Level Three – School and Community Partner strategies include a referral to board support services, a case conference, a restorative justice circle, and involvement of community services.

Level Four – Safe Schools Team Involvement strategies include involvement of Brant Family and Children Services, a School Resource Officer or alternative education opportunities, a threat / risk assessment and an out of school suspension or expulsion.

Student Support

All Grand Erie District School Board employees take seriously all allegations of bullying, racism, gender-based violence, homophobia, sexual harassment, inappropriate sexual behaviour and any other negative behaviour which would impact on the school climate.

Brier Park School recognizes that any students who are targeted by any form of bullying or harassment may experience negative effects. As such, part of our Progressive Discipline approach includes support for those students and families who are experiencing victimization. Support can include a variety of measures: ensuring the reporting of incidents, establishing a support plan for students, responding effectively to incidents, informing parents and including them in problem-solving, referral to board student support services, referral to Safe Schools Team, Restorative Justice, referral to community agencies for support, and collaboration with Police Services where appropriate.

In addition to providing support to those who are impacted by negative student behaviour, Brier Park School is committed to providing opportunities to reinforce and celebrate positive student behaviour.

Brier Park School is committed to supporting students in making positive behaviour changes. For example, we use: Tribes, Character Recognition Programs and Assemblies and Kelso's Choices.

Brier Park School is committed to promoting and supporting appropriate student behaviours that contribute to and sustain a safe learning and teaching environment. It is our goal to provide a positive school climate in which each student can reach their full potential.

Brier Park School endeavours to create a student-centred educational community whose members support one another with mutual understanding and respect.

Please sign below to indicate you have read and reviewed the Code of Conduct with your child(ren).

Family Member Signature

Student Signature