

St. Hugh's Preparatory School



Discipline Policy Guidelines

(last update - September 2004)

GENERAL INFORMATION

The staff at St. Hugh's Preparatory School is committed to providing a school environment in which all students can learn and achieve success in the academic expectations of their grade level. It is important to have a consistent and united approach to behaviour, which is clearly understood by the whole school community.

Our goal is for ALL students to become self-directed and self-disciplined young citizens who care for each other, the wider community and the environment. To ensure fulfilment of this goal, we will teach and model the necessary skills and strategies to the students, provide ample opportunities for them to practice, and then hold them accountable for making appropriate decisions about their behaviours throughout the school day.

BEHAVIOUR EXPECTATIONS

The following are behaviour expectations of our students clarified with some specific school rules, which are taught, practised, and reinforced consistently with the students.

Be safe

- Walk inside school buildings and in high traffic areas on the school compound.
- Stay within the designated play areas during break and lunch times.
- Take turns and share equipment with others.
- Keep your hands and feet to yourself, do not fight or use unnecessary roughness.
- Learn and follow the emergency procedures for fire drills, earthquake drills, etc.
- Follow the reasonable instructions/directions of all adults at all times.
- Stay away from out-of-bounds areas and danger zones.

Be kind / respectful

- Behave appropriately at all times, treat others as you wish to be treated yourself.
- Show respect for the feelings, rights and property of others.
- Speak respectfully to others, always using language appropriate for school.
- Follow the reasonable instructions/directions of all adults at all times.

Be productive

- Come to school prepared to learn.
- Be prompt. Report directly to your classroom after break and lunch.
- Use the bathroom and get a drink before school, during lunch time, and/or during break times.
- Have all the books and supplies that you need for learning with you each day.
- Participate actively in all the learning activities.

- Leave toys, cellular phones and any other items that might distract or disrupt the teaching/learning activities at home.
- Follow the reasonable instructions/directions of all adults at all times.
- Do your very best at all times.

In addition to these general expectations, the teachers and their students may develop rules specific to their individual classrooms that support these behaviour expectations. Subject teachers will do likewise for their particular areas of the school programme.

PROMOTING GOOD BEHAVIOUR

We believe that positive behaviour should be promoted and to this end offer rewards for good behaviour/work as follows:

Fabulous Swan Award

A weekly award given out on Mondays to one student in each class for something “fabulous” they accomplished during the past week. Fabulous accomplishments include acts of kindness, special achievements or positive behaviour the teacher would like to promote.

Attendance/Punctuality

Attendance and punctuality for each class is posted weekly by the principal’s office. The class with the best monthly attendance and punctuality records wins a prize. At the end of the year, students with perfect attendance/punctuality receive awards.

Caught Being Good

A positive reinforcement programme using “Caught Being Good Cheques”. These resemble cheques used for banking purposes and all teachers and staff are given ten a month. Whenever a student is “caught” being good (i.e. doing more than following the rules), the teacher/staff member fills out a cheque for the student. The cheque must be taken home and signed by the parent/s who are encouraged to offer praise for the reward. It is then brought back to school, and each month two names are drawn to have lunch with the principal and an invited friend.

Awards Assembly

Every term there will be an awards assembly where students are recognized for sportsmanship, valuable contributions to school life, best efforts and Vice Principal’s List for that term. The students on the Vice Principal’s List should make a valuable contribution to school life by being involved in extra curricular activities, playing an active role in school functions, setting a good example to peers, displaying leadership qualities, getting good grades and being a worthwhile ambassador for the school at all times.

DISCIPLINARY INFRACTIONS, PROCEDURES & CONSEQUENCES

We have identified the following levels of inappropriate student behaviour and disciplinary procedures to handle them.

Level I infractions

Any misbehaviour that represents an infraction of the established behaviour expectations which regulate the operation of the school and its educational process is considered a Level 1 misbehaviour. The frequency of their occurrence shall also determine the appropriate disciplinary response and their reclassification to a higher level.

Examples of Level I infractions:

- Leaving the class without permission
- Persistent lateness
- Pushing or not lining up properly for the canteen
- Teasing or name calling
- Disruptive behaviour
- Littering
- Bringing or chewing gum at school
- Bringing toys, comics, tapes, tape recorders, electronic games, cellular phones to school without permission
- Coming to class unprepared
- Consistently providing no or incomplete homework
- Careless or unauthorized use of school property, facilities
- Abuse of hall or bathroom privileges
- Consistently not wearing the prescribed school uniform.

Disciplinary Procedures for Level I:

- Staff member immediately intervenes and applies the most appropriate disciplinary option
- In cases of repetitive misbehaviour, the staff member shall communicate to the teacher and/or principal
- Since the frequency of occurrence determines subsequent response to the same infraction, a record of infractions and the disciplinary response to each will be kept for each student in the class behaviour-monitoring book

Disciplinary Options/Consequences for Level I:

- Talk to student – immediate adult counselling
- Seat change
- Parental contact
- Behavioural contract
- Restriction of privileges
- Written apology
- Temporary removal from class – Time Out
- School-community service

Level II infractions:

Any misbehaviour whose frequency or seriousness tends to disrupt the learning climate of the school and to seriously affect the student's own education is considered a Level II misbehaviour. Infractions at this level include Level I infractions committed by a

student who continues or repeats the infraction after being disciplined at Level I for that infraction.

Examples of Level II infractions:

- Unmodified Level I misbehaviour
- Cheating or lying
- Cursing, verbal abuse or making rude signs, or body language
- Physical assault, hitting/kicking another child
- Inappropriate physical conduct
- Forgery
- Throwing stones or other objects
- Bullying, teasing, bribery, intimidation
- Vandalism
- Buying or selling items from or to other students

Disciplinary Procedures for Level II:

- The staff member reports the infraction or refers the student to a teacher and/or principal for appropriate disciplinary action.
- A teacher and/or principal meet with the student and determine the most appropriate disciplinary response.
- The parent will be notified.
- The offence and the disciplinary action are recorded in the incident book.
- Referral to school counsellor (optional)

Disciplinary Options/Consequences for Level II:

- Continuation of more stringent Level I options
- Parental conference
- Temporary withdrawal of participation in certain school activities
- Referral to school counsellor/dean of discipline
- In-school suspension
- Temporary out-of-school suspension
- School-community service
- Detention – detention is held once each week between 2:00 p.m. and 3:00 p.m. and parents/guardians will be advised in advance if a student is to serve detention.

Level III infractions:

Any misbehaviour whose consequences may pose a threat to the health and safety of others in school or has a lasting effect on the individual is considered a Level III misbehaviour.

Examples of Level III infractions:

- Continuation of Level II misbehaviour
- Stealing
- Use or possession of any kind of offensive weapon, drug, tobacco or nicotine product at school
- Bringing offensive or inappropriate literature to school

- Fighting
- Disrespect shown to the principal, teacher or any adult in authority associated with the school
- Leaving school premises without permission

Disciplinary Procedures for Level III:

- The staff member reports the infraction or refers the student to the principal for appropriate disciplinary action.
- The principal meets with the student, determines the most appropriate disciplinary response, and then informs the staff member of the action taken.
- The principal maintains a record of the offence and the disciplinary action in the incident book.
- Referral to school counsellor (optional).

Disciplinary Options/Consequences for Level III:

- Continuation of the more stringent Level II options
- Parental Conference
- Written plan of action designed to help the student change his/her behaviour
- Temporary withdrawal of participation in certain school activities
- In-school suspension
- Out-of-school suspension
- A student may be suspended from school for up to three days. This action is taken at the Principals' discretion and may involve prior parental consultation.

OUT OF BOUNDS AREAS - Students must not be in any of the following areas:

- * Perimeter fences
- * Nuttall Hospital
- * Behind art room, library, computer lab, resource centre, pre-kindergarten classroom or any other building
- * Caretaker's cottage

DANGER ZONES - Students must not play or run in the following areas:

- * Staff car park
- * Corridors
- * Hall
- * Guttering
- * Flagstone-paved area in front of classrooms
- * Canteen and fishpond