Student Discipline Policy

(The Policy has been reviewed and updated September 2026)

Our approach to student discipline is grounded in reflection and restitution, emphasizing personal growth, accountability, and the repair of relationships. Rather than focusing solely on punitive measures, we guide students to reflect on their actions, understand the impact on others, and take meaningful steps toward making amends. This process fosters a sense of responsibility and empathy, while also promoting a positive and respectful school culture. Through restorative conversations, mediation, and collaborative problem-solving, we aim to support students in learning from their mistakes and reintegrating into the school community with dignity and renewed purpose.

CODE OF CONDUCT

A.) Policy:

Guru Angad Dev School is committed to providing safe and caring environments in which all learners can achieve academic excellence, personal growth and responsible citizenship. Guru Angad Dev School promotes a school community that incorporates clearly defined behavioral expectations that are representative of the highest standards of respectful and responsible citizenship. To this end the school expects that all students will adhere to the code of conduct to help promote a community that enables every person to feel safe, accepted and respected.

It is expected that students will adhere to the following:

- Come prepared and on time to school every day
- Respect other students, teachers and staff as well as the school property
- Show respect for and follow the requests and directions of teachers and supervisors
- Use of appropriate language
- No vandalism of property
- Respect other students. Verbal threats, sexual harassment or physical assault of another person is unacceptable and has severe disciplinary consequences
- Practice good citizenship
- Have a hall pass to be out of the class
- No running in the hallways
- Adherence to the school uniform dress code is required during the school hours and when representing the school. Students are expected to wear the school uniform at all times on school property and on school buses
- Refrain from the use of personal electronics while on school property
- No cheating on any assignment

Furthermore, students at Guru Angad Dev School are expected to demonstrate a commitment to learning by coming to school prepared to learn and by contributing to a positive, orderly, and peaceful environment. Students are also expected to respect and honour the rights and dignity of others and themselves.

Students are expected to help make the school a safe place by telling an adult such as a teacher, supervisor or principal about any dangers they have noticed in or around the school. Students are also encouraged and expected to inform teachers, supervisors or principals about any incidents of bullying or harassment they have encountered.

At all times, Guru Angad Dev School expects students to act in a manner that gives credit to the school by exhibiting exceptional behavior. The following forms of unacceptable conduct are not permitted in the school.

Unacceptable conduct can consist of but is <u>not limited</u> to the following:

- Rudeness, swearing, defiance
- Bullying, harassment, intimidation
- Creating unsafe conditions
- Physical violence against other students or staff
- Retribution against a person that has reported incidents
- Theft, damage to property, throwing objects
- Disrupting the learning of others

***BULLYING (ZERO TOLERANCE)** (verbal, physical, cyber, social, racial, religious, disability)

- Our school has a zero tolerance towards bullying. “Simply put, bullying is a pattern of unwelcome or aggressive behaviour, often with the goal of making others uncomfortable, scared or hurt” (Erase Bullying). Our aim is to ensure that children in this school learn in a supportive, caring and safe environment without fear of being bullied.
- **Zero Tolerance Guidelines:**
  - We will not bully others
  - We will help students who are bullied
  - We will include students who are left out
  - Bullying must be reported in order for teachers and administration to take action; we will take the steps outlined in our Discipline Policy

B.) Discipline Policy

The consequences for unacceptable behaviour will be applied in a fair manner. It may vary according to student's age, maturity, or possible disabilities and these will be considered a factor when providing consequences or learning opportunities for students to learn from their mistakes and make appropriate decisions and demonstrate appropriate behaviour. Disciplinary action, whenever possible, is preventative and restorative, rather than merely punitive.

The following options for maintaining student discipline can be enforced at the discretion of school staff regarding age of the student, severity, frequency, and context of the infraction. These consequences are to be in keeping with respect for individual rights, responsibilities, and age/maturity. In addition, special considerations may apply if a student is unable to comply with the code of conduct due to intellectual, physical, sensory, emotional, or behavioural disability.

Behaviour infractions will be documented either through anecdotal references made by school staff or official reports, whether these records are made is at the discretion of school staff with regard to the severity, context and frequency of infraction(s). Students are also expected to follow regular school procedures, classroom routines, rules, and expectations.

DISCIPLINE POLICY

These behaviours are handled initially by the classroom teacher or supervising teacher but are referred to the administration if they become chronic or dependent on severity of action.

BEHAVIOUR	ACTIONS
• Bullying • Defiance • Endangerment of self/others • Fighting • Theft • Vandalism • Verbal Aggression • Defacing school property • Excessive talking • Failure to complete assigned work • Inappropriate behaviour during assemblies/school sponsored activities • Out of Uniform or Incorrect Uniform • Inappropriate displays of affection • Inappropriate hallway behaviour • Inappropriate internet sites and/or print material • Inappropriate language (ie. swearing, vulgar language) • Inappropriate use of personal equipment • Tardiness • Lying • Non-compliance • Pushing in halls & stairwells • Teasing and/or derogatory remarks • Throwing foreign objects • Unprepared for class Use of unapproved electronic devices	**Step 1:** • Verbal reminder to student of the expected appropriate behaviours • Student conference with self-reflection using the "Learning Cycle" and "Being Well" model • Consequence(s) applied by teacher • Student complies/makes amends • Behaviour Report issued dependent on severity of behaviour **Step 2:** • Behaviour Report Issued • Student conference with self-reflection using the "Learning Cycle" and "Being Well" model • Parent phone call/email/meeting • Possible counselling referral • Meeting with Principal/Vice Principal dependent on severity of behaviour **Step 3:** • Referral to Administration • Reflection time with Principal/Vice Principal using the "Learning Cycle" and "Being Well" model • In person meeting with parents • Counseling referral or external service **Step 4:** • In/Out of School Suspension (depending on severity of behaviour) and counseling **Step 5:** • Expulsion

NOTE: The school administration reserves the right of expediting the disciplinary process pending circumstances and on severity of behaviour.

Restorative Approach to Discipline

Source: Open Parachute https://www.openparachute.ca/
Finding the Words: Empowering Struggling Students through Guided Conversations, Dr. Hayley Watson

A) Being Well Model



The *Being Well* model builds upon the foundational principles of the *Restitution Model* of behaviour growth and management. Rooted in the belief that children are inherently good and strive to belong, this approach moves beyond traditional punitive measures by focusing on internal motivation, personal responsibility, and restoration. It provides both the child and the guiding adult with structured opportunities to reflect on behavioural choices, uncover underlying causes, and engage in meaningful dialogue. By helping students recognize the impact of their actions and the values they wish to live by, the model fosters accountability and emotional intelligence. The *Being Well* model extends this by promoting self-regulation, resilience, and well-being, encouraging children to take ownership of their growth and make positive, lasting changes. Ultimately, it empowers students to understand themselves more deeply, make value-driven decisions, and develop the tools necessary for long-term success—both academically and socially.

The *Restitution Model* of behavior management was developed by Diane Gossen and is grounded in the foundational principles of Dr. William Glasser's *Choice Theory*. Glasser emphasized internal motivation, personal responsibility, and the idea that all behavior is an attempt to meet five basic human needs: survival, love and belonging, power, freedom, and fun. His work shifted the focus from external control to self-regulation and personal choice.

Building on these ideas, Gossen created the Restitution Model as a practical framework for schools. Her approach supports students in recognizing the underlying needs behind their behavior, taking responsibility for their actions, and restoring relationships or conditions affected by their choices. Rather than relying on punishment or reward, the model encourages reflection, accountability, and the development of internal control, empowering students to align their behavior with personal and community values.

Together, Glasser's theory and Gossen's application form a compassionate, student-centered model that promotes growth, resilience, and a deeper understanding of self and others.

B) The Learning Cycle for Building Mental Health Skills

These steps will help students navigate whatever struggles they face by encouraging them to Open the door to their own experiences (through Validation, Noticing Patterns & Connecting to Feelings), and Take Action to help themselves (through Shifting Paradigms, Remembering Their Power, & Practicing Skills).

