



Category: Student Services	Responsible Owner: Head of High School	Effective Date: March 2023
Policy Number: 7.11	Approval Body: Board of Governors	Policy Name: Student Discipline Policy (High School)

A. POLICY:

PURPOSE/COMMITMENT: School discipline refers to the rules and strategies applied in school to manage student behavior and practices used to encourage self-discipline. School discipline addresses schoolwide, classroom, and individual student needs through broad prevention, targeted intervention, and development of self-discipline.

Our approach to making the school safe and accepting involves the whole school. It focuses on:

- collaboratively promoting positive student behaviour through the Student Code of Conduct
- building healthy and respectful relationships throughout the whole school community
- preventing inappropriate behaviour through initiatives like bullying prevention programs
- addressing inappropriate behaviour through *progressive discipline*
- taking a *trauma-informed* approach to disciplinary actions

Progressive discipline means that a range of options may be chosen to help students improve their behavior, learn from their choices with the goal of preventing recurrence of inappropriate behavior.

Progressive discipline may include:

- a conversation with the student
- a review of expectations for the student's behaviour
- counselling from a social worker (for example, life skills coaching or anger management)
- an assignment or detention
- suspending or expelling the student from school

Trauma-informed approaches prioritize:

1. Safety
2. Trustworthiness and Transparency
3. Peer Support
4. Collaboration and Mutuality
5. Empowerment, Voice, and Choice
6. Cultural, Historical, and Gender Issues

The Head of High School, in cooperation with Student Advisors, will choose a progressive disciplinary option, taking a trauma informed approach, after looking at individual circumstances and factors such as the student's age, stage of social development, special education needs, history, and the circumstances of the behavior.

In instances where the student is under the age of 19, the student's parent/guardian/custodian will be informed of any disciplinary action.

SCOPE: Columbia College High School students are covered by this policy.

WHEN TO USE THE POLICY: This policy should be followed by Columbia College administration when disciplinary measures are required as a response to inappropriate behavior on the part of Columbia College High School students.

DEFINITIONS:

POSITIVE SCHOOL CLIMATE: is the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and respected and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to promote a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour.

PROGRESSIVE DISCIPLINE: a whole-school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and builds upon strategies that promote both positive student behaviours and positive school climate. The approach to student discipline should include learning opportunities for students in order to reinforce appropriate behavior and principles of restorative justice.

TRAUMA-INFORMED PRACTICE: creates a school environment where every student feels safe and supported and where staff understand how trauma affects behaviour and emotions. Trauma-informed practices promote a culture of safety, empowerment, and healing.

WHOLE SCHOOL APPROACH: involves all members of the school community and supports efforts to ensure that schools are safe, inclusive and accepting. It involves the development of respectful and caring relationships between staff, between students and between staff and students. All aspects of school life are included in a “whole school” approach, such as curriculum, school climate, teaching practices, policies and procedures. A whole-school approach is valuable in addressing issues such as racism, intolerance based on religion or disability, bullying, homophobia and gender-based violence.

Category: 2.0 Education

Responsible Owner: Head of High School

LINKS TO SUPPORTING FORMS, DOCUMENTS, WEBSITE:

REFERENCE TO EMPLOYMENT AGREEMENT CLAUSES:

n/a

REFERENCE TO BYLAWS:

n/a

RELATED ACTS AND REGULATIONS:

[Independent School Act, 1996](#)

RELATED POLICIES:

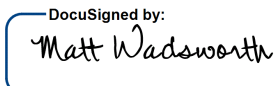
2.5 *Plagiarism Policy*

2.6 *Academic Misconduct Policy*

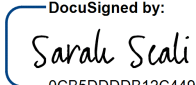
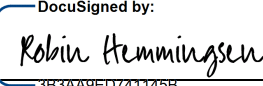
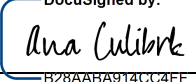
2.8 Student Classroom Code of Conduct Policy and Procedure

2.13 Academic Probation Appeal Policy and Procedure

APPROVALS:**IF APPLICABLE:**

Chair, Academic Board  <small>DocuSigned by: 4E77F4AD64D94DC...</small>	Date: 6/27/2023
Chair, Marketing and Recruitment Committee:	Date:
Chair, Finance Committee:	Date:

APPROVAL FOR ALL POLICIES:

Responsible Owner:  <small>DocuSigned by: 0CB5DDDBB42C449...</small>	Date: 6/8/2023
Principal or Designate:  <small>DocuSigned by: 3B3AA9ED741145B...</small>	Date: 6/7/2023
Chair, Board of Governors:  <small>DocuSigned by: B28AABA914CC4FF...</small>	Date: 6/7/2023

Proposed Review Date: March 2028	Dates(s) revised:	Replaces Policy Number:
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