



School Discipline Policy

“Discipline at Sacred Heart is meant to develop courtesy and respect for the students themselves, their teachers, other adults and their fellow students. The following Discipline Policy highlights behaviours that are not acceptable at Sacred Heart. The classroom teacher or supervisor will usually handle Level 1 behaviours. Level 2 and 3 behaviours are of a more serious nature and may involve the teacher, Principal and / or Vice Principal. All parties involved in the incident may be notified by phone or email when it is deemed appropriate by either the teacher or the administration. Disciplinary actions for the behaviour will be determined by the staff and administration and are to be restorative in nature and just as referenced in [CISVA Policy 407](#), Student Code of Conduct. In addition, [CISVA Policy 408](#), Anti-Bullying, may be used to address issues of bullying. Finally, [CISVA Policy 426](#), Suspensions and Expulsions, and [CISVA Policy 302](#), Major Complaints, may also be referenced and applied.”

Positive Behaviour Supports

The goal of positive behaviour supports (PBS) is to prevent challenging behaviours by proactively providing instructional supports to improve student behaviour.

When behavioural challenges occur, different interventions may be employed at each level of behaviours. Below are some examples of the types of behaviours that can be found in each level as well as typical interventions in which the school based team may engage.

Level 1 Behaviours

<ul style="list-style-type: none">● Lying	<ul style="list-style-type: none">● Teasing
<ul style="list-style-type: none">● Swearing	<ul style="list-style-type: none">● Talking loudly in class/out of turn
<ul style="list-style-type: none">● Unsafe conduct (minor)	<ul style="list-style-type: none">● Lateness (after recess and lunch)
<ul style="list-style-type: none">● Lack of respect for supervisors, peer helpers, others, environment, property	<ul style="list-style-type: none">● Inappropriate physical contact, touching
<ul style="list-style-type: none">● Misuse of personal equipment (ie. skateboards, scooters, bikes, cell phones, electronic games, and other toys or personal items)	<ul style="list-style-type: none">● Physical aggression (pushing, shoving, aggressive contact)
<ul style="list-style-type: none">● Misuse of washrooms	<ul style="list-style-type: none">● Not adhering to uniform policy
<ul style="list-style-type: none">● Assembly / audience behaviour	<ul style="list-style-type: none">● Homework (incomplete/not done)
<ul style="list-style-type: none">● Cheating	<ul style="list-style-type: none">● Food and drink at inappropriate times
	<ul style="list-style-type: none">● Destruction of property (minor)



Level 1 Interventions

- [Bullying Prevention in Positive Behaviour Support](#)
- [Zones of Regulation](#)
- [Mind Up](#)
- First ____ then _____
- Timed breaks
- Eliminating antecedents
- Targeted classroom lessons on expected behaviour
- Lessons to build communication skills
- Check in / Check out
- Modeling and reinforcement of appropriate behaviours
- Selective seating
- Reflective time
- Peer mediated play plans
- Sensory diet
- Clear expectations for the day
- Heart Cards to encourage positive behaviours

Level 2 Behaviours

● Repetitive Level 1 Behaviours	● Bullying (targeted, repetitive and aggressive behaviours with an imbalance of power)
● Inappropriate representation of school (field trips / athletics)	● Disrespecting teachers' personal space and belongings
● Chronically disrespecting other students, staff and volunteers	● Viewing and promoting inappropriate internet sites
● Non-compliance with teacher requests	● Possession of dangerous objects
● Destruction of property (major)	● Use of racist, sexist or other discriminatory language

Level 2 Interventions

- [Zones of Regulation](#)
- [Social Thinking Programs](#)
- [FRIENDS program](#)
- [Taming the Worry Dragon Program](#)
- Social skills development
- Anger management lessons
- Contingency maps
- Loss of privileges
- Social stories
- Assessing and improving sensory diet
- Token economy



- Increased monitoring
- Structured play time
- Individual coaching and modeling
- Restorative, reflective action plan
- Conflict resolution program
- Parent and team based meetings
- Check In / Check Out Systems
- Counseling
- Data collection to assess efficacy of interventions

Level 3 Behaviours

● Repetitive Level 2 behaviours	● Possession or use of weapons
● Vandalism	● Swearing at teacher(s)
● Possession and use of drugs, alcohol, cigarettes, or e-cigarettes	● Inappropriate sexual behaviour
● Serious theft	● Blatant defiance
● Engaging or promoting violence, fighting, or threats	● Pulling fire alarm without a fire or calling 911 without need
● Leaving grounds without permission	● Possession or use of matches / fires
● Engaging in serious harassment	● Possession or promotion of pornographic or racist materials
● Misuse of social media (sending, posting, or sharing negative, harmful, false, or mean content about someone else)	

Level 3 Interventions

- Increased frequency and intensity of intervention
- [Zones of Regulation](#)
- [Social Thinking Programs](#)
- [Taming the Worry Dragon Program](#)
- Social skills development
- Contingency maps
- Loss of privileges
- Anger management lessons
- Social stories
- Assessing and improving sensory diet
- Token economy
- Increased monitoring
- Structured play time



- Individual coaching and modeling
- Restorative reflection and action plan
- Parent and team based meetings
- Check In / Check Out Systems
- Counseling
- Mediation
- Consultations with outside agencies
 - CISVA consultants
 - Psychologists
 - Behaviour Interventionists
 - Occupational Therapists
- Data collection to assess efficacy of interventions
- Suspensions and expulsions ([CISVA Policy 426](#))
- Major Complaints ([CISVA Policy 302](#))