



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



## Level 2 Behaviours

<ul style="list-style-type: none"><li>● <b>Repetitive Level 1 Behaviours</b></li><li>● Inappropriate representation of school (field trips / athletics)</li><li>● Chronically disrespecting other students, staff and volunteers</li><li>● Non-compliance with teacher requests</li><li>● Destruction of property (major)</li></ul>	<ul style="list-style-type: none"><li>● Bullying (targeted, repetitive and aggressive behaviours with an imbalance of power)</li><li>● Disrespecting teachers' personal space and belongings</li><li>● Viewing and promoting inappropriate internet sites</li><li>● Possession of dangerous objects</li><li>● Use of racist, sexist or other discriminatory language</li></ul>
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## Level 2 Interventions

- [Zones of Regulation](#)
- [Social Thinking Programs](#)
- [FRIENDS program](#)
- [Taming the Worry Dragon Program](#)
- **All the above interventions from level 1**
- Social skills development
- Anger management lessons
- Contingency maps
- Loss of privileges
- Social narratives
- Token economy
- Increased monitoring
- Structured play time
- Individual coaching and modeling
- Restorative, reflective action plan
- Conflict resolution program
- Parent and team based meetings
- Counseling
- Data collection to assess efficacy of interventions

## Level 3 Behaviours

<ul style="list-style-type: none"><li>● <b>Repetitive Level 2 Behaviours</b></li><li>● Vandalism</li><li>● Possession and use of drugs, alcohol, cigarettes, or e-cigarettes</li><li>● Serious theft</li><li>● Engaging or promoting violence, fighting, or threats</li><li>● Leaving grounds without permission</li><li>● Engaging in serious harassment</li></ul>	<ul style="list-style-type: none"><li>● Possession or use of weapons</li><li>● Swearing at teacher(s)</li><li>● Inappropriate sexual behaviour</li><li>● Blatant defiance</li><li>● Pulling fire alarm without a fire or calling 911 without need</li><li>● Possession or use of matches / fires</li><li>● Possession or promotion of pornographic or racist materials</li></ul>
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## Level 3 Interventions

- Increased frequency and intensity of intervention
- [Zones of Regulation](#)
- [Social Thinking Programs](#)
- [Taming the Worry Dragon Program](#)
- **All the above interventions from level 2**
- Mediation
- Consultations with outside agencies
  - CISVA consultants
  - Psychologists
  - Behaviour Interventionists
  - Occupational Therapists
- Suspensions and expulsions
  - ([CISVA Policy #426](#))
- Major Complaints
  - ([CISVA Policy #302](#))