



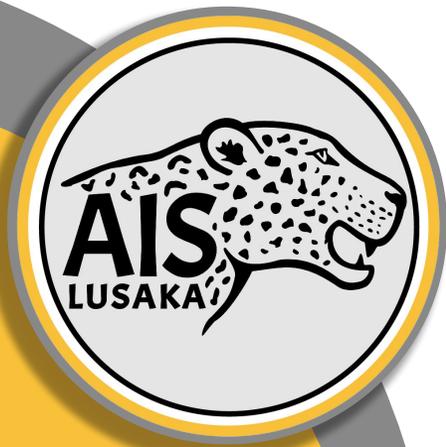
Positive Discipline

Parent Information Session
Tuesday, 9 October 2018



Proactive strategies for conflict resolution

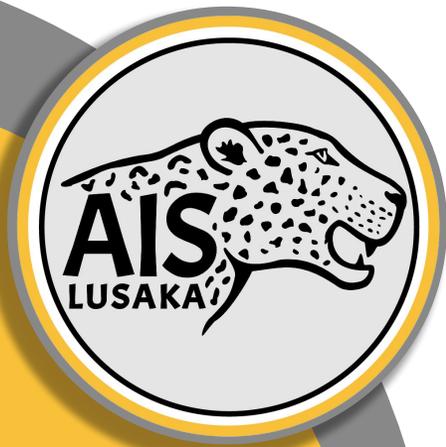
What tools and strategies do
our students learn and
practice K-12?



In the Primary School

The following theoretical points are the foundation and framework of our positive discipline approach. These and are woven throughout daily interactions inside and outside of the classroom, during whole class guidance lessons, as well as with small groups and/or individuals. The main focus is developing conflict resolution skills through guided practice.

1. Helps children feel a sense of connection. (Belonging and significance)
2. Is mutually respectful and encouraging. (Kind and firm at the same time)
3. Is effective long-term. (Considers what the child is thinking, feeling, learning and deciding about himself and his world - and what to do in the future to survive or to thrive.)
4. Teaches important social and life skills. (Respect, concern for others, problem solving, and cooperation as well as the skills to contribute to the home, school or larger community.)
5. Invites children to discover how capable they are. (Encourages the constructive person power and autonomy)



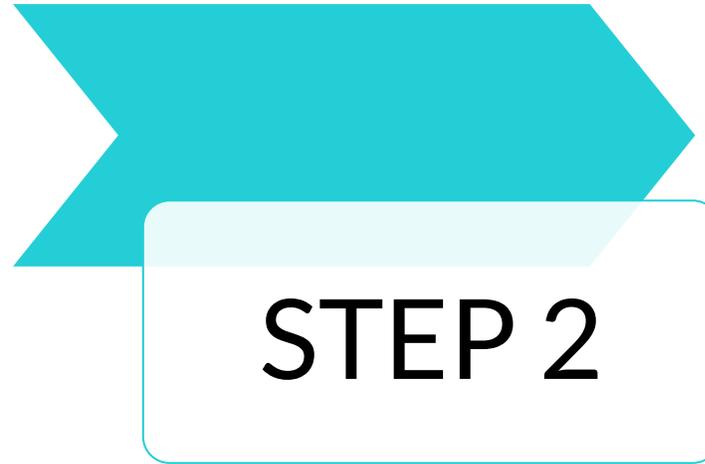
In the Secondary School

Prevention is key. The easiest and most effective thing we do is supervision. Teachers are vigilant during class times and circulate campus during breaks. Administration is present during breaks as well. Love and kindness is threaded through everything we do. This is a consistent message during community assemblies. During Advisory, teachers address real issues, coach students how to handle these with respect and dignity, and hold discussions why integrity is important. We also allow students to practice handling issues themselves and following up on these with reflective sessions. We allow students the opportunities to try to “get it right” independently and not have them dependent upon adults to solve all situations. It is practice with an adult safety net.

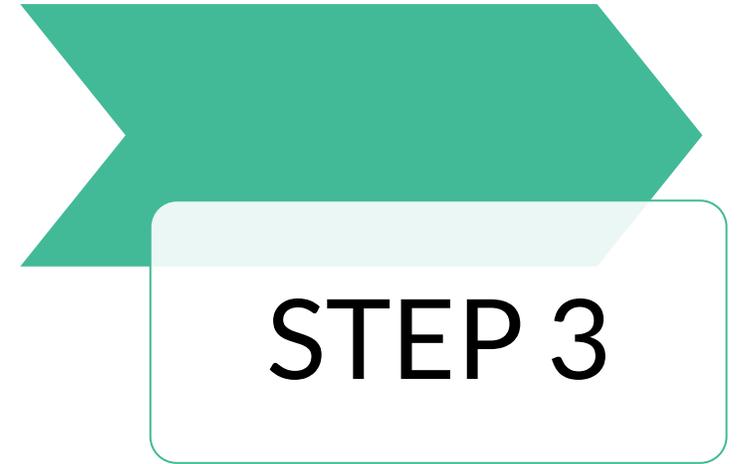
OUR PROCESS OFTEN INCLUDES...



Openly listen



Investigation



Take a holistic perspective when devising a response plan that includes learning and future prevention

What happens when
conflicts continue
and/or are unable to
find a peaceful
resolution?



OUR 3 LEVELS OF DISCIPLINARY INCIDENTS

1

Level 1

Low level, minor, infrequent behaviors that do not disturb others or interrupt teaching and learning of others

2

Level 2

Repeated Level 1 behaviors or behaviors that disrupt teaching and learning, disturb or offend others, or cause physical damage to property

3

Level 3

Repeated Level 2 behaviors or violent, dangerous, or illegal behaviors

OUR 3 LEVELS OF CONSEQUENCES

1

Level 1

Logical, planned consequences, which will include at least one of the following:

- Entry into discipline log
- Apology letter
- Loss of privileges
- Logical consequences
- Community service
- Parent contact

2

Level 2

Planned team support which will include at least one of the following:

- Entry into discipline log
- Behavior contract
- Apology letter/restitution
- Loss of privileges
- Lunchtime or after-school detention (Secondary)
- Community service
- Counseling
- In-school suspension
- Parent contact/conference
- Probationary enrolment

3

Level 3

Planned team support and other support agencies as appropriate along with consequences, which will include at least one of the following:

- Entry into discipline log
- Apology letter/restitution
- Loss of privileges
- Community service
- Parent conference
- Counseling
- Behavior contract
- Probationary enrolment
- In-school suspension
- Out-of-school suspension
- Expulsion

BULLYING

How it is defined

Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

What it is not...

- isolated incidents
- peer disagreement
- unkind act
- self-defense

What questions
might you still
have?

