

Discipline

Approved: May 2006
Revised: June 2019

Rationale

It is the mission of White Rock Christian Academy to inspire and cultivate citizens of godly character who transform their world for Christ. WRCA exists to assist Christian parents in the fulfillment of their biblical mandate to “train up children in the way they should go.”¹

The purpose of the discipline policy at WRCA is to give a framework for how the WRCA community will work together to teach, train, and guide students in Christian virtue.² Loving discipline should work to create an atmosphere conducive to the safe and effective operation of the WRCA community. Discipline should be administered restoratively rather than punitively, and with love and grace rather than fear,³ so that the dignity of the child is preserved and long-term character growth can occur.

Discipline is meant to guide students back into restored relationship with God and community through instruction, training, and correction. Parents and staff (all school employees) must instruct students as to what is expected. Training assists the student in forming good habits. Correction occurs to adjust the student’s behavior by taking action to cause them to follow previous instruction.

Policy Statements	Regulations
1. The school has developed a Code of Conduct for its students that will apply while at school, at school functions, or at any school-sanctioned off-campus events. (see Appendix A)	1.1 As part of the admissions and re-enrollment process, students and parents will read the Code of Conduct. For students entering Grades 5 or younger, a parent/guardian will sign on behalf of the child to show agreement. For students entering Grade 6 or older, the student and parent/guardian will sign to show agreement.
2 Staff has the authority to investigate breaches of the Code of Conduct and determine the method of instruction, training, or correction needed.	2.1 It is the responsibility of staff to instruct, train, and correct the students with regards to the Code of Conduct. 2.2 Staff will be given the opportunity to have professional development in conflict resolution and restorative justice as it pertains to the discipline policy.

¹ Proverbs 22:6.

² Galatians 5:22-23, Colossians 3:12-15.

³ 1 John 4:18.

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<p>3 When a student does not meet the behavioral expectations of the Code of Conduct, age-appropriate and situation-appropriate instruction, training, and correction will be applied.</p>	<p>3.1 If a student does not meet the behavioral expectations of the Code of Conduct:</p> <p>3.1.1 The staff member present will remind the student of the expectations laid out in the Code of Conduct (instruction).</p> <p>3.1.2 Staff will monitor and reinforce proper behavior with the student (training).</p> <p>3.1.3 In the event that a student continues to breach the Code of Conduct after instruction and training, one or more of the following corrective measures may be taken: note or phone call home; longer conversation with staff member; taking part in a restorative circle; or a detention (refer to regulation 9.3.2) (correction).</p> <p>3.1.4 When the Code of Conduct has been breached outside of school hours, the behavior has been brought to the attention of the school, and the behavior adversely impacts the learning community at WRCA, the school will document the behavior and contact the student's parents/guardians to ensure they are aware of the behavior and are working with their child to rectify it. The incident will not be considered to be under the jurisdiction of the school unless it directly impacts the other students or the learning community at WRCA. In this case, the school reserves the right to initiate disciplinary procedures according to the above guidelines.</p>
<p>4 Appropriate correction may depend on prior incidents</p>	<p>4.1 Staff will keep records of breaches of the Code of Conduct.</p>
<p>5 The principal or designate has the authority to search lockers at any time.</p>	<p>5.1 In the event that a student locker is searched, the student will be present if appropriate.</p>
<p>6 In the event that more than one student is involved in a behavioral incident, training and correction will be administered on an individual basis.</p>	<p>6.1 Prior incidents will be taken into account for each student involved.</p> <p>6.2 Each student involved in a behavioral incident will be able to tell his or her view of the events, and staff will listen to all sides of the events before coming to a decision. Students should be allowed to give their view of the events without interruption.</p> <p>6.3 If necessary, witness statements should be obtained.</p>

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<p>7 The school encourages and supports conflict resolution, restitution and restoration to maintain healthy relationships.</p>	<p>7.1 The goal of conflict resolution is to ensure a shared understanding of each other; seeking a resolution that promotes healing; reduce the relapse into unacceptable behaviour; and improve harmony within the WRCA community.</p> <p>7.2 In the process of correction, the goal is for each student to take ownership of their own behavior, to make the wrong right, and to rebuild broken relationships through repentance and forgiveness.</p> <p>7.3 The Conflict Resolution Procedures will comply with Policy No. 3402 - Conflict Resolution Communication.</p> <p>7.4 When it is appropriate, the school counsellor may be involved in the restorative process.</p>
<p>8 Parents will be notified and given opportunities to discuss discipline matters that affect their children, when appropriate.</p>	<p>8.1 Parents/guardians will be contacted about behavioral incidents at the discretion of the staff. In general, the younger a student is, the more quickly a parent/guardian will be contacted. In the event of repeated incidents, face-to-face meetings with staff, students, and parents, may be sought.</p> <p>8.2 Parents/guardians will be involved in the instruction, training, and correction process as appropriate.</p>
<p>9 The principal and staff will distinguish between minor and major behavioral incidents. A major behavioral incident compromises the safety of the school community. Major behavioral incidents may include drug or alcohol offenses, inappropriate sexual activity, weapons offenses, or harassment.</p>	<p>9.1 Correction will appropriately match the misbehavior, as much as possible.</p> <p>9.2 Parents/guardians will be involved in the event of a major behavioral incident.</p> <p>9.3 Major behavioural incidents may include the involvement of local police.</p> <p>9.4 TYPES OF CONSEQUENCES:</p> <p>9.4.1 Verbal Instruction and/or Warning: A staff member will engage a student in a dialogue to determine the cause of an issue. In the dialogue, the student will be allowed to give his/her view of the events. Witnesses may be called in to verify events. The student will be given appropriate instruction and/or warning against repeating offenses. In the event of a conflict, the students will be coached toward a restorative conclusion. The event will be recorded.</p>

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9.4.2 **Detention:** While traditional detentions have been used as a punitive measure, the goal for retaining a student at lunch or after school is to provide opportunities for training and restored relationships. As such, it is the responsibility of staff to spend time with the student and work toward restoration. Detentions are served as directed by the teacher on the day that they are received or the following day. An additional detention may be given for skipping a detention. Detentions take priority over after-school jobs, extracurricular activities and appointments, but may be rescheduled at the discretion of the staff member involved.

9.4.3 **Disciplinary Contract:** In an appropriate circumstance, the principal or designate may initiate a disciplinary contract. The contract will be read and signed by the parents/guardians, the student, and the staff members involved, and a copy will be forwarded to the principal.

9.4.4 **Suspension:**

9.4.4.1 An in-school suspension is removing a student from a class or classes during a school day for safety, defiance, or conflict reasons. An in-school suspension is limited to one day, and the student will be given different scheduled breaks from the regular school schedule.

9.4.4.2 An out of school suspension is defined as the temporary removal of a student from the school for major behavioral incidents. The school reserves the right to suspend a student pending an investigation or hearing with respect to a behavioral incident where it is in the best interests of the school to do so. The school is responsible to provide a safe and secure learning environment for all students.

9.4.4.3 Before a suspension occurs, a student will have an opportunity to speak to the principal or designate about the incident.

9.4.4.4 The school must contact the student's parent/guardian by phone or email as soon as possible. If the parent cannot be contacted, the student will be placed on an "in-school" suspension until the parent/guardian is contacted.

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- 9.4.4.5 While suspended the student may not attend class, may not participate in extra-curricular activities, and may not be present on school property. Students may only come to the school after school hours with the permission of the principal or designate to pick up homework.
- 9.4.4.6 A written notice will be issued clearly stating the reason for the suspension as well as the details of the suspension. The notice will be kept in school records, and a copy will be given to the student's parent/guardian.
- 9.4.4.7 A suspension may be imposed for one or more school days for each separate infraction.
- 9.4.4.8 The principal or designate has the final authority regarding a decision to suspend.
- 9.4.4.9 During the period of suspension, it is the responsibility of the parents/guardians to provide the appropriate supervision for the student.
- 9.4.4.10 The length of a suspension is based on the severity of the incident, and is up to the discretion of the principal. The length of a suspension for a major behavioral incident may be up to three weeks.
- 9.4.4.11 Prior to returning to school, the principal or designate will meet with the student and the parent/guardian. Students returning to school from a suspension may be subject to being placed on probation.
- 9.4.4.12 A student is responsible for all assignments, projects, quizzes, tests, etc., and will receive credit for the completed work. A student must adhere to all due dates.

9.4.5 **Probation:**

- 9.4.5.1 Probation is imposed after a suspension by the principal for a period of up to three months.
- 9.4.5.2 If a student repeats the same violation or is involved in another major behavioral incident while on probation, he/she will be subject to another suspension or expulsion.

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9.4.6 Expulsion:

- 9.4.6.1 Expulsion is a last-resort consequence for students and is to be reserved for situations where the safety of the community is at stake, and/or where other forms of correction have been tried and have not resulted in a change in behavior.
- 9.4.6.2 Before a decision is made to expel a student, the student and the parents/guardians will be informed about the matter. They are entitled to know the case against the student and should be given an opportunity to respond to all information that might influence the decision prior to the decision being made.
- 9.4.6.3 While waiting for a decision to be made, the student will be suspended indefinitely. A decision will be made as soon as possible. The principal or designate will communicate the decision verbally and in writing.
- 9.4.6.4 The final decision for expulsion is to be made by the principal.
- 9.4.6.5 Re-admission of a student into a new school year after an expulsion will be at the discretion of the principal.

9.5 Appeal Process:

In the event that a student or parent/guardian wishes to appeal a suspension or expulsion, the following process should be followed:

- 9.5.1 **Meeting with the Principal:** A meeting will be arranged with the principal, the parents/guardians, and the student.
- 9.5.2 **Meeting with Head of School:** A meeting will be arranged with the head of school, the principal, the parents/guardians, and the student.
- 9.5.3 **Letter to the Board and Meeting:** In the event that a meeting with the head of school does not result in a satisfactory conclusion, the parents/guardians or student may write a formal letter to the Board, outlining their reasons for appealing the disciplinary decision. The Board will appoint a sub-committee to address the

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	<p>appeal, and meet with the parents/guardians and student as per the WRCA Appeal Policy No. 3401.</p> <p>9.5.4 SCSBC Mediation: In the event that a meeting with the Board does not result in a satisfactory conclusion for the parent/guardian and/or student, an appeal can be made to SCSBC ombudsperson as per WRCA policy 3403.</p>
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The school leadership team through consultation with the school staff developed this policy, and it was approved by the WRCA Board of Directors. It will be communicated to the school community and made available on the school website. The leadership team will review the policy and the WRCA Board of Directors will approve suggested revisions every two years.

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Appendix A

White Rock Christian Academy Code of Conduct

As a student at White Rock Christian Academy, first and foremost, I will strive to be Christlike in my behaviour. I will try to emulate and demonstrate the attributes of the fruits of the spirits (love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control) as found in Galatians 5.

I will also strive to personify the attributes of the International Baccalaureate Learner Profile (inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk-taker, balanced and reflective) to become a responsible member of our school community.

1. Relationships

In all my relationships I will work to treat others as I myself want to be treated, with love as the central virtue to work toward. I will endeavor to treat everyone with respect.

I can expect the staff to help me academically, socially, emotionally, and spiritually. I can expect they will respect, encourage, and listen to me. I can expect they will understand that students have different learning styles. I can expect they will display a sense of humour and fun. I can expect they will ask me for forgiveness when wrong, confront me gently when wronged, and pray for me.

In my relationships to the staff, I will show respect; I will voice disagreement with proper tone at an appropriate time and place. I will listen appropriately and show courtesy. I will ask for forgiveness when wrong, confront properly when wronged, and pray for staff.

In my relationships to other students, I will help keep this school a safe place. I will respect those who are different from me. I will use others' belongings with permission. I will listen appropriately. I will ask for forgiveness when wrong, and confront properly when wronged. I will use physical touch in encouraging and appropriate ways. I will pray for my fellow students.

2. Academic

I will be honest, finish my assignments on time, work neatly and to the best of my abilities, and participate appropriately.

3. Use of Time

I will use class time effectively, allowing others to work undisturbed, and helping others when appropriate.

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4. Attendance

I will be at school, attend all classes, and be on time, unless I have a parental excuse.

5. Language:

I will greet visitors and newcomers with hospitality. I will use encouraging words, speaking kindly to and about others. I will use God's name with reverence, and avoid name-calling, and vulgar or rude words.

6. Treatment of school grounds, buildings, furniture:

I will respect God's world, disposing of garbage properly and recycling when possible. I will respect the school property, and treat school supplies with care.

7. Care of my body:

I will have nutritious eating habits, proper sleeping habits, and be physically active to the best of my ability. I will practice healthy hygiene. I will not use prohibited substances, drugs or alcohol, or be involved with inappropriate public displays of affection or sexual activity.

8. Clothing:

I will wear the uniform properly as outlined by the school.

9. Public Assemblies:

I will "cheer for, not against" in competitive events. I will watch performances with dignity, and give my attention to presenters. I will leave a place cleaner than when I arrived.

10. Electronic devices and online etiquette:

I will adhere to the Technology Use Policy, and be a respectful and responsible digital citizen. I will be polite and respectful online, and only share appropriate photos and content. I will be aware of the dangers of inappropriate online activity. I recognize that my online activity can be considered to be under school authority if it affects others at the school.