

DISCIPLINE POLICY

PHIL & JENNIE GAGLARDI ACADEMY

Rationale

Gaglardi Academy seeks to maintain a loving, just, and disciplined school environment in which children are safe and free to learn.

At Gaglardi Academy, all behaviour is separate from a child's value and identity. Behaviour is either expected (i.e. Code of Conduct) or unexpected. The purpose of discipline is to train the child's heart towards righteousness and expected social behaviour. Consequences are used to help discipline the heart not punish the child. Therefore, action steps should consider the child's age and maturity believing that God wants all of us to be disciples of Jesus Christ. These expectations and procedures have been established to guide the teachers and administration as they discipline unexpected behaviour. Please note: corporal punishment is forbidden at Gaglardi Academy.

Biblical Understanding

1. God established the home as the primary learning center and the school and church as extensions. (Deuteronomy 6:7, I Timothy 3:5)
2. Christian parents teach their children and model a life of obedience to God in the home. (I Timothy 3:1-5, Ephesians 6:4)
3. The school is not designed to be a corrective institution, but a collaborative place of discipleship with support for Biblical values already learned at home.
4. The priority of the school will be building Godly relationships rather than enforcing rules. (John 1:17) Christ came to have a relationship with us such that He said He would live in us and give us the power and desire to be obedient and please Him. (Colossians 1: 27-29)
5. Our goal is to accept every child for who they are and to encourage growth towards Christ-like behaviour. (Romans 8:29)
6. Character development is a priority (Ephesians 4:15). Condemnation is replaced with self-discipline and self-acceptance as we conform to Christ.
7. Only when children will not respond to this loving, caring, guidance, then expulsion will be considered.

Other Scriptures Supporting The Discipline Policy and Code of Conduct

- *In all you do, seek to honour and obey God. (Matthew 22:34-40)*
- *Remind your people to submit to rules and authorities, obey them and to be*

ready to do good in every way. (Titus 3:1)

- *Therefore encourage one another and build one another up, just as you are doing. (I Thessalonians 5:11)*
- *You shall not steal. (Exodus 20:15)*
- *Rid yourselves then of all evil; no more lying or hypocrisy or jealousy or insulting language. (I Peter 2:1)*
- *Pay attention to your teacher and learn all you can. (Proverbs 23:12)*
- *Whoever knows what is right to do and fails to do it, for him it is a sin. (James 4:17)*
- *Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests but also to the interest of others. (Philippians 2:3-4)*
- *Rather, speaking the truth in love, we are to grow up in every way into him who is the head, into Christ. (Ephesians 4:15)*
- *Put on then, as God's chosen ones, holy and beloved, compassionate hearts, kindness, humility, meekness, and patience, bearing with one another and, if one has a complaint against another, forgiving each other; as the Lord has forgiven you, so you also must forgive. And above all these put on love, which binds everything together in perfect harmony. (Colossians 3:12-14)*
- *But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things, there is no law. (Galatians 5: 22-23)*

Code of Conduct – Expected Behaviour

While attending the school, a child's conduct on and off the campus impacts other children, the community, and the reputation of the school. The Code of Conduct encompasses the generally expected behaviour at Gaglardi Academy.

The Code of Conduct is part of Gaglardi Academy's registration package and is signed by the parent or legal guardian when they enrol their child. Moreover, high school students, Grades 7-12, must read and sign this Code of Conduct every year at orientation.

1. Love, honour and obey God.
2. Love, honour and obey teachers and other school authorities.
 - Follow their instructions, address them politely, seek their help in learning.
3. Love and respect your fellow students (not just the ones you find comfortable to like).
 - Be kind, helpful, and encourage each other.
 - Be inclusive, considerate, and help students respect the diversity of others regardless of sexual orientation, gender identity, or belief system. God made us all unique masterpieces, created in His image.

- Do not judge one another.
 - Never cause harm to anyone whether it be emotional with your words or physical with your fists. Do not fight, bully, harass, or tease each other.
4. Respect the Property of Others.
- Put things back where you found them and do not steal.
 - Hand lost property into the office and take care of the school building, furniture, and grounds.
 - Be neat and tidy.
5. Respect the Truth.
- Be honest in all situations, never make up lies or gossip about others.
6. Learn All You Can.
- Make up your mind to pay attention in class and do your work.
 - Join in school activities, do your homework on time, and develop discipline in your skills during your school years.
 - Never miss class without permission and bring the right equipment to each lesson.
7. Look After the School.
- Take care of the buildings, furniture, grounds, and all the property the Lord provides for us. Keep everything clean and tidy.
8. Earn the School a Good Name.
- Honour the dress code, be courteous and respectful to visitors, play sports fairly, do your best in all school activities.
9. Be in the right place at the right time
- Never miss school or any lesson without permission.
 - Attend and arrive at classes on time and prepared.
 - Grade K-6 are not permitted to leave the school grounds during school hours without express permission from parents for a one-time event.
 - Grade 7-12, are permitted to leave the school grounds with a signed parental permission which expires at the end of the school year.
10. Love Yourself and Respect Purity
- Love yourself by keeping your body, mind and spirit healthy.
 - Say "NO" to vaping, tobacco, e-cigarettes, alcohol and other drugs, on and off campus.
 - Keep a respectful boundary between yourself and others; this means no holding hands, kissing, and fondling while on school property or when wearing the school uniform.

REPORTING INCIDENTS FOR UNEXPECTED BEHAVIOUR

At Gaglardi Academy, unexpected behaviour is recorded on "Green Sheets". Green Sheets are NOT part of the student's record unless suspensions or expulsions have

resulted. In this case, Green Sheets become part of the documentation.

Green Sheet Incidents Reports

The Green Sheet incident report is the document used for both Elementary and High School to record any incident involving student conflict, harm (behavioural, physical, and emotional distress), vandalism to property, wilful disobedience, or gross contradiction of the school's Code of Conduct. Any incident as described above that occurs within the school's authority including classroom, gym, extra-curricular activities, field trips, or on the playground requires a Green Sheet be completed and filed with the Principal. Timely completion of the Green Sheet ensures that details are accurate and the incident is investigated and communicated to parents in a reasonable amount of time.

Green Sheet Notification Protocol

Grades K-3: Depending on the severity of the situation, verbal *notification* to the Elementary Principal should range from immediate to the end of the day. All Green Sheets are to be completed by the classroom teacher on the **same day** the incident occurred, scanned and emailed home to parents with a note. The email note must be cc'd to the Principal. The original green form is given to the Elementary Principal. *See the Parent Notification Grid (separate PDF).*

Grades 4-6: Depending on the severity of the situation, communication will vary from immediate verbal *notification* to the Elementary Principal or a Green Sheet written by the end of the school day. All Green Sheets are to be completed by the classroom teacher on the **same day** the incident occurred, scanned and emailed home to parents with a note. The email note must be cc'd to the Elementary Principal. The original green form is given to the Elementary Principal. *See the Parent Notification Grid at the end of this document.*

Grades 7-12: Depending on the severity of the situation, communication will vary from immediate verbal *notification* to the High School Principal or a Green Sheet written by the end of the school day. All Green Sheets are to be completed by the teacher on the **same day** the incident occurred, scanned and emailed home to parents with a note. The email note must be cc'd to the High School Principal. The original green form is given to the High School Principal. Minor incidents do not require notification home by the teacher unless parent involvement is needed to discipline the student. *See the Parent Notification Grid at the end of this document.*

Green Sheet Documentation

The process begins with identifying a) the unexpected behaviour b) the individuals involved, and c) the seriousness of the behaviour.

A.

- The Green Sheet definition of bullying is:
 - Persistent and targeted name-calling, taunting, harassment, threats, and intimidation.
 - Behaviour can be either emotional, verbal or physical.
 - Bullying included physical aggression, assault or coercion, where there is an intent to harm.
- The Green Sheet definition of vandalism is:
 - Destroying property,
 - Stealing, and
 - Damaging school property
- Any other unexpected behaviour that does not conform to bullying or vandalism should be labelled as "other".

B. Date and Time: Documenting the date and time on the Green Sheet is required because heart-training should be timely, and parents look for specifics. As a benchmark, the younger the child, the more important it is to link the time of the incident to the consequence.

C. Location: Documenting the "location" on the Green Sheet is required because parents ask for specifics.

D. Other Students Involved: All individuals involved in the incident must be listed on the Green Sheet. By identifying those involved, the decision-maker(s) will be more effective in their investigation and consequences.

E. Description of Incident: Describing the incident requires the statement of facts from the staff member who witnessed or became informed of the event. It is during this stage that the child (or children) is given the opportunity to tell his/her side of the story. The details in the description are important in determining disciplinary consequences.

F. Action Taken: Before action is taken, decision-makers are asked to assess the seriousness of the incident before counselling and assigning a consequence. The decision-makers should consider the child's age-and-stage, the harm of the other person, the intent of the action, and the number of times the child has been corrected in a similar incident. Moreover, for younger children (K-3) it would be helpful if the decision-maker(s) clarify the unexpected behaviour

and the consequence with the child.

Consequences of unexpected behaviour should be appropriate and linked to the behaviour if possible. For example, if a student skips class; an appropriate discipline could be a detention (i.e. "time for time"). If a child hurts another with their words, a formal apology letter would be appropriate. However, if a child is physically fighting with another child in anger, the appropriate discipline may be suspension and or expulsion. See *Consequences Toolbox* for some suggestions.

Principal Referral: The following incidents of unexpected behaviour requires an immediate and direct referral to the Principal's Office and either a suspension or expulsion will result.

- Sexual language, viewing sites, sexual taunting, harassment or expression.
- Malicious property damage.
- Weapons possession.
- All forms of violence directed at others and overt bullying.
- Use or display of drugs, alcohol, or vaping.
- Plagiarism.
- Any illegal activity (will be reported to the RCMP).

Parents can appeal decisions made by the Principal as outlined in the *Appeals Policy*.

G. Form to Classroom teacher: If the decision-maker is not the classroom (homeroom) teacher, the teacher must have the opportunity to evaluate the incident. Green Sheets require the signature of the classroom teacher (homeroom) because they are the primary overseers of the child's safety and are involved in all aspects of the child's learning. The classroom (homeroom) teacher will document on the Green Sheet any additional steps taken, if any, regarding the incident.

H. Parents Notified: See *Green Sheet Notification Protocol* above.

I. Action Taken by Parent(s): A parent may wish to discuss the incident, add a home consequence, or take no action. As parents partner with the school, they are encouraged to debrief the incident and help their child make amends and/or follow the direction of the classroom teacher (ie write an apology letter, develop a home action plan

- J.). If parents would like to discuss the incident further, they should contact the classroom teacher. Should the parent(s) continue to be unsatisfied with the decision resulting from the meeting with the classroom (homeroom) teacher, they should make an appointment with the Principal.
- K. Signatures: Signatures are an important acknowledgement that the incident has been investigated, recorded, appropriate consequences given, and parents notified.
- L. Routing: After the Green Sheet is emailed home to families, the original Green Sheet is given to the appropriate Principal. The Principal review and routes to Learning Support. Learning Support will initial, indicating that the form was reviewed and action is taken as necessary. The tracking behaviour enables the Learning Support Teacher to identify what interventions and programs may be implemented to assist in encouraging expected behaviours. The form is then routed to the Office for filing. Please note, all communication with families, including action plans are attached to the original Green Sheet.

Consequences Toolbox

- Discussion and spiritual guidance
- Apology letters to victims with possible restitution
- Time-out from privilege
- Recess break with an EA
- Removal of privilege for a season
- Detentions
- Special work duties
- Impact statements, and meeting with “victims” and possibly parents of all parties involved
- Mentoring with a senior student
- Community work, or service
- Behaviour contracts
- Part-time attendance (use for K-2 if the child cannot self-regulate)
- Parent supervision
- In-school suspension
- Suspension from school – Principal only
- Expulsion from school – Principal only

This policy reflects the FISA paper entitled “Procedural Fairness: Best Practices for Independent Schools”.

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