



London
Christian
Elementary
School

DISCIPLINE POLICY

Passed by LCES Board
June 15, 2009

Be agreeable, be sympathetic, be loving,
be compassionate, be humble.
That goes for all of you, no exceptions.
No retaliation.
No sharp-tongued sarcasm.
Instead, bless--- that's your job, to bless.
You'll be a blessing and also get a blessing.
1 Peter 3:8
(*The Message*)

INTRODUCTION TO DISCIPLINE POLICY

It is the policy of the London Christian Elementary School to support and encourage the staff, students and parents in maintaining a school environment which is conducive to effective learning, fosters attitudes of mutual respect and trust, and promotes the stated aims of the school's Statement of Purpose.

A Statement of Purpose

We acknowledge that it is the duty and privilege of Christian parents to provide a Christ-centred education for their children. As a Christian school, our purpose is to faithfully teach our students and assist them in developing...

- their knowledge and understanding of God and his world, equipping them for lives of love and service in all areas of life a personal commitment to Jesus Christ as Lord and Saviour
- a commitment to joyful service to God and one's neighbour
- personal responsibility for growth in individual talents and abilities
- a healthy self-esteem as a child of God
- positive and caring relationships between students and teachers
- effective communication and problem-solving skills

All to the Glory of God!

Vision

Our guiding principle, why the school exists

To educate children, equipping them for a life of faithful, Christian discipleship.

Mission

Our central purpose

London Christian Elementary School is an interdenominational Christian School established for parents seeking to provide their children with a Christ-centered elementary education. Empowered by the Holy Spirit and partnering with the home and the church, the school aims to educate children in a vibrant and creative environment, enabling them to grow in their understanding of God and His world.

The school recognizes the unique giftedness of every student and respects each child as an image-bearer of God. Therefore, the school strives to develop the individual talents and abilities of all students for the purpose of building Christ's community.

As dedicated professionals and servants of Christ, the staff is committed to pursuing excellence within a caring educational environment. Through the curriculum teachers encourage students to explore Creation, to reflect on its wonder and brokenness, and to make responsible choices with the gift God has given them.

We do all this to the glory of God.

STUDENT CODE OF CONDUCT

"Love the Lord with all your heart, and with all your soul, and with all your strength, and with all your mind...; and love your neighbour as yourself." Luke 10:27

In Our Relationship with God We Will:

- speak of God and His Word in respectful ways.
- encourage a close relationship with God, in others as well as ourselves, through Bible reading, prayer, singing, sharing, etc.
- develop and use our God-given talents and abilities in service to God and others.

In Our Relationship with Those in Authority We will:

- respect each other in our speech and conduct.
- obey those in authority over us.
- not accept disrespect shown by others to those in authority.

In Our Relationship to Others We Will:

- respect and help each other.
- address each other properly and kindly.
- respect each other's property.
- encourage everyone so that they feel included.
- respect each other's body and "personal space".
- use humour for enjoyment, not to harm others.
- learn to apologize when necessary, and strive to live in fellowship with each other.

In Our Relationship to our Task at London Christian Elementary School We Will:

- Live a life of gratitude for what God has done for us.
- work diligently, since all we do is for the Lord.
- show a desire to learn about God's creation and use it with respect.

In Our Relationship to School Property We Will:

- respect school property (furniture, books, equipment, and building, etc.).
- report any damage done and volunteer to pay for damages if we are responsible.
- accept responsibility for the cleanliness of the school and grounds.

*"My good friend, don't forget all I've taught you; take to heart my commands."
Proverbs 3:1 (The Message)*

Note: Adapted from John Knox Christian School (Woodstock)

DISCIPLINE (DISCIPLING) POLICY

Introduction

Discipline is a part of the learning process that leads and nurtures a person to accept and live out discipline guidelines in thought, word and deed. Christian discipline of children is a means to assist them to develop Christ-honouring self-control, to recognize acceptable behaviour, to grow in respect for God, authority, peers and the rest of God's creation. In the development of self-discipline, the child becomes aware of his behaviour, accepts responsibility for it, looks for and takes corrective action (including restitution), and is reconciled. Through reconciliation, the child experiences forgiveness and learns to forgive.

The Christian approach to disciplining seeks to guide towards restitution and healing. The focus is on correcting a wrong and helping a student with self-discipline. The focus is not punitive but is on training a child in the way God wants us to live. Discipline is carried out with an attitude of love and concern. All those involved will be treated with dignity and respect.

This policy applies to all areas of LCES, including transportation, sports and any other area of the school in which students participate.

Unacceptable Behaviours

To ensure that school is a safe, wholesome place where significant learning can take place for all students, disciplinary action may be taken when students behave inappropriately or their actions are considered to be harmful to another student. The following behaviours are considered unacceptable at LCES:

- Physical assault, fighting
- Physical intimidation or inappropriate touching
- Use of obscenities, vulgarities or profanity
- Obscene gestures
- Lying
- Cheating
- Stealing
- Habitual disregard for school rules
- Threats (verbal or written)
- Physical or sexual harassment
- Group violence (of the above varieties)
- Destruction of school or student property
- Disrespectful behaviour directed towards a teacher or adult at school
- Disrespectful behaviour directed towards another child at school
- Possession of drugs, alcohol, cigarettes or weapons
- Misuse of Internet privileges- surfing or downloading inappropriate material

See: Acceptable Use Policy for the Internet-Family Handbook

Disciplinary Action

NOTE: It must be noted that the age of the child(ren) will be taken into consideration. There is a great variance in maturity and understanding between JK age students and Grade 8 students. Each situation will be considered on an individual basis, but these guidelines will be followed.

The following disciplinary measures may be used:

- removal from the classroom or school via a suspension
- loss of recess time/playground privileges
- removal from school team or other school activities
- restitution for damage or stolen property
- parents may be informed via a phone call, note or email (Generally, when a student is sent to the office, the parents are notified.)

The following disciplinary measures may be used for more serious infractions:

- *Withdrawal from Class:* This is technically not a suspension, but rather, is a “cooling off” period until such time as the principal can discuss the issue with the student, the school staff, and the parents and/or guardians. The parents are informed and may be requested to pick up their child at school and discuss the problem with the principal. If this is not possible, the student remains at school but out of class.
- *In-School suspension:* This suspension is by the authority of the principal. The student is suspended from classes and remains in the school. Parents are informed. This form of suspension may be used when parents cannot be immediately notified.
- *Out-of-School suspension:* This suspension is by the authority of the principal and is in accordance with The Education Act of Ontario. The chairperson of the School Board is informed by the principal after the parents have been informed and discussion has taken place.
- *Expulsion:* All expulsions shall be recommended by the principal and be approved by the Board, after parents are informed and discussion has taken place. Expulsion is a complete removal from the school for the current school year. Parents may re-apply for enrolment for the following school year, and the board will make the final decision about re-enrolment.

Notes:

- a. Days of suspension shall include school days only.
- b. The resolution of all suspensions should include a parent, student and principal interview prior to the student’s reinstatement.
- c. Suspended and expelled students are excluded from school programs and properties unless they have written permission of the principal.
- d. Suspended students will be given class work to complete at home.
- e. Suspended students will be required to write missed tests upon return to school.

Accountability and Responsibilities

Parents- Parents, as partners in the education of their children, have the responsibility to be aware of and understand the rules governing student behaviour in the school. It is expected that they will assist and support the school staff by helping their children understand the rules. Parents will support the school in carrying out the discipline policy.

Teachers- Teachers have the task of clearly defining school rules and expectations for the students and the reasons for them, emphasizing the underlying Christian calling to love God and each other. They use appropriate measures of discipline when needed, in harmony with the aims of discipline and in accordance with the discipline policy. Teachers will be in regular contact with parents for discipline issues. As much as possible, discipline cases will be handled confidentially.

Principal- The principal, being accountable to the Board for all school activities, is in charge of the discipline in the school. The principal will deal with all referred discipline matters from the teachers and respond with appropriate action to discipline concerns. These may be communicated by parents, teachers or students. If necessary, advice from qualified professionals will be sought when dealing with difficult behavioral concerns. In the absence of the principal, the vice principal will assume the responsibility of the principal in cases of discipline. As much as possible, discipline cases will be handled confidentially.

Students- It is the students' responsibility (at an age-appropriate level) to know the standards of expected behaviour at school. The students must submit to the authority of school personnel in matters pertaining to the school's discipline policy. For students with special needs, interventions and consequences will be consistent with the expectations outlined in the student's IEP.

Board- The school board is accountable to the Society members for the standards of behaviour at London Christian Elementary School. The Board is to encourage staff, students and parents to live out the command to practice Christian discipleship in a caring community. When the principal and/or Education Committee request, the school board will deal with cases of serious unacceptable behaviour.

Note: Adapted in part from Beacon Christian School Discipline Policy

NO-BULLYING GUIDELINES

Introduction

At LCES we do our best to establish and maintain a safe and caring environment for all students. We want all students and staff in this school to understand that they are responsible for the well-being of each other as brothers and sisters in Christ. Bullying is a serious issue, and at LCES we are not immune to it. It is the overall goal of these guidelines to foster a spirit of respect. Bullying in any form is not acceptable.

What is Bullying?

Bullying is an act of aggression causing embarrassment, physical pain or emotional discomfort to another person. It can take a number of forms: physical, verbal, extortion, exclusion or a gesture. It is usually an abuse of power by someone stronger over someone who is weaker physically, emotionally or socially. The specific incident can be planned and organized, or it may be spontaneous, even unintentional. Individuals or groups may be involved.

Some examples of bullying behaviour include:

- Using any form of physical violence such as hitting, pushing or spitting on others
- Interfering with another's property by stealing, hiding, damaging or destroying it
- Using offensive names, teasing or spreading rumours about others or their families
- Using put-downs, belittling others' abilities and achievements which may include facial cues and physical cues (eyes, expression)
- Writing offensive notes or graffiti about others (including e-mails or chat rooms, or any other Internet places).
- Making degrading comments about another's culture, religious or social background
- Hurtfully excluding others from a group
- Making suggestive comments or other forms of sexual abuse
- Ridiculing another's appearance
- Forcing others to act against their will
- Remaining silent in an unjust or bullying situation

Preventing Bullying Behaviours and Attitudes

Staff will do their best to:

- be role models in word and action
- be observant of signs of distress or suspected incidents of bullying
- make efforts or remove occasions for bullying by actively monitoring during supervision duties
- arrive in class on time and monitor lunchtime activity
- encourage a “telling environment” and use teachable moments to address the issue of bullying throughout the year
- take all incidents of bullying seriously and report to the appropriate person
- regularly review the “Code of Conduct” document in the classroom
- research and find creative ways of reinforcing appropriate actions (videos, peer interventions, etc.)
- to hold regular classroom meetings to determine how students are interacting socially.

Students will do their best to:

- refuse to be involved either actively or passively in any bullying situation (see previous list)
- report the incident and helping break down any code of secrecy that exists
- acknowledge their role in a bullying situation (i.e. the bully, the bullied, the bystander)
- make right a wrong that has taken place, according to their role in the specific situation.
- re-visit the situation to review it so that it doesn’t happen again.

Parents will do their best to:

- take an active interest in their child’s social life and acquaintances
- encourage their children to pray for fellow students with whom they may be experiencing difficulties
- advise their children to tell a staff member about a bullying incident
- encourage children not to retaliate
- communicate with the school about incidents as necessary
- communicate with the school regarding bullying situations they may hear about that affect children other than their own
- cooperate and support the school’s actions and suggestions if their children are involved in bullying behaviours; both the victim and initiator may need help in changing their actions
- demonstrate proper communication skills with the school staff
- follow up with the bullying incident and encourage their child to do the same.

Consequences of Bullying Behaviours

1. All known incidents of bullying behaviours will be documented by staff and will be dealt with in the classrooms as much as possible.
2. Unresolved bullying issues or very serious bullying issues will be brought directly to the administration.
3. Principal will consult with parents and staff as needed.
4. The consequences for bullying behaviour will be determined by the age of the student, the severity of the action, and the number of previous similar behaviours. (See Discipline Policy for more specifics.)
5. Bullying incidents that involve physical violence could result in a suspension, and if no change in behaviour and/or attitude is experienced, could result in an expulsion. In all of these circumstances, the parents of students involved will be notified and the steps in the Discipline Policy will be followed. Police will be involved if needed.
6. As much as possible, the participants in bullying situations will be encouraged to ask for forgiveness and to reconcile with each other.
7. It is understood that while a student may be displaying bullying behaviours, labeling that person a “bully” is not constructive in this process.