CDNIS Lower School

Student Care Policy

Introduction
The Lower School’s Student Care Policy is based on the School’s Mission Statement to develop responsible global citizens and leaders through academic excellence, the International Baccalaureate’s Learner Profile and Primary Years Programme attitudes and a commitment to the whole child. This is done by helping each student achieve their highest individual potential—academic, social and emotional and physical—in an atmosphere of engagement, respect and a mutually supportive partnership between students, parents and staff.

Through our roles and responsibilities, we demonstrate an ongoing genuine concern for the development of the whole child as an individual and fully participating member of the School and its wider community. Student care is most effective when it is all pervasive and fully integrated into the School’s daily routines, curriculum and extra-curricular activities.

The aims of the school have clearly taken into account the importance attached to the care of its pupils. The aims are to:

- Promote a interactive, supportive, safe environment, which engages pupils
- Promote the intellectual, social, emotional and physical development of pupils
- Provide a balanced and challenging curriculum, one in which all pupils experience success
- Develop pupils’ self-confidence and self-discipline
- Encourage pupils to value one another and to respect the views of other members of their community
- Prepare pupils for the opportunities, responsibilities and life experiences their futures hold.

Members of school community with direct student care input are:
- Teachers
- Guidance counselors
- Administrators
- Parents
- Nurses
- Bus mothers
- Community professionals

It is embedded in the culture of the Lower School that all school community members foster the attributes of the IB Learner Profile and attitudes in order to live the IB’s and the school’s mission statements. This goal generates a positive climate within the school community where every individual has value and is cared for at all times.
RATIONALE
This policy has been formulated and implemented to support a safe, engaging environment in which every student is encouraged to thrive through play and learning.

POLICY

At CDNIS we value the development of the whole child. Together as a school community, we devise strategies to meet each child’s individual and diverse strengths and needs. It is our purpose to treat each other with dignity and respect while actively supporting the rights and responsibilities of oneself and others.

OVERVIEW
At CDNIS we value the personal, social and emotional development of students as part of their whole development. Personal and social development influences children's ability to make and interact with friends, and their ability to learn in a collaborative environment. Our aim is to empower students to model the attributes of the Learner Profile and engage with the programme and one another with healthy, positive attitudes.

Programmes and opportunities at CDNIS are designed to meet the developmental stages and challenges that children experience as they grow and change, to positively nurture the whole child through relationships based on trust and interpersonal connection.

RIGHTS & RESPONSIBILITIES

Students will:
- Live the school and IB mission statements as well the Learner Profile attributes and attitudes
- Strive to create an atmosphere of inclusion amongst peers through respecting one another’s unique qualities and values
- Be empowered to make informed choices and decisions
- Speak up when students are engaging in behaviours that comprise the feelings and/or safety of others

Staff will:
- Provide an engaging programme that offers cooperative strategies which recognize that learning is an active, social process that students need to practice as well as have modeled for them
- Provide students with social opportunities in order to promote the development of communication skills
- Integrate into the programme learning engagements that support the whole child that include but are not limited to: values education, rights and responsibilities, attributes and attitudes
• Affirm students when they are modeling appropriate behaviours and exemplifying the desirable attributes of a principled student
• Develop ways to acknowledge students in the classroom for positive behaviours, academic progress, leadership and citizenship in an ongoing and timely manner
• Use their own professional judgment in determining which level of response is required if students are observed engaging in inappropriate behaviour
• Speak to students in a respectable manner privately when needing to deal with a concern or issue
• Refrain from removing students from the learning environment, although may ask students to work independently in a quiet space within the learning environment

Parents will:
• Actively support their child/ren’s educational progress by providing a structured, supportive environment that is responsive to the child/ren’s individual needs
• Encourage each child to reach his/her full potential towards becoming a valued, responsible, global citizen
• Share any information, questions or concerns they may have about their child/ren’s well-being and overall development with the school

Community professionals will:
• Work closely with the school as resources for meeting the needs of the individual learner

Safe School
A safe environment is ensured for everyone if the School’s Mission Statement, classroom Essential Agreements, Learner Profile attributes and PYP attitudes are upheld by all members of the learning community.

In order to foster a caring and responsible school community within the Lower School at CDNIS, we believe students should:
• Be positively reinforced
• Have their rights to learn and play supported and protected
• Have the freedom to make mistakes and learn from them in a positive way
• Accept age-appropriate responsibility for their academic, emotional/social and physical pursuits
• Make responsible decisions
Appropriate Conduct
CDNIS acknowledges the importance of actively promoting and supporting positive student behaviours that contribute to and sustain a safe learning and teaching environment in which every student can reach his or her full potential. Behavioural expectations and the progressive discipline approach (as defined in the following section) is linked to the CDNIS and IB mission statements, the PYP Learner Profile attributes and attitudes, classroom essential agreements and Acceptable Use Policy (LTT).

CDNIS focuses on prevention and early intervention as the key to maintaining a positive school environment in which all students can learn.

[A positive] school climate is a crucial component of prevention; it may be defined as the sum total of all the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, modeled by all, a culture of respect becomes the norm.¹

A positive climate exists when all members of the school community feel safe and are respected and accepted as individuals. The school culture includes all stakeholders who have a role in impacting the success of all students in the school. CDNIS provides supportive strategies for the basis of creating a positive school culture.

Progressive Discipline
Progressive discipline is a whole-school community approach, including parents, that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. Students can choose to be a part of the solution or a part of the problem. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. A progressive discipline approach is defined as: a system of escalating responses intended to correct the negative behaviour rather than to punish the student. The stage chosen for a particular infraction will depend on a variety of factors that include: the severity of the infraction, the previous history of the student and external factors. A progressive discipline approach includes the use of early and ongoing intervention strategies by parents and staff to address inappropriate behaviour.

Early and Ongoing Intervention Strategies
Early and ongoing intervention strategies will help prevent unsafe or inappropriate behaviours in a school and in school-related activities. Intervention strategies should provide students with appropriate supports

that address inappropriate behaviour and that would result in an improved school climate. For example, ongoing interventions may include, but are not limited to:

- Meetings with parents
- Volunteer service to the school community
- Conflict mediation
- Peer mentoring
- A referral to counseling

Ongoing interventions may be necessary to sustain and promote positive student behaviour and/or address underlying causes of inappropriate behaviour. For example, ongoing interventions may include, but are not limited to, meetings with parents, volunteer service to the school community, conflict mediation, peer mentoring, and/or a referral to counseling.

**Inappropriate Behaviour**

As children develop, it is natural for them to push boundaries in an attempt to gain independence. It is also developmentally appropriate for them to make choices. It is the School’s desire to counsel and guide pupils, mentoring them through the reflection process and towards making informed decisions and choices. However, part of learning from one’s mistakes is to receive appropriate consequences. It is the goal of the School to ensure consequences are age-appropriate and contextual. Consequences should be suitable and seek to elicit the desired behaviours. Possible consequences for inappropriate actions include, but may not be limited to:

- Counseling
- Reflection Sheet
- Restriction of Privileges
- After-school Retention
- In-school Suspension
- Immediate Release to Parent/Designee
- Out-of-school Suspension
- Expulsion

When considering the most appropriate response to address inappropriate behaviour, the following will be taken into consideration:

- The particular student and circumstances (e.g., mitigating or other factors)
- The nature and severity of the behaviour
- The impact on the school climate (i.e., the relationships within the school community)
- The progressive discipline already taken
**Bullying**

The school adopts the Ontario Ministry of Education definition of *bullying*: “Bullying is typically a form of repeated, persistent, aggressive behaviour that is directed at an individual/s that is intended to cause fear, distress and/or harm another person’s body, feelings, self-esteem, or reputation.”

There are FOUR main types of bullying:
- Physical
- Verbal
- Social
- Cyber

CDNIS, as a safe and caring school, does not tolerate bullying as defined. Note that a situation in which two students have a disagreement, quarrel or one time physical altercation does not constitute bullying. Students who participate in bullying activities towards other students will experience progressive disciplinary measures and participate in restorative practices such as personal reflection and active repair of the relationships affected by taking responsibility and through personal action.

**Office Referral**

A student may be counseled by the Principal/Vice-Principal when the teacher has already implemented various strategies, but inappropriate behaviours have become a pattern and interfere with the teaching and learning programme and/or the safety of other students.

If a student is sent to see the Principal/Vice-Principal if, after the first time or an incident deemed as ‘minor’, staff must accompany the student to the office. School leadership will counsel the student and support them in the completion of a written reflection using the *Personal Reflection* sheet.

Behaviours leading to immediate office referral include:
- Bullying of any kind
- Swearing at a person of authority
- Committing an act of vandalism of personal or school property
- Uttering a threat with the intent to cause harm to another
- Purposeful intent to harm another by punching or kicking
- Possessing alcohol, illegal drugs, weapons and/or stolen property

**Non-Class Time Supervision**

During early morning arrival, recess and lunch breaks, play areas are supervised by staff and/or volunteers on a rotational basis. Supervisory assistants have been issued with a set of guidelines to ensure continuity in the standard of student care.
Policy Review
A committee will review this policy every two years. This policy will be broadly distributed to all staff, students, parents and external agencies to which it pertains.