

Appendix B

CHARACTERISTICS OF POSITIVE DISCIPLINE FOR NEW BRUNSWICK SCHOOLS:

- discipline is intended to promote learning of self-control and to change inappropriate behaviour; expected behaviours must be taught directly and systematically;
- staff members have the authority and responsibility for taking appropriate action, within the scope of their prescribed duties, whenever unacceptable behaviour occurs. The focus of intervention should be on assisting pupils who have been victimized as well as those who need assistance to address inappropriate behaviour;
- expectations for acceptable behaviour and consequences for inappropriate behaviour will reflect the School Positive Learning Environment Plan. These will be communicated clearly to pupils and parents and will be applied consistently and fairly;
- intervention plans put in place when pupils are experiencing difficulties or have been victimized, will reflect a team approach involving pupils and parents to the fullest degree possible;
- each situation will be handled according to the needs of the individual to the extent that it does not interfere with the learning environment of the remaining pupils in the class. It should be noted that, although rules contained in the School Positive Learning Environment Plan will be consistent, strategies for helping pupils to understand and respect the rules will vary from pupil to pupil;
- corrective interventions are chosen primarily for their educational value;
- emphasis will be placed on activities which allow pupils to understand the effects of their behaviour and to make up for misconduct (i.e. "to make it right"). Improved behaviour should be recognized;
- consequences will be appropriate for the pupil's stage of development, will make sense to the pupil as much as possible, will be appropriately timed, will reflect the severity of misconduct and, in the case of repeat behaviour, will take previous interventions into account;
- reinstatement of school or bus privileges after suspension will require the pupil to provide assurance of reform. This may be done in a variety of ways including the use of a verbal or written agreement or the completion of one or more tasks. In some cases, pupils will be returned when a plan for remediation has been put in place;
- every reasonable effort will be made to allow all pupils to continue their learning.