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### **LHCS Statement of Purpose**

We believe it is our responsibility as Christians to raise children in the light of God's Word. The education of children must be Christ-centered, equipping them to become responsive disciples of Christ who seek the will of the Lord in all aspects of life.

### **LHCS Mission Statement**

Kitchener-Waterloo Christian School Society advances dynamic, excellent Christ-centered education through unconstrained facilities, exceptional programs, and extensive resources that cultivate responsive disciples of Christ.

### **LHCS Vision Statement**

As a diverse community, Kitchener Waterloo Christian School Society intentionally engages God's world, locally and globally, through distinctive educational programming, strategic partnerships and sustainable growth.

|                   |                                   |              |                   |
|-------------------|-----------------------------------|--------------|-------------------|
| Effective Date:   | February, 2013                    | Review Date: | 2018              |
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## **Policy 709 – Discipline Policy**

Discipline and nurture are the tools by which we guide children into living out “what is right and just and fair—every good path” (Proverbs 2: 9). Thus the goal of discipline is not only the short-term aim of stopping inappropriate behaviour but also involves encouraging self-discipline as the child grows and matures.

At Laurentian Hills Christian School students, staff, and parents covenant together in faith to build and nurture a community in which they work and learn together. The LHCS community strives to reflect a culture of grace. This school culture is achieved by honouring differences, seeking honesty and celebrating beauty, so that all members are valued as image-bearers of our Lord and Creator.

In order to function as a structured, safe and loving environment, it is important for the roles of teachers, students and parents to be fulfilled with mutual love and respect.

Teachers are called to guide, to motivate, to instruct, and to create an environment in which the child willingly engages with learning. Teachers will be aware of their moral and legal obligations to implement the Board's policies as well as being trained in “restorative discipline.” Teachers strive for open communication with parents regarding academic progress as well as behaviour. When a student has broken community through hurtful, inappropriate activity, teachers will notify parents as deemed necessary.

Students are called to engage with God's world in playful, meaningful ways so they may grow in their ability to solve problems and respond purposefully to their world and its Creator. Whether the setting is the school bus, the playground, the hallway or the classroom, students will be held to a high standard of respect and love for the others in the community as well as respect for property. (See Appendix A for the "Student Code of Conduct" for more specific details.) When students choose to respond in inappropriate and hurtful ways that damage relationships, they will be called back into community through an invitation to dialogue and repair the harm done. In this way all students may experience forgiveness, restoration and unconditional love as well as learning to provide the same for others.

Parents are partners in education. They assist the staff by helping their children understand the importance of developing, maintaining, and restoring caring relationships. Parents communicate with teachers as needed, sharing any concerns their child(ren) may be experiencing.

### **Procedures**

At Laurentian Hills Christian School, the restorative discipline approach is used. Simply put, restorative discipline is concerned about the harm done to others and seeks to resolve and put things right through a collaborative approach. Its focus is on affirming, building and restoring relationships at the school. All teachers have a basic level of training in the procedures of restorative discipline, and particular staff members have further training in order to facilitate more formal circles/conferences. At LHCS, a continuum of Restorative Practices is used to bring about restitution, forgiveness, and reconciliation. These include:

- a) In order to foster a sense of awareness if a student has erred, teachers will use affective statements and questions (See Appendix B) so that students will come to know what they have done wrong, whom they may have hurt, and what steps can be taken to bring about restitution. This phase usually involves just the one causing harm and the teacher.
- b) If the first stage is ineffective, then teachers will set up small conferences with the student involved in the unacceptable behaviour, including, if appropriate, those affected by the action. The purpose of this meeting is to promote healing and reconciliation by prompting the students to find a solution acceptable to all parties. The teacher leads this conference asking affective questions.
- c) If the behavior has caused considerable hurt and/or gentle reminders and small conferences have been ineffective, the teacher will call students involved to a more formal large group conference possibly involving the entire class. The intent of this meeting is to expose how the peer group is impacted by the action in question and to work together in finding ways to provide support. The goal is also for restoration, forgiveness and reconciliation to be experienced.
- d) In cases where reconciliation has not yet been achieved after using the previous steps, a formal conference is scheduled. Such a conference includes those who have caused the harm and their parent(s), the harmed and their parent(s), and administrator(s), one-two classmates/other adults chosen by each student directly involved, and one-two classmates/other adults chosen by the teacher. This meeting is chaired by the school administration (or an outside facilitator), and its purpose is to seek restitution, forgiveness, and reconciliation.

### **Process for Resolving Matters Outside of the Restorative Framework**

There may be times when our students choose not to acknowledge responsibility for their actions. For situations like these, it is important to have a process in place to repair the harm done to the community. The process gives the authority to the administration to make decisions without the input of those involved in the situation. The intent will again be to search for ways to repair the harm, but the course of action is determined by an authority at LHCS. The course of action may or may not included temporary removal from the community. There may even be a recommendation for permanent removal from the community.<sup>1</sup> The following guidelines will be used:

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<sup>1</sup> Please refer to the LHCS Admission and Expulsion policy.

## **Guidelines**

- a) An administrator (vice principal or principal) will discuss the matter with the student.
- b) The course of actions will be determined by administration, after it is clear that responsibility will not be taken for the brokenness.
- c) A phone call or letter detailing the circumstances and consequences will connect the parents to the situation and the course of action, which may include being removed from community for a period of time (determined by administration).
- d) Repeated offenses will result in progressive disciplinary measures.

## **Appendix A: 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.*

**God created us to live in relationship so we can help each other be who He intended us to be. As we seek: "**

### **To Grow in Our Relationship with God, we:**

- speak of God and His Word in respectful ways.
- encourage others and remember to listen and talk to God in whatever we do,
- develop and use the talents and abilities God gave us for serving.

### **To Grow in Our Relationship with Those in Authority:**

We recognize that they are a gift from God to guide us and keep us safe and therefore we:

- respect each other in our speech and conduct.
- obey so no harm is done.
- encourage others to do the same.

### **To grow in Our Relationship to Others:**

We work to honour, respect, and encourage each other. We do this when we:

- address each other properly and kindly.
- respect each other's property, body and personal space.
- encourage everyone to feel included.
- use humour for enjoyment, not to harm others.
- apologize and make things right when we have caused harm
- forgive those who hurt us
- ask God to give us strength to care for each other as he cares for us.

### **To grow in Our Relationship to our task at LHCS:**

Since all we do is for the Lord we:

- do our best to participate in lessons and activities to learn about God's creation and use it with respect.

### **To grow in our relationship with Creation:**

We proclaim that "the earth is the Lord's and everything in it" (Psalm 24:1).

Therefore we:

- respect the resources God has blessed us with at school (reduce, recycle, reuse and compost wherever possible)
- accept responsibility for the cleanliness of the school
- care for school property (furniture, books, equipment and building).
- report any damage done and volunteer to pay for damages if we are responsible.

- enjoy and care for our playground.

*"My [child], do not forget my teaching, but keep my commands in your heart." Proverbs 3:1*

### **Appendix B: Restorative Questions**

These questions are used throughout the continuum of restorative practices.

Restorative Questions I (to respond to challenging behaviour)

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What needs to be done to make things right?

Restorative Questions II (to help those harmed by others' actions)

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Sources:

John Knox Christian School (Woodstock) Discipline Policy and Student Code of Conduct, 2009

Living in Community at HDCH, 2009

Ontario Alliance of Christian School "Student Code of Conduct" (1993)

*The Little Book of Restorative Discipline for Schools* by Amstutz & Mullet, 2005