

Safe Schools and Suspension Policy

DSC International School supports an approach to student discipline that is based on the principles of “progressive discipline”. This means that it is fair, equitable, and consistent, and consequences are directly connected to the specific situation. A student may receive either an external or in-school suspension depending on the incident and its severity.

Minor infractions, such as lack of preparation for class, uniform infractions, and disruptive behaviour, are typically handled by the classroom teacher. Consequences for minor infractions may include speaking with the student to provide suggestions to improve behaviour; contacting the parents; removing privileges; or completing a reflection sheet. If, after these interventions, the behaviour does not improve, the School leadership team will become involved, and the parents will be contacted by the Vice Principal.

Grade 7–12 In-School Suspension Procedure

The In-School Suspension (max 1-day) procedure utilizes a Progressive Discipline approach. It treats minor (or repetitive) behavioural infractions not as isolated events requiring punitive isolation, but as opportunities for learning and emotional growth.

The student reports to the Secondary Vice Principal’s office for the school day.

1. Restorative Inquiry (8:00 AM – 8:45 AM)

The student is guided through a reflective dialogue to process the incident and why they have a 1-day in-school suspension:

1. *What happened, and what led up to it?*
2. *What were you thinking and feeling at the time? Who has been impacted?*
3. *What have you thought about since the incident?*
4. *What role can you play in making things right?*

2. Academic Continuity (8:45 AM – 11:30 AM)

- **Curriculum Alignment:** In line with DSC’s guidelines, classroom teachers provide coursework for the student to work on in hard copy.
- **Targeted Social-Emotional Support:** The Social Worker will have an intervention addressing the root cause of the behaviour (e.g., digital citizenship, emotional regulation, or healthy relationships).

3. Lunch Break (11:30 AM – 12:15 PM)

- **Lunch:** The student takes a supervised lunch break (in VP office) separate from the main student body to maintain a calm, reflective state.

4. The Restorative Agreement (12:15 PM – 2:30 PM)

- The student drafts a plan to repair the harm done to the school climate. This may include:
 - A plan for a facilitated, face-to-face restorative circle with the impacted parties.
 - A written reflection detailing a future alternative behaviour.
 - An apology letter to those affected by their actions.
 - A commitment to a positive contribution to the school community.

5. Collaborative Reintegration and Dismissal (2:30 PM – 3:00 PM)

- **The Re-Entry Meeting:** The VP, Social Worker, and student review the Restorative Agreement to ensure accountability and define clear expectations moving forward.
- **Home-School Partnership:** The VP contacts the parents/guardians to share the Restorative Agreement, framing the day as a supportive learning intervention
- **Full Reintegration:** The student is formally welcomed back into the general student body for the following school day.

Roles and Responsibilities

The Student: Actively engages in self-reflection, takes accountability for their impact on the school climate, and collaborates on the restorative process.

The Vice Principal or Principal: Facilitates the reflective process, provides differentiated emotional and academic support, and ensures equity-informed care.

In addition, the Vice-Principal will conduct a brief, 10-minute check-in with the student within one week of the school suspension. This ensures there is positive behaviour progress being made and supports the student's successful, long-term reintegration into the school community.

Grade 7–12 External Suspension Procedure

Students who commit violent or serious acts that may endanger the safety and security of students and staff will be suspended and may, depending on context, be expelled from the School. For example:

- *bringing a knife, including any sharp instrument like a box cutter to School or School-related functions*
- *bringing any other weapons – toy or real - to School or School-related functions*
- *violent behaviour causing bodily harm and/or damaging School property*
- *sexual harassment*
- *serious infractions to the Student Code of Conduct, for example bullying or cyber-bullying*
- *students caught drinking alcohol, smoking, vaping, or using illegal drugs at school, school functions, and/or in school uniform*
- *serious violation of the Acceptable Use Agreement*

The length of each suspension will depend on the infraction and take into consideration any previous suspensions. Multiple suspensions can lead to expulsion from school.

It is important to note that disciplinary action is not limited to infractions that take place on campus. Disciplinary action also applies to both infractions that take place online and off-campus while students are in uniform.

Parents/Guardians must meet with the Principal (Secondary) or Vice Principal (Secondary) following a suspension before the student may return to class. In some cases, there may be follow-up restorative programs or counselling.

In addition, the Vice-Principal will conduct a brief, 10-minute check-in with the student within one week of the school suspension. This ensures there is positive behaviour progress being made and supports the student's successful, long-term reintegration into the school community.

Please note that when a student receives an internal or external suspension, the parents will receive a suspension letter outlining the reasons and consequences. A copy will also be placed in the OSR. As per policy, the data retention period for all suspension letters will be 12 months, except for violent incidents, which is 3 years.

If during this time you request a referral to another school, and that school asks if your child has been suspended or has other disciplinary issues, we will be required to answer accordingly as per the data retention period noted above.