



“Eaton Arrowsmith” refers to Eaton Arrowsmith locations in Vancouver and Redmond, Eaton Arrowsmith Adults in Vancouver and Redmond, and Eaton Arrowsmith Learning Centre / Eaton Arrowsmith School Online, each of which is referred to herein as “Eaton Arrowsmith” or the “School.”

Eaton Arrowsmith may add, modify or remove portions of this Policy when it is considered appropriate to do so. Any changes will be effective upon the posting of the revised policy. The most recent version can be found by clicking on this link: <https://eatonarrowsmith.com/policies-and-procedures>

Eaton Arrowsmith Student Discipline, Suspension, and Appeal Policy

Opportunity to Learn and Develop

Rationale

We believe that all young people require a caring and supportive environment in which to learn and develop pro-social behaviours. The most effective way to ensure a high standard of behaviour and engagement in the learning program at Eaton Arrowsmith School is to nurture a respectful school culture in which students feel safe giving their best effort and allowing others to do so as well. All staff have a responsibility for maintaining an environment where discipline is proactive, collaborative, compassionate, and effective in problem solving and developing positive self-esteem.

Expectations of Behaviour

All students are expected to adhere to the Student Code of Conduct (summarized in the Student and Parent Handbook as well as in full form on the Eaton Arrowsmith website: [Policies and Procedures — Eaton Arrowsmith](#)). The expectations are taught, discussed, and practiced proactively such that students understand the impact of their actions on their own progress and that of others. The safety of students and staff is our primary concern. It is also very important that the school environment allows for students to focus on their cognitive and academic tasks with minimal disruption or distraction.

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We understand, however, that there are times when students need support in resolving inappropriate behavior and that cognitive weakness can be a contributing factor. While cognitive functions are being developed in a student's individualized Arrowsmith Program, bringing the function(s) up to an average rating can take several years. Throughout this gradual process, patient adult support is needed to help students understand social nuances in their environment as well as the impact of their behaviors on others around them. In these situations, we utilize a collaborative and compassionate approach to address these issues. School staff, students, and families (i.e.: parents / guardians) will collaborate with each other to find the best possible solutions and interventions to support a student who is struggling to meet behaviour expectations.

Commitment of Eaton Arrowsmith

At the beginning of our enrollment process, our admissions team conducts an Assessment of Fit (outlined on [the Admissions page of our website](#)) in which we determine if the Arrowsmith Program is a good fit for the student and that the student is ready to engage in the program exercises. Readiness includes a student's ability to interact positively with staff and other students such that their behavior does not prevent themselves or others from progressing in their cognitive exercises. Once we have determined a "good fit", we commit to doing our utmost maintain an environment where all students can be successful.

We aim to:

- Maintain a safe and supportive learning environment
- Identify and address behavioral issues as they arise and develop timely interventions
- Promote positive and respectful relationships between all members of the school community
- Build a positive school culture that is consistent and fair
- Promote student voice and participation in problem solving
- Foster a sense of responsibility in all our students
- Collaborate with families to help students meet behaviour expectations
- Provide a system to proactively acknowledge pro-social behavior and good citizenship

Additionally, we recognize that some mental/physical health factors may be at the root of behaviour challenges. Interventions beyond the scope of Eaton Arrowsmith may require collaborating with other professionals in supporting a student struggling with behaviour challenges (i.e.: psychologists, pediatricians, counsellors, behaviour interventionists, etc.). In these circumstances, parents/guardians will be consulted / notified. If appropriate, we may recommend or refer external professional support for families to consider.

Behaviour Interventions: Three Tier System

To ensure a positive learning environment for all students at Eaton Arrowsmith, the school has established behavior management/intervention guidelines based on a three-tier system. At each level support increases with the intensity and/or duration of the problem behavior.

Tier 1:

Assumes that all students will do well if they can. Strategies and interventions are proactive measures intended to prevent or immediately correct inappropriate behaviors based on misunderstandings of expectations or underdeveloped learning skills. Generally, these strategies benefit all students. Collaboration is mostly between teachers and students though parents are made aware of behavior expectations.

Examples of Tier 1 Interventions:

- Pre-teaching, discussion, and practice of expected behavior in all areas of the school
- Acknowledgement systems motivating and reinforcing expected behaviors (see examples below Tier 1).
- Establishing respectful and trusting relationships between students and teachers
- Staff collaborating with students in establishing classroom norms and accountability
- Staff conferencing privately with students to understand and address specific needs (e.g.: using the Non-Violent Communication model as a tool when appropriate).
- Ensuring the student's Arrowsmith Program is addressing the students priority needs.

Tier 1 Behaviour Examples:

The section below provides examples of **behaviours that are typical of some students who benefit from the Arrowsmith Program.**

<ul style="list-style-type: none">• Not prepared for class• Difficulty seeing “grays”/concrete, literal, black & white, thinking• Difficulty deviating from routine• Difficulty handling unpredictability, ambiguity, uncertainty, novelty• Difficulty shifting from original idea, plan, or solution• Difficulty taking into account situational factors that would suggest the need to adjust a plan of action	<ul style="list-style-type: none">• Difficulty handling transitions, shifting from one mindset or task to another• Difficulty doing things in a logical sequence or prescribed• Difficulty persisting on challenging or tedious tasks• Poor sense of time• Difficulty maintaining focus• Difficulty considering the likely outcomes or consequences of actions (impulsive)
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<ul style="list-style-type: none"> • Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., “Everyone’s out to get me,” “Nobody likes me,” “You always blame me, “It’s not fair,” “I’m stupid”) • Difficulty attending to or accurately interpreting social cues/ poor perception of social nuances • Difficulty seeking attention in appropriate ways • Difficulty empathizing with others, appreciating another person’s perspective or point of view 	<ul style="list-style-type: none"> • Difficulty considering a range of solutions to a problem • Difficulty expressing concerns, needs, or thoughts in words • Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills • Difficulty appreciating how his/her behaviour is affecting others • Difficulty appreciating how s/he is coming across or being perceived by others • Sensory/motor difficulties
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Positive Behaviour Support Examples:

Acknowledgment System for K-12 Students

The acknowledgement system focuses on acknowledging students who demonstrate our core values and behavioural expectations, focus on student strengths, gifts and talents.

Specific feedback and connections

- ✓ Create connections with students, problem-solve how to meet the social, emotional and academic needs of students.
- ✓ Encourage deeper relationships with students
- ✓ Promote desired student behaviour, and improve inclusive classroom community and culture
- ✓ When students are observed being, safe, organized, accountable, and/or exhibiting our school core values, acknowledge them for their actions.

Acknowledgements / “Gotcha” / “Caught with Character” / etc.

- ✓ Acknowledge students who are exhibiting our core values and behaviours by giving them specific positive feedback along with a “gotcha”, “caught with character” or other recognition (the name of the recognition is up to the site leader).

Raffle

- ✓ Each time a student receives a “gotcha” / caught with character / etc. they bring it to the Principal / Site Leader at breaktime, lunch or afterschool.
 - Site leaders may use the recognitions in a draw for a prize.

Homeroom / Daily Check Ins

- ✓ Homeroom groups at Eaton Arrowsmith School also support the values and culture of the school; they align with our school values. Homeroom classes meet daily with their Teachers, and participate in a range of personal, emotional and social development activities.

Tier 2:

Given Tier 1 strategies, behaviour has not resolved and/or intensity increases, we may shift to Tier 2 strategies. At this tier, student/staff safety is potentially at risk and the learning environment is often disrupted. In addition to the teacher and student, collaboration includes school administrator(s) and parents/guardians in an effort to understand why the behavior is occurring, generate ideas to address the problem, and follow-up until the problem is resolved.

Examples of Tier 2 Interventions:

- Teacher documents behavior occurrences including when, where, who antecedents, details of the behavior, and consequences looking for patterns.
- Administrator observes/documents student behaviour
- Team (including parents) proactively and compassionately share information and collaborate regularly
- Individualize interventions to address the student's needs in documented support plan.
May include:
 - Visual supports/reminders, Goal sheet
 - Classroom placement
 - Adult-facilitated conversation between students
 - Noise cancelling headphones
 - Added adult supervision / social guidance
 - Regular (daily/weekly) parent/teacher communication

The goal is to identify the underlying reasons for the behaviour and to set goals and action items that will best meet the needs of the student and school community and resolve the problem.

Tier 2 Behaviour Examples:

- Inappropriate language (i.e. cursing)
- Physical aggression (with or without contact with others or damage to person / property ie: pushing, shoving, attempting to damage property)
- Verbal aggression
- Defiance, disrespect, insubordination, non-compliance

- Lying, cheating
- Harassment, teasing, taunting (physical and/or verbal)
- Disruption, excessive talking
- Difficulty managing emotional response to frustration so as to think rationally
- Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration

Steps for Tier 2 Behaviours:

1. With administrator and parent support, teacher and student identify the problem behaviour. The teacher gathers information from the child so to gain a clear understanding of the child's concern or perspective on a given unsolved problem. (Understand the unmet need)
2. Teacher and student review behaviour expectations and create an agreed plan of action
3. Parents acknowledge and agree to the plan of action
4. Agreed plan of action (intervention) is implemented
5. Student is given 4 weeks to change the behaviour
 - a. Daily check-ins between student and consistent teacher take place during this time.
 - b. Behaviour is logged daily by student and teacher.
6. If there is improvement within 4 weeks, behaviour is logged weekly rather than daily for another 4 weeks.
7. If there is no change after 4 weeks (or behaviour escalates), Administrator and parents are consulted for further support (Tier 3 interventions may be considered).

Tier 3:

Behaviors impact the immediate safety and well-being of others in the school community. The learning environment is significantly and repeatedly disrupted. Tier 2 interventions may or may not have been implemented successfully. If Tier 3 behaviors are not resolved, continued enrollment may be at risk.

Examples of Tier 3 Interventions:

- Immediate removal of the student from the situation to ensure safety of all
- Address physical or emotional safety needs of other students
- Determination of continued threat or one-time offense
- Determine need for services beyond the scope of Eaton Arrowsmith, i.e. counseling, therapy, etc.

- If deemed appropriate for student to continue, Administrator(s) collaborate with staff, family and student to address safety concerns of others in the school community.

Tier 3 Behaviour Examples:

- Ongoing abusive language (threat of physical harm, offensive racial/sexual comments)
- Fighting (defined as an action causing physical harm/damage)
- Arson
- Bomb threat, false alarm
- Use or possession of alcohol
- Use or possession of non-prescription drugs
- Using, supplying, or being with others involved with drugs or alcohol at school, or during school-sponsored events.
- Inappropriate physical touching / sexual aggression
- Use or possession of weapons
- Unresolved or escalated Tier 2 behaviours

Steps for Tier 3 Behaviours

1. Tier 3 behaviours should be referred to the school administrator(s) immediately.
2. Student is removed from classroom supervised by school administrator(s).
3. Parents are contacted to pick-up the student as soon as possible.
4. Parents, student and school administrator(s) conference to review behavior, consequences and appropriate next steps.
5. Next steps may include:
 - Change of program access (online vs. In-person)
 - Temporary suspension to consider whether to continue enrollment and develop plan for return
 - Discontinued enrollment

Restraint and Isolation / Seclusion

Washington State Schools:

Restraint and isolation are allowed only as emergency measures.

"Restraint" means physical intervention or force used to control a student, including the use of a restraint device to restrict a student's freedom of movement.

"Isolation" means restricting a student alone within a room or any other form of enclosure, from which the student may not leave.

Schools in Washington State are not allowed to use restraint or isolation as a form of discipline or punishment, or as a way to try to correct a child's behavior. Restraint and isolation are **only** allowed as emergency measures, to be used if necessary to keep a student or others safe from serious harm. They can continue only as long as the emergency continues.

Restrictions on the use of restraint and isolation apply to all students, in all of Washington's public schools, and in specialized schools that contract with school districts to serve students receiving special education services.

British Columbia Schools:

Staff will refer to the [BC Provincial Guidelines: Physical Restraint and Seclusion in School Settings](#)

Suspension Procedure

Eaton Arrowsmith School does not have an automatic or mandatory suspension policy. Each case that may involve conduct that could lead to suspension is dealt with on a case by case basis using a collaborative approach. Depending upon the severity of the circumstances, an in-school or out-of-school suspension may be given. The decision will be at the discretion of the school Administrator(s) with teacher input and with consideration of the student's and family's position.

A student in an in-school suspension will be monitored by administrative personnel and is expected to complete school work. At the end of the day the student will return to their classroom to prepare for dismissal.

If the child refuses to do the assigned work or is exhibiting unsafe behaviour towards themselves or others a parent or guardian may be required to pick up their child immediately. This decision is at the sole discretion of the school Administrator(s).

An out-of-school suspension is taken at home under the care of the student's parents or caregiver. The time spent out of school is meant to provide an opportunity for students to reflect on their conduct and upon returning to school, the student must be prepared to implement altered decision making. Upon returning to school, the student will submit either a verbal or written reflection.

Expulsion Policy (Discontinued Enrollment)

All students at **Eaton Arrowsmith** are expected to abide by the rules and expectations of the school. Students who fail to do this may be asked to leave Eaton Arrowsmith School. The school will make every reasonable effort to identify potential problems at an early stage, to inform the student and their parents or guardians of the reason for concern, and to give the student an opportunity to improve and correct his/her/their behaviour. However, in cases where the continued presence of the student threatens the safety, engagement, and well-being of fellow students and staff, expulsion may be immediate.

Reasons for Expulsion

A student can be subject to dismissal from **Eaton Arrowsmith** for any of the following reasons:

- Having been placed on an agreement, the student does not to adhere to the terms of the agreement created by principal, parents, student and teaching team.
- Student engages in violent or abusive behaviour.
- Student possesses, supplies, uses, or is associated with others involved with tobacco, alcohol or illegal drugs.
- Student damages, vandalizes, or steals the property of others.
- Student engages in any behaviour that damages the reputation of **Eaton Arrowsmith**

Procedures:

a) The School Administrator(s) and Head Teacher will meet to establish the course of action to be followed. At this meeting, all updated facts of the case will be presented in writing and verified. The School Administrator(s) will collect and summarize the information.

b) The School Administrator and Head Teacher will meet with the family and student who will be informed of the expulsion.

c) The School Administrator(s) will write a letter to the parents/guardians informing them of the expulsion and the reason for it. The letter will include reference to the school's Registration Policy and appeal processes of this policy.

d) Parents/guardians/students will have a one-week period in which to appeal from the date of the expulsion letter.

f) Once the student has left the school, he/she/they will not be allowed back into the school building without the prior consent of the School Administrator(s).

g) Immigration Canada may then be notified. (International Students)

Suspension and Appeal

Suspension and Appeal Process:

Members of the school community are expected to treat others with respect and courtesy and to conduct themselves in a manner worthy of the respect of others in order to promote a safe and positive school climate. This includes respecting the property of others, not having any involvement with illegal substances and resolving conflict in a non-violent and responsible manner.

Eaton Arrowsmith School shall consider the conduct of any member of the school community that adversely affects school climate to be a serious breach of Eaton Arrowsmith's Code of Conduct which warrants appropriate forms of intervention.

Guidelines for Code of Conduct:

The Principal will ensure consultation with staff, students and parents in the development of the Code of Conduct.

The Principal will ensure that the Code of Conduct will be displayed in the school and brought to the attention of all students, parents and staff members on a regular basis.

Student Suspensions:

In BC, the School Act authorizes the school to establish a Code of Conduct for students attending an educational program.

- When a student is in breach of the Code of Conduct, the Principal shall make every effort to resolve issues at the school level without interrupting the student's educational program.
- When there is a breach of the Code of Conduct which is severe in nature or cannot be resolved while the student remains in attendance at school, the Principal may suspend a student.
- The Principal will make a referral to the Eaton Arrowsmith's Operation Committee for a decision.

School Process for Student Suspensions:

- The Principal will ensure that every effort is made to provide an opportunity to change for any student facing disciplinary action.
- Contact will be made with the parent/guardian informing them of the circumstances of the suspension and providing the parent/guardian with the opportunity to provide information verbally or in writing to the Principal.

- A letter outlining the circumstances of the violation of the Code of Conduct and suspension will be given to the parent.
- The school will make every effort to meet with the parent/guardian and student to discuss the violation.
- The school will inform the parent of the availability of work for the student while suspended.
- Within five days of the suspension the Eaton Arrowsmith Operations Committee will make a decision, which may include reinstatement, expulsion of the student from Eaton Arrowsmith or withdrawal of the student from the school at the parent's request.

School Process for Expulsion:

A student will not be expelled until:

- the parents / guardians have been given a detailed description in writing of the conduct giving rise to the expulsion;
- the parents / guardians have been invited to meet with the classroom teachers and principal to discuss the student's conduct;
- the student has been given an opportunity to modify his or her behaviour; where doing so will not place the student or other students at risk*; and
- the parents have been formally notified that expulsion is under consideration. *

* Ensuring that a student has been given an opportunity to modify their behaviour is our goal, however in cases of serious violation of student conduct policies, immediate expulsion may be considered.

Appeal Process:

Parents have the right to appeal the decision of the Eaton Arrowsmith Operations Committee with respect to suspension or expulsion.

Within 7 days of receiving the Committee's decision, the parent/guardian can appeal the decision in writing to the Principal. The reason for the appeal must be clearly stated.

The Principal will forward the letter and relevant documentation to the Director for their consideration. The Director will consider the appeal and inform the Principal of the decision.