



Lighthouse Behaviour and Sanctions Policy

REVIEWED: August 15th 2025

AMENDED:

APPROVED:

Policy

Lighthouse International School is dedicated to maintaining a calm, respectful, and purposeful learning environment in which students develop self-discipline, empathy, and responsibility for their actions. The school's behaviour expectations are based on mutual respect and the belief that all students can learn to make positive choices when supported through consistent guidance and high expectations. The goal is not only to correct misbehaviour but to help students understand the impact of their actions and to restore relationships within the school community. The school's approach aligns with Alberta Education's *Safe and Caring Schools Framework* fostering confident, reflective, and responsible learners who contribute positively to society.

Behaviour management at Lighthouse is built upon fairness, consistency, and communication. All students are expected to demonstrate respect for themselves, for others, and for the learning environment. Staff members always model these expectations and use restorative practices to resolve issues when they arise. Misconduct, whether in class, around campus, or online, will be addressed promptly and in proportion to the behaviour. Repeated or serious breaches, such as aggression, bullying, or dishonesty, will be escalated through the appropriate channels. Behaviour expectations are communicated clearly at the start of each year, reinforced through assemblies, pastoral sessions, and the school's code of conduct.

The school recognises that behaviour is influenced by context and development. Supportive interventions such as mentoring, parent meetings, and individual behaviour plans may be used to help students learn appropriate conduct. Rewards are also an integral part of the behaviour system, celebrating academic effort, kindness, leadership, and contribution to the school community.



Procedure

When behaviour does not meet expectations, the following graduated response is applied:

1. **Initial Response** – The teacher addresses the behaviour directly, reinforcing expectations and offering a warning or restorative conversation. Minor issues are resolved at classroom level whenever possible.
2. **Restorative** – teachers get students to fill in a restorative form as a way of a deeper reflection of a behavioural pattern or incident.
3. **Teacher Detention** – this can be combined with a restorative form, but sometimes it is a detention to solve a particular situation, such as non-completion of an assignment.
4. **Referral to Head of Department and Contact Home** – If behaviour persists or escalates, the incident is recorded, and Parents will be contacted to ensure home-school partnership.
5. **Whole School Detention** – for level 3 incidents a whole school detention will be given, and parents will be notified
6. **Referral to Head** – Repeated or serious incidents are referred to the Head of School. A meeting with the student and parents will be arranged to develop a behaviour improvement plan. It may also lead to step 7.
7. **Suspension or Expulsion** – For extreme or persistent behaviour that threatens the safety or welfare of others, the procedures outlined in the *Suspension and Expulsion Policy* will apply.

Throughout this process, the emphasis remains on reflection, accountability, and restoration. Records of behavioural incidents are maintained to monitor patterns and identify students requiring additional support. Teachers are expected to follow the steps consistently and uphold the school's shared responsibility to maintain a respectful and disciplined environment.

Review – all policies are reviewed annually by the Leadership Team to make sure that they align with Alberta and Cambridge standards as well as best practices.