

## Randerson Ridge's Code of Conduct 2015-2016

### A. Statement of Purpose

- To establish and maintain safe, caring and orderly environments for purposeful learning
- To establish and maintain appropriate balances among individual and collective rights, freedoms and responsibilities
- To clarify and publish expectations for student behaviour while at school, while going to and from school, and while attending any school function or activity at any location.
- To recognize that special considerations may apply to students with special needs, if they are unable to comply with a Code of Conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.
- Our school's Code of Conduct is supported by the Board of Education and is guided by the Provincial Standards for Codes of Conduct Order M208 and the *BC Human Rights Code*. It specifically includes the guidelines pertaining to discrimination as stated below:

#### **Discriminatory publication**

- 7(1) A person must not publish, issue or display, or cause to be published, issued or displayed, any statement, publication, notice, sign, symbol, emblem or other representation that
- (a) indicates discrimination or an intention to discriminate against a person or a group or class of persons, or
  - (b) is likely to expose a person or a group or class of persons to hatred or contempt because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age of that person or that group or class of persons.

#### **Discrimination in accommodation, service and facility**

- 8(1) A person must not, without a bona fide and reasonable justification,
- (a) deny to a person or class of persons any accommodation, service or facility customarily available to the public, or
  - (b) discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the race, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of persons.

### A. Conduct Expectations

#### **Acceptable Conduct**

- Respect self, others and the school
- Help to make the school a safe, caring and orderly place
- Report to an adult, in a timely manner (in advance, if possible) of incidents of bullying, cyber-bullying, threat, harassment or intimidation
- Accept responsibility for your own learning
- Act in a manner that brings credit to the school

## **Unacceptable Conduct**

The following points are examples only and are not an all-inclusive list,

- Behaviors that:
  - interfere with the learning of others
  - interfere with an orderly environment
  - create unsafe conditions
- Acts of:
  - bullying, cyber-bullying, threat, harassment or intimidation
  - inappropriate use of computers, cell phones, cameras and other communication devices
  - physical violence
  - retribution against a person who has reported incidents
- Illegal acts, such as:
  - Theft of or damage to property
  - Possession, use or distribution of illegal or restricted substances such as firecrackers
  - Possession or use of weapons (including toys/replicas)

## **Rising Expectations**

Expectations will increase for students as they become older and more mature, and as they move through successive grades. Students are expected to exhibit increased personal responsibility and self-discipline and there will be increasing consequences for inappropriate behaviour. Children often need rules specifically stated. Some examples are listed below:

1. Pupils are expected to attend daily and be on time.
2. Pupils are expected to remain on the school grounds at all times unless they go home for lunch or unless they have received a *parent's written note* and *staff permission* to leave.
3. Pupils will not use the school phone unless the teacher has determined the purpose is appropriate. Arrangements for rides home or for visiting with friends should be made in advance.
4. Bicycles should be placed on the racks provided and locked. Students must not tamper with other student's bicycles. Bicycles are not to be ridden on the school grounds. Students will wear an approved helmet.
5. Do not throw or kick anything that might hurt someone.
6. ALL pupils are expected to go outside during recess and lunch times. Pupils may not be in classrooms during recess and lunch without supervision.
7. Pupils will not enter classrooms other than their own unless a teacher is present.
8. Pupils should not loiter in the halls, washrooms or in front of the school.
9. Sports equipment must be returned to the proper place by the pupil who borrowed it.

10. Students who fight will be sent home, and parents will be contacted.
11. No food is allowed in the gym, computer lab or library.
12. Equipment e.g. balls, that go on the roof will remain there until a district maintenance staff member retrieves it.
13. Gum or candy chewing will not be permitted in the school during class time.
14. Throwing snowballs will result in a school suspension.
15. Caps or hats are not to be worn inside the school.
16. Students will play in designated areas.
17. Students will not use inappropriate language.
18. No spitting.

### **C. Consequences**

- responses to unacceptable conduct are pre-planned and consistent e.g., 3 steps
- disciplinary action, wherever possible, is preventative and restorative, rather than merely punitive
- students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct e.g., participating in working through a “Think Sheet”

### **D. Notification**

In cases of serious breaches of the Code of Conduct, the school will advise other parties, including:

- Parents of student offender(s) – in every instance
- Parents of student victim(s) – in every instance
- School district officials – as required by school district policy
- Police and/or other agencies – as required by law
- All parents – when deemed to be important to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it.

## **Specific Consequences – 3 Step Process**

### **Step 1**

Discussion between student and staff member. When students choose not to meet behavioural expectations, there will be natural, logical and consistent consequences. Minor indiscretions are handled by staff. Frequently the consequence will be in the form of a time-out. It may also involve completion of a "Think Sheet" where students can reflect upon their actions and consider better choices next time. Parents are often informed and are required to sign the "Think Sheet".

## **Step 2**

Office Referral Forms are issued for major offences (i.e. rough play, bullying, fighting, physical abuse of others, throwing objects, defiance of authority, disrespectful/abusive language) and continual defiance of school rules. Students are referred to Administration. Parents are informed.

## **Step 3**

Parents are contacted for serious incidents of misbehaviour or if minor incidents persist beyond step two. Depending on the severity or frequency of the misbehaviour, students are given in-school or home suspensions for:

- persistent inappropriate behaviour, which disturbs, interrupts or disquiets the usual, orderly operation of the school
- inappropriate behaviour judged to have a harmful effect on the safety of other pupils

For the following, students can expect to be suspended immediately, from between one to five days:

- fighting,
- overt rudeness,
- alcohol and/or drug use,
- stealing,
- vandalism and
- any action that deliberately endangers the health and safety of others.

In addition to applying natural and logical consequences for misbehaviour, our discipline procedures include such methods as developing behaviour contracts and counseling for pupils.

## **Randerson Ridge Discipline Cycle**

### **Role of Administration in the Discipline Cycle**

1. to assist staff in administering the school rules.

2. to assist teachers who have students with severe behavior problems.
3. to model acceptable behavior and work toward consistency.
4. to encourage parent input in the discipline policy by contacting them when necessary
5. to meet with parent, teachers and counsellor when necessary
6. to monitor

**A. Classroom Level Problems**

Teachers deal “in classroom” with classroom management issues, lining up, homework, follow through, etc.

Student understanding of the rules and the consequences for infractions (such as; classroom detentions, parental contact, triad room, removal of privileges), coupled with consistent follow through by the teacher will form a solid foundation for all that happens later. Students may be referred to a Triad Room. If inappropriate behavior continues, students should be sent to the administrator.

When faced with defiance, rudeness, swearing or fighting, teachers should make a referral directly to the administrator.

With chronic “classroom” based problems, a referral to the office may also be made after the classroom teacher has used all the levels of classroom/teacher based consequences. Having documentation of the infractions and follow-up at the classroom level will help the principal follow through appropriately.

**Randerson Ridge’s Variation of the BUMP Behaviour Management Program**

**BUMP 1:** Invisible discipline – dealing with the problem, not the child.

- proximity                      - student’s name
- gesture                         - the “look”
- the pause                       - ignore
- the cough                      - remove offending object

**BUMP II**

- “I know that you know that I know” look

- Minimal verbal cues
- “Square off” physically to student
- “Thank you” when student complies

### **BUMP III**

- Stop teaching, pause, approach student
- Provide student appropriate choices
- Wait for answer
- “Thank you” when student chooses

### **BUMP IV**

- “I say what I mean and I mean what I say”
- “Implied choice” given and followed through
- Respect given and expected

### **BUMP V**

- Initiated by a potential “Power Play”
- Response
- Ignore it
- Non-aggressive, assertive problem-solving response
- Describe the situation and provide a choice
- Ask student to leave if necessary

### **BUMP VI**

- The Informal Chat
- Private conversation to define problem, generate alternative solutions
- Choose an appropriate solution, review, and end with a positive gesture
- Rationale – Responsibility for misbehaviour is placed on student. Student and teacher can re-establish a more positive relationship by mutual problem-solving.

### **BUMP VII**

- Formal contracts involving: student, teachers, parents, counsellor and administrator
- Example: a playground contract is sent home to be signed by parents with consequences built in.
- Contract is designed as needed with needs of specific situation

- This is for serious problems, where a student has “used up” most alternatives. Students will need to agree to terms of contract
- Part of the contract should detail positive consequences in use

### **BUMP VIII**

- “In-school suspension” usually in a buddy class
- Used only for serious infractions
- Student does class work while in suspension
- If student misbehaves in time-out room, an at-home suspension will follow

### **BUMP IX AND X**

- “At home suspensions,” “transfers,” or “expulsions”
- Team must evaluate reasons why other methods failed to work
- Under certain circumstances “Severe Behaviour” designation may be needed
- If appropriate, parental support may be offered

### **B. School Level Problems**

Incidents of a minor nature, which occur during breaks, may require a Think Paper and parents may be informed.

If inappropriate behaviour continues, a student will have an escalation in logical consequences. If the student is able to behave appropriately for 30 days dating from his or her most recent Time-Out, he or she will begin again. Time-Outs are not cumulative past 30 days. This “fresh start” is important. Playground or classroom incidents of a more serious nature such as physical aggression, defiance or rudeness, will result in the student receiving a conduct report and possible suspension from school.

1. A CONDUCT REPORT is filled by the teacher or supervisor in consultation with A.O.  
This outlines the name of the student, class, what the problem was and the Logical Consequence for this action.
2. One copy of the Conduct Report is given to the classroom teacher and one copy is sent home. The home copy is to be signed by the parent and returned the next day.
3. The information from the conduct report is stored in the Principal’s Office.
4. At the end of the school year, this information is destroyed.

### **Bullying, Cyber-bullying and Harassment**

The Randerson Ridge School community believes that all students, staff and volunteers should be provided a safe, secure and welcoming learning and working environment. To that end, acts of bullying, cyber-bullying and harassment will not be tolerated.

Bullying is defined as an intentional action on the part of an individual, which causes emotional or physical distress of a victim. Bullying implies a power difference of one individual over another. It may involve a single incident or a series of incidents over time.

It is also important to note that “bystanders are the supporting cast who aid and abet the bully through acts of omission and commission. It is important that kids recognize that they are all responsible for helping to create a safe, caring, respectful, and bully-free environment.” B. Coloroso, The bully, the bullied and the bystander, 2002. Bystanders will have consequences if they don’t accept the responsibility of reporting incidents to teachers or supervisors.

Bullying takes three main forms:

1. *Physical bullying* - involves hitting the victim in some way or taking or damaging a victim's property.
2. *Verbal bullying* - using words to hurt or humiliate others.
3. *Relational bullying* - trying to convince their peers to exclude or reject a certain person or people, and cut the victims off from their social connections.

Harassment is defined as any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person.