

## **Riverwood Academy Code of Conduct 2015-16**

**Riverwood Academy** is committed to providing a safe, caring and inclusive learning and working environment by promoting respect, responsible citizenship and academic excellence. A positive school climate exists when all members of the school community feel safe, comfortable and accepted.

The Standards of Behaviour outlined apply to all members of the school community, including students, parents and guardians, school staff, volunteers and visitors when:

- On school property.
- Traveling on a school bus that is under contract to the school and/or school board.
- Participating in extra-curricular activities.
- Participating in off-site school-sponsored activities.
- Engaging in an activity which will have an impact on the school climate.

### **A) Standards of Behaviour**

We value a school community where everyone takes responsibility for ensuring a safe place for learning and thus sets a foundation for quality learning experiences and equal opportunities for all. All members of the school community are expected to respect the following standards:

- Respect the rights and contributions of others and treat one another with dignity and respect at all times, regardless of economic status, national or ethnic origin, religion, culture, body image, gender, sexual orientation, gender identity, individual differences age or ability.
- When parents/guardians drop off students at school (particularly those in the primary and elementary grade) drop them off at the main lobby and not to their specific classrooms. This helps control the flow of individuals inside the building at any point in time.
- Use the main entrance intercom to check in once instructional day has begun.
- All students are expected to enter and leave the building through the main doors.
- Students are expected to sign out at the office before leaving school during regular class time and to report in at the office if returning. When coming in late, students are expected to report immediately to the office.
- Riverwood Academy strives to be a scent free school. Please refrain from wearing scented products in the school due to allergies which result in breathing difficulties.
- Dress appropriately
- Show proper care and regard for school property and the property of others.

- Lock your locker and keep combination private.
- Follow the school allergy policy.
- Represent the school in a positive manner.
- Respect and comply with federal, provincial and municipal laws.

### **Specific Standards for School Educational Environments**

- Work to your potential. Examples of practicing this code include listening attentively in class, seeking help when needed, completing assigned tasks to the best of your ability, prepare and study for quizzes and tests, completing and submitting on time all assigned work as outlined by teachers, catching up on missed work when absent from class, etc.
- We value instructional time to ensure that each learner maximizes their learning potential. Be prepared and on time. Pencils, paper and textbooks are examples of items that are regularly required for class. Share classroom equipment materials as needed and only use items or materials required for learning.
- Keep workspace tidy and personal items safe.
- Take appropriate measures to help those in need and to ask for assistance when needed.
- We value a positive school environment that is respectful, friendly, and supportive and encourages all individuals to work collaboratively. Examples of following this expectation would be to stay out of other's space and belongings, quietly work on activities, and allow others to learn. etc.
- Work cooperatively. Examples of practicing this code include using a low voice level when discussing an activity, respecting others during group work, asking before taking things, share the group workload using best effort, etc.
- Use appropriate voice level and language to demonstrate respect. This models good manners.
- Demonstrate honesty and integrity. Be kind and courteous. Think before you act. This is an example of making good choices and showing good character.
- Dress appropriately. Inappropriate language is not permitted on tee shirts. The advertising of such things as symbols of hate, racial slurs, alcohol, drugs or sex are examples of inappropriate dress. Clothing must cover the body appropriately. Clothing that is revealing and shows an excessive amount of skin such as muscle shirts, low cut necklines, bare midriffs and open back are not acceptable. Undergarments should not be visible. Hats and outdoor clothing are not to be worn during class time.
- Show proper care and regard for school property and the property of others.

### **Specific Standards for the Corridors/Common areas**

- Use lockers for intended purpose: ex. hats, coats, boots, books, etc.
- Keep lockers tidy and the floor clean.
- Respect other classes in session.
- Appreciate the work of others on display on walls.
- For safety reasons, walk quietly on the right, and move directly to where you are going.
- Keep your school clean.
- Keep hands, feet and body to yourself.
- Stay in designated areas.

### **Specific Standards for the Washroom**

- Only ask when necessary.
- Respect personal space, property and privacy.
- Keep washroom tidy.
- Use appropriate voice level.
- Flush toilet and wash hands.
- Report anything out of order.
- Return to class promptly.

### **Specific Standards for the Cafeteria**

- Use appropriate voice level.
- Follow the school allergy policy.
- Use good eating manners.
- Eat your food only.
- Stay seated until dismissed by the teacher.
- Tidy up when dismissed. Examples of practicing this code include clearing off your table area, placing litter in the garbage and recycling.
- Line up when directed.

### **Specific Standards for Assemblies**

- Listen to the person who is speaking.
- Be an active listener.
- Speak and act appropriately.
- Keep hands and feet to yourself.
- Eat and drink elsewhere, as directed.
- Remain quietly seated in your designated area, using good posture.
- Use the washroom only if it is urgent.

### **Specific Standards for the Bus**

- Walk to and from the bus.
- Line up to let others through.
- Sit in assigned seat and remain seated.
- Be aware of personal space. Keep hands, feet and book bags to yourself.
- Take care of personal belongings.
- Use appropriate voice level and language.
- Place garbage in proper location. Recycle.
- Follow instructions and all bus rules.

### **Specific Standards for the Gym**

- Use indoor voice.
- Bring appropriate dress and footwear.
- Follow the rules and practice good sportsmanship.
- Pay attention and try your best.
- Use equipment appropriately.
- Keep your assigned area clean. Eat and drink elsewhere.
- Encourage others to do their best.

### **Specific Standards for Specialized Rooms (library, computer, skills trades, music, art/science, multi-purpose)**

- Follow specific safety rules.
- Keep area tidy. Return things to their proper place.
- Share with others. Be patient while waiting for your turn.
- Work quietly.
- Use equipment appropriately.
- Eat and drink elsewhere.
- Make good decisions.

### **Specific Standards for Outside**

- Dress appropriately.
- Be aware of dangerous places and make safe choices when playing.
- Follow instructions and rules.
- Keep hands and feet to self.
- Use playground equipment appropriately.
- Put garbage in the appropriate place. Recycle.
- Take pride in your school building and grounds.
- Use kind words.

### **Specific Standards for Field Trips**

- Dress appropriately.
- Take care of your personal belongings.
- Follow the rules and regulations set by the location.
- Be an active and engaged participant.
- Use manners and be polite. Recognize the efforts of others.
- Put garbage in the appropriate place. Recycle.
- Follow instructions and safety rules.

### **Standards of Behaviour for Digital Citizenship**

Digital citizenship is a component of 21<sup>st</sup> century learning. We value 21<sup>st</sup> century citizens who take responsibility and ownership of their own learning. There will be times throughout the school day that students are permitted to use their electronic devices for instructional purposes and this will be teacher directed..

All members of the school community are expected to:

- Keep personal devices in a secure place.
- Keep personal photos and information, including passwords, private to everyone except my parents/guardians.
- Be respectful in the online environment and report any online activities that are not in keeping with this respect.
- Stop, Block, Save, and Tell a trusted adult about activities which cause you to be uncomfortable.
- Follow teacher directives to place electronic devices in designated areas.
- Use technology for learning as directed by the teacher.
- Use approved websites only.

### **B) Inappropriate Behaviours**

In abiding by Riverwood Academy Standards of Behaviour, all members of the school community are expected to refrain from:

- Breaking federal, provincial or municipal laws.
- Any violent or bullying behaviour (physical, verbal, social, electronic) that intentionally causes harm (physically, socially, or emotionally) to another person.
- Making derogatory or hateful comments toward an individual, group of people, idea, opinion or belief.
- Threatening an individual, group of people or property.
- Injuring an individual, group of people or property.

- Use of technology that intentionally abuses or bullies another person or interferes with the positive climate of the school. Examples of violating this code include: **Instant Messaging Harassment** – sending hateful threatening messages, warning wars, creating a screen name similar to another person's name (adding an "e" or one less "l") and then saying embarrassing or inappropriate things on it; **taking passwords** - impersonating a person online, changing a person's profile and/or locking a person out of their account; **profiles or blogs** – using these to damage another person's reputation or invade their privacy (writing about a relationship break-up); **websites** – creating a page specifically designed to insult someone, posting someone's private information online; **sending pictures through IM's, TM's or Emails** – these include degrading pictures, sending pictures of students in compromising situations (doing something illegal, drinking, private pictures, etc.); **Internet polling** – who's hot? Who's not? **Sharing secrets, spamming**, etc.
- Using language that is violent, profane or discriminatory.
- Wearing clothes that depicts violence, profanity or discrimination.

Inappropriate behaviours also include the following represented through the PBIS three tier approach:

## Category 1

- Misuse of electronic devices (cell phones, Ipads, headphones on).
- Assembly behavior (talking, caps, feet on chairs).
- Defacing school property (writing on desks and walls).
- Inappropriate clothing (drugs, alcohol, language, too revealing, footwear, winter coats, hats during class time).
- Disrespect towards school personnel and fellow students.
- Inappropriate hallway behavior (pushing, running, hitting).
- Inappropriate cafeteria behavior (using microwaves incorrectly, leaving a mess).
- Eating in non-designated areas.
- Incomplete homework.
- Late for class.
- Misuse of personal items (spraying cologne, cosmetics in class).
- Littering (inside and outside).
- Inappropriate language (unintentional swearing, inappropriate comments).
- Talking out of turn.
- Teasing/derogatory remarks/name calling.
- Inappropriate physical contact (rough housing).
- Wandering hallways during class time, abusing washroom privileges, etc.
- Inappropriate public displays of affection.
- Lying.
- Inappropriate class behavior:

1. Throwing things.
2. Unprepared for class.
3. Passing notes.
4. Out of seat.

## Category 2

- Cheating/plagiarism
- Inappropriate internet sites
- Inappropriate print material
- Inappropriate school representation (field trips, sports events, etc.)
- Invasion of personal space (teacher's desk, computer)
- Use of matches or lighters
- Misuse of trust (using keys, classroom computers)
- Skipping class
- Bus behavior (standing, throwing things, language)
- Aggressive physical contact (punching)
- Destructive damage of property (personal or school)
- Repeat Category 1 behavior

## Category 3

- Bullying/intimidating
- Bus behavior (fighting, interfering with driver)
- Dangerous use of vehicle in parking lot
- Defiance/refusal to comply
- Illegal substance (drugs, alcohol)
- Fighting
- Non-emergency fire alarm
- Prank emergency calls
- Physical aggression (intimidating)
- Dangerous activities
- Sexual activity (suggestive or actual)
- Sexual harassment (physical/verbal)
- Theft
- Threats
- Vandalism (physical damage, washrooms)
- Weapons
- Racial slurs/Homophobic comments
- Smoking on school property
- Leaving school without permission
- Swearing at an adult

- Discrimination based on economic status, race, color, culture, national or ethnic origin, language, religion, gender, sexual orientation, gender identity, body image, individual differences age or ability
- Chronic Category 1 and 2 behavior

### **C) Proactive Strategies**

Expected behaviours as identified in **Riverwood Academy** Standards of Behaviour will be encouraged and supported through the following school-wide practices:

- Behavioural expectations are communicated with all members of the school community through a variety of methods which may include hard copy handouts, school newsletters, parent/guardian–teacher night, school web-site postings, and/or emails.
- Standards of Behaviour for students are reviewed, practiced and discussed as needed.
- Standards of Behaviour are utilized consistently by all staff.
- Students may be offered choices, so that they can make an informed decision before acting.
- The resulting consequence of each choice is up to the professional judgment of the attending staff member.
- Maintaining the modelling of appropriate behaviours by school staff.
- Maintaining the acknowledgement of appropriate student behaviours through a variety of methods which may include positive verbal feedback, positive non-verbal gestures, and/or contact with parent/guardian, etc.
- Parents/guardians may be contacted by teachers for feedback on student behaviour and accomplishments.
- Curricular and extra-curricular programs that promote social skill development are available. For example: an alternate program, peer mentoring, a Social Justice Group/Gay Straight Alliance, NLESD Hazing Presentation, NLESD Luring, Threats and Sexting Presentation, NLESD Violence Awareness Presentation, arts and athletics, etc.
- Environmental and/or programming changes are considered.
- Teacher uses the pre-referral process to determine and/or meet a student's needs.
- Referral for assessment may be considered by the service delivery team.
- Referral for counselling.
- Referral to district staff such as the school designated educational psychologist or outside agencies.
- Consistent teacher documentation of inappropriate student behaviour.
- Focused support for small groups and individual students.
- Etc.



## **D) Reactive Strategies**

In response to inappropriate student behaviour, teachers and administrators of **Riverwood Academy** shall utilize a Reactive Strategy, depending on:

- The level of the behaviour.
- Circumstances of the behaviour:
  - The people involved (students/staff/etc.)
  - The environment
  - Precipitating factors
  - Special circumstances
  - Etc.
- Past reactive strategies utilized for this student and the students resulting behaviour.
- The frequency of the behaviour.
- The student's exceptionality and/or Individual Education Plan (IEP).
- Etc.

The reactive strategy used will be determined by the professional judgment of the attending staff member. Interventions for level two and three incidents will be conducted in consultation with the school administrator. Appropriate school response to Category 1 student behaviours (which are responded to by the teacher witnessing the behaviour):

### **Category 1 Interventions/Consequences**

#### **➤ Non-verbal reminders**

- Close proximity.
- "The Look".
- Visual reminders (signs, subject expectation chart).
- "Lights out" to get attention.
- Stand/sit and wait (with possible consequence).

#### **➤ Verbal reminders**

- Shhhhh! , please be quiet, etc.
- Talk s-l-o-w-l-y.
- Lower voice to get attention (whisper and then raise voice to normal level).
- Model expected behaviour / re-teach expectations.
- Student Nominations – acknowledging positive behaviour.
- Incentives such as music on in class, etc.
- Play recorder.

- Humour - For example: "That's pretty funny but now you need to get back to the assigned work".
- Ignore the behavior (could be an isolated event).
- Monitor behavior to see if there is a pattern developed.
- Redirect by pulling them into a conversation/activity.
- Consult with other teachers working with the student.
- Praise the positive actions the student makes (positive feedback for what the student should be doing but may not always be doing).
- Use the student's name in a positive manner instead of a negative (don't use the student's name in negative examples).
- Peer mentor (student buddy to help model behavior/seating plan).
- Buddy system (a student who is responsible and doesn't mind helping the misguided student to focus).
- Provide breaks.
- Raise hand to get attention.
- Apology (student apologizes (verbal or written) for behavior, restorative justice).
- Correct misbehaviour (let the student know what is expected and what they need to do).
- Natural consequences (if they should be walking but decide to run and then they fall, do you need to do anything else?).
- Student driven consequences (ask the student what should be done).
- Offer teacher driven choices and consequences.
- Removal from group.
- Arranged seating.
- Self-reflection – verbal or written (What did you do? How would you change it?).
- If you don't teach the student, advise the homeroom teacher of behaviour and intervention that was taken.
- Teacher detention (in-school detention).
- Loss of privileges (this could be a safety issue).
- Restitution - restoring something that has been lost (if a drink is thrown by the student then he or she cleans it up, if there's writing on a desk then it's cleaned off, etc.)
- Student contacts parent/guardian on the phone to explain their behaviour.
- Subject teacher contacts parent/guardian (ATIP email if available).
- Subject teacher contacts parent/guardian phone call - used with caution as the parent or guardian may be working in structured environments (medical field, mechanic, etc.)

## **Category 2 Interventions/Consequences**

- All Category 1 interventions/consequences fall into this category.
- Possible removal of student from situation (written documentation should be used). This could be an intervention or consequence.
- Behaviour Tracking sheet.
- Loss of privilege.
- Restricted access to facilities/activities.
- Sent for office detention.
- Meeting with parent/guardian and possibly the student.
- Team problem solving.
- Consult Guidance, Service Delivery Team and/or other outside professional services (i.e. Janeway).
- Consult the administration (provide some form of written report).

## **Category 3 Interventions/Consequences**

- All Category 2 interventions/consequences.
- Remove student from the situation.
- Evacuate the class (safety first).
- Student / Parent- Guardian / School Conferences / Guidance.
- Educational program change if academic and grounded in exceptionality – team consultation.
- Consult District personnel.
- Contact with student protection (medical professionals/Outside agencies).
- CPI
- Behaviour management plan (BMP) / contract.
- In-school suspension.
- Out-of-school suspension.
- Reduced day(s).
- Alternate school application.
- Contain classes on floor (secure school or lockdown).
- Consult with medical or emergency personnel.
- Police involvement.
- Other

**Note:** The Bullying Intervention Protocol will be used in appropriate situations as determined by policy.

