Glenwood Elementary School

R.O.A.R.

With Respect, an Open Mind, an Awesome Attitude, and Responsibility

The staff at Glenwood Elementary practice a positive, proactive behavioural support model, where the school code of conduct becomes a living, breathing document that stands as a common language for all staff to use when teaching behaviour.

Teaching and role modeling pro-social behavioural skills and self regulation is at the heart of Glenwood's culture and teaching practice. The code of conduct was developed by the Glenwood community and is unique to the needs of Glenwood students.

Glenwood Elementary School's Code of Conduct has been created to maintain a safe, caring and orderly school environment.

The Purpose of the Code of Conduct is:

1) To encourage the development of socially responsible behaviour resulting in a positive reputation for students and the school community.
2) To foster a safe, respectful and welcoming learning environment for all students, staff and parents.
3) To clearly communicate behavioural expectations to the school community.

The Code of Conduct applies to all members of the school community at school, traveling to and from the school, at any school-related activity at any location, or any circumstance/activity that will have an impact on the school environment.

As members of the school community, we believe in supporting our children and developing their compassion, respect and care. We believe children want to be helpful, that positive behaviours can be learned, and that teaching socially responsible behaviours requires modeling, time, consistency and practice. Behavioural expectations held for students rise as they become older, more mature and move through successive grades.

Our Code of Conduct is based on our acronym R.O.A.R.

Respect
Open Minded
Awesome Attitude
Responsibility

<u>Conduct Expectations</u>

We believe in treating others the way we want to be treated. All relationships and interactions at Glenwood should be respectful, polite, courteous, kind and inclusive.

All relationships are important, and we have high expectations for:

- Interpersonal interactions between students, staff and parents
- Electronic interactions, including the use of the internet, texting, cell phones, computers, and other electronic devices

At Glenwood we promote a climate of understanding and mutual respect where all are equal in dignity and rights. All are entitled to the accommodations, services and facilities they require. We do not tolerate discrimination towards others that prevent them from having their needs met. We do not allow any publication or display of signs, symbols, or other representations that discriminate against others because of their race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender identity, sexual orientation or age,

Any language (oral or written) or behaviour that deliberately degrades, denigrates, labels, stereotypes or incites hatred, prejudice, discrimination or harassment towards students or employees on the basis of their real and/or perceived sexual orientation, gender identity, gender expression, appearance, capacity, disability, colour, ethnicity, or religion will not be tolerated.

At Glenwood we believe that all students should behave with Respect, an Open Mind, an Awesome Attitude and Responsibility (R.O.A.R). It is our expectation that students demonstrate these behaviours in all school locations, including field trips and community outings.

Glenwood Grizzlies ***R.O.A.R.*** ***with success!***	**Respect**	**Open Mind**	**Awesome Attitude**	**Responsibility**
	Use kind and appropriate language Listen to adults and supervisors Think about others first Look after one another and our school Respect personal space Hands and feet to self	Listen to those around us Include others Assume the best of others Try new things	Use kind words Remember your please and thank-you's Smile Have positive body language Think first, talk /act after Bucket fill and recognize others for their accomplishments Come ready to learn	Ask for help if needed Make safe choices In conflict with other students use your W.I.T.S. (Walk Away, Ignore, Talk it Out, Seek Help) Garbage in the garbage cans Recycle! Compost!

Unacceptable Behaviours:

Certain behaviours will be considered unacceptable in both interpersonal and "cyber" interactions. Examples of these include, but not limited to:

- Persons- Arguing, disobeying, lying, misleading, taunting, teasing, intimidating, threatening, harassment of any form, bullying, cyber bullying, etc.
- Personal Space- Violence in any form such as grabbing, pushing, tripping, wrestling, fighting, snowballing or assaulting, etc.
- Property, the community, or environment- Vandalism to school or its grounds, vandalism to neighbouring property, littering, stealing, etc.
- Law- Any illegal activities including but not limited to drugs, alcohol, smoking, theft, vandalism, fireworks, weapons or replicas, intruders or trespassing, verbal/physical/sexual abuse, etc.

Expectations for student conduct for younger students differ from those for older students, as they do for students with special needs who are unable to meet expectations due to a disability. We expect our students to become more socially responsible as they move through successive grades and become older and more mature.

Responses to Unacceptable Conduct:

Responses to unacceptable conduct will be thoughtful, consistent and fair. Most minor inappropriate behaviours will be addressed by the classroom teacher and/or intervening adult in the environmental context where the behaviour has occurred. The purpose of the intervention is to re-teach the expectation and/ or missing pro-social skill. In matters concerning safety and/or ongoing disruption of the learning environment the administration will become immediately involved

The focus of any intervention will be preventative and restorative in nature, rather than merely punitive. Wherever possible, students will be encouraged to participate in the development of meaningful interventions through discussion and mediation.

Decisions will be made with respect to the individual. Responses to conduct issues will take into consideration the student's age, maturity and past conduct. Interventions will not discriminate against any student, including those who cannot meet an expectation because of a disability of an intellectual, physical, sensory, emotional or behavioural nature. Reasonable steps will be taken to prevent retaliation against any person who reports a Code of Conduct issue.

Every effort will be made to support students. However, if there are ongoing conduct issues after having implemented interventions, progressive discipline may include, but not be limited to, referral to an intervention committee, suspension, a change of program, a change of school, or involvement of the police when and if a behaviour includes a criminal code violation.

When responding to breaches in the Code of Conduct, school officials may inform a student's parent(s), the parents of other students who were involved, school district officials, the police or other agencies or the parents of all students when the whole school community needs to be reassured that a serious situation is being addressed.

Bullying Definition

At Glenwood we believe that all students and staff have the right to work and attend school in a safe, caring and responsible environment. This environment is characterized by positive relationship between students, staff and parents. ***It is recognized that bullying by anyone (adult or child) has a negative effect on the school climate and therefore is not tolerated at Glenwood.***

Bullying is defined as the following:

Bullying & Harassment: Comments or conduct that is unwelcome and often creates an intimidating, demeaning or hostile environment. Bullying is a type of harassment**. Bullying can be confused with conflict that happens between students; however, bullying can be defined as a repeated action, and/or include a power imbalance.**

Bullying can (but may not be limited to) the following:

- Physical Bullying: Hitting; kicking; tripping; pinching; pushing or damaging property.
- Verbal Bullying: Name Calling - insults; teasing; intimidation; homophobic or racist remarks or verbal abuse.
- Social/Emotional or Relational Bullying: Behavioural actions designed to harm a child's reputation or cause humiliation like: lying; spreading rumors; negative facial gestures; playing mean jokes to embarrass or humiliate a child; mimicking a child in a mean way; or encouraging social exclusion of a child.
- Cyber Bullying: Taunting or humiliation through social media sites/internet; cruel websites targeting specific youth; humiliating others while playing online games; verbal or emotional bullying through chat rooms, instant messages or texting; posting photos/videos of other youth on the internet.

*If a student engages in any of the above-mentioned behaviours the Code of Conduct will prevail.

School Dress Code and Considerations

DRESS CODE

The school district is committed to providing students with learning environments that are safe, responsive, and inclusive. The district recognizes that decisions about dress reflect individual expression of identity, socio-cultural norms, and that they are personal. Students may attend school and school-related functions in dress of their choice provided that their choices:

- Conform with established health and safety requirements for the intended activity;
- Do not represent or promote alcohol or drugs;

- Use respectful language;
- Do not depict or promote violence, racism, sexism or discrimination; and
- Are not intimidating to others.

Ultimately, the school administration has the responsibility to apply the dress guidelines when necessary. If any person dresses in an inappropriate manner, the student should be advised personally and discretely and given an opportunity to meet school district guidelines.

Electronic Device Policy

As a school we believe that technology is an important tool for enhancing learning and we expect students to use technology tools in a **responsible and respectful manner**. Considering how these technologies impact upon students' levels of physical activity, interactive play, and social interactions, the following policy for personal technological devices has been established:

a. iPads, iPods, tablets, and other personal technological devices are permitted at school but students bring at their own risk as we cannot guarantee their safety and will not accept responsibility for loss or damage.
b. Cell Phones and personal learning devices are permitted at school but they must be switched off and packed away throughout the school day. Students may not use their phone/ camera without teacher permission during the school day. The school has a school phone for emergency purposes. Students are strongly encouraged to use recess and lunch for outdoor activities and not use electronic devices.
c. At no time should students post, publish, or text information about other students or staff on the Internet without the consent of a teacher.
d. Use of electronic devices must be consistent with the general guidelines of our Code of Conduct. Harassment or bullying using electronic devices is prohibited. Students are reminded that even if harassing or bullying occurs away from school, the school may be required to act in any situation that impacts our learning environment.