

# PENSON SCHOOL CODE OF CONDUCT

2015-2016

## OUR PLAN:

Penson School fosters a culture of character. Character is defined as having the inner strength to do the right thing at the right time for the right reason. At school, we wish to partner with parents and the community to build this culture of character within each student.

At Penson School students shall take responsibility for their behaviors. All people make mistakes, and when students are accountable for their actions, they are able to learn from their mistakes. As well, by implementing logical and consistent consequences and by providing individuals with opportunities to become responsible and caring members of the community, they will learn about their behavior, their choices, and their impact on others.

## *Pete's Code of Conduct...*

- I am respectful.
- I am responsible.
- I am prepared.
- I will share and be fair.
- I am cooperative.
- I will settle conflicts peacefully; my hands are for helping, not hurting.
- I am here to learn.

*By acting this way, I am a capable and contributing member of Penson School.*



## UNACCEPTABLE BEHAVIORS:

*Unacceptable Behaviors are those that interfere with our plan, for example:*

PHYSICAL AGGRESSION	SOCIAL ALIENATION:	VERBAL AGGRESSION:	SEXUAL HARASSMENT:
Pushing, grabbing, hitting, pinching, spitting, tripping, etc.	Gossiping, embarrassing others, ethnic slurs, excluding from a group, etc.	Threatening others to do something, threatening with a weapon, playing a dirty trick, etc.	Remarks, gestures, or actions of a sexual nature.

## **EXAMPLES OF UNACCEPTABLE BEHAVIOURS:**

<b>MINOR INFRACTIONS</b>	<b>POSSIBLE CONSEQUENCES INCLUDE:</b>
Name calling Ignoring the bell Leaving the school boundaries Neglecting to show appropriate hallway/assembly behavior Displaying disrespectful behavior Late for class Littering Throwing objects Inappropriate dress/language	Teacher-Student consultation Parent called Verbal reminder Student removed from the situation Recess or noon hour detention Student phones home and explains Note in agenda or other. Natural consequences that flow from behavior.
<b>MAJOR INFRACTIONS:</b>	<b>POSSIBLE CONSEQUENCES INCLUDE:</b>
Fighting Bullying Smoking, Alcohol, or Drug use Vandalism Theft/extortion Offensive language Repetitive minor infractions Disrespectful behavior Bus report Threats Anything that compromises the safety of others	Administrative involvement. <i>* Any suspension is at the discretion of the Principal, or his designate.</i> Parents involved by phone, email, letter Service Project Detention at recess or noon Loss of privileges i.e. term incentive trip Child phones home Documentation in file Police involvement

*\*Infractions are not limited to this list, and most are dependent on context, as are the consequences.*

*\* Consequences are put in place to maintain the integrity of the learning environment and give each student an opportunity to learn from his/her mistakes.*

**\*\*\*Unacceptable Behaviors Include all Aspects of Bullying...\*\*\***

**Bullying Defined:**

Simply put, bullying is a pattern of unwelcome or aggressive behaviour, often with the goal of making others uncomfortable, humiliated, scared, or hurt. It's almost always used as a way of having control or power over the target. It frequently involves an imbalance of power between parties, unequal emotional response to the action, and, at worst, it may be relentless, even after the victim has asked for the action to stop.

There is a distinct difference between **bullying** and **normal conflict**...

**Bullying** is a pattern of unwelcome or aggressive behaviour that often involves an imbalance of power, and/or the intention to harm or humiliate someone.

**Conflict** is generally a disagreement or difference in opinion between peers who typically have equal power in their relationships. It's usually an inevitable part of a group dynamic.

**4 Types of Bullying:**

1. Physical: includes hitting, kicking, tripping, pinching and pushing, or intentionally damaging property.
2. Verbal: includes name-calling, insults, teasing, mean tone, intimidation, homophobic or racist remarks, or verbal abuse.
3. Social/Emotional: also called "relational bullying", includes behavioural actions designed to harm a child's reputation or cause humiliation, like lying and spreading rumours, negative facial gestures, playing mean jokes to embarrass or humiliate a child, mimicking in a mean way, encouraging social exclusion of a child, et
4. Cyber: includes taunting or humiliation through social media sites (Facebook, Twitter, etc.) or the Internet, cruel websites targeting specific youth, humiliating others while playing online games, verbal or emotional bullying through chat rooms, instant message or texting, posting photos of other youth on rating websites, etc.

All incidents of bullying are serious and will be treated as such. Due process is used to investigate allegations, and, when evidence reveals that any form of bullying has occurred, consequences will follow.

Every student has the right to a safe and caring learning environment, and we will honor each other's right to be happy. We will protect this basic right of our students.

*\*Cross Reference: District Policy IGH Anti-Bullying*

## **DISCIPLINE PHILOSOPHY:**

During the formative years, children acquire varying amounts of self-direction. As adults, it is part of our responsibility to help them grow in this experience. Most often, reasoning, discussion, and simply telling students that a certain behavior is unacceptable or undesirable is sufficient. During these learning opportunities, the adult in charge provides council and helps the student understand the impact his/her actions have had on others. The adult and the student work together to think of alternative actions, possible solutions, and ways to make retribution. This is the most common form of discipline used at Penson School.

In some cases, external discipline in the form of consequence may seem to be the best. The consequence will depend on the context and nature of the infraction, in addition to the student's willingness to accept responsibility for his/her actions. In some cases, where behavior is very serious or repetitive in nature and the continued attendance of a student at school is seen as harmful to the student body, a suspension from school or the bus may be the consequence. Serious and/or repeat infractions are recorded by the adult in charge, and administration is involved. All discipline situations receive due process, including investigation, and after due diligence has been given, consequences are assigned, often in consultation with parents. The suspension or expulsion of a student will be invoked when other measures have proven to be ineffective or when the seriousness of the offense warrants such actions

When parents/guardians have concerns, they must first discuss the matter with the classroom teacher, provided that the matter does not imply serious harm or threat. If resolution is not achieved, a conflict resolution meeting with the principal may be arranged. Parents/guardians are encouraged to supply a written statement that identifies what the *concern is and what the circumstances were that led to the concern, citing specific examples*. Once the problem is clearly identified, interests are determined, solutions are generated, and a plan of action is put in place.

## **PENSON CREED:**

***Every member of this learning community will honor the Penson School Creed:***

- R** We treat one another with courtesy and dignity at all times by honoring the **R**ights of others to be happy
- E** We strive for **E**xcellence in academics, athletics, and character
- S** We **S**upport each other at Penson School, and together, we make decisions that will have the greatest positive impact on student learning.
- P** We approach situations and endeavors with **P**ositivity. We **P**lan for success every day
- E** We come to school with an **E**nthusiastic, positive attitude, eager to participate whole heartedly
- C** **C**ommunication is critical to healthy interactions in our learning and extended communities. **C**oncerns, questions, and **c**omments are addressed with a problem solving approach.
- T** We value **T**enacity at Penson School. We finish what we have started, even when it's difficult.

# Pete's Playground Pact



1. Always be a courteous and caring friend. For example, invite others to join in play. Remember, when someone asks to play, the answer is always, "YES!"
2. Safety first! Play safe and respectfully. For example, no roughhousing or putting yourself in dangerous situations. Tell a supervisor if someone is hurt.
3. Be visible. For example, if you can't see a supervisor, move to a location where you can be seen. Be where you are supposed to be.
4. Take care of your playground by not littering; that's how we show Panther Pride!
5. Have fun, be active, and socialize! Leave personal electronic devices at home.