

Varsity Acres School

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"Stretching For Success ... Toujours Plus Haut"

DISCIPLINE WITH DIGNITY

Varsity Acres School believes that a safe, supportive and effective learning environment is the shared responsibility of students, staff, parents and community members. Learning to be accountable for our actions is an important part of our education. This requires that we know and do what is expected and that we be prepared to face the consequences that result from not meeting those expectations.

PURPOSE

The purpose of this document is to define the code of behaviour for our school community. It is based on a set of school-wide values and expectations; it identifies how we will teach the development of personal discipline, and it identifies consequences that will follow when expectations are not met.

WHAT WE VALUE

The rights that we value at Varsity Acres School include:

1. the right to learn, to work and to play in a safe and secure school
2. the right to be treated with dignity and respect
3. the right to fair and equal treatment
4. the right to hear others and to be heard
5. the right to freedom of expression, and
6. the right to privacy.

OUR GOAL

To build a caring culture within our school community where students, staff and parents encourage, value and support one another and feel safe, and where abuse, bullying and discrimination are unacceptable.

OUR PLAN

To value Respect, Safety, Vigilance and Praise (R.S.V.P.)

- R We will demonstrate RESPECT by: treating others as we would like to be treated, listening carefully to anyone who is speaking and caring for school and personal property.
- S We demonstrate SAFETY by: walking quietly in the halls, keeping hands, feet and body parts to ourselves, organizing and picking up our materials and keeping our space tidy.
- V We will demonstrate VIGILANCE by: acting as a caring majority, assisting those who are in need of help and reporting incidents of unacceptable behavior to a staff member.
- P We will demonstrate PRAISE by: celebrating our own and others' successes.

UNACCEPTABLE BEHAVIOURS

Unacceptable behaviors are those that interfere with the R.S.V.P.'s.

Physical Aggression: Pushing, grabbing, hitting, pinching, spitting, tripping, breaking things, etc.

Social Alienation: Gossiping, embarrassing others, ethnic slurs, excluding from group, rumors, etc.

Verbal Aggression: Put downs, name calling, swearing, mocking, teasing, etc.

Intimidation: Threatening others with words or objects, playing tricks, graffiti, taking things, etc.

Sexual Harassment: Remarks, gestures or actions of a sexual nature.

Cyber Bullying: Using email, internet chat rooms, text messaging, etc. to antagonize or intimidate others.

BULLYING IS

an imbalance of power and the victim feels they cannot defend themselves

- negative actions that are repeated, not just one time
- done by one person or a group
- done to get attention
- done to get one's way
- between people who are not friends and do not usually play together

BULLY PROOFING

- teach the concepts of bullying
- teach strategies to deal with bullying

HA
Help
Humor

HA
Assert Yourself
Avoid

SO
Self-Talk
Own It

- mobilize the Caring Majority
- build a Caring Community

CONSEQUENCES OF UNACCEPTABLE BEHAVIOURS

Minor infractions are handled by the "adult in charge" (teacher, supervisor or administrator) as they occur. The interventions will be immediate and will focus on helping the child solve the behaviour problem while maintaining their dignity. It is our belief that children need to see their behaviour as something for which they are responsible and that they can control or change. At the same time, they need our guidance to learn this.

Staff may use a Student Action Plan. The Student Action Plan is a tool to help the teacher work with the student on the problem. It has four possible steps. The student completes the form with the assistance of the teacher or administrator. This ensures that the child has the opportunity to tell his or her side of the story and allows the staff to become aware of the child's point of view. After completing the "What Happened" section, the child is encouraged to think of other actions that he or she might have taken that would not have resulted in the present problem. If disciplinary action is taken, it is recorded on the form. A caring behaviour is then selected that will accompany the consequence. The form becomes a record of this incident and may be used for purposes of discussion with the child and/or their parent throughout the current school year.

While minor misconducts are often handled by the teacher working with the student, the teacher may also contact the parent/guardian to help in solving the problem. This generally happens when the teacher feels it will help the child succeed.

Major infractions require the student to report to the Principal or Assistant Principal and the Student Action Plan is completed. The parent/guardian is contacted by Principal or Assistant Principal and together a plan to help the student with the problem can be made. Disciplinary action begins when all the information is collected. Positive/appropriate behaviour will be recognized and celebrated. Each incident will be treated on its own merit.

MINOR INFRACTIONS

Name calling, put downs, teasing
Ignoring the bell
Going out of bounds at recess/noon hour without permission
Neglecting to show appropriate hallway/assembly behavior
Not following classroom rules
Littering
Rough or unsportsmanlike play
Bus report

Consequences

Verbal reminder/conversation with adult in charge
Time out
Action Plan
Child phones home and/or note in agenda
Loss of privileges including recess or lunch hour
Student removed from situation or activity
Community service specific to the infraction
Confiscation of property for a period of time

Caring Behaviours

Apology: written and delivered verbally
Written reflection about the incident
Teaching opportunity (eg: prepare lesson for younger grade)
Community Service

MAJOR INFRACTIONS

Fighting
Actions that compromise the safety of self or others
Disrespectful behavior
Vandalism
Theft/Extortion
Swearing
Threats
Bus misconduct
Repetitive minor infractions

Consequences

Administrative involvement
Action Plan
Parents informed via phone call or letter
Loss of privileges including recess or lunch hour
In-school suspension/bus suspension
Out-of-school suspension
Referral to police/attendance officer
Referral to CBE behavior strategist
Documentation in student file

Caring Behaviours

Apology: written and delivered verbally
Written reflection about the incident
Teaching opportunity (eg: prepare lesson for younger grade)
Community Service
Project

Please Print:

DATE: _____ ROOM#: _____

CHILD'S NAME: _____

PARENT NAME: _____

"We have shared our school's Positive Behaviour Plan":

Signature of Parent/Guardian

STUDENT CELL PHONE USE POLICY

- Students are discouraged from bringing cell phones and/or other electronic devices to school.
- If students bring a cell phone to school, they must ask permission to use their phone. Cell phones are to be used only under the direct supervision of school personnel.
- If communication between home and school is necessary, students will be asked to call home from the office. Similarly, parents are encouraged to call into the office to relay messages to their child.
- Students found to be using cell phones without permission will be disciplined according to our school discipline policy.
- Cell phones are not permitted on school sponsored trips.
- Cell phones are not permitted to be used in class, on the playground or on the school bus.