

Robert Hopkins Public School

Code of Conduct

A positive school climate, with a safe learning and teaching environment, is essential for students to succeed at school. All of us- staff, students, families, and community agencies- have a part to play in making schools safer. Our goal is to foster a sense of self-worth and self-regulation in our students. Our focus is to create a safe, positive atmosphere where students develop self-respect as well as respect for others, school property and the environment. **The school Code of Conduct applies at school, on the bus, and when classes are participating in out-of-school activities.**

Physical, verbal, sexual or psychological abuse; bullying; discrimination on the basis of race, religion, gender identity, sexuality, language, disability or any other attribute is unacceptable. Any incidence will be investigated and any follow through will be with Board Policy and Procedure in mind, with a focus on progressive discipline. All members of the school community must demonstrate honesty and integrity in achieving academic excellence and in the appropriate use of technology.

The staff at Robert Hopkins work hard to build and foster relationships and create a safe learning environment for our students. We provide opportunities that will help students to become responsible and caring global citizens.

At Robert Hopkins Public School, Progressive Discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. When inappropriate behaviour occurs, disciplinary measures are applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

Consequences must be meaningful to the student and result in a positive change in behaviour. Our aim is to redirect the student's inappropriate actions and foster a sense of respect and cooperation. When a student does not follow the School Code of Conduct, the supervising staff will work as a team with the student to understand any barriers to the student following the expected behaviours, and to discuss natural and meaningful consequences. Serious situations are reported to the office and parents are made aware of the situation and the outcome of the intervention. The goal of any intervention strategy, whether implemented in the classroom or by the administration, is for our students to reflect on their behaviour, think about the impact that it has on others in the school community, and to learn how to make more positive choices in the future.

When Challenging Behaviour Arises

We want to reassure you that student safety is of utmost importance to us and that when children report an issue to us, we always follow through. To protect the privacy of children that are not your own we cannot share our follow through just as we would not share any of your child's information with others. We try very hard to mediate the conflicts amongst our students so that all parties understand the other's perspective.

When working with children we make every effort to provide space and opportunity for reflection. We use **Restorative Practices** which take time and opportunities for discussion. This approach is [Policy and Procedure for the OCDSB](#). Our challenge is always trying to find the most meaningful course of action and consequence as appropriate. We always consider **mitigating factors** and the **level of consistency** and type of behaviour.

When working with families, it is always our hope that we can work together. This looks different for each individual situation. Some families support our tiered intervention approach and as appropriate the involvement of our school Learning Support Staff - social worker, psychologist, speech and language pathologist, and other central teams of expertise. Others support by reinforcing our expectations here at school and an understanding that views expressed at home are one perspective. Our school is an inclusive environment where we strive for everyone to feel safe to be themselves and feel valued for who they are.

Schools are dynamic places where all kinds of students come together. Teachers have a great deal of training in terms of differentiating and accommodating both learning and behavioural needs. Classroom teachers utilize a variety of strategies (ie. seating, body breaks, choice in assignment, reduction of questions, opportunities for play). This is a way to provide a safe haven to help students work through challenges, reset, and prevent dysregulation or conflict. Our goal is to teach our students problem solving, resilience, self-advocacy and self-regulation skills so that they gradually learn to navigate situations independently and then, as needed, with the help of a caring adult. Our hope is that our students will, in time, better self regulate and not respond in a way that is not helpful to themselves or others

Please understand that observing and tracking to figure out the function of behaviour is one way for us to help students proactively build skills and strategies. It also helps us to keep families informed of the frequency, time of day, subject, or any other pattern in behaviour that may help our team work collaboratively with families to support students. Sometimes hearing about an unexpected behaviour, particularly when it is unsafe (either physically or mentally) is difficult. Mutually respectful communication strengthens the relationships and the ability to support children in their development. Addressing the behaviour and not the child (ie: this type of behaviour is not acceptable) helps us to form a trusting relationship with our students. When children understand that they are not the problem but the behaviour is, we stand a greater chance of helping them to be kind and successful people.