

## Respectful Behaviour at Springfield Middle School

- Because the work we do hinges on all stakeholders having meaningful input and to be part of the important work we do, it is important to understand the roles of all 3 groups.
- Timely communication is critical in addressing issues effectively. This includes the school contacting parents and parents contacting the school. It is also important that students, as the most important stakeholders in this equation have the opportunity and means by which to report behaviour which may interfere with their learning. We will inform you throughout the year the different ways in which this is being accomplished.
- Throughout the year, we will recognize students for their contributions which positively impact the climate of the school.

Staff	Parents	Students
<ul style="list-style-type: none"> <li>• Model appropriate personal management practices (including respectfulness and professionalism).</li> <li>• Provide learning environments that are emotionally and physically safe for all.</li> <li>• Participate in creating a positive school-wide culture.</li> <li>• Demonstrate respect for all individuals regardless of gender, race, age, or culture.</li> <li>• Provide excellent learning experiences that address the needs of diverse learners.</li> <li>• Respect confidential information about staff, parents, and students.</li> <li>• Support and implement proactive intervention strategies.</li> <li>• If required, implement reactive intervention strategies.</li> <li>• Maintain ongoing communication with parents and appropriate staff with regards to concerns about specific students.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote the following values and attitudes in their children:               <ul style="list-style-type: none"> <li>○ Education is important.</li> <li>○ Respect for themselves, others and the environment.</li> <li>○ Desire to do their best at all times.</li> </ul> </li> <li>• Model appropriate personal management practices (including respectfulness).</li> <li>• In a positive manner, advocate for their child's success.</li> <li>• Ensure the regular attendance in school by their child.</li> <li>• Support and work collaboratively with school staff in the provision of learning and behavioral interventions.</li> <li>• Work towards the peaceful resolution of conflict.</li> <li>• Recognize and support the authority of the school staff in providing a safe environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and then practice appropriate personal management skills (including respectfulness).</li> <li>• Continue to develop personal management skills.</li> <li>• Demonstrate respect for staff, students, and parents.</li> <li>• Resolve conflicts through peaceful strategies including the seeking of assistance from school staff.</li> <li>• Respect the rights of others to be safe from physical and emotional violence.</li> <li>• Respect the property of others.</li> </ul>

What follows is detailed information about behavioural expectations in our school. This is information on the types of behaviour that we could potentially deal with in the building.

These behavioural expectations are in place to ensure a positive, safe and respectful learning environment for our students.

The underlying principle behind the expectations is that students need to:

- Respect themselves
- Respect others
- Respect their surroundings



These 3 expectations form the basis our school's "Check 3" Philosophy.

## **A. Issues Requiring Greater Intervention**

Issue	Factors to consider	Possible consequences and follow-up
Physical Pushing, shoving, punching, tripping, throwing objects at individuals, pushing objects or people into others	<ul style="list-style-type: none"> <li>• history</li> <li>• provoked vs. unprovoked</li> <li>• degree of issue</li> <li>• cognitive ability</li> <li>• mental health issues</li> <li>• home situation</li> </ul>	<u>Baseline of Follow-up:</u> <ul style="list-style-type: none"> <li>• interview of all directly involved</li> <li>• contact with parent/s / guardian/s of all directly involved</li> <li>• written commitment/ reflection</li> <li>• restitution to victim or group</li> </ul>
Verbal and Emotional Threats, name-calling, offensive language, comments about physical appearance or cognitive ability Excluding individuals	<ul style="list-style-type: none"> <li>• history</li> <li>• provoked vs. unprovoked</li> <li>• degree of issue</li> <li>• cognitive ability</li> <li>• mental health issues</li> <li>• home situation</li> </ul>	<ul style="list-style-type: none"> <li>• follow-up and support for the victim with administration and/or guidance</li> <li>• follow-up and behavioural education and support for the victimizer with administration and/or guidance</li> </ul>
Discrimination Gender, race, ability, culture, sexual orientation, religious beliefs	<ul style="list-style-type: none"> <li>• history</li> <li>• provoked vs. unprovoked</li> <li>• degree of issue</li> <li>• cognitive ability</li> <li>• mental health issues</li> <li>• home situation</li> </ul>	<u>Possible Further Support:</u> <ul style="list-style-type: none"> <li>• outside support for victim and/ or victimizer (social work, psychologist, R.C.M.P., and/or Mental Health Services)</li> </ul> <u>Further possible consequences (or combination):</u> <ul style="list-style-type: none"> <li>• loss of privileges (specific to the issue)</li> <li>• out of school suspension (up to 5 days)</li> <li>• in-school suspension (up to 5 days)</li> <li>• detention</li> <li>• meeting with parent/s / guardian/s</li> <li>• creation of Behavioural Intervention Plan</li> </ul>
Substance Abuse Use, possession or distribution of illegal substances Alcohol, drugs or tobacco products	<ul style="list-style-type: none"> <li>• self-report vs. reported by others</li> <li>• cognitive ability</li> <li>• mental health issues</li> <li>• home situation</li> </ul>	<u>Possible consequences (or combination):</u> <ul style="list-style-type: none"> <li>• out of school suspension (up to 5 days)</li> <li>• in-school suspension (up to 5 days)</li> <li>• meeting with parent/s / guardian/s</li> <li>• A.F.M. (Addictions Foundation of Manitoba) Counselling</li> <li>• outside support (social work, psychologist, R.C.M.P., and/or Mental Health Services)</li> <li>• follow-up and support for student with administration and/or guidance</li> <li>• written commitment/ reflection</li> </ul>
Weapons	<ul style="list-style-type: none"> <li>• Safety to others</li> <li>• Safety to self</li> <li>• cognitive ability</li> <li>• mental health issues</li> </ul>	<u>Consequences:</u> <ul style="list-style-type: none"> <li>• Removal from school (for a period of time)</li> <li>• Threat assessment</li> <li>• Re-entry meeting with parent/s / guardian/s</li> <li>• follow-up and support for student with administration and/or guidance</li> <li>• outside support (social work, psychologist, R.C.M.P., and/or Mental Health Services)</li> <li>• written commitment/ reflection</li> <li>• creation of Behavioural Intervention Plan</li> </ul>

- Please note that the preceding information and the information that follows applies to any school-related activity, whether in or out of the building, as well as whether it occurs during or after school hours.
- In the event that an issue reoccurs, a progressive model of consequences will be used. This would include more extensive consequences and additional supports for the student/s involved.
- Divisional and outside support for all issues dealing with physical, verbal, illegal substances, weapons (immediate threat assessment) that are deemed to be chronic or severe will be enlisted.

## **B. Other Behavioural Expectations:**

Throughout the school day (between the time your son/ daughter leaves your home to the time he/ she returns home), the following structures have been put in place to ensure that the environment is conducive to learning. What follows is a break-down of behavioural expectations.

### **Respect on the bus:**

All students are expected to obey the rules of bus riding. The primary job of the driver is to get children to and from school safely. If a problem should arise, parents will be contacted for help in finding a solution and for support in dealing with the situation.

#### **BUS RULES**

- Follow directions the first time they are given.
- Keep all parts of your body and all objects inside the bus.
- Keep hands, feet, and objects to yourself.
- Stay in your seat with your feet on the floor while the bus is in motion.
- No cursing, swearing, or loud talking.
- No pushing, shoving, or fighting.
- Sit in your assigned seat.
- Do not lean out of the window.
- Keep all harmful objects off the bus.
- Do not litter, write on or damage the bus in any way
- Do not swear, use rude gestures or tease anyone on the bus
- Be on time (five minutes prior to pick-up time).

### **Entering the building**

Classrooms will be opened at 8:45 a.m. All students entering before this time may wait in the foyer or the M.P.R. area. Grade 6 students may wait in the grade 6 wing, as well. In the past, the grade 6 students only had access to the grade 6 wing and the M.P.R. area. Based on feedback from students and staff and in the spirit of promoting positive connections between students of all grade levels, grade 6 students may be in the foyer during this time, as well.

### **Attendance**

Class sessions begin at 8:55 A.M. and at 12:45 P.M. If students arrive at school late in the morning or afternoon they must report to the office for a late slip before going to class. If they have to leave school during the day they must bring a dated note, signed by a parent, excusing them from school and they must sign out at the office before they leave.

### **Respectful behaviour throughout the day:**

- Students are to remove hats as they come into the building. This allows us to easily identify those students who belong in our building. The hat will be taken away and returned within a specified time.
- Students are not to ride their bikes or skateboards in the walking areas within school property nor in the bus loop. This is to ensure the safety of students. The bike or skateboard will be stored for the student and arrangements will be made with the student and parents for its return.
- Students are to walk in a safe manner within the building. This is to ensure the safety of students.
- Students are to be respectful of the physical space of other students. There is to be no roughhousing as this can lead to injury and more serious physical issues. This is to ensure the safety of the students involved and those that are around them. Parents will be contacted and a plan will be developed to address the issue.
- Students are to be respectful of the physical space of other students. This includes overly affectionate behaviour between students. The reason for this is that as any workplace, this is not the appropriate setting.
- Students are to hand items to other individuals. Throwing objects can lead to serious injuries. This is to ensure the safety of students.
- Students are to speak respectfully to others. This is to ensure the emotional safety of students. Parents will be contacted and a plan will be developed to address the issue.
- Students are to clean up after themselves.
- Students are to use their lockers in a respectful manner. This includes not writing on the lockers and keeping their lockers organized. Please note that should it come to our attention that there are items in the locker that are illegal or could potentially affect the safety of the student or others, administration reserves the right to search the locker. Parents will be contacted.
- Students are to treat their own property, others' property and the school facilities with respect. Should the behaviour cause damage, the parent will be notified and a plan will be developed to address the issue.
- Students are to dress appropriately for a school setting. Footwear must be worn at all times. Any clothing depicting drugs, sex or offensive language or symbols is unacceptable. Clothing should be worn in a manner that does not expose underclothing or excessive areas of skin. If a student wears a skirt or shorts, the inseam of the clothing must be a minimum of 4 inches. Hats may not be worn inside the building.
- There are staff and students who have allergies. Because of this, students are not to bring to school colognes, perfumes or body sprays that emit strong scents as this may cause health issues for some individuals. Roll on deoderants and anti-perspirents are acceptable.
- Students are to use technology appropriately. Parents will be contacted if a student contravenes these expectations.
- Students are to only access their lockers during breaks and at designated times (not during class time and not between classes where a break is not scheduled).
- Students are not to leave the building without prior permission. This is to ensure the safety of students. Parents will be contacted if a student contravenes these expectations.

**In every instance, an action plan will be developed specific to the issue. This includes restitution if an individual or individuals are affected.**

**For those behaviours that have not been identified as requiring immediate parental contact, should the behaviour become chronic or if the degree of incident is deemed serious, the parent/guardian will be contacted.**

**In the event that an issue reoccurs, a progressive model of consequences will be used. This would include more extensive consequences and additional supports for the student/s involved.**

### **Personal property:**

- Students are not to listen to MP3 Players and other musical devices within the building. The only exception to this is that they may listen to their music only in the M.P.R. in the morning until 8:45 a.m. and between 12:00 and 12:40 p.m. during lunch.
- Students are not to use their cell phones or have them visible during the school day. As always, students have access to the school phone during their breaks and in the event of an emergency, throughout the day.
- Students are not to bring digital cameras, video cameras or video games with camera capability to school. In the event that they are needed for a school project, the teacher will let the office know for what purpose and when the equipment will be used.
- Video games are not to be used during class time. The only exception to this is that they may play their video games only in the M.P.R. in the morning until 8:45 a.m. and between 12:00 and 12:40 p.m. during lunch.

**Within this category if a student contravenes these expectations, the item will be taken away, parent will be called and arrangements will be made for the return of the item.**

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### **Respectful behaviour during class time:**

- Students are to show up to class on time.
- Students are to bring supplies to class.
- Students are to complete assignments on time.
- Students are to exhibit appropriate learning behaviour that does not interfere with their own or others' learning.
- Students are to listen quietly to announcements.

**Within this category if a student contravenes these expectations, the student will be spoken to by the teacher. Should the behaviour become chronic or if it is serious in nature, the teacher will contact the parent/guardian.**

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### **Respectful Behaviour at Lunch**

At our school, the lunch hour is from 11:40 a.m. until 12:40 p.m. At 12:40 p.m., students must start making their way to their lockers to prepare for afternoon classes, which begin at 12:45 p.m.

The lunch hour is the longest unstructured period of time in the day. In order to maintain an orderly and positive environment at this time, the following structures and behavioural expectations are in place.

### **Positive opportunities at lunch:**

After finishing eating, students may:

- go to gym activity (either as a spectator or participant)
- go to the library to read or do homework
- go to a club sponsored by a teacher
- work on a computer in the lab (if it is their grade level's day)
- go outside.
- If outside, students may sign out sports equipment that will be available for them or they may bring their own sports equipment.

### **Lunch Hour Timelines:**

11:40 a.m.	<ul style="list-style-type: none"><li>• Lunch begins</li><li>• Grade 6 students eat their lunches in their homerooms.</li><li>• Grade 7 and 8 students eat their lunches in the M.P.R. or in the foyer across from the canteen at the lunch tables.</li><li>• The reason that we split the grade 6 students from the grade 7 and 8 students at this time is because we do not have the physical space to accommodate all three grade levels in the M.P.R.</li></ul>
12:10 p.m.	<ul style="list-style-type: none"><li>• Grade 6 students are to finish their lunches and to leave their homerooms as lunch supervision will not be provided in these rooms after this time. The only exception to this is if the student is staying behind to work under the direct supervision of a teacher.</li><li>• This is the time by which students may choose to report to the library, computer lab or classroom (if this has been arranged by a teacher).</li><li>• This is also the time by which students may choose to go outside, remain in the foyer or M.P.R. Please note that students may come in and out, however, they need to stay within these three areas.</li><li>• There is to be no locker traffic after 12:10 p.m. until 12:40 p.m. There will be a warning bell at 12:08 p.m. to indicate that students have 2 minutes to make their way to their destination and then a bell at 12:10 to indicate that they are to be out of the classroom hallways.</li></ul>
12:40 p.m.	<ul style="list-style-type: none"><li>• A warning bell will sound. This bell can be heard inside and outside of the building. Students are to make their way to their lockers to prepare for their 12:45 p.m. class.</li></ul>

### **Behavioural expectations at lunch:**

We are very fortunate to have a dedicated group of lunch supervisors who are here to provide supervision for your children. Together with other staff members, they are here to ensure that your child has a positive experience at lunch. It is expected that students will be respectful to the lunch supervisors and will listen immediately should a lunch supervisor have to direct them to change their behaviour. The lunch supervisors enforce the behavioural expectations that have been set out by the school.

What follows are categories of expected behaviours at lunch. Please note that should the behaviour be deemed serious enough in any of these categories, you will be contacted by the school and will be informed of the behaviour, the consequence and we will also come up with a plan together so that this behaviour does not occur in the future.

### **Leaving the School Grounds:**

If a student wishes to leave the school at lunch time, he/ she must have permission from the parent or guardian. This can occur in one of two ways.

1. If he/ she walks to school, you as the parent can write a note, allowing the student to leave school grounds at lunch for the year or for a specific day (if you do not wish to give a year note). In either case, the student must sign out in the office every time he/ she leaves. The reason for this is to ensure the safety of the student.
2. If he/ she takes a bus, you as the parent can write a note for a specific day. The student must hand this note in to the secretary when he/ she is signing out. Please note that there may be exceptional circumstances where bussed students may need year-long notes to leave school grounds for meetings or lessons. If this is the case, please contact the school so that we can plan for this.

- In order to promote student responsibility, if a student forgets to bring a note, he/ she will not be allowed to leave. Students are not to make calls home to ask permission to leave as this can create quite a congestion within the busy office area.
- Should a student leave the school grounds without permission, he/ she will lose his/ her privileges for leaving school grounds for a period of time. Parents will be notified.
- If a student is leaving the school grounds, it is expected that he/ she will leave the school grounds entirely, i.e. that he/ she will not loiter in other parts of the school complex (bus loop, Oakbank Elementary or Springfield Collegiate). It is also expected that the student will conduct himself/ herself positively when he/ she is off of school grounds. Should a student not display positive behaviour in the community, he/ she will lose his/ her privileges for leaving school grounds for a period of time. Parents will be notified.
- It is a student's responsibility to manage his/ her time if he/ she leaves school grounds to ensure that he/ she returns on time. Should it become a chronic issue that the student has difficulty returning on time, he/ she will lose his/ her privileges for leaving school grounds for a period of time. Parents will be notified.

#### **While Eating:**

- If a student is staying for lunch, he/ she must eat in the designated areas and demonstrate acceptable behaviour and manners.
- The student must clean up his/ her own garbage, paper, peels, etc.
- Food is not to be taken outside due to potential cleanliness issues and the fact that food can attract wasps and bees which can become a serious health issue for some students.

#### **Throughout the Lunch Hour:**

- Any inappropriate behaviour (verbal or physical) will be referred to and dealt by the office. You will receive a phone call from the school and will be informed of the behaviour, the consequence and we will also come up with a plan together so that this behaviour does not continue. The parents of all the students directly involved in the issue will be notified.
  - Students are expected to walk within the building and to demonstrate courteous behaviour to others.
  - There is to be no hallway traffic in the classroom wings after 12:10 p.m. until 12:40 p.m.
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#### **Respectful Behaviour at the end of the day:**

- Students, who are bused, upon entering the bus loop, are to make their way immediately onto the bus. The only exception to this is the students who are awaiting a transfer bus from Dugald. They are to remain waiting in an orderly manner in front of the spot where their bus pulls in.
- Students, who are not bused, are not to enter the bus loop area.

**Within this category if a student contravenes these expectations, the student will be spoken to by the staff member. Should the behaviour become chronic, the parent/guardian will be contacted.**