

# WOODBIDGE FARMS ELEMENTARY SCHOOL

## Responsible Behaviour Plan for Students

### 1. Rationale

At Woodbridge Farms Elementary School we strive for the development of the whole child, preparing each child to be a well-balanced citizen with an inquiring mind and a healthy body. The development of the whole person involves the acquisition of knowledge and skills, the development of personality and character and the desire to continue to learn for oneself, even after the completion of formal schooling.

Woodbridge Farms Elementary School has established a “**tradition of excellence**” where all members of our school community are required to maintain high standards of ethical behaviour. To achieve this, Woodbridge Farms Elementary School aims to create:

- A positive whole school culture
- Open communication channels and relationships
- A safe and supportive learning environment
- School members with responsible self-management skills
- An inclusive and engaging curriculum with quality learning and teaching practices
- Supportive and collaboratively developed programs and procedures

Our *Responsible Behaviour Plan* for students also applies to:

- Travel to and from school
- Extra curricular activities
- Students representing Woodbridge Farms Elementary School during field trips
- Out-of-school behaviour that may prejudice the good order and management of our school, i.e. cyberbullying.

### 2. School beliefs about behaviour and learning

At Woodbridge Farms Elementary School, in order to operate effectively and serve the needs of all in our school community, we accept and understand that appropriate behaviours must be enacted. We believe that each person should be treated fairly and that students, staff and parents have *rights* which will be recognized. Directly relating to these rights are *responsibilities* that must be practiced by all members of the school community. These rights and responsibilities are set out in our Behaviour Plan. Reasonable and appropriate *consequences* will occur when these rights are infringed or these *responsibilities* are not accepted.

**We believe that quality learning takes place in a safe, supportive and disciplined environment that respects the following rights:**

- **The rights of all students to learn**
- **The rights of teachers to teach**
- **The rights of all to be safe**

**For Your Information - Each student starts the year with a fresh slate. Student behaviour records do not become part of the students' permanent cumulative record. They are destroyed annually.**

Throughout the year, **knowledge and understanding of individual and group rights, responsibilities and consequences** are reinforced by staff, parents and students through our relationships, school classroom activities, the school newsletter, signs and displays. Students, staff and parents demonstrate positive behaviours by respecting the following **rights and responsibilities**:

**Students**

Rights	Responsibilities
To be able to learn and feel secure in a safe, supportive environment.	To act in a safe, responsible manner and to be supportive of fellow students.
To have his/her opinion and property respected. To have appropriate access to school facilities	To be considerate of others' feelings and respect their belongings. To take care of and share school equipment.
To have appropriate access to the teacher's time.	To respect the rights of other children to share teacher's time.
To know what is acceptable behaviour and the consequences of unacceptable behaviour.	To be aware of the school rules and to accept consequences when necessary.

**Staff**

Rights	Responsibilities
To work in a pleasant, safe environment and to be treated with courtesy by all.	To act as role models and provide suitable activities while maintaining a safe environment.
To be able to implement appropriate management strategies for children who are interfering with the rights of others.	To be consistent and fair in implementation of these management techniques.
To contact parents/guardians when necessary and to expect their support.	To be approachable, to listen and be prepared to consult with parents.
To be informed of any family situation or home problem that may affect a student's learning or behaviour.	To act appropriately and discreetly and make time to act on information.
To be involved in a collaborative decision-making model within the school.	To reflect on school based issues and be prepared to consult, contribute and negotiate.
To be seen as an individual who is able to express a point of view.	To encourage others to think about, respect and value other's opinions.

## Parents

Rights	Responsibilities
To have information on school processes and curriculum. To work collaboratively in the decision making processes of the school.	To understand policies and policy changes within Elk Island Public Schools and Woodbridge Farms Elementary.
To expect consistent and appropriate approaches to behaviour management by teachers throughout the school.	To make time to be involved and support their children. To reinforce/support school practices at home and advise the school of any concerns. To ensure that their child attends school every day.
To expect that there will be no form of discrimination against parents or children.	To be aware of the adverse effect of discrimination and to model appropriate behaviours to the child at home.
To receive and offer information regarding their child's educational progress and behaviour.	To ask for assistance and/or interviews and to be aware of any home problems that may affect the child's learning.

At Woodbridge Farms Elementary School we value:

- Active participation in our school's education programs
- Responsible self-management skills focused on behaviour and learning
- Behaviour that demonstrates respect for self, the rights of others and the school environment
- Co-operation with staff and others in authority

Behaviour that does not support these values is not acceptable.

### **3. Facilitating positive behaviour and responding to unacceptable behaviour.**

At Woodbridge Farms Elementary School, we aim to make our students' school experience positive and educational.

To facilitate standards of positive behaviour we implement the following processes:

- Quality learning and teaching practices
- Supportive and collaboratively developed programs and procedures
- Professional development, education and training for all members of the school staff.
- A range of provisions that are characterized by non-violent, non-coercive and non-discriminatory practices
- A continuum from whole school preventive action for all students, through to intensive intervention for specific individuals or groups.

#### **3.1 Whole-school behaviour support**

To enact these processes we use the following strategies:

A positive whole school culture	<ul style="list-style-type: none"> <li>• Recognize the important role of parents in modeling and encouraging appropriate behaviours</li> <li>• Various certificates such as: academic, music, positive citizenship and “WOW” positive referrals</li> <li>• Sunshine calls – letter or telephone call to parents praising special effort</li> <li>• Verbal and non-verbal recognition and extrinsic rewards for appropriate behaviours</li> <li>• Visits to other classrooms or Principal/Assistant Principal to share quality work</li> </ul>
A balanced, relevant and engaging curriculum	<ul style="list-style-type: none"> <li>• Implement curriculum programs which cater for individual learning styles</li> <li>• Providing a variety of activities to engage learners</li> </ul>
Supportive and collaboratively developed programs and procedures	<ul style="list-style-type: none"> <li>• Students and teachers cooperatively formulate classroom rules</li> <li>• Individual social skills support programs for students</li> <li>• Leadership roles e.g. office helpers, movers and shakers, referee intramurals, special event days</li> <li>• Representing the school in interschool or district activities</li> </ul>
Managed professional development	<ul style="list-style-type: none"> <li>• Regular review of the Code of Conduct &amp; Behaviour Policies</li> <li>• Photographic displays and albums of student, teacher &amp; parent ‘best practice’</li> <li>• Staff and community members participating in professional development activities</li> <li>• Providing a professional library for student and teacher reference</li> </ul>
A continuum of whole school positive and proactive intervention strategies	<ul style="list-style-type: none"> <li>• Whole school positive preventative action</li> <li>• A Student Support Team</li> </ul>

# I AM SUCCESSFUL

Keys to Success	What do I do?	What does it look like?
Getting Along	<ul style="list-style-type: none"> <li>• Think First</li> <li>• Be tolerant of others</li> <li>• Play by the rules</li> </ul>	<ul style="list-style-type: none"> <li>• Being sensitive to the needs of others</li> <li>• Respecting the property of others and report any school damage</li> <li>• Following instructions given by supervising adults</li> <li>• Playing appropriate games in designated areas</li> <li>• Keeping hands, feet and objects to yourself</li> <li>• Walking safely within the school grounds</li> <li>• Eating in the specified eating areas using bins for a clean, tidy environment</li> <li>• Leaving the school grounds only with permission or at 3:20 when you are dismissed</li> <li>• Moving quietly around the school</li> <li>• Entering and leaving by appropriate exits</li> </ul>
Confidence	<ul style="list-style-type: none"> <li>• I can do it</li> <li>• Be independent</li> </ul>	<ul style="list-style-type: none"> <li>• Having the correct materials ready for each lesson</li> </ul>
Organization	<ul style="list-style-type: none"> <li>• Plan my time</li> <li>• Set goals</li> </ul>	<ul style="list-style-type: none"> <li>• Each class negotiates their own ‘<b>Classroom Rules</b>’ at the commencement of each school year.</li> <li>• Being punctual for all school activities</li> <li>• Setting your own learning goals and striving to achieve these goals</li> </ul>
I Can Do It!	<ul style="list-style-type: none"> <li>• Take Risks</li> <li>• Accept myself</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking positively – no put downs, swearing or teasing</li> <li>• Participating in a variety of school activities</li> </ul>
Persistence	<ul style="list-style-type: none"> <li>• Make an effort</li> <li>• Work hard</li> </ul>	<ul style="list-style-type: none"> <li>• Work to the best of your ability</li> <li>• Keep going with your learning even when it gets difficult</li> </ul>

## 3.2 Targeted Behaviour Support and Consequences for unacceptable behaviour

At Woodbridge Farms Elementary School, we focus on proactive strategies to encourage students to adopt a positive attitude towards their studies, behaviour and personal presentation. If students make inappropriate choices that infringe on the rights of others, then we implement behaviour support strategies. Depending on the seriousness and/or persistence of unacceptable behaviour, one of 4 levels of support will be implemented.

Daily behaviour monitoring involves the active participation of parents and school staff to assist our students to develop self-management skills. Where students demonstrate unacceptable behaviours, the following may occur:

<b>Behaviour Support Levels</b>	<b>What Does it Look Like?</b>	<b>Staff Response &amp; Consequences</b>
<b>Level 1</b>	<b>Minor Level of Support</b> , ie: running in inappropriate areas, littering, poor listening, off task behaviour	<ul style="list-style-type: none"> <li>• Rule reminder</li> <li>• Time out (5 or 10 minutes)</li> <li>• Community Service</li> <li>• Apology (written or verbal)</li> </ul>
<b>Level 2</b>	<b>Medium Level of Behaviour Support</b> , ie: minor infractions (continue to disrupt the class or playground activity)	<ul style="list-style-type: none"> <li>• Losing privileges</li> <li>• Interview – teacher &amp; child (inform parents)</li> <li>• Relocation to another work space</li> <li>• informal approaches to seek advice from Principal may be initiated by the class teacher</li> </ul>
<b>Level 3</b>	<b>High Level of Behaviour Support</b> , ie: continued inappropriate language, disruption of learning or teaching, defiance, non-compliance with staff direction and swearing, inappropriate use of the Internet or computers	<ul style="list-style-type: none"> <li>• <b>Reflection paper</b></li> <li>• <b>Student behaviour record folder</b> maintained</li> <li>• Loss of privileges</li> <li>• Relocation to another work space</li> <li>• In-school suspension</li> <li>• Interview with principal, child and parents</li> <li>• Replace or paying for damage or loss of property and equipment</li> <li>• Make a plan with the School Counsellor or Administration.</li> <li>• Parent to pick up student from school</li> </ul>
<b>Level 4</b>	<b>Intensive Behaviour Support</b> , ie: on-going non-compliance with staff directions, swearing or aggression towards staff, persistent bullying, physical violence towards others/self lack of positive response to previous behaviour support strategies. Repeated vandalism/theft.	<p>As above + <b>Individual Behaviour Support</b></p> <ul style="list-style-type: none"> <li>• <b>Individual Behaviour Support Plan</b> (outlined below)</li> <li>• Parental Support &amp; access to outside agencies (e.g.: pediatrician)</li> <li>• Involvement of district consultants</li> <li>• Behaviour Management Team</li> <li>• Suspension for up to 5 days (in school or out of school)</li> <li>• Suspension with a recommendation for expulsion</li> <li>• Alternative to expulsion – students continued attendance at the school is subject to their complying with behaviour improvement conditions set by</li> </ul>

		the Principal, Counsellor and EIPS Student Behaviour Support Services.
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### 3.3 Intensive Behaviour Support

If a student is identified as exhibiting a high incidence of challenging behaviours through the “Whole School Behaviour Support Continuum” level 4 (see above), an **Individual Behaviour Support Plan** will be developed as part of an Individualized Program Plan (IPP).

The **Individual Behaviour Support Plan** outlines a systemic approach to support the development of appropriate behaviours whilst reducing or eliminating inappropriate behaviours. The process of developing the Plan brings together the Student Support Committee with parents, professionals and the student (where appropriate) to consider the student’s current level of performance and to determine needs and priorities. It promotes:

- Shared responsibility
- Consensus about behavioural and educational goals of the student
- Focus on a small number of key behaviours
- Collective accountability for outcomes – use of **tracking cards**
- Open communication channels

This plan documents **Aims, Support strategies, Timing, Personnel, Review and Assessment**. Support through this plan could include strategies such as:

- Use of a buddy teacher or mentor to encourage positive behaviours or use as a ‘retreat’ area from the classroom
- Referral to Counsellor for assessment and preliminary counselling and behavioural support
- Structured break time play through organized activities
- Modification of timetable

## 4. The network of student support

Key Personnel	What does the support look like?
Parents & Caregivers	<ul style="list-style-type: none"> <li>• Make time to be involved and support their children.</li> <li>• Be aware of the adverse effect of poor behaviour and model appropriate behaviours to the child at home.</li> <li>• Reinforce/support school practices at home and advise the school of any concerns.</li> <li>• Ask for assistance and/or interviews and be aware of any home problems that may affect the child’s learning.</li> </ul>

Teachers & EA's	<ul style="list-style-type: none"> <li>• Act as role models and provide suitable activities while maintaining a safe environment</li> <li>• Support student behaviour needs in a fair and consistent manner</li> <li>• Be approachable, listen and be prepared to consult with students and parents</li> <li>• Act appropriately and professionally on information in a timely manner</li> <li>• Reflect on school based issues and be prepared to consult, contribute and negotiate</li> <li>• Encourage others to think about, respect and value others' opinions</li> <li>• Refer students for support where needed</li> </ul>
Administration Staff	<ul style="list-style-type: none"> <li>• Act as role models and provide suitable activities while maintaining a safe environment.</li> <li>• Support student needs in a fair and consistent manner</li> <li>• Enacting intensive behaviour support strategies including suspension and exclusion</li> </ul>

### **5. Consideration of individual circumstances**

To ensure alignment with the School Behaviour Plan when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. Woodbridge Farms Elementary School considers the individual circumstances of students when applying support and consequences by:

- Promoting a teaching/learning environment which is responsive to the diverse needs of its students.
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Recognizing and taking into account student's age, cultural background and their emotional state.
- Recognizing the rights of all students to:
  - Express their opinions in an appropriate manner and at the appropriate time
  - Work and learn in a safe environment, regardless of their age, gender, cultural background, socioeconomic situation and impairment