



# **RANCHERO**

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## **ELEMENTARY SCHOOL**

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### **Code of Conduct**

#### **Statement of Purpose:**

At Ranchero Elementary School, we believe that every member of the school community should feel welcomed, respected, and safe. We are committed to fostering an optimal environment for learning, an environment where socially responsible behaviour is expected, where problems are solved quickly and in a peaceful manner, and where all members of the school community feel comfortable to communicate concerns knowing that these concerns will be heard and dealt with.

Below, you will find a detailed outline of our “School Code of Conduct.” If you have any questions, please contact our school principal.

At Ranchero Elementary School, we believe that all children have the right to learn and teachers have the right to teach in a safe, caring and orderly environment. Our expectations are that students will maintain an attitude that is cooperative, courteous and respectful and that their behaviour will help to ensure a productive learning environment can be maintained for all.

A **Safe and Caring School Environment** is free from acts of:

- bullying, cyber-bullying, harassment and marginalization
- threat and intimidation
- violence in any form
- abuse in any form
- discrimination in any form including race, color, gender identity or expression, sexual orientation, religious beliefs, ancestry or national origin
- retribution against a person who has reported incidents

At Ranchero Elementary we have four guiding principles as outlined below.

**Be Respectful to Yourself** – care about your learning and yourself, including your own safety.

Some examples of how you can show this include:

- always doing your best
- making good choices
- being on time and ready to work
- having your learning materials ready
- personal wellness (good hygiene, eating well, physical fitness)

**Be Respectful to Others** – be considerate of others’ personal space and feelings.

Some examples of how you can show this include:

- always respecting the learning environment and needs of others
- being polite and waiting your turn
- treating others with respect (treat others as you wish to be treated)
- treat everyone as an equal by understanding one’s race, gender identity or expression, sexual orientation, religious beliefs, and ancestry
- using good listening skills
- being honest and telling the truth

**Be Respectful of Property** – care about your school and your environment.

Some examples of how you can show this include:

- clean up after yourself
- take good care of materials- use them as they were intended
- ask before borrowing
- help keep your classroom, school and playground clean and orderly

**Be Respectful of the Learning Environment** - care about your learning and the learning of others.

Some examples of how you can show this include:

- listen respectfully to your teachers, guests and fellow students
- play safely in all areas of the school and playground
- work cooperatively with students and staff
- walk calmly and quietly in the hallways

When misbehaviours occur we follow our **Progressive Discipline Model**.

Our code of conduct is designed to provide guidelines for appropriate student behaviour while under the jurisdiction of the school or at any school-sponsored function.

Inappropriate behaviour can consist of, but is not limited to:

- rudeness, swearing, spitting
- fighting (or play fighting)
- threats
- physical, emotional or verbal bullying
- lack of respect for others, teasing
- throwing of objects (rocks, sticks, snowballs, etc.)
- defiant behaviour, insolence
- unauthorized leaving of school grounds
- vandalism or littering
- cheating or not being truthful

## **Restitution**

All behaviour is purposeful. Restitution is about looking at why the student has displayed a specific behaviour (what need is the child trying to fulfill). The school team (principal, teachers, student and parents) will look at creating the conditions for the student to fix his/her mistake and feel good about him/her when returning to the peer group.

### **Step-by-Step Process**

Actions will be applied in a fair and consistent manner, respecting individual rights, responsibilities, age and maturity; and be restorative rather than punitive in nature. Each incident is investigated and actions are applied based on the evidence gathered.

Our discipline model is progressive in nature and escalates when behaviours are repeated or become increasingly serious. However, serious incidents may immediately result in action of Step 3 or 4.

Step 1- first or minor offence:

- review of expectations or beliefs with the student
- restitution - focus on purpose of behaviour and on how the mistake can be fixed

Step 2 - second offence:

- review of expectations or beliefs with the student
- restitution – focus on purpose of behaviour and on how the mistake can be fixed
- parents are informed (phone call or Incident Report sent home)

Step 3 - third offense:

- repeat Step 2
- arrange meeting with parents (and student if appropriate)
- develop an action plan, with input from School-based Team and parents
- may include a short-term (in-school or at home) suspension up to 5 days
- if a suspension is necessary, a formal letter will be sent home to parents and included in the student's file

Step 4 - serious or repeated offenses which negatively impact others or the learning environment:

- repeat Step 3
- possible long-term suspension (over 5 days) or referral to district program
- in some situations, school administration may consult with district discipline committee
- consultation with police and/or fire department (if appropriate)

## **Notification**

Expectations regarding acceptable conduct are regularly reviewed throughout the year, both in school wide assemblies and in the classroom. Students are involved in the creation of classroom beliefs, and behaviour action plans. Parents should expect to be notified if their child has been involved in an incident where mistakes have been made. Please note that school officials also have a responsibility to advise other parties of serious breaches of the code of conduct. These parties may include school district officials as dictated by School District #83 policy (example: drug and alcohol offences), the RCMP and/or other agencies as required by law (example: weapons offences, sexual and/or physical abuse).

## **Fair Is Not Necessarily Equal**

Ranchero Elementary School is sensitive to the fact that students have varying levels of understanding. The statement that “fair is not necessarily equal” must, therefore, be given consideration. For example, students’ levels of understanding increase as they grow older and mature. Thus, behaviour expectations and consequences for a student in kindergarten can be different than for a student in grade seven. As well, some students with special needs may have difficulty following the school’s code of conduct expectations. A student who has an intellectual disability may not understand or remember school rules and routines. Students affected by some syndromes may have uncontrollable behaviours. In these cases, support that assists such students to master their behaviours will be part of their Individual Education Plan. Actions taken by the school will always take into account the needs of individual students.