
Gander Collegiate: Safe and Caring School Policy

1. GOAL

Gander Collegiate will provide a safe and caring environment that fosters personal well-being.

2. RATIONALE

In addition to teaching the curriculum, schools have the responsibility to help student learn pro-social skills, develop self-discipline, and appreciate their role in the development of a positive school climate. This is implicit in our Province's philosophy and goals of public education that aim at "the fullest and best development of the student as a private individual and as a member of society."

Success in developing and maintaining safe schools demands a) the provision of systematic instruction in appropriate behaviour; b) the establishment of clear rules and guidelines for conduct; c) the provision of continuous encouragement to students by teachers; d) consistent adherence of the School's and District's *Safe and Caring Schools Policy* on the part of both teachers and administrators; e) effective partnerships with community agencies and f) the respect of the student's dignity at all times.

Understanding that the ultimate responsibility for discipline rests with the parents of the students, communication between home and school is essential. Parents often understand the child better than the teacher and can provide additional insight into their strengths and needs. Schools need to keep parents informed of school discipline policies and work with them to solve discipline problems. Help with discipline problems may also be available from the guidance counsellor, the educational psychologist, social worker, and others.

Effective discipline uses logical and realistic consequences. Discipline shows the students:

- What they have done wrong
- How they have ownership of the problem
- How to solve the problems they created
- Leaves their dignity intact

A positive approach to discipline takes into consideration the exceptionalities in each student and provides an opportunity for each student to take an active part in his or her academic planning. Behaviours are developmental in nature, and therefore should be dealt with according to the development of the child. Behaviour is learned and can, therefore, be taught.

3. PREVENTION STRATEGIES



GANDER COLLEGIATE

"Concorde Pride is in the A.I.R."

School-Wide Behaviour Expectations

	A CCOUNTABILITY <i>"I am responsible for my own behaviour."</i>	I NTEGRITY <i>"I do what I say I'm going to do; I can be trusted."</i>	R ESPECT <i>"I consider how my behaviour impacts the world around me."</i>
To Yourself	<ul style="list-style-type: none"> -Attend all classes. -Follow class expectations and routines. -Keep track of belongings. 	<ul style="list-style-type: none"> -Be honest -Follow through. -Do what is expected and right. -Strive to accomplish personal goals. 	<ul style="list-style-type: none"> -Wear appropriate clothing. -Maintain personal hygiene. -Present yourself with dignity.
To Others	<ul style="list-style-type: none"> -Admit, fix and learn from your mistakes. -Treat others as you would like to be treated. -Seek and/or encourage peaceful solutions to conflict. 	<ul style="list-style-type: none"> -Develop caring friendships. -Be trustworthy. -Act in a way that benefits others. 	<ul style="list-style-type: none"> -Words are powerful...use them positively. -Acknowledge and respond kindly to individual differences. -Be punctual.
To the Environment	<ul style="list-style-type: none"> -Actively prevent and/or report any vandalism or graffiti. -Recycle..Think Green! -Clean up after yourself. 	<ul style="list-style-type: none"> -Keep our school clean. -Make visitors to our school feel welcome. -Participate in and/or support school activities and events. 	<ul style="list-style-type: none"> -Use our equipment appropriately. -Public presentations should uphold the value of respect for yourself and others. -Gather in appropriate areas.
To Learning	<ul style="list-style-type: none"> -Be prepared to learn. -Bring all of your materials. -Meet deadlines. -Make up all missing assignments. -Study for tests and quizzes. 	<ul style="list-style-type: none"> -Give your best effort. -Complete all of your work. -Ask for extra help. -Do your own work. 	<ul style="list-style-type: none"> -Arrive to class on time. -Appreciate others' right to learn. -Appreciate your learning opportunities. -Use electronic devices appropriately.
To our Community	<ul style="list-style-type: none"> -Take time to volunteer. -Pay it forward...do something nice for someone else. -Recycle...Think Green! 	<ul style="list-style-type: none"> -Make our community better for yourself and others. -Keep our community clean. 	<ul style="list-style-type: none"> -Be aware of and respect the people around you. -Set a good example in our immediate community. -Be a positive role model for younger students.
To our Digital Community	<ul style="list-style-type: none"> -Be aware of your on-line reputation. -Protect personal identity and information. -Appreciate the real risks of on-line communication. 	<ul style="list-style-type: none"> -Recognize that respectful behaviour on-line is as important as respectful behaviour in person. -Appreciate the on-line privacy of others. 	<ul style="list-style-type: none"> -Be a mature and respectful digital citizen. -Share appropriate images and comments. -Be a positive role model in de-escalating online cruelty.

4. INTERVENTION GUIDE



GANDER COLLEGIATE SCHOOL WIDE INTERVENTION GUIDE

"Concorde Pride is in the A.I.R."

Guiding Principles:

- Our entire discipline process is designed to be an instrument of success and inclusion.
- Be clear about behavioural expectations and what success looks like.
- Be fair, reasonable, and consistent with responses and/or consequences. (Fair is not always Equal.)
- Pre-correct for anticipated behaviours and/or rule violations.
- Respect the uniqueness of each student, each incident, and each set of circumstances.

LEVEL 1

Level 1 behaviours are handled by the attending staff member.

Chronic Level 1 behaviours could result in a referral to the school administration

- | | |
|---|---|
| <input type="checkbox"/> Bus Behaviour | <input type="checkbox"/> Non-compliance |
| <input type="checkbox"/> Defacing School Property | <input type="checkbox"/> Misuse of Personal Equipment |
| <input type="checkbox"/> Disrespect toward other students | <input type="checkbox"/> Pushing |
| <input type="checkbox"/> Misuse of Electronic Devices | <input type="checkbox"/> Swearing |
| <input type="checkbox"/> Gym Behaviour | <input type="checkbox"/> Talking out of turn |
| <input type="checkbox"/> Hallway Behaviour | <input type="checkbox"/> Teasing/Derogatory remarks |
| <input type="checkbox"/> Incomplete Homework | <input type="checkbox"/> Unprepared for Class |
| <input type="checkbox"/> Assembly Behaviour | <input type="checkbox"/> Wandering during class time |
| <input type="checkbox"/> Late | <input type="checkbox"/> Other |
| <input type="checkbox"/> Litter | |

LEVEL 2

Level 2 behaviours are handled by the attending staff member.

Chronic Level 2 behaviours will result in a referral to the school administration

- | | |
|---|--|
| <input type="checkbox"/> Abuse of School Equipment | <input type="checkbox"/> Invasion of Privacy |
| <input type="checkbox"/> Cheating | <input type="checkbox"/> Lying |
| <input type="checkbox"/> Inappropriate Clothing | <input type="checkbox"/> Misuse of Matches and/or Lighters |
| <input type="checkbox"/> Inappropriate Internet Sites | <input type="checkbox"/> Misuse of Trust |
| <input type="checkbox"/> Inappropriate Internet Material | <input type="checkbox"/> Parking Lot Behaviour |
| <input type="checkbox"/> Inappropriate Print Materials | <input type="checkbox"/> Plagiarism |
| <input type="checkbox"/> Inappropriate representation of school (field trips, sports, etc.) | <input type="checkbox"/> Racial Slurs |
| <input type="checkbox"/> Invasion of adult space | <input type="checkbox"/> Skipping |

LEVEL 3

Level 3 behaviours will result in an immediate referral to the school administration

- | | |
|---|------------------------------------|
| <input type="checkbox"/> Bullying/Intimidation/Cyberbullying | <input type="checkbox"/> Vandalism |
| <input type="checkbox"/> Bus behaviour to/from school | <input type="checkbox"/> Weapons |
| <input type="checkbox"/> Cheating on an exam/Major Assignment | <input type="checkbox"/> Smoking |
| <input type="checkbox"/> Dangerous use of vehicle | <input type="checkbox"/> Other |
| <input type="checkbox"/> Defiance | |
| <input type="checkbox"/> Illegal Substances (ex. Drugs/Alcohol) | |
| <input type="checkbox"/> Fighting | |
| <input type="checkbox"/> Threats | |
| <input type="checkbox"/> Non-Emergency Fire Alarm | |
| <input type="checkbox"/> Physical Aggression | |
| <input type="checkbox"/> Safety Concern (Dangerous) | |
| <input type="checkbox"/> Sexual Behaviour | |
| <input type="checkbox"/> Sexual Harrassment | |
| <input type="checkbox"/> Swearing at an Adult | |
| <input type="checkbox"/> Theft | |

5. CONSEQUENCE GUIDE



GANDER COLLEGIATE SCHOOL WIDE DISCIPLINE RESPONSE GUIDE

"Concorde Pride is in the A.I.R."

Guiding Principles:

- Our entire discipline process is designed to be an instrument of success and inclusion.
- Be clear about behavioural expectations and what success looks like.
- Be fair, reasonable, and consistent with responses and/or consequences. (Fair is not always Equal.)
- Pre-correct for anticipated behaviours and/or rule violations.
- Respect the uniqueness of each student, each incident, and each set of circumstances.

LEVEL 1

Level 1 behaviours are handled by the attending staff member.

Chronic Level 1 behaviours could result in a referral to the school administration

Infrequent Errors:

- Remind students of the expected behaviour and why the expectation exists.
- Be specific—communicate what was observed.
- Help students identify possible replacement behaviour(s) to avoid future errors.

Chronic Errors:

- Chronic is defined as regular, repeated and frequent behaviours over a short period of time.
- Seek input/guidance from colleagues, advisors, counselor, and/or administration.
- Contact the parent to discuss the inappropriate behaviour(s) and strategies to resolve. A parent discussion is required prior to a referral to administration.
- Referrals to Administration for Level 1 behaviours **must** be done with an Office Discipline Form.
- Document incidents, responses, etc. in the student data base (this will be completed by administration once office referral has been made.)

LEVEL 2

Level 2 behaviours are handled by the attending staff member.

Chronic Level 2 behaviours will result in a referral to the school administration

First Occurrence:

- Discussion with student about the importance of the expected behaviour.
- Natural consequence and/or restitution by the student
- Document incidents, responses, etc. in the student data-base. (information is to be passed to office to be entered)
- Informal notification to Administration. Parental contact (if necessary)

Second Occurrence:

- Discussion with student about the importance of the expected behaviour.
- Natural consequence and/or restitution by the student
- Informal notification to Administration. Parental contact recommended
- Document incidents, responses, etc. in the student data-base. (information is to be passed to office to be entered)

Third Occurrence:

- Referral to Administration
- Referrals to Administration for Level 2 behaviours **must** be done with an Office Discipline Referral Form

LEVEL 3

Level 3 behaviours will result in an immediate referral to the school administration

Any Occurrence:

- Referral to Administration
- Referrals to Administration for Level 3 behaviours **do not require** an Office Discipline Referral Form

6. BULLYING SUPPLEMENT



GANDER COLLEGIATE BULLYING SUPPLEMENT

“Concorde Pride is in the A.I.R.”

Bullying Prevention

Bullying/ Cyberbullying shall not be tolerated in this school. Bullying is such a serious issue that it warrants special attention. It is considered a Level III infraction in our *School Wide Discipline Plan* and usually warrants an automatic office referral.

Definition

Bullying/Cyberbullying is typically repeated behaviour that is intended to cause harm to another person(s). A person participates in bullying if he or she directly carries out, assists or encourages the behaviour in any way. Those that engage in bullying behaviour are perceived to be in a position of power. Bullying can be physical, verbal, social or electronic.

Forms of Bullying

- a. Physical bullying includes, but is not limited to, hitting, spitting, taking or damaging personal belongings and unwanted touching.
- b. Verbal bullying includes, but is not limited to, taunting, malicious teasing, making threats and racist or homophobic comments.
- c. Social bullying includes, but is not limited to, spreading rumors, excluding from a group, and manipulation of relationships.
- d. Electronic bullying involves the use of cell phones, computers, and other devices to socially and/or verbally bully another.

Bullying Awareness and Prevention

The school has the following tools to prevent and educate students about bullying:

- Positive Behaviour Matrices are posted in each room of the school, these expectations are communicated to the entire student body and in each classroom setting;

- Once a staff member is aware of a bullying incident, the staff member shall intervene immediately, or as quickly as reasonably possible, to address the bullying behaviour. Staff will:
 - a. Stop the behaviour.
 - b. Identify the bullying behaviours.
 - c. Refer to the PBS matrix.
 - d. Follow-up with appropriate action according to GC Code of Conduct (Level III behaviour) and make office referral.
- Each teacher has a copy of the school's *Safe and Caring School Policy*;
- The school policy is posted on the school's website <http://www.k12.nf.ca/gc/>;
- Annually the student council holds an Anti-Bullying week of activities to raise awareness of the seriousness of the issue.
- Our Beyond the Hurt group will present to students each year on topics related to Bullying and Cyberbullying.

Reporting of Bullying Incidents

Students are offered a variety of ways to report bullying. They include:

- Anonymous box located outside guidance office
- Use school email located on website or school telephone
- In person to any staff member
- Beyond the Hurt member

In cases of severe or repeated incidents, refer to the administration immediately.

Appendix A

Explanation of Positive Behaviour Supports

At Gander Collegiate our staff has taken on an initiative to highlight the positive behaviours of our students. Parents and the community have witnessed the successes of our students in academics, the arts and athletics throughout the years but we feel there is much more to be valued in our children than these worthwhile strengths. For several years, we have promoted a theme of *Concorde Pride is in the AIR* where the overriding point is that of respect.

As part of recognizing the positive student behaviours there is a system in place whereby the students are presented AIR tickets by a teacher who has witnessed this behaviour. The student then places the ticket in a box located in the General Office for a draw each month.

When one visits GC they will see these signs displayed in the lobby.



Assistance from the community in the form of contributions for the monthly draws has been tremendous. The first draw was on November 28th, 2008.

As another part of our Positive Behaviour Supports a post card system has been introduced. Teachers now send home post cards recognizing good effort by students.

