

# Greenwood Friends School

## STUDENT BEHAVIOR GUIDELINES

2020-21

### Introduction

Faculty and staff at GFS are as committed to social/emotional learning as they are to academic learning. Positive discipline and responsive strategies are used regularly throughout the school day in order to foster independent conflict resolution skills, which promote communication, problem solving, stress management, emotional regulation, teamwork and interpersonal relationships. The positive discipline tools that are taught at Greenwood are mutual respect, identifying the belief behind the behavior, discipline that teaches, focusing on solutions rather than punishment, and encouragement rather than praise.

Occasionally, the social emotional needs of a student challenge the daily practices that are set forth intentionally in the classroom. The remainder of this document clarifies procedures put in place to best assist learners who struggle repeatedly to engage in the agreed upon behavioral expectations.

### Purpose

For the purpose of this document, the word “parents” also refers to “guardians.”

Our goal is a supportive learning community of self-disciplined students whose words and actions consistently reflect the Quaker values of our school--*simplicity, peace, integrity, community, equality and stewardship*. We seek to do this in the following ways:

1. Affirmation. We look for the value in others and regularly tell others what we appreciate about them. We teach students to do the same.
2. Communication. We aim for regular and open communication consisting of listening carefully, completely, and open-mindedly without interrupting, and speaking directly of concerns or needs in a manner that avoids putting others down.
3. Cooperation. We look for ways in which two or more persons or groups can work together to meet common goals. We strive to boost our students’ self-advocacy skills so they can bring issues of concern to teachers’ attention in a timely manner. Parents are encouraged to reinforce the School’s message of timely self-advocacy for students.

## **Behavioral Expectations**

Consideration, cooperation, and communication are the essential elements of our behavioral expectations. Teachers and students work together to create classroom guidelines that support these expectations for our school. The goals of this process are to foster a fundamental respect for:

- The learning of others
- The feelings of others
- The belongings of others

And to nurture growing responsibility for:

- One's words and actions
- One's own learning
- One's effort

GFS students are expected to model and demonstrate behaviors outlined in these guidelines which reflect a commitment to Quaker values. Appropriate behavior is expected from GFS students in the classrooms, at lunchtimes, in hallways and during class transitions, on the playground, as well as Meeting for Worship, school events and gatherings. Additionally, these guidelines pertain to student behavior on buses and other school transportation vehicles.

## **Unacceptable Behaviors**

The behaviors deemed inappropriate and damaging to the safe social and academic environment of GFS include Disruption of Learning, Breaches of Integrity, and Bullying. The examples shown below are not all-inclusive.

**Disruption of Learning** - any behavior that consistently detracts from a student's learning, or stops the learning experience for other students.

### **Examples of Disruption of Learning**

- \*Interrupting by calling out
- \*Distracting others
- \*Not listening to classmates
- \*Interfering with another's work
- \*Engaging others in verbal dispute
- \*Not listening to the teacher or presenter
- \*Verbal defiance of teacher (including disrespectful or dismissive body language)
- \*Ignoring teacher signals and redirection
- \*Refusal to "take a break" in order to regroup

**Breaches of Integrity** - GFS students are expected to model and demonstrate behaviors such as acting honorably, exercising sound judgment and making choices that reflect a commitment to Quaker values.

Examples of Breaches of Integrity

- \*Lying
- \*Cheating
- \*Stealing
- \*Borrowing others' possessions without permission
- \*Taking others' possessions from secured locations (backpacks, lunch/snack bags, desks, classroom cubbies, offices)
- \*Removing school owned property from school campus without permission
- \*Plagiarism
- \*Academic dishonesty
- \*Inappropriate use of technology, including Internet, email, social media
- \*Defacing/destroying personal or school property
- \*Engaging in any inappropriate acts and blaming others
- \*Facilitating those who engage in inappropriate acts

**Bullying** - any hurtful, negative behavior done deliberately in an aggressive verbal, social or physical manner and is repeated even after the victim has asked the bully to stop.

Examples of Verbal Aggression

- \*Intentionally hurtful communication
- \*Intimidation
- \*Prejudicial language (slurs based on race, ethnicity, gender, sexual orientation, or other social identifiers)
- \*Name calling
- \*Taunting
- \*Mocking
- \*Bragging
- \*Teasing (including about clothing, possessions, appearance, heritage, or other social identifiers)
- \*Threatening
- \*Verbal threats of aggression against property or possessions
- \*Verbal threats of violence or of inflicting bodily harm
- \*Yelling to intimidate
- \*Profanity
- \*Repeated use of socially unacceptable language (ie. cursing, sexual innuendo, over-use of 'bathroom language')

<u>Examples of Social Aggression</u>	<u>Examples of Physical Aggression</u>
<ul style="list-style-type: none"> <li>*Gossiping</li> <li>*Spreading rumors</li> <li>*Cyber-bullying</li> <li>*Threatening</li> <li>*Ganging up</li> <li>*Negative body language</li> <li>*Dirty looks</li> <li>*Publicly humiliating</li> <li>*Setting up to look foolish</li> <li>*Embarrassing</li> <li>*Setting up to take blame</li> <li>*Social alienation or rejection (ie. intentional exclusion from a group)</li> <li>*Manipulating social order to achieve rejection or exclusion</li> <li>*Negative social pressure</li> <li>*Peer Pressure</li> <li>*Passing judgment with intent to shame or exclude others</li> </ul>	<ul style="list-style-type: none"> <li>*Hitting</li> <li>*Kicking</li> <li>*Pushing</li> <li>*Shoving</li> <li>*Spitting</li> <li>*Biting</li> <li>*Pinching</li> <li>*Physical intimidation</li> <li>*Threatening Acts</li> <li>*Physical acts that are demeaning and humiliating</li> <li>*Defacing property</li> <li>*Destroying property</li> <li>*Confining in a closed or locked space</li> <li>*Invasion of personal space</li> <li>*Striking with an object</li> <li>*Threatening with an object used as a “weapon”</li> <li>*Inflicting bodily harm</li> </ul>

## **Steps for Remediation**

### **Disruption of Learning**

1. Teachers begin by giving the student reminders, signals, and reflection time. If necessary, they consult with parents. If the disruptive behavior persists, the student meets with the HOS who may also consult with parents. The student will be given a consequence and given an opportunity to make amends.
2. If the student is sent to meet with the HOS for a second time for the same concerns, the HOS will meet with parents to recommend additional strategies, which may include the need for outside support.
3. If the student’s behavior continues to be disrespectful and disruptive of the learning / school environment, the enrollment contract for the following year may be withheld.

### **Breaches of Integrity**

1. The student meets with the HOS and his/her/ their parents are called, as well as parents of other students impacted by the behavior. The student demonstrating a breach of integrity will be given a consequence, as well as an opportunity to make amends to those impacted.
2. If a second incidence occurs, HOS confers with the student involved and his/her/their parents. The student will be given a consequence.
3. If the student’s behavior continues to indicate an inability or unwillingness to demonstrate solid integrity, the enrollment agreement for the following year may be withheld.

## **Bullying**

1. The students involved meet with the HOS and the HOS will call the parents of all involved. The student demonstrating bullying behavior will be given a consequence.
2. If a second serious incident occurs, the HOS confers with the students involved and the parents. The student demonstrating bullying behavior will be given a consequence. A behavioral contract with the student and parents may be developed through consultation between HOS and the teacher.
3. If a third serious incident occurs, the consequence of a suspension is considered and made by the HOS in consultation with one or more faculty members who have worked with the student. If a student is sent home, resolution of the incident is reached through a re-entry parent conference with the HOS.

## **Consequences**

It is recognized that specific circumstances may warrant some variation from the steps outlined above. Unsafe, disruptive or self-destructive behavior may result in suspension and/or prevent a student from going on a field trip, attending special events at school, etc. Occasionally, the current set of consequences does not fit the situation and the need to develop a consequence based on the situation and severity of the behavior will arise. On such occasions, the exact consequence seeks to benefit the student and the GFS community.

## **Suspension and Expulsion**

GFS reserves the right to separate a student from its program for serious infractions of the School's rules, if a student repeatedly demonstrates inappropriate, unacceptable and/or hurtful behaviors. These rules cover behavior in classes, as well as on field trips, school provided transportation, and anywhere on the school grounds.

Expulsion or suspension is used for especially serious infractions of School rules and expectations, or when repeated infractions indicate an inability or unwillingness to live within the School's guidelines. The expelled student must leave the School and is required to be off the campus within the time stated at the decision of the HOS.

The decision to expel a student permanently is made by the HOS, usually in consultation with one or more faculty members who have worked with the student. Resolution of the incident is reached through a parent conference with the HOS. Serious consideration is given before separating a student from the community. The needs of both the student and the community are considered before taking action; but when the needs of the student conflict with the needs of the community, the needs of the community will prevail. The School reserves the unconditional right to suspend or expel, at any time, any student for behavioral or attitudinal reasons.