

## School Policies & Procedures: 20/12/19 Robert Service School

### Policy 19-01: Positive Behaviour Policy: Living in a Good Way

A major focus of the school's philosophy is to encourage the development of positive behaviours that are associated with 'living in a good way', known by Tr'ondëk Hwëch'in as Trë'hude. Trë'hude is a Hän language term specific to the Tr'ondëk Hwëch'in. It is likely best described by a quote from local Elder Percy Henry.

**It is like for many years we have watched this thing you call 'education' occur in our town. I know there is much that can occur in the school that is good, but it does not make a person wise. In our culture, there is nothing more important than the learning that makes a person wise. The main thing the southern culture wants from school is 'head knowledge'. That is what it has always emphasized. I do not know why. It intrigues me. Your focus is mainly on the gaining of a kind of knowledge that seems to have little value in understanding the world and to make us wise people. I see it has some value, but maybe this value is only to make someone seem better than another. I think that schools can become focused on this. I think this is why many of us in the past questioned the very purpose of schools. It seems to focus on the individual and their future, not the future of the community (2012).**

Over the past few years there has been considerable conversation at Robert Service School on how Trë'hude can be authentically be enacted at RSS. It is important to recognize that Trë'hude parallels the British Columbia Curriculum's focus on Core Competencies. Our school follows the BC Curriculum and you can check out what each grade level is required to address (go to: <https://curriculum.gov.bc.ca/>). In brief, there is content to be learned (what we know), skills to be acquired (what we can do) and competencies to be developed (how we behave and act). Percy's concern is that the focus is too much on content, and the BC Curriculum requires students' learning to have a balanced approach to knowledge, skills and competencies. The assessment and reporting for your child/children will address these three areas.

From the BC Curriculum:

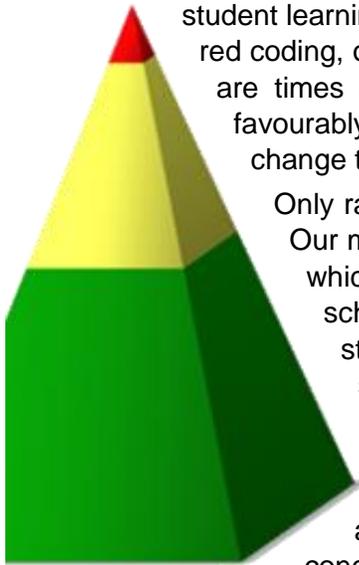
**Education should lead to the development of the whole child—intellectually, personally, and socially. In a world of growing diversity and challenge, schools must do more than help students master the sets of knowledge and skills acquired through the standard subject areas. They must prepare students fully for their lives as individuals and as members of society, with the capacity to achieve their goals, contribute to their communities and continue learning throughout their lives**

The experiential programming, morning announcements and assemblies often reference Trë'hude through a brief story of from this community that pertains to 'making a human being'.

A primary emphasis at Robert Service School is on providing a positive classroom and overall school environment that promotes students' learning and development, based upon principles of Trë'hude. A positive learning environment is one in which students feel safe, engaged, connected, and supported in the classroom and school. These "conditions for learning" are the elements of a school's climate that students experience personally. This climate is known to have several positive effects such as improved student self-concept; quality of instruction; student achievement grades; attendance; positive relationships among students, adults, and their peers; and reduction in risk-related, abuse of property and off-task behaviour. Several teacher and school-based actions are

known to foster the development of a positive school climate; most significant being the three Cs: Care, Clarity and Connection. Teachers are important in creating optimum classroom conditions by (1) developing positive relationships with all students through an ethic of care, (2) making clear the learning intentions of all lessons and the behavior expectations for students and (3) connecting students' learning to their everyday lives. These three Cs are foundations we strive for as support, teaching and administrative staff at RSS.

At Robert Service School we have enacted a rather simple school-wide system to collect individual and class data on behavior to both congratulate and adjust student behavior as it impacts on student learning. The picture to the left helps to understand this. Using a green, yellow and red coding, occurrences and behaviors observed in school are typically green. But, there are times a student needs to be cautioned and typically students respond to this favourably and the adjustment is made. Sometimes this incident causes a teacher to change their practice to support the student.



Only rarely in a school are there critical incidents, which require immediate action.

Our method of documenting incidents is via green, yellow and red incident forms, which teachers fill in after a behavior has been responded to and lodge it the school office in a grade level folder. Staff are strongly encouraged to inform a student this incident form is being lodged, but this cannot be guaranteed for all situations. Red incident forms, because of their severity, are addressed promptly, often immediately after the incident. Yellow and green incident forms are placed in grade level folders in the office and reviewed once a week. Staff, especially the leadership team, look for patterns in these forms and respond accordingly. In Goods News Assemblies patterns of congratulatory behavior are acknowledged through certificates. If there are repeated yellow cautionary forms for a student, a member of the leadership team will follow-up with a conversation with the student, and sometimes with a parent. The conversation seeks to understand the behavior and respond through various measures, such as program or teacher adjustment or punitive measures. It is possible the student will be monitored through an action plan such as a Cautionary Report in which over a week, class by class, the student's behavior is monitored. This occurs with parents/ caregivers knowing this monitoring is occurring. Parents and students have the right to access their personal behavior information, if they so choose.

In the case of Red (Critical) Incidents:

1. The incident is immediately communicated to administration, possibly at this time through a Red Critical Incident form;
2. Administrator and/or the teacher, possibly with the Tr'ondëk Hwëch'in CELC and/ or Counsellor support, meets with the offender;
3. An initial assessment determines whether any immediate support is necessary for the offender and/or offended, such as medical support in the case of a student being physically abused or under the influence of an unpermitted substance. The first course of action is to ensure the offender and/ or offended is safe;
4. The parent(s)/ caregiver is then contacted by an administrator or teacher to inform them of the offending, which will be associated with the offending student being removed from the classroom or the school for the remainder day; with the student only being discharged in the hands of a parent or caregiver. If a parent or caregiver is not available, the student will be kept at school in a supervised environment;

5. If the event is associated with a school-related activity, such as aggressive behaviour or alcohol or drug use on a culture camp or sporting event, the incident may require the student to be removed from the event, which may mean a parent or caregiver may have to collect the student;
6. If evaluated as a significant critical incident (such as in the threat of violence), the superintendent of schools (Yukon Education), Student Support Services, and, as appropriate, Education Manager for Tr'ondëk Hwëch'in will be contacted. Further, if seen as a legal offending matter, RCMP may be contacted;
7. In the case of the distribution of drugs or violent threat with a weapon, a property search of a school locker may be initiated, which does not require the consent of the student;
8. Within one to two days of the incident occurring, a conversation or meeting of the student and parent(s)/ caregiver(s) should be held with a member of the administrative team, and as deemed appropriate, a Tr'ondëk Hwëch'in CELC and/ or RSS School Counsellor and, where deemed necessary, Student Support Services and/or Superintendent of Schools. In extraordinary circumstances with justified reasons, this meeting may occur at a later date;
9. An individualized consequence plan will be described in this conversation. The plan may include a range of consequences such as verbal reprimand, written reprimand, loss of privilege (possibly learning experience exclusion), modified programming, suspension, and/ or school exclusion. Most importantly, Counsellor support, maybe be required for actions where it is deemed the student is at risk for repeated offending. Based upon this meeting, a re-entry restorative action may be required, which may require formal apologies. Student behavior will be closely monitored. If behaviour is repeated, escalated actions would be expected, including requirement for Counsellor or Support Drug and Alcohol or other external support, which may be deemed essential for re-entry. Loss of sporting team or event participation privilege may also be considered as an option, but as a final last resort.

**Green (Congratulatory) Incident Form:**

Positive, constructive behaviour contributes to a positive outcome for the student, learning and the social environment. Principles of Trë'hude evidenced as others benefit from the action (e.g. perseverance in learning, contribution to others' learning, honest communication in addressing an issue, problem-solving in learning, having respect for others in welcoming and kind actions). These are typically celebrated at the classroom or school level.

**Yellow (Cautionary) Incident Form:**

Negative behavior that contradicts Trë'hude, often ongoing despite repeated warnings, causes risk to self and the learning of others or property. With some thought and adjustment, the behavior is likely to not occur again. Examples might include lateness to class, foul language, declining engagement and interest in learning or disrupting other students' learning. Withdrawal from class, counsellor support or removal of privilege are examples of actions that may be employed to correct behavior. Repeated incidents will involve parent/ caregiver contact and cautionary monitoring.

**Red (Critical) Incident Form:**

Highly destructive, threatening, defiant (refusal to comply) or abusive behaviour that causes harm to the well-being of self, others or their property. Includes illegal activity, the verbal or physical abuse of a peer, staff or community member or the abuse of property. There is zero tolerance for such behaviours. Changing the behaviour likely requires a series of consequences, including possible exclusion, and potentially counsellor support. Parent/ Caregiver contact and re-entry restorative action is required and behavior closely monitored possibly through a Critical Report.