

HORACE MANN SCHOOL

EXPECTATIONS FOR BEHAVIOR

The behavior policy is intended to be a guideline for students, parents and staff to establish expectations for acceptable behavior in and around Horace Mann School. The Core Values of Care & Respect, Critical Thinking, Effort & Hard Work, and Risk Taking for Learning are embedded in this document, created by a committee of parents, teachers, and the principal of the school. This document has been designed for parents to better understand the behaviors that teachers expect and express to their students in their classrooms.

Feel free to share the contents with your children with the understanding that they are written in “grown up” language and may need to be simplified for younger children. These expectations are the basis for their preparation as confident, self-assured contributing members of our school community.

RESPECT

The overriding theme in this policy is one of respect. It is designed so children will remember the three R's: respect for self; respect for others; responsibility for one's actions. Being considerate and courteous are the foundations of solid citizenship. The following expectations help to illustrate this value for Horace Mann students.

- Treat all children, adults, and yourself with respect and dignity;
- Consider other people's feelings; treat others as you would want to be treated yourself;
- Use acceptable language at all times and refrain from any comments or actions that may hurt someone's feelings;
- Keep our voices at appropriate levels;
- Respect for the school, classroom and property of others;
- Clean up after ourselves; work as a team during clean-up time. Refrain from saying, “That's not mine” or “I didn't do that”;
- Listen.

PROBLEM SOLVING

Finding successful methods for solving conflicts is critical for establishing appropriate behaviors and resolving conflict. At Horace Mann, the teachers are being trained in Open Circle, a social competency curriculum that gives students a variety of tools and vocabulary necessary to develop relationships that support safe, caring, and respectful learning communities of children and adults.

- Make attempts to solve all problems using appropriate words and seek adult intervention if words are unable to solve a problem;
- Be truthful;
- Accept responsibility for your own actions;
- Parents, teachers and other adults shall model appropriate behavior for students;
- Classroom teachers will implement Social Competency/Open Circle techniques to problem solving situations.

SCHOOL SAFETY

Safety in school is extremely important. The following list covers overall safety rules as well as those for specific areas. The list also indicates types of behaviors we want to encourage in all our

students. Please note that the previously listed items for **Respect** and **Problem Solving** continue to apply to this and all categories.

Overall Safety:

- Violent behavior is unacceptable. We work to use our hands to help, not hurt;
- Refrain from behaviors that would harm others (throwing objects, kicking, hitting, etc.)
- Keep voices at appropriate levels;
- Refrain from "dares", threatening behavior, and bullying;
- Follow instructions from adults;
- Listen.

Indoors:

- Walk - don't run - quietly through the hallways;
- Hold doors for others;
- When on the stairs, walk on the right side, refrain from running and skipping steps;
- Follow fire drill rules.

On the playground:

- Follow playground structure rules;
- Refuse to participate in any kind of rough play;
- Refrain from excluding other children in any games or activities in which we participate, (note: rule applies to children within a grade level).

In the classroom:

- Each class will discuss rules that are specific to that classroom;
- Students may assist in developing classroom rules.

BEHAVIOR CONSEQUENCES

It is important to note that in order to be successful, the principal and/or his designee must have some flexibility when implementing behavior consequences. Different children may require different consequences, relating to the disparate ways children learn. The teachers have discretion to enforce these consequences in a manner that complements their classroom rules. The following list is designed to illustrate an ascending prompt model that may be altered in relation to the seriousness and frequency of the offense.

- Staff member will ask child not to repeat the behavior;
- Child may be placed in "time out" for a brief period so child can "collect" him/herself;
- A note may be sent home informing parent of infraction;
- Parent may be called;
- Parent may be called to school for a meeting with teacher;
- Teachers have the discretion to eliminate recess. A child may lose recess, or a portion thereof, if an infraction occurs during recess. In some cases, a child may miss recess for an infraction that occurred elsewhere in the school and/or the school day;
- A child may be asked to stay after school only with parental notification;
- A child may be sent to the principal. If the child is in kindergarten or first grade, the principal will be asked to come to the class and speak to the child;
- The principal may request a conference with parent;

- Severe infractions may require “in house” suspensions for part of a day or suspensions to home. Please refer to *Students Rights and Responsibilities Handbook* distributed by the Newton Public Schools.