

Tansor Elementary



Code of Conduct



Tansor Elementary School Code of Conduct

Purpose: *To establish and maintain safe, caring and orderly environments for purposeful learning.*

The *School Code of Conduct* is purposefully reinforced with students on an on-going basis.

At our school we focus on acknowledging positive behaviour, but recognize the need for a consistent system of discipline in the event of unacceptable behaviours. Our philosophy is to support students in learning to demonstrate responsible and respectful behaviour. A system of progressive discipline means that students move along a continuum of consequences. We believe parental involvement is essential in this process.

Our school wide discipline policy is designed to help students choose to be self-disciplined, to behave in an appropriate, responsible manner and to develop self motivation toward their learning.

Each year, all students and staff participate in a **Behavioural Safety Tour** that provides detailed expectations for behavior for common areas throughout the school. Teachers and staff work with students to establish routines and behaviour expectations that create an environment that is free of distractions. Students are expected to be respectful and courteous to others. Personal responsibility is a virtue that is taught beginning in kindergarten, and is continually reinforced at all grade levels.

Each teacher gives guidelines within his or her class for expected behaviour and provides practice in classroom procedures. These procedures allow the children to work and play in a safe, positive learning environment. **A common language of expected manner and behaviour is based on the WITS program and language around being Respectful, Responsible, and Safe.** Through class discussion, whole school assemblies, and direct one on one conversation, school staff members work to ensure that students clearly understand the school's expectations for conduct.

The school works to provide positive reinforcement for appropriate behaviours and work habits by:

- a) Providing positive, encouraging written and spoken comments during class, on assignments, and through "Being Kind", "Fill My Bucket" messages.
- b) Providing recognition for a job well done through sharing the news with the students' classmates, sending the student to the principal for acknowledgment of their achievement, making a good news call home, or by providing recognition at an assembly.

Conduct Expectations:

It is our intent to provide a safe, orderly, caring learning environment for every child. In order to establish this atmosphere everyone is expected to keep their behaviour within limits that shows respect for themselves and others. Our aim is to make this a learning experience.

IT IS THE RIGHT OF EACH STUDENT TO OBTAIN A QUALITY EDUCATION IN A POSITIVE CARING ENVIRONMENT

We expect Tansor students to conduct themselves at school, while going to and from school, and while attending any school function at any location, in a caring, supportive, well-mannered way, and set high standards for themselves academically and socially.

Our school wide discipline policy is designed to help students choose to be self-disciplined, to behave in an appropriate, responsible manner and to develop self-motivation toward their learning.

Our School Code of Conduct Consists:

The WITS PROGRAM

W.I.T.S. is our peaceful problem-solving strategy

Walk away

Ignore

Talk it out

Seek help

Staff members handle inappropriate student behaviour immediately in a manner that explores the level of behaviour they were demonstrating and plans for appropriate behaviour in the future. The School District #79 behavioural policies will be followed in more serious cases, such as fighting, bullying, intimidation, discrimination and harassment. A plan of action will be decided upon after discussion with all concerned parties. If necessary, consequences will be determined based on each individual case.

Unacceptable Conduct:

The behaviours below are not meant to be an all-inclusive list, but students must understand the following are not acceptable:

- Behaviours that:
 - interfere with the learning of others
 - interfere with an orderly environment
 - create unsafe conditions
- Acts of:
 - bullying, harassment or intimidation including cyber bullying
 - physical violence
 - retribution against a person who has reported incidents
- Illegal acts, such as:
 - possession, use or distribution of illegal or restricted substances
 - possession or use of weapons
 - theft of or damage to property
- Prohibited Acts of Discrimination as set out in sections 7 & 8 of the Human Rights Code:
 - race; colour; ancestry; place of origin; religion
 - marital status; family status
 - physical or mental disability
 - sex; sexual orientation, and
 - age
 - in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment.

Bully Proofing

As part of our emphasis on respect for self, others and the environment, we ensure that all of our students are aware of the forms bullying can take. As part of our personal planning curriculum, we provide bully proofing by:

- a) Encouraging the students to problem solve - using the WITS strategy
- b) Engaging the students in conversations to develop sympathy and empathy
- c) Setting assertive or verbal self defense strategies.
- d) Offering guided practice for the use of strategies in real life.

We consider bully proofing to be an ongoing initiative.

Rising Expectations:

As students grow older and more mature it is our expectation that they be held to a progressively higher standard of personal responsibility and self-discipline and will face increasing consequences for inappropriate behaviour.

Field Trips:

Field trips, also called extended class experiences, are important educational events for the students in our school. Teachers use these events to extend the school curriculum into real life experiences, to use experts in our community as resource people and to provide "hands on" activities for students. These events are carefully planned far in advance as part of teaching plans, and details and budgets must be submitted and approved. We access money from our school budget and funds provided by PAC to keep costs for families to a minimum.

When a class is going on a field trip it is considered a regular school day and all students are expected to attend. Parents are asked to have signed permission slips returned well ahead of the field trip date. Students who do not return signed permission slips the day before the field trip will not accompany the class, but will remain at the school. Parents who would like to volunteer to accompany the class must speak to the teacher well in advance of the trip, as space is often limited. As these trips are teaching and learning experiences and are paid for on a per student basis, it is not appropriate for siblings to accompany the class unless they are specifically invited.

Behaviour expectations for field trips are the same as they are in and around the school. Students are expected to follow the direction of the teacher or parent leader, and display respectful and courteous behaviour at all times.

Parent drivers must complete a Volunteer Registration Form, must have a valid driver's license, carry \$1 million liability insurance; driver's abstract and have completed a volunteer orientation session. Students are not allowed in the front seats if airbag equipped.

Riding the School Bus

Riding the bus to and from school and on field trips is a privilege. All students using the bus are expected to conduct themselves in a safe and orderly manner at all times. Students are expected to follow the directions of the bus driver and be respectful and courteous in all interactions while on the bus.

Supervision

To help maintain a safe environment for students at Tansor Elementary School, supervision is provided for students at all times during the school day. Teachers supervise before and after school, and Noon Hour Supervisors and EAs (Education Assistants) cover lunch hour supervision. Students are encouraged not to arrive at the school before 8:15 am, unless they are involved in a supervised sport or activity or using one of the supervised areas of the school, and should depart by 2:30 pm because there is no scheduled supervision outside of these times.

Consequences

We view general behaviour problems as learning opportunities. Everyone occasionally makes a mistake, and by investigating and reviewing the cause of the behaviour, growth and change can occur. Within the classroom, teachers establish a set of consequences for poor choices regarding behaviour. These consequences are set according to the age and developmental stage of the student. Teachers endeavor to help the student review, practice and remember what is expected. Special considerations may apply to students with special needs who are unable to comply with expectations due to having a disability of an intellectual, physical, sensory emotional or behavioural nature.

What happens when behaviours become strongly unacceptable, and "something" must be done?

It is our school practice to involve the principal, school counsellor, learning assistance teacher, and parents early on in the investigation of learning or behaviour difficulties. Working together, the group develops a plan to enable the student to make positive change.

Where the problem is a "small" break in routine, the classroom teacher works directly with the student to resolve the situation. If the behaviour continues the teacher will involve the principal. If an aggressive, seriously disruptive behaviour is involved, then the principal will become involved very quickly.

If a child is "sent to the office" then the principal will know that:

- (a) The child had a clear understanding of what was expected
- (b) He/she has engaged in this poor choice of behaviour several times.

A visit to the principal's office will be recorded in the school discipline records as a summary of what occurred, and the date of the event. The principal will discuss with the student the events that led up to being sent to the office, and what might be done in the future to prevent a recurrence. If the student and the principal feel confident that the student intends, and is able to make better choices, then the student is sent back to class. Where the student shows lack of concern toward the incident, or a serious aggressive or discourteous response regarding the incident, parents are contacted immediately. At this point we may involve some extra support for the student by making a referral to the Counsellor or Learning Assistance teacher. Parents will be involved in helping the student plan for positive behavioural changes.

At times we will ask a student to carry home a letter after an initial phone contact with the parent. The purpose is two fold: to let the parent know in writing what has happened, and most importantly to involve the student in the process so they realize that we are all quite serious about looking for changes in behaviour. With parental support, this can be effective.

The BC Human Rights code prohibits discrimination on the basis of an individual's or group's race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation. Our school is a place where students are free from harm, where clear expectations of acceptable behaviour are held and met and where all members feel they belong. Publishing, issuing or displaying any statement, publication, notice sign, symbol emblem or other representation that indicates discrimination or an intention to discriminate against a person or a group or class of persons to hatred

or contempt will not be tolerated. The Human Rights Code is available online at:
<http://www.bclaws.ca/civix/document/id/complete/stratreq/96210.01>

Suspensions

It is a serious matter when a student does not actively work towards improvement of unacceptable behaviours that has negatively influenced the classroom environment, or the safety of other students. If the student is brought to the office as a result of repeated poor choices in behaviour, then the principal must act on the assumption that the student does not seriously believe we are firm in our decisions. At this point the student may receive a suspension or time out from school.

Suspension is a last resort, but a possibility if we are to preserve a safe and respectful environment where students are able to focus on their learning. The Board Policy states, "although school attendance is compulsory, it is also a privilege". The code of conduct for our school program involves, as it must, the student realizing they need to make a change in the decisions they are making concerning their behaviour at school. These changes will be most effective when there is support and communication between the home and the school.

Notification:

In the event of serious breaches of conduct, school officials may advise other parties of those breaches including:

- parents of student offender(s) - in every instance
- parents of student victim(s) - in every instance
- school district officials - as required by school district policy
- police and/or other agencies - as required by law
- all parents - when deemed to be important or reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it

Retaliation Prevention:

The school and the Board will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of a code of conduct.

Plan for Supporting Student Behaviours (in classroom)

Classroom management typically follows the sequence below. Serious behavior may accelerate the process directly to Step Three or Four.

Step 1: The teacher clearly defines and teaches the classroom expectations and the school expectations (WITS & Be Respectful, Be Responsible and Be Safe).

Step 2: A discussion with the student and teacher to resolve the problem and work on a plan of action. Parent to be notified by phone/in person.

Step 3: A meeting with the teacher, student and parents will be held to further discuss the problem and develop a home and school plan of action. Principal will be informed and, if requested, will attend the meeting.

Step 4: A school based team meeting will take place to develop a more in-depth plan of action to support the child.

Plan for Supporting Student Behaviours (outside)

The teachers clearly define and teach the expectations for outside and lunchtime eating behavior. The teacher, EA (Educational Assistant) or noon-hour supervisor will evaluate each situation. In instances of inappropriate behavior, the teacher/supervisor/EA will:

- A. Review what happened with the child:
 - Is there a problem?
 - What is the problem? (some students may need support articulating what the problem is)
 - Whose problem is it?
 - What can you do to help solve the problem?
- B. Help mediate and solve the issue with the other student
- C. Review WITS, Be Respectful, Be Responsible, Be Safe and School Expectations
- D. Set an immediate and meaningful consequence (positive if at all possible, ie restorative justice):
 - Apology
 - Time Out (removal from area, restrict play area, walk with the supervisor)
- E. Inform teacher. In severe cases report to principal of the incident
- F. If behavior is a major offense - child is sent to the office to discuss the situation with the Principal.