



Peace Arch Elementary
School Code of Conduct
created 11-01-31

Our goal is to create a respectful, safe, and inclusive learning environment, which supports students in developing socially responsible behaviours and attitudes.

MISSION STATEMENT

We work towards enabling students to reach their intellectual, social, creative and physical potential. As a staff, we strive to develop curiosity, encourage enthusiasm for learning, and provide opportunities for academic success within an environment that is respectful of diversity, and accepting of individual differences.

Student Behavioural Support

At Peace Arch Elementary School, we believe that all children have the right to learn in a safe, caring and orderly environment. Our expectations are that students will maintain an attitude that is cooperative, courteous and respectful – using common sense. **When students misbehave, we strive not to punish them, but to help them change their behaviour and make healthier decisions.** To help guide them, staff has put in place a framework to provide language that all students can understand.

Behaviour Guidelines/School Rules

Take Care of Yourself – Prends soin de toi

caring about your learning and yourself, including safety.

- wash your hands
- always do your best
- make good choices –walk calmly, stay in designated areas, report dangerous situations to staff, play safely
- be on time and ready to work
- do your homework and use your planner

Take Care of Others – Prends soin des autres

considerate of others' personal feelings and properties.

- be polite and wait your turn
- treat others with respect
- use good listening skills
- be honest and tell the truth

Take Care of This Place – Prends soin du coin

caring about your school and your environment.

- clean up after yourself
- pick up litter when you see it
- take good care of materials
- ask before borrowing

Acceptable Conduct

Peace Arch students are given many class-wide and school-wide opportunities to learn what our motto, “*Take Care of Yourself, Take Care of Others, and Take Care of this Place*” feels like, looks like, and sounds like:

- Expectations are taught and reinforced through modeling and reteaching
- Common language is used (Take Care of ...)
- Students are involved in leadership teams where they model school-wide expectations to their peers -Senior Leadership (service), Junior Leadership (S.W.A.T.)
- Staff and students will develop a matrix of expectations explaining how to “*Take Care of Yourself, Take Care of Others, and Take Care of this Place*” in the following areas: washrooms, office, library, hallways, assembly, computer lab, play areas, courtyard, hockey court, grass field, play equipment, traffic areas, gravel field

Unacceptable Conduct

Students need reminders to follow our Code of Conduct and are given opportunities to learn from their mistakes. We try to tell our students that it is what you do with the mistake that matters i.e. it is what a student has learned from having made the mistake that is more important. Students are encouraged to then generalize or apply that learning to another situation where they are faced with the choice of either making a wise or unwise decision.

Unacceptable conduct at Peace Arch can be divided into two categories i.e. *Minor* and *Major*. Although not an all-inclusive list, the following cites some examples of these behaviours:

Minor behaviours include:

- Off task behaviour
- Disrupting others’ learning i.e. calling out
- Littering
- Unsafe behaviour inside school i.e. running in hallway
- Not following staff member’s directions
- Not following classroom routines
- Unsafe behaviour outside the school building i.e. sliding, swinging, climbing dangerously, tackling, rough play, throwing objects such as rocks, sticks, snowballs etc...)
- Excluding others
- Verbal put downs
- Rude words and/or body language
- Lying and/or cheating



Major behaviours include:

- Repeated minor behaviours, in some instances, can become major behaviours
- Unsafe behaviour such as, continued rough play, leaving the school grounds without permission
- Repeated harassing, threatening or intimidating words and actions

- Racist, homophobic, and sexist words and actions
- Intentional physical aggression including hitting, kicking, hair pulling, biting, and scratching
- Retribution against a person who has reported incidents
- Illegal acts such as theft, possession of a weapon or something that could be perceived as a weapon
- Vandalism i.e. willful destruction of property

Rising Expectations

Although our expectations apply to all students, there is a progression of expectations held for students as they gain experience and develop a deeper understanding of our Guiding Principles and our Code of Conduct.

Peace Arch staff members expect students to become increasingly responsible for monitoring their own decisions and therefore, developmentally appropriate consequences are applied for unwise choices students make as they move up through the grades.

Consequences

Minor behaviours will include one or a combination of the following reactive consequences:

- Lunch playtime – students will go to the ‘strategy centre’ where a staff member will debrief with the student and determine an appropriate consequence.
- Letter or drawing of apology or *Reflection Sheet*
- Reminder to student or a “warning” of the consequence if the problem behaviour is repeated
- Discrete discussion with student i.e. after school, recess, etc
- Short term removal of privileges i.e. stay in at recess/lunch, stay off slide, etc
- Short term removal of problematic object i.e. ball, skipping rope, cards, etc
- Shadowing a Supervision Aide i.e. for maximum supervision
- Playground Beautification i.e. Litter Patrol

Major behaviours will include an office referral and one or a combination of the following reactive sequences:

- A letter or drawing of apology outlining the problem behaviour, what could have been done differently, and what will be done to prevent it from happening again
- A phone call home by student and/or administrator
- Development of a restorative process i.e. between bullying and bullied student
- Referral to school counselor, school childcare worker and/or outside support
- Development of a *Behaviour Support Plan* or *Student Contract*
- Preventative plan including enrolment in targeted groups such as a (Anger Management), etc
- In school or out of school suspension

Notification



As circumstances warrant, administrators have a responsibility to advise other parties following a major behaviour incident:

- Parent of student (in every instance) exhibiting major behaviours
- Parent of student (in every instance) on the receiving end of another student's major behaviour
- Associate Superintendent and/or other District Staff
- Ministerial Agencies and/or School Liaison Officer (Police)

Dress Code students & staff –

- Comfortable clothing that covers from shoulder to the length of arm against the leg. Straps should be '3 fingerwidths' wide.
- For safety, shoes that can be worn for physical activity – open toed or loose slip-ons not recommended.
- No offensive logos or images will be accepted

Safe & Caring School Environments:

Are Free From Acts Of

- any criminal behaviour
- bullying, cyber-bullying, harassment, threat, intimidation
- violence in any form
- abuse in any form
- discrimination in any form
- theft
- vandalism
- retribution against a person who has reported incidents

Or Misuse Of

- Cyberspace/Cell Phones/Electronic Devices/Computers
 - students are to be aware that they may be subject to discipline (or, if applicable, confiscation of personal property) for misuse of technology if it negatively impacts on the school environment
- Cell phones may not be used on the school grounds at any time for any reason
- Electronic Devices such as Sony PSP, Nintendo DS, iPods, iPhones may not be brought to school at any time unless pre-arranged with a teacher as part of a presentation or event

Do Not Tolerate the Presence Of

- intoxicating or banned substances
- weapons or replica (toy) weapons and explosives
- intruders or trespassers - All visitors to the school must first report to the office