

**Expected Behaviour of Renfrew students:**

**At Renfrew, I TAKE CARE of MYSELF:**

- I take care of and am responsible for my own feelings
- I play safely, and use calming strategies when frustrated or angry before returning to play
- I stay on school grounds
- My teacher always knows where I am
- I keep my body to myself
- I use kind words when speaking to myself and others
- I wash my hands for 20 seconds before and after eating, and after using the washroom
- I respect the online agreement

**At Renfrew, I TAKE CARE of OTHERS:**

- I care about the feelings of others and repair relationships when needed
- I welcome and include others
- I stand up against behaviour that is unsafe, unkind, disrespectful, racist or bullying
- I give people their space if they need it
- I solve problems peacefully by talking or seeking help
- I listen and speak to others with respect, kindness and courtesy
- I use manners – please and thank you
- I do not discriminate based on gender, race, colour, ancestry, sexuality etc.

**At Renfrew, I TAKE CARE of THIS PLACE:**

- I clean up after myself (food, materials etc.)
- I treat the washroom with respect; I flush the toilet and put paper towels in the green bin
- I report problems I can't solve on my own to an adult
- I treat all equipment, materials and school spaces with care
- I respect all plants and animals and treat them with care

**Expectations Explained through Renfrew's Circle of Courage**

| <b>Spirit</b> | <b>What it looks like . . .</b>   |
|---------------|---|
| Belonging     | Care about the feelings of others and help those who are hurt or in need<br>Respect the feelings, rights, and boundaries and bodies of others<br>Give people their space when they need it for thinking, learning, and working<br>Be inclusive and welcoming, make sure no one feels left out |
| Mastery       | Learning takes time and patience<br>Achieve through a growth mindset<br>Set personal goals and make plans to achieve them<br>Take pride in your achievements and celebrate growth<br>See mistakes as opportunities to learn   |
| Independence  | Be mindful of the consequences of your actions: choose, act and reflect<br>Lead by example<br>Know yourself - be a self-regulated learner<br>Be a creative, critical, and flexible thinker<br>Make safe and healthy choices   |
| Generosity    | Be generous with your talents<br>Be willing to share<br>Respect and take care of our environment<br>Be helpful and cooperative<br>Stand up against injustice<br>Solve problems in a fair and peaceful manner  |

\*source: Reclaiming Youth Network. "The Circle of Courage Philosophy" 2007.

**Renfrew Elementary School's Circle of Courage Code of Conduct**

The Code of Conduct exists to allow the school to be a safe, healthy, happy and productive place to learn and live.



Our code has adopted an Indigenous medicine wheel concept called the Circle of Courage \* which emphasizes social and emotional growth in one's life. As the Circle of Courage proposes, it is important for children to grow and develop through the spirit of belonging, mastery, independence and generosity.

\*source: Brokenleg, Dr. Martin. 2007. Reclaiming Youth at Risk: Futures of Promise: Reclaiming Youth Network. "The Circle of Courage Philosophy".

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|---|--|
| <b>Belonging</b><br>I can be a respectful part of a group.  | Belonging is an understanding that you are significant and that relationships of trust are important, so that the child can say, <b>"I am loved."</b>                                    |
| <b>Mastery</b><br>I can set and achieve goals.              | Mastery is an understanding that you are capable and that you are learning to cope with the world, so that the child can say, <b>"I can succeed."</b>                                    |
| <b>Independence</b><br>I can be independently responsible.  | Independence is an understanding that you are powerful on the inside and that you have the will to make choices, so that the child can say, <b>"I have the power to make decisions."</b> |
| <b>Generosity</b><br>I can contribute positively to others. | Generosity affirms that you are a genuine human, and that your character is nurtured by concern for others, so that the child can say, <b>"I have a purpose for my life."</b>            |

**Students shall not discriminate against others on the basis of race, religion, colour, ancestry, place of origin, marital status, family status, age, sex or sexual orientation, gender identity/expression, or physical or mental disability, or for any other reason set out in the Human Rights Code of British Columbia, nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the basis of any such grounds. Racism and discrimination will not be tolerated in our school.**

Our code applies to behaviour at school, during school-organized or sponsored activities, and behaviour beyond these times (including online behaviour) that negatively impact the safe, caring and orderly environment of the school, and/or student learning.

#### **Students Who Do Not Exhibit Socially Responsible Behaviour**

At Renfrew we reflect upon our choices, take responsibility for our actions, and make amends through a restorative action plan.

The following guidelines are used for dealing with students who are not being socially responsible, or whose behaviour interferes with learning or safety beginning with those for more minor issues.

Special considerations may apply to students with special/diverse needs if these students are unable to comply with a code of conduct due to having a disability/challenge of an intellectual, physical, sensory, emotional, or behavioural nature.

**Initial, Minor Incidents:** Sometimes kids make mistakes -- it's a natural part of the learning process. At these times, we aim to take responsibility and learn from these mistakes through:

- A discussion with an adult
- Time for reflection, review of the Circle of Courage, appropriate restorative action

#### **Repeated Behaviour:**

Repetitive or severe unacceptable behaviour may result in increased severity of subsequent disciplinary action. The age and maturity of students are considered when determining appropriate consequences.

- Discussion with administration
- Loss of privileges (e.g. re-gaining independent playground privileges)
- Parents informed, potential meeting requested, possible behaviour plan established

#### **Serious Problems/Refusal to change:**

- Discussion with administration
- Parents informed-behaviour plan developed
- Possible in school/out of school suspension

#### **Notifications**

The principal or designate has a responsibility to inform other parties of serious breaches of the code of conduct. These parties include:

- Parent(s) of student offender(s) and parent(s) of student victim(s) – in every instance
- School district officials
- Police and/or other agencies, as required by law
- School community, when deemed necessary, to reassure members that school officials are taking appropriate action

#### **Serious Breaches of the Code of Conduct - Suspensions**

In accordance with the School Act, Sec. 85(2)(ii) and (d), the Board authorizes the Principal or designate of any school in the district to suspend a student from attendance at school for up to five days.

Suspensions may be for the following reasons:

- a. because a student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board;
- b. because the behaviour of the student breaches the

District Code of Conduct or other policy and/or has a harmful effect on others or the learning environment of the school;

c. because the student has failed to comply with the School Code of Conduct.

Suspensions over five days are made in consultation with the appropriate Director of Instruction as per District Student Code of Conduct, AP 350. As per AP 350 7.7 an education program must be provided.

Please Note: It may be necessary to contact others outside of the school such as district staff, police (School Liaison Officer) and Ministerial Agencies.

#### **Retaliation Prevention**

All reasonable steps will be taken to prevent retaliation against a student who has made a complaint of a breach of a code of conduct.

#### **Rising Expectations**

Students are expected to learn and mature as they move through successive grades, and as such the expectations progress towards increasing personal responsibility and self-discipline, as well as increasing consequences for inappropriate conduct/unacceptable behaviour.

#### **Family Involvement**

Renfrew's Code of Conduct was established to ensure each child and staff member's safety. We ask for student and parental support in honouring our commitment to ensuring the safest learning environment for all. Parents can help in the following ways:

1. Discuss the Code of Conduct with your child.
2. Be in close contact with your child's teacher -- e-mail or phone them with any concerns.
3. Questions? Please email [renfrew@vsb.bc.ca](mailto:renfrew@vsb.bc.ca) or phone the school at 604-713-4851.

*Revised June 5, 2023*