

Expected Behaviour of Trafalgar Students:

As a Trafalgar Wolf I TAKE CARE of MYSELF 🐾🐾

Some examples:

- 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 keep my body to myself and ask for space when I need it
- I move calmly and respectfully through the school
- I use kind and respectful words when speaking to myself and others, in person and online
- I listen to others and always show respect
- I stay on school grounds, and an adult always knows where I am
- I wash my hands with soap and water before and after eating and after using the washroom
- I report problems I can't solve on my own to an adult

As a Trafalgar Wolf I TAKE CARE of OTHERS 🐾🐾

Some examples:

- I care about the feelings of others, including online, and repair relationships when needed
- I welcome and include others
- I stand up against behaviour that is unsafe, unkind, disrespectful, racist or bullying
- I am respectful of others' bodies and give people their space
- I take turns with others
- I solve problems peacefully by talking or seeking help; I consider other perspectives
- I listen and speak to everyone with respect, kindness and courtesy
- I am respectful of other's belongings and don't touch what isn't mine

As a Trafalgar Wolf I TAKE CARE of THIS PLACE 🌳🌳

Some examples:

- I clean up after myself (food, materials, etc.)
- I treat the washroom with respect; I flush the toilet and put paper towels in the bin
- I treat all equipment, materials and school spaces with care
- I respect plants and animals and treat them with care

Expectations Explained through Trafalgar's Circle of Courage

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

Trafalgar 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".

Belonging 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, "I belong here."
Mastery 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, "I can succeed with my own goals."
Independence 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, "I have the power to make my own decisions."
Generosity 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, "I can help make my community a better place."

Trafalgar Elementary School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation. Racism will not be tolerated at 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.

Trafalgar will treat seriously behaviour or communication that discriminates based on race, culture, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender identity or sexual orientation (prohibited grounds set out in the BC Human Rights Code). The school will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of a code of conduct.

Students Who Do Not Exhibit Socially Responsible Behaviour

At Trafalgar we reflect upon our choices, take responsibility for our actions, and make amends through a restorative action plan with consideration of the developmental levels, age, maturity and individual needs of students. Whenever possible, consequences will be preventative and restorative (such as writing a letter of apology for hurting someone’s feelings, cleaning up when littering, etc.)

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.

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

- A discussion with an adult

- A referral to classroom teacher, which may involve small group or class meeting
- Time for reflection, review of the Circle of Courage, appropriate restorative action (apology, act that gives back to the individual/school).

Repeated Behaviour:

- Discussion with administration
- Student may complete a ‘Think Sheet’ and in that case a copy will be sent home
- Loss of privileges (e.g. re-gaining independent playground privileges)
- Staff and parents informed, potential meeting requested, possible behaviour plan established

Serious Problems/Refusal to Change:

- Completion of ‘Think Sheet’ (as above)
- Discussion with administration
- Parents informed and behaviour plan developed
- Possible in school/out of school suspension

Please note, as circumstances warrant, any or all the following may be notified:

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| • Principal | • Staff |
| • Counsellor | • District Staff |
| • Parents/Guardians | • Community |
| • Other schools | • 911 |
| • Ministerial Agencies | |

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 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 Policy (<http://www.vsb.bc.ca/district-policy/jgd-r-district-student-code-conduct-regulation>)

Family Involvement

Trafalgar’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 a safe 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 trafalgar@vsb.bc.ca or phone the school at 604-713-5475.

Also, we ask parents to:

- Value school start time and end time
Email or call: traattendance@vsb.bc.ca, or 604-713-5159 Code #86 - prior to 9:00 am and leave a message with your child(ren)’s **full name, division or teacher, and dates of absence.**
- Send healthy lunches and snacks
- Encourage your child to be physically active (walk to school to minimize traffic concerns)
- Support your child with obtaining adequate sleep each day
- Support your child’s learning
- Read with your child (if your child is older, model the value of reading)



As a Trafalgar Wolf:
- I Take Care of Myself
- I Take Care of Others
- I Take Care of this Place