

Selkirk Annex Code of Conduct

Code of Conduct

Take Care of Yourself,

Take Care of Others,

Take Care of This Place

Racism will not be tolerated in our school

Mission Statement

Our school is committed to supporting engaged learners, caring communities and an inclusive school environment.

Statement of Purpose

This code of conduct provides our school community including students, staff, parents and guests with a safe, inclusive and positive learning environment.

Behaviour Expectations

Each citizen at Selkirk Annex School is expected to follow the extensive but not inclusive list of behavior expectations. There is a progression of expectations for students as they become older, more mature and progress through successive grades. This code of conduct applies at school, transitioning to and from school, during school-organized or school-sponsored activities and behavior beyond these times (including online) that impacts the safe, caring and orderly school environment.

Expected Behaviour

Selkirk Annex students are given many class-wide and school-wide opportunities to learn what our motto, "Take Care of Yourself, Take Care of Others, Take Care of this Place, Racism will not be tolerated in our school" feels like, looks like, and sounds like:

- School-wide expectations and virtues such as empathy, compassion, and perseverance are targeted at school-wide monthly assemblies and reinforced both in the classroom and over the P.A. in our daily student led morning messages.
- Students are involved in leadership teams such as Big Buddies and Assembly Leaders, where they model school-wide expectations to their peers.

- Hallway, classroom, and library displays highlight students' messages and artwork related to our school-wide expectations and our targeted virtues.
- Families have copies of the school's Code of Conduct and parents are reminded of the expectations in monthly newsletters and at P.A.C. meetings as needed.

B.C. Human Rights Code

Selkirk Annex Elementary School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender or sexual orientation – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment. We will also take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of the code of conduct.

Expected Behaviours

	Classrooms	Hallways	Playground & School Grounds	Lunchroom	Library & Computers	Assemblies	Gym	Bathrooms
Take Care of Ourselves	<ul style="list-style-type: none"> - Try your best to be on task. - Work hard - Be prepared - Be safe - quiet voices 	<ul style="list-style-type: none"> - Walk calmly - Be attentive - Look where you're going 	<ul style="list-style-type: none"> - Have fun - Be safe - Listen to adult instructions - Feet first down the slide - Stay on school grounds - Dress for the weather - Bring all your belongings in after recess / lunch 	<ul style="list-style-type: none"> - Eat what you can and pack up the rest - Select healthy foods - Focus on eating - Respect our Mindful Eating (10 min. of quiet eating) 	<ul style="list-style-type: none"> - Use computers and technology appropriately - Enjoy books quietly 	<ul style="list-style-type: none"> - Sit in one spot - Enjoy the presentation - Hands and feet to self 	<ul style="list-style-type: none"> - Have fun - Be a good sport - Be safe - Try your best 	<ul style="list-style-type: none"> - Flush the toilet, wash and dry hands - Quiet voices - Remember to use washroom at breaks - Allow others privacy and ask they respect yours
Take Care of Others	<ul style="list-style-type: none"> - Be kind - Use positive words - Keep hands and feet to yourself - Be helpful - Quiet voices 	<ul style="list-style-type: none"> - Use a quiet voice - Hands and feet to self 	<ul style="list-style-type: none"> - Play safe - Take turns - Be helpful - Include others - Share equipment - Clarify rules at beginning of game - Only 1 person brings an injured person into office 	<ul style="list-style-type: none"> - Be polite - Practice good table manners (please, thank you) - Sit down to eat - Use calm voice - Everyone should feel welcome 	<ul style="list-style-type: none"> - Use calm, quiet voice - Return your books on time - Everyone should feel welcome 	<ul style="list-style-type: none"> - Keep your hands/feet to yourself - Participate when appropriate - Use appropriate applause - Everyone should feel welcome 	<ul style="list-style-type: none"> - Be safe - Use positive, encouraging words - Respect people and the rules - Take turns - Include others - Everyone should feel welcome 	<ul style="list-style-type: none"> - Be safe - Respect others' right to privacy
Take Care of our School	<ul style="list-style-type: none"> - Take care of materials, use them appropriately - Recycle Materials 	<ul style="list-style-type: none"> - Put litter, compost, and recycling in the appropriate place - Enjoy hallway 	<ul style="list-style-type: none"> - Use Equipment properly - Put litter in garbage can - Return equipment you have used - Come into 	<ul style="list-style-type: none"> - Put litter, compost, and recycling in the appropriate place - Clean up 	<ul style="list-style-type: none"> - Treat books carefully - Follow the Acceptable Use of Technology agreement 	<ul style="list-style-type: none"> - Be respectful and enthusiastic member of the audience 	<ul style="list-style-type: none"> - Use equipment appropriately - Clean up all equipment and put the equipment back where it belongs 	<ul style="list-style-type: none"> - Use 1 paper towel - Report messes to office

	displays with eyes only	the school at recess/lunch only to use washroom /get a drink / are injured	after yourself				
Racism will not be tolerated in our school	Note: This focus will be embedded in all aspects of the school.						

Unexpected Behaviour

At Selkirk Annex School, we work with students to teach and model appropriate, kind and caring behaviours and actions.

Students need reminders to follow our Code of Conduct and are given opportunities to learn from their mistakes. We 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 apply that learning to other situations where they are faced with the choice of either making wise or unwise decisions.

Unexpected conduct at Selkirk Annex can be divided into two categories i.e. **Level I** and **Level II**. Although not all-inclusive list, the following cites some examples:

Level I behavior include:

- Off task behavior
- Disrupting others' learning
- Littering
- Unsafe behavior inside school i.e. running in hallway, screaming, etc.
- Not following staff member's directions
- Not following classroom routines
- Unsafe behavior outside school i.e. sliding, swinging, climbing dangerously
- Excluding others
- Verbal put downs
- Rude words and/or body language
- Lying and/or cheating
- Disrespectful bathroom behaviours
- Not following general recess and lunch expectations (i.e. outside)
- Bringing toys that look like weapons to school

Level II behaviour include:

- Unsafe behavior such as leaving the school grounds without permission
- Bullying, 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
- Vandalism i.e. willful destruction of property
- Taking others' belongings without asking
- Bringing weapons to school

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 Code of Conduct. Selkirk Annex staff members expect students to become increasingly responsible for monitoring their own decisions and therefore, developmentally appropriate consequences are applied for choices students make as they move up through the grades.

Consequences for Unexpected Behaviour

When considering consequences or restitution for unexpected behavior many factors are considered. Factors include the severity and frequency of actions, the age and maturity of the student, safety of the student and others as well as the effectiveness of the consequence or restorative action. Special considerations may apply to students with special needs if they are unable to comply with the code of conduct due to intellectual, physical, sensory, and emotional or behavior differences.

We focus on consequences that are restorative rather than punitive. The following are examples of ways we support students in restoring a safe, caring and positive learning environment:

- Problem solving discussion and/or reflection sheet
- Verbal or written apology
- Loss of privilege
- Recess or lunch restrictions
- Phone call or letter home to parents/guardians
- Meeting with parents/guardians
- In-school suspension/formal school suspension

Level I behaviours will include one or a combination of the following restorative consequences:

- Letter, drawing or verbal apology of Problem-Solving Sheet
- Reminder to student or a “warning” of the consequence if the problem behavior is repeated.
- Discrete discussion with student i.e. after school, recess, etc.
- Short term removal of privileges i.e. stays 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)

Level II behaviours will include an office referral and one or a combination of the following consequences:

- A letter, drawing or verbal apology outlining the problem behavior, 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 students involved
- Referral to school counselor and/or outside support
- Development of Positive Behaviour Support Plan or Student Contract
- Preventative plan including enrolment in targeted groups such as a Friendship Group, Social Skills
- In school or out of school suspension

Notification

Parents/guardians are notified when there is a significant breach of the code of conduct. As circumstances warrant, administrators will advise other parties following a major behaviour incident (Level II):

- Parents/guardians of student (in every instance) exhibiting Level II behaviours
- Parents/guardians of student (in every instance) on the receiving end of another student's unexpected choice (s)
- Associate Superintendent and/or other District Staff
- Ministerial Agencies

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 of the Board
- b. because the behavior of the student breaches the District Code of Conduct or policy and/or has a harmful effect on other 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. (Code of Conduct AP 350. As per AP 350 6.7.1)