



CODE OF CONDUCT

Purpose:

At Strathcona, we work hard to maintain a safe, secure and productive learning environment. A student's right and responsibility to learn, and a teacher's right and responsibility to teach are defended and protected. Students are expected to demonstrate their actions and understanding of appropriate behaviour.

Strathcona 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 age, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation, gender identity or expression – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment.

These expectations apply to behaviour at school, during school-organized or sponsored activities, and other circumstances where engaging in the activity (including on-line behaviour) will negatively impact the safe, caring and orderly environment of the school, and/or student learning.

RIGHTS AND RESPONSIBILITIES

I have a right TO LEARN

I have a responsibility for my own learning.

I have a right TO BE SAFE

I have a responsibility to use common sense at all times.

I have a right TO BE RESPECTED

I have a responsibility to value and respect others, all property, and the school.

STUDENT IN GOOD STANDING

In our school we strive to create a community of learners that is positive, responsible and respectful. We have standards in place for student behaviour, to ensure their success, both academically and in their personal interactions.

A STRATHCONA STUDENT IN GOOD STANDING is:

- ★ A student who has demonstrated that she/he can be trusted to be responsible both in the classroom and out.
- ★ A student who has completed assignments as required.
- ★ A student who has demonstrated that she/he is working positively with fellow classmates and adults in our school.

**SUCCESS IS EVERYONE'S GOAL,
EVERY DAY.**

At Strathcona Elementary, the staff works together every day to ensure that children in our charge co-operate with and care about each other. Sometimes it is necessary to provide discipline to help and guide these children. Our procedure for discipline is straightforward and flexible, and it is in place to recognize appropriate behaviours, and to establish routines and consequences for inappropriate and unacceptable behaviours.

Please Note!

Whenever and wherever possible the classroom teacher is responsible for the discipline and student conduct in the classroom and during the school day. As is indicated in B.C. School Law, teachers are to act as "kind judicious parents". Individual teachers will share with students and parents their expectations for student conduct and will, at their discretion, communicate to parents concerns or problems involving student conduct. Problem behaviours are tracked using AIDE Forms, which may be sent home to be signed by a parent, depending on the circumstances.

APPROPRIATE BEHAVIOURS

Some examples of **appropriate** behaviours include:

- ★ Showing respect for other students
- ★ Showing respect for the property of others
- ★ Showing respect for the school building, playground and equipment
- ★ Respecting the adults in the school
- ★ Moving through the building in a quiet and orderly manner
- ★ Settling disagreements fairly
- ★ Respecting the “hands off” policy
- ★ Wearing clothing which is appropriate for school
- ★ Following school safety rules and obeying classroom rules
- ★ Attending punctually and regularly
- ★ Being prepared for classes
- ★ Working to the best of their ability
- ★ Being productive, caring members of our school community

We recognize students who demonstrate appropriate behaviour through; personal commendation, phone calls home, awards, “**Strathcona Star**” certificates and draws, awards, and special or additional privileges. We believe that appropriate behaviours can be taught and will be encouraged, recognized and reinforced.

UNACCEPTABLE BEHAVIOURS

Some examples of **unacceptable** behaviours include:

- ★ Stealing
- ★ Violent behaviors
- ★ Chronic disruptive behaviours
- ★ Chronic disrespectful behaviours
- ★ Bullying, intimidation
- ★ Vandalism
- ★ Insolent, dangerous or defiant behaviour
- ★ Possession of cigarettes, matches, lighters, drugs, alcohol or weapons
- ★ Cyberbullying, hate messaging and defamatory websites created in the student’s home or other setting.

As well, the school will treat seriously behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation, gender identity or expression (prohibited grounds set out in the BC Human Rights Code).


Consequences for unacceptable behaviours include: referral to the School Based Team and school Counsellor; meetings with parents, part time attendance with gradual re-entry to school when deemed necessary by the School Based Team, suspension in-school, suspension to home. Wherever possible, consequences are meant to be restorative in nature rather than punitive and the school will take reasonable steps to prevent retaliation against a person who has made a complaint about a breach of conduct. Special considerations may apply to students with special needs if these students are unable to comply with the code of conduct due to a disability of an intellectual, physical, sensory, emotional or behavioral nature.

POSITIVE BEHAVIOUR SUPPORT

Our school is participating in an important initiative. It is called Positive Behaviour Support (PBS). It is clear that people, children and adults alike, function best in a positive climate, where expectations are clearly understood.

PBS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behaviour support systems. The process focuses on improving a school's ability to teach and support positive behaviour for all students. Rather than a prescribed program, PBS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. PBS includes school-wide procedures and processes intended for all students and all staff in all settings. PBS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn. Visit www.pbis.org for more information on this approach to school-wide behaviour support systems.

Strathcona Matrix

Shine like 	Everywhere	Classroom	Playground	Hallways	Washrooms	Eating Time	Assemblies	Library Computer Lab Digital Citizenship	Gym	On the Bus
Respect Yourself	<ul style="list-style-type: none"> Be on task Be prepared Smile 	<ul style="list-style-type: none"> Be focused Be safe Be ready to learn Raise your hand Try your best Participate 	<ul style="list-style-type: none"> Be safe Use appropriate language 	<ul style="list-style-type: none"> Walk quietly on the right hand side Stay in your space 	<ul style="list-style-type: none"> Wash your hands Flush Inside voices 	<ul style="list-style-type: none"> Sit and eat quietly Make healthy food choices Use manners Be a good friend 	<ul style="list-style-type: none"> Sit quietly and listen Think and make connections to presentations 	<ul style="list-style-type: none"> Study, read, compute Be safe online 	<ul style="list-style-type: none"> Stay in your space Be safe Try your best Bring gym strip 	<ul style="list-style-type: none"> Stay in your seat Be kind Bring your things with you
Respect Others	<ul style="list-style-type: none"> Be kind Hands off Feet off Share with others Use T.L.C. Use appropriate language Listen while others are speaking Refrain from throwing things 	<ul style="list-style-type: none"> Be aware of personal space Hands off property that is not yours Listen Honour others' ideas and needs Use T.L.C. 	<ul style="list-style-type: none"> Be kind Include others / invite others to play Hands off Feet Off Share equipment with others Be aware of other people Follow the Golden Rule Wait your turn Be a good sport Use appropriate language Use T.L.C. Take turns with the equipment 	<ul style="list-style-type: none"> Hands off Feet off Walk quietly on the right hand side 	<ul style="list-style-type: none"> Wait your turn appropriately Be calm Flush the toilet Respect privacy 	<ul style="list-style-type: none"> Maintain your personal space Use manners Sit and eat quietly Eat with your mouth closed 	<ul style="list-style-type: none"> Use polite applause Use inside voices Listen well Be silent when the speaker is speaking Come to attention quickly Respect the speaker Show appreciation without hooting and hollering 	<ul style="list-style-type: none"> Use quiet voices Use appropriate web-sites Take care of the books 	<ul style="list-style-type: none"> Be a good sport Use appropriate voices Be safe Use your manners Respect other peoples' things 	<ul style="list-style-type: none"> Use quiet voices Leave the windows alone Use appropriate language Hands off feet off Refrain from eating
Respect this Place	<ul style="list-style-type: none"> Recycle Clean up after yourself Use inside shoes Clean up the space around you Keep hats off in school Respect our neighbour's property 	<ul style="list-style-type: none"> Clean up after yourself Use materials wisely Handle shared materials with care Treat school property properly Keep desks clean 	<ul style="list-style-type: none"> Clean up after yourself Return equipment Use equipment respectfully Keep the playground clean Put garbage in trash cans Model caring for the Earth 	<ul style="list-style-type: none"> Clean up after yourself Hang up coats and back-packs Hands off the walls and art Keep cubbies neat/organized 	<ul style="list-style-type: none"> Clean up after yourself Be quick Flush the toilet Be responsible with the sinks Keep the ceiling and walls clean 	<ul style="list-style-type: none"> Recycle Clean up after yourself Speak quietly 	<ul style="list-style-type: none"> Clean up after yourself Wear clean shoes 	<ul style="list-style-type: none"> Push in chairs Treat books & equipment properly 	<ul style="list-style-type: none"> Help put away equipment Take care of equipment Wear inside shoes 	<ul style="list-style-type: none"> Clean up after yourself Listen to your teacher and the driver Respect the driver

We have adopted a unified set of behavioural expectations, called the STARS Behaviour Matrix with three major headings: Respect Yourself, Respect Others and Respect this Place. Similar to the Code of Student Conduct, the matrix defines our expectations for behaviour in our school. You will see the matrix posted throughout the school and in your child's classroom. Teachers will explicitly teach these expectations on an on-going basis. We ask that you, too, familiarize yourself with these expectations, and talk about them with your child. All documents can be found on our school's website [<http://strathcona.sd33.bc.ca>].

As part of our PBS process, teachers and other staff members use evidence-based practices to increase student learning and decrease classroom disruptions. To maintain a positive learning climate, we do the following when teaching academics and behaviour:

- Regularly teach and refer to our school-wide expectations.
- Provide students with more praise than correction.
- Talk to students with respect using positive voice tone.
- Actively engage everyone in the class during instruction.
- Use pre-correcting, prompting, and redirecting as we teach.
- Look for the positive first and provide positive, immediate, frequent, and explicit feedback.

We also have a school-wide system for dealing with misbehavior. The first step is to document the incident on an AIDE Form. AIDE stands for *assistance, intervention, discipline, and education*. PBS is a data-driven system, and these forms provide valuable information for our PBS Committee. The key to a successful, positive school climate is the ability to predict possible problems, and to develop plans that promote success.

