

# **Tantallon Senior Elementary School**

## **Code of Conduct**

### **Mission Statement**

In an atmosphere that values the exchange of ideas and the promotion of mutual respect, Tantallon Elementary School works together to facilitate the growth and development of thoughtful, skillful and caring life-long learners.

### **Commitment Statement**

Our vision is to foster a school environment that is a safe, healthy and caring community for learning and teaching. Our school has a range of proactive interventions that teach expected behaviours to promote the learning of self control, reinforce positive behaviours and reduce inappropriate behaviors. PEBS (**P**ositive **E**ffective **B**ehaviour **S**ystem) continues to contribute to reinforcing positive behaviour as the norm in our school.

### **Positive Effective Behaviour System (PEBS)**

The PEBS model focuses on creating and maintaining primary systems of behavioural supports that improve the learning environment for all students, staff, parents/guardians, community members and visitors by reducing inappropriate behaviour and increasing expected behaviour. Every student, staff member and parent/guardian will understand the expectations at Tantallon Elementary School in terms of **R**espect in all settings: **C**ooperation, **A**ttitude for Learning, **E**nvironment and **S**elf (CARES). It is vital that expected school behaviours be taught at both home and school.

School wide expectations are reinforced by directly teaching the positive strategies. Consequences of inappropriate behaviours will be chosen primarily for their educational value, and support students in their learning of the expected behaviour. Minor behaviours will be addressed immediately by an attending staff member. Major and chronic minors will be referred to the administration and documented on an office referral form and communicated to parents/guardians. Consequences for inappropriate behaviour will be individually chosen for each student and will depend on the frequency and severity of the inappropriate behaviour. Factors that will be considered are age, special needs, and/or social/emotional/cognitive abilities.

Our School Code of Conduct is aligned with provincial and regional policies. It is an evolving document that will be reviewed yearly.

Category	Description of Severely Disruptive Behaviour	Proactive Strategies to Achieve Desired Behaviour	Range of Possible Actions/Consequences
<b>Disruptions to school operations</b>	Committing or encouraging others to commit an act that is disruptive to school such as bomb threats, setting fires, fire alarms, etc.	<ul style="list-style-type: none"> <li>• <b>CARE Cards PEBS school-wide strategy to prevent/disruptive incidents</b></li> </ul>	<ul style="list-style-type: none"> <li>• Conference with student/parent</li> <li>• Detention (s)</li> <li>• Suspension</li> </ul>
<b>Vandalism</b>	Committing or encouraging others to damage property of school or others.	<ul style="list-style-type: none"> <li>• <b>Monitor and supervise school</b></li> <li>• <b>Restrict areas when not in use</b></li> <li>• <b>Remove graffiti and repair damages</b></li> </ul>	<ul style="list-style-type: none"> <li>• Letter of apology</li> <li>• Restitution</li> <li>• Conference with student/parent</li> <li>• Police referral</li> <li>• Suspension</li> </ul>
<b>Verbal Abuse</b>	Using or encouraging others to directly use language that is demeaning, threatening or intimidating toward others.	<ul style="list-style-type: none"> <li>• <b>Clear guidelines/ expectations</b></li> <li>• <b>Instruction regarding socially appropriate responses</b></li> </ul>	<ul style="list-style-type: none"> <li>• Letter of apology</li> <li>• Anger management</li> <li>• Detention(s)</li> <li>• Suspension</li> </ul>
<b>Racial/discriminatory misconduct</b>	Racial misconduct such as slurs, name calling, inciting others to use racist language or behaviours, or any discrimination based on race, religion, sex etc.	<ul style="list-style-type: none"> <li>• <b>Review Racial Equity Policy</b></li> <li>• <b>Frequent opportunities for instruction / discussion regarding diversity</b></li> </ul>	<ul style="list-style-type: none"> <li>• Conference with student/parent</li> <li>• Sensitivity training</li> <li>• Report incidents to RCH and/or police/ child welfare</li> </ul>
<b>Sexual harassment and/or assault</b>	Harassment: objectionable , irritating comments or actions of a sexual nature from someone who knows or ought reasonable to know that such actions are unwelcome. Assault:touching or contact without consent.	<ul style="list-style-type: none"> <li>• <b>Review protection of students policy</b></li> <li>• <b>Provide instruction / opportunities for discussion regarding examples of harassment and assault</b></li> <li>• <b>Hire guest speakers to present information</b></li> </ul>	<ul style="list-style-type: none"> <li>• Conference with student/parent</li> <li>• Sensitivity training</li> <li>• Suspension</li> <li>• Reporting of sexual assault to police/ child welfare</li> </ul>

<b>Sexual /Physical misconduct or abuse</b>	Inappropriate behaviour, misconduct, or child abuse.	<ul style="list-style-type: none"> <li>• <b>Promote awareness of staff and students rights and responsibilities regarding self and others through the school code of conduct and behaviour matrix</b></li> </ul>	<ul style="list-style-type: none"> <li>• Involve RCH</li> <li>• Report suspected sexual or physical abuse to child welfare authorities</li> <li>• Conference with parent/student</li> <li>• Police</li> <li>• Suspension</li> </ul>
<b>Physical Violence</b>	Using force or encouraging others to injure a member of the school community.	<ul style="list-style-type: none"> <li>• <b>Clear guidelines regarding acceptable behaviour (PEBS)</b></li> <li>• <b>Direct teaching of behaviour Matrix</b></li> <li>• <b>Establish conflict intervention strategies</b></li> </ul>	<ul style="list-style-type: none"> <li>• Consequences appropriate for age of child</li> <li>• Conference with student/parent</li> <li>• Detention(s)/ Suspension</li> <li>• Referral for assessment or counseling</li> </ul>
<b>Bullying</b>	Repeated , intentional hurtful behaviours (physical, verbal or psychological) done by people who exercise power to intimidate, threaten, victimize another person (can include cyperbullying).	<ul style="list-style-type: none"> <li>• <b>Bully awareness, educational programs</b></li> <li>• <b>Grade 6 Leaders</b></li> <li>• <b>PALS program</b></li> </ul>	<ul style="list-style-type: none"> <li>• Victim support and safety</li> <li>• Conference with student/parent</li> <li>• Guidance</li> <li>• Suspension</li> <li>• Police if appropriate</li> </ul>
<b>Illegal Activity including weapons</b>	Use or pretense of possessing or using a weapon and/or committing or encouraging others to commit an illegal activity such as selling or using of drugs, and/or stealing.	<ul style="list-style-type: none"> <li>• <b>Guest speakers such as police liason officer</b></li> <li>• <b>Educational activities</b></li> <li>• <b>Grade Six DARE program</b></li> </ul>	<ul style="list-style-type: none"> <li>• Police</li> <li>• Guidance</li> <li>• Conference with parent/student</li> <li>• Suspension</li> </ul>

## **Glossary of Terms:**

**Bullying-** occurs when a student or group of students targets an individual repeatedly over time, using physical or psychological aggression to dominate the victim

**DOE** – Department of Education

**Liaison Officer-** This is an RCMP officer from the Tantallon area who supports the school curriculum in various ways. They are our connection to the policing community.

**PEBS** – Positive Effective Behavior Systems- “is an application of a behaviourally – based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs” (pbis.org).

**RCH** – Race Relations Cross Cultural Understanding and Human Rights

**SAC** – Student Advisory Council

**SPT** – School Planning Team

**Time Out/Time Away-** This refers to the student being removed from a particular setting in order to cool down before returning to activities. Places to cool down may be varied; however, this *does not* refer to a Time Out room.