

Code of Conduct



2019-2020

As Eagles, we SUCCEED!

Introduction

E.G.W. operates under the philosophy that all students/staff learn and develop best in an environment that is safe, caring, and productive. We strive to achieve a learning environment where students, staff, and families are respected and all students make responsible choices for their behaviour. It is important that every teacher **establish, reinforce and maintain a positive learning environment**. EGW school **stresses the importance of modeling positive interactions** between all staff/students. School and classroom discipline procedures must encourage the building of positive relationships and must always maintain the child's dignity and self-worth. Consequences for non-compliance with the Code of Conduct will be appropriate for each individual student. Factors to consider include the student's age, state of development, special needs, social/emotional needs and level of cognitive functioning. Consequences will reflect the frequency, severity and intensity of the inappropriate behaviour.

As directed by the HPSD Administrative Procedure #340, the E.G. Wahlstrom School Code of Conduct outlines school expectations, acceptable behaviour, and consequences for inappropriate behaviour as well as interventions and supports available.

The Code of Conduct applies to all members of the school community, including students, parents and guardians, school staff, volunteers and visitors when:

- on school property
- traveling on a school bus
- participating in extra-curricular activities
- participating in off-site school-sponsored activities
- engaging in an activity which will have an impact on the school climate

Process

EGW developed its Code of Conduct through:

- Discussions with, and input from, EGW school staff members
- Discussions with, and input from, EGW Parent Community
- Discussions with, and input from, EGW Student Community

Communication

Communication about the Code of Conduct occurs in a variety of ways:

- Parents: Student agendas, newsletters home, information on the school website, on posters highlighting common behaviour expectations displayed in the school, informal conversations with classroom teachers and administrators, school assemblies and special presentations.
- Students: Student agendas, school-wide announcements and assemblies, in-class instruction and discussions, and on posters highlighting common behavior expectations displayed in the school. The Code of Conduct will be referenced in all cases when students display unacceptable conduct.

- EGW Staff Members: Staff meetings and informal discussions, school-wide announcements and assemblies, on posters highlighting common behavior expectations displayed in the school and in the Staff Handbook.
- Temporary/Substitute Staff: Staff meetings and informal discussions, school-wide announcements and assemblies, on posters highlighting common behavior expectations displayed in the school, and in the Substitute Teacher Handbook.

Implementation

- Behavioural expectations outlined in the Code of Conduct are communicated, taught, actively promoted, modeled and reinforced by all EGW staff members.
- Expectations will be posted throughout the school (ex. Code-in-Action, Eating expectations, Recess expectations, etc.)
- Positive behaviours and interactions should be interconnected with our character education focus of Kindness.
- Zones of Regulation within all classrooms helps promote awareness of how students conduct themselves daily in our school.

Acceptable Conduct

These behaviours help to make the school a safe, caring and orderly place:

- Following the character education focus of Kindness
- Being courteous and responsible
- Working to the best of their ability in all studies and classroom activities
- Showing respect for the feelings of others and their right to be safe
- Showing respect for the school, school property, and the property of others
- Behaving in a way that does not interfere with the ability and right of others to learn
- Listening and following directions from teachers and support staff
- Keeping hands and feet to yourself
- Behaving in a manner that does not threaten, harass, intimidate, or assault any person within the school community
- Knowing and following all school behaviour guidelines
- Respecting the rights of all persons within the school and those interacted with at school-sponsored events
- Taking appropriate measures to help those in need - tell an adult if you or others need help
- Overall being a respectful, responsible and safe citizens of our school community.

Unacceptable Conduct

These behaviours may include, but are not limited to behaviour that:

- Interferes with the learning of others
- Interferes with the orderly environment
- Does not show respect for self, people or property
- Creates unsafe conditions

- Is bullying – (Physical, verbal, social, cyber)
- Is physical violence: using hands, feet, or an object to hurt others
- Demonstrates non-compliance with those in authority
- Illegal acts such as theft, damage to property, possession of weapons and causing bodily harm.

Everyone Plays a Role

All members of the school community have a responsibility to respect and honour the school Code of Conduct, to demonstrate age and developmentally appropriate social behaviour and to take responsibility for their own actions.

Students will:

- follow the character education focus of Kindness
- accept responsibility for their personal actions
- demonstrate respect for self, and others, and for those in authority
- learn and practice methods to resolve conflict in a peaceful and respectful manner
- come to school each day, prepared and ready to learn
- follow the rules of the school, on school buses, and at other sites during school activities
- use respectful language
- work cooperatively with staff and other students
- be honest
- do the right thing even when no one is watching
- help support classmates in making the right choices
- refrain from bringing anything to school that compromises the safety of others

Teachers and school staff will:

- maintain order in the school (supervision, morning greeting and being visible)
- serve as role models
- maintain consistent standards of behaviour for all students
- help students work to fulfill their potential, develop self-worth, and prepare them for the full responsibilities of citizenship
- practice methods to resolve conflict in a peaceful and respectful manner
- employ strategies to recognize appropriate behaviours in the classroom
- communicate regularly and meaningfully with parents/guardians (newsletters, website, agenda notes, remind app, Facebook postings, face to face, phone calls)
- demonstrate respect for all students, staff, parents, volunteers, and members of the school community
- empower students to be positive leaders in the school and community
- develop and teach lessons consistently employing instructional strategies and classroom routines designed to maximize student learning within a well-structured invitational learning environment (follow guidelines set out in the Teaching Quality Standard)
- actively supervise all students and consistently reinforce rules and expectations to prevent incidents and ensure that student behavior meets school expectations
- infuse Kindness and Zones of Regulation teachings into everything we do in the classroom/school

Parents play an important role in the education of their children and can fulfill this responsibility by:

- demonstrating respect for all students, staff, volunteers and members of the school community
- supporting the efforts of school staff in maintaining a safe and respectful learning environment
- contacting the teacher, first, if there are questions or concerns about classroom procedure(s), curriculum, or any incident involving their child
- refrain from using social media as a method to discuss school related concerns
- ensuring that their child attends school regularly and on time
- notifying the school of their child’s absence or late arrival
- showing an active interest in their child’s school work and progress
- instilling in your child a desire to learn
- fostering independence in their child (dressing, tying shoes, lunches, backpacks, opening containers, bathroom independence, etc.)
- communicating respectfully with all school staff
- attending and participating in school activities and events
- cooperating with staff to address academic or behaviour concerns
- helping their child to be prepared and ready to learn each day
- helping and encouraging their child to follow the EGW Code of Conduct
- sharing pertinent information which impacts their child’s education such as illness, travel, extended absences, medical conditions, family situations, etc

Code-in-Action:

Our school has a behaviour matrix (Code in Action) that is displayed throughout the school and in each classroom. Staff are responsible to teach and model the code-in-action to students and practice the desired behaviours outlined in the matrix. This practice is expected to be presented as a part of your classroom routines and procedures, and if necessary, followed up throughout the year. It will take a complete team effort to make this consistent throughout our school environment.

Administration will echo these teachings in assemblies, during announcements, and during major office referrals:

E. G. Wahlstrom School
Our Code-in-Action

	Be Respectful	Be Responsible	Be Safe
<i>Classrooms</i>	Use inside voices. Work cooperatively. Listen to others. Take turns talking. Be kind and helpful.	Try your best. Be on time. Be prepared. Follow the rules. Look after supplies.	Hands off. Use your WITS. Listen to the teacher. Wear inside shoes. Keep clean and tidy.

<i>Halls and Entrances</i>	<p>Talk quietly.</p> <p>Be polite to others.</p> <p>Respect other people's things.</p> <p>Wait your turn.</p>	<p>Come in right away when the bell rings.</p> <p>Remove outdoor footwear.</p> <p>Keep boot rooms tidy.</p>	<p>Walk.</p> <p>Keep your hands and feet to yourself.</p> <p>Clear hallways quickly.</p> <p>Always wear shoes.</p>
<i>Outside lunch, recess, and other times</i>	<p>Talk nicely.</p> <p>Be friendly.</p> <p>Listen to others.</p> <p>Share and take turns.</p> <p>Include others.</p>	<p>Follow rules.</p> <p>Play in the proper areas.</p> <p>Take care of sports equipment.</p> <p>Report problems.</p>	<p>Play safely.</p> <p>Hands off.</p> <p>Use your <i>WITS</i>.</p> <p>Stay in bounds.</p> <p>Listen to adult supervisors.</p>
<i>Gym and assemblies</i>	<p>Listen to the teacher or main speaker.</p> <p>Respond quietly.</p> <p>Be kind to those around you.</p>	<p>Follow gym rules</p> <p>Enter only with adult permission.</p> <p>Take care of gym equipment.</p>	<p>Wear inside shoes.</p> <p>Keep your hands and feet to yourself.</p> <p>Listen to instructions.</p> <p>Enter and exit safely.</p>
<i>Eating times</i>	<p>Sit in your seat while eating.</p> <p>Eat your own food.</p> <p>Use inside voices.</p> <p>Be friendly.</p> <p>Stay in classroom unless given permission.</p>	<p>Listen to supervisors.</p> <p>Bring healthy food.</p> <p>Clean up your area.</p>	<p>Eat your own food.</p> <p>Clean up your food mess.</p> <p>Wash your hands.</p> <p>Stay calm and quiet.</p>

***WITS** is our peaceful problem-solving strategy: Walk away, Ignore, Talk it out, Seek adult help

Dealing With Behaviours

Handled by Teacher

- Refusal to follow instructions/direction
- Distracting or disturbing other students from learning
- Disregard for class routines
- Using inappropriate language
- Arguing with teacher/talking back
- Physical contact (e.g. play fighting, pushing, etc)
- Verbal aggression (e.g. unkind words, name calling, etc)
- Leaving the classroom without permission
- Property misuse or minor damage
- Social conflicts

Levels of consequences

Consequences may range from and include, but is not limited to, one or more of the following:

- Given verbal warnings
- Discussion with members involved in situation
- Inform Student of rule violated
- Described expected behaviour
- Loss of privilege within class
- Debrief and re-teach school-wide behavioral expectations (Code-in-Action)
- Phone calls home have been made
- A written note has been put in planner (could be student created)
- Meeting arranged with parent/caregiver
- Time Spent with Staff Member (ex. Having to walk with staff at recess)
- Behaviour Referral Form (after 3 will be referred to the office)

Intervention Strategies:

- Other sources have been considered (ex. Wellness referral, discussion with LST, NLCS, etc)
- regulation strategies to de-escalate student behaviour (Zones of Regulation)
- re-direct
- opportunity to discuss and practice behaviour expectations

Handled by Administration

- Theft
- Bringing weapons and/or drugs to school
- Serious fights which cause injury
- Leaving the school without permission
- Destruction of school/others personal property
- Other behaviours that may cause direct and serious harm to staff and students
- Abusive language (e.g. Threats, racial, etc)
- Harassment/bullying

Levels of consequences

- Referral to Administration through behavioural referral form
- Possible recommendation for counselling
- Conference with student
- Conference with parents/guardians
- Loss of privilege
- In-school suspension
- Out of school suspension
- Loss of in-school privileges
- Loss of field trip privileges
- Suspension from the bus

-re-teach expected behaviours -Staff-Student mentorship -conflict mediation -social stories -positive reward system	
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<p>Never</p> <p>-Use corporal punishment of any kind (this includes writing lines)</p> <p>-Send a child outside the classroom to where he/she is unsupervised.</p> <p>-Use of shame, humiliation, or sarcasm.</p> <p>-Public reprimands</p> <p>-Assign excessive, meaningless, repetitive assignments as a consequence (e.g., copying out of a textbook).</p> <p>-Use withdrawal from other subjects as a consequence. For example, taking away Phys. Ed. Or Art as a consequence.</p> <p>-Placing a student in the hallway with a closed door (safety concern)</p>
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Differentiating Between Conflict Behaviours and Bullying Behaviours

Conflict	Vs.	Bullying
Equal power - friends	Vs.	Imbalance of power – not friends
Accidental, 1 time event	Vs.	Purposeful, ongoing
Remorse, takes responsibility	Vs.	No remorse, blames the victim
Effort to solve the problem	Vs.	Enjoys keeping the problem going

Generally speaking:

- When someone says or does something **unintentionally** hurtful and they do it once, that's **RUDE**.
- When someone says or does something **intentionally** hurtful and they do it once, that's **MEAN**.
- When someone says or does something **intentionally hurtful** and they **keep doing it**, even when you tell them to stop or show them that you're upset, that's **BULLYING**.

Bullying is unfair and one-sided behaviour. It happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose, in person or via social media. Bullying can take many forms, such as: hitting and/or punching (physical bullying); teasing or name-calling (verbal bullying or emotional bullying); and sending insulting messages by phone or social media (cyber bullying). Bullying is repeated over time (day after day, week after week, etc). It is important that adults are aware of possible signs of bullying.

By far, our most effective tool in ensuring appropriate student behaviour is communication with and support from parents. Home and school must work together to help students understand that they are responsible for their behaviour. We will make every effort to inform parents of behaviour problems when they begin to occur. Working together with parents, we will do everything possible to intervene and to correct inappropriate conduct.

Behaviour Definitions and Explanations

1. Bullying: The *School Act* defines bullying as “repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation.”
2. Discrimination: The denial of individual rights and freedoms in a manner, which contravenes the *Canadian Charter of Rights and Freedoms* and/or the *Alberta Human Rights Act* (AHRA). Discrimination on the basis of race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, creed, sexual orientation, and citizenship is prohibited.
3. Harassment: Any behaviour that in effect or intent disparages, humiliates, or harms another person or class of persons. It is behaviour that denies dignity and respect, and is demeaning and/or humiliating to another person or class of persons. Harassment may include, but is not limited to, references related to age, national or ethnic origin, religion, gender, sexual orientation, disability, race and/or sources of income or family status. Such behaviour may directly or indirectly affect or threaten to affect in an adverse manner a student’s well-being and/or learning environment. The behaviour does not need to be intended as harassing to be considered as personal harassment. It is sufficient that one knows, or ought reasonably to know, that his/her behaviour is offensive and unwelcome. Harassment is not a relationship of mutual consent. It is any action including, but not limited to, verbal, physical, written and cyber messaging that is unwelcome or intimidating and denies individual dignity and respect.