

Salmo Elementary School Code of Conduct

Take a RISK: “be Responsible, be Inclusive, be Safe, be Kind,”

Statement of Purpose

Salmo Elementary School’s School Code of Conduct is built on the foundation of the *B.C. Human Right’s Code*; it prohibits violation with respect to discriminatory publication and discrimination in accommodation, service, and facility in the school environment. It is the guideline of which all who enter our school must act.

Our focus is to:

- Establish and maintain a safe, caring, and orderly environment for purposeful learning
- Establish and maintain balance among individual and collective rights, freedoms, and responsibilities
- Clarify and publish expectations for student behavior while at school, while going to and from school, and while attending any school function or activity at any location

Foundations and Approach

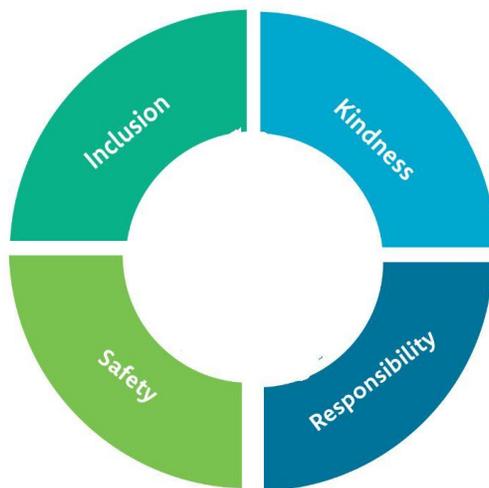
There are three elements to our code of conduct. The first is the foundational values informing all we do. The second is our expected behaviour. The third, is how our staff support the development of all students towards expected behaviour. We employ a PBIS (positive behaviour intervention and support) model. PBIS is a school wide system of using proactive strategies to define, teach and support our expected behaviours.





Foundations

The foundation of our code of conduct revolves around the Seven Sacred Teachings of the Anishinaabe Nation which are love, respect, courage, honesty, wisdom, humility, and truth. These universal values undergird all we do and how we expect all members of our school community to behave.



Behavioural Standards

Based on these foundational values, we have four main behavioural standards. These are: responsibility, inclusion, safety, and kindness. All students learn the related expected behaviours.

Our Approach

Finally, as a staff, we are committed to supporting all students in their learning of these behavioural standards. Our approach to a supportive community includes:

- **Relationships** - We recognize that respectful, caring, and inclusive behaviour originates from a place of strong relationships. It is a priority for all students to have strong relationships with several adults in the building. We structure programming, support services, and retribution to facilitate the opportunity for relationship building.

- **Presence** - We recognize that for positive behaviour to be authentic, we must share space and be present with one another. We commit to the time and focus required to truly know one another.
- **Coordination** - We recognize that all members of our school community need to work together to create a caring and respectful environment. Thus, teachers will work together to find solutions, provide supports and promote positive behaviours.
- **Community Connections** - We recognize that developing positive behaviours also includes relationships with those outside of our school. This includes parents, grandparents, and community service providers. People who are relationally connected to students will be a part of their conduct development. Additionally, students are part of a broader community and we expect positive behaviour to extend beyond the school. Students are representatives of our school wherever they may go.
- **Follow up** - We recognize that behaviour develops along a continuum of a learning journey. This requires consistent care and attention. Thus, we commit to following up with students on a regular basis to assist them in their development.
- **Storytelling** - We recognize we all have a lived story. This story informs who we are. Sharing our stories are powerful and we can learn from the stories of others. Stories are used as part of learning our behavioural expectations.
- **Reconciliation** - We use a restorative approach to discipline. This includes early intervention proactive practices such as classroom based social emotional learning and circle practice. When the code of conduct is violated, restorative conversations are had with the intent of teaching empathy, conflict resolution, and peer mediation. Restoring relationships, and providing restitution is the primary focus. For students who require further assistance, small group and individual support in these practices is provided.

Behavioural Standards

Standard	Acceptable and Expected Behaviour (examples, but not limited to)	Unacceptable Behaviour (examples, but not limited to)
Responsibility	Focusing on your work Cleaning up after yourself Taking care of your belongings Taking care of school property Respecting nature Acknowledging mistakes Asking for help	Not completing work Littering Vandalism Defiance Not acknowledging mistakes Misusing technology
Inclusion	Inviting others to play at recess and lunch Ensuring everyone feels welcome by greeting others in a kind way Understanding that everyone learns differently Respecting the creations of others	Excluding others Teasing Ignoring others Putting others down Tattling Discrimination
Safety	Keeping hands to self Using playground equipment properly Following the COVID-19 guidelines Walking in hallways Telling the teacher where you are going	Fighting (or play fighting) Using playground equipment improperly Throwing items Running in hallways Refusal to follow COVID-19 guidelines
Kindness	Remembering to be aware of other people's feelings Doing nice things for people Using manners (holding the door, saying thank you) Listening respectfully to others Respecting privacy	Rudeness Swearing Bullying/cyberbullying Targeted harmful actions Threats and intimidation

Consequences/Rising Expectations

The following steps will be used to correct behaviours that interfere with learning or the ability to maintain a safe, caring, and orderly school environment.

Rising Expectations: Greater expectations will be held for students as they become older, more mature, and move through successive grades.

Consequences: Consideration for each child's developmental level, age, maturity, and special needs will be taken into consideration. The severity and frequency of unacceptable behavior will also be taken into consideration. In cases where a student with special needs is incapable of complying with the Code of Conduct, the student's IEP will outline expectations and realistic consequences. Any disciplinary decision may be appealed. Contact the office for information on the appeal process and timeline.

Steps Taken/Notification

1. Students are asked to stop.
2. Adult attempts to problem-solve.
3. If the adult is not the teacher and the student does not stop, the teacher will be informed. The teacher will problem-solve with the student.
4. If the student needs further support, the teacher will seek assistance from the school-based team; those individuals who have relationship with the student outside of the classroom.
5. Administration will be alerted if the problem is still not solved, or for major infractions and extreme circumstances.
6. Depending on severity and/or frequency of the problem, contact parent/guardian by means of letter and/or phone call. Ensure follow-up.
7. Reflection/Restorative Justice with adult coaching. Consequences for breaches of a code are restorative in nature rather than punitive.
8. Meeting with parents/teacher/administration and outside agencies (if applicable). Consequences may include:
 - Short-term exclusion from class (i.e. time out, take a walk, time in the office)
 - In-School Suspension
 - Counselling
 - Modified school hours
 - Out of School suspension

Students involved in major infractions (ie: smoking, fighting, drugs, alcohol, vandalism, aggression towards staff, overt or repeated defiance) will be dealt with by administration. Parents will be contacted and informed of the disciplinary procedures. A suspension may occur because of a major violation. The RCMP will be contacted if the incident is against the law and an indefinite suspension may result. Such incidents will be dealt with in accordance with School Board Policy on

Regulations on Discipline

(https://www.sd8.bc.ca/sites/default/files/310%20Code%20of%20Conduct_5.pdf).

If the safety or well-being of a child is in question, the Ministry of Children and Families will be notified.