

STUDENT BEHAVIOURAL EXPECTATIONS

At École Elizabeth Barrett School, we focus on creating a learning environment that is safe, caring and respectful. Family grouping activities and morning announcements highlight school practices that model and reinforce socially responsible and respectful behaviours. The following Keys to Success and School Code of Conduct provide the foundation for promoting good citizenship:

Keys To Success

1. Do what is right.
2. Do your best.
3. Treat others as you want to be treated.
4. Remember, you are special.



SCHOOL CODE OF CONDUCT

- I will show kindness and consideration to others.
- I will be courteous and helpful to others.
- I know how to be a good friend and get along with others.
- I will show respect to other students and adults.
- I will be polite and use appropriate language.
- I know how to work with others and cooperate and support them.
- I solve my problems by “talking it out”.
- It is my responsibility to work hard and be the best that I can be.
- I will make good choices.
- I know that mistakes are opportunities to learn.
- I will move and play in a way that is safe for myself and others.
- I will help to make our school a happy and positive place to be.
- It is my responsibility to tell the truth and keep my word.
- Each year I will grow in my responsibility and act as a role model for others.
- I will be true to myself.

Behavioural Guidelines for Recess

The goal is to have a safe, enjoyable recess break. Each supervisor wears a fluorescent vest carries a Playground Clipboard and Walkie-Talkie. For safety reasons the following rules are in effect:

- Students are to use the playground structure only on their designated day.
- Students are not to play fight or engage in rough, rowdy activities such as tackle football, or similar activities.
- Snow, dirt or other non-play objects are not to be thrown.
- Students are to play within the designated playground boundaries.
- Students are not to kick balls against the fences, or walls.
- Students are to inform one of the supervisors if their ball goes over the fence, or onto the roof of the school or portables.
- If problems arise, students are to get one of the teachers supervising the playground to help them solve their problem before they get out of hand.
- At the bell to end recess, students are to come directly into the school by way of their entry, and then straight to class.
- Snacks are not allowed on the playground/playing field. Class time is provided for this.



In general, students should realize they are responsible for playing safely – thinking of not only their own safety but also the safety of others.

Discipline Procedures

Discipline procedures at a kindergarten to grade four level involve school staff and parents working together to guide and train students on how to behave appropriately and get along with others in a school setting. Zero tolerance towards violence at this age means appropriate consequences for inappropriate behaviour. As students progress through the grades, the emphasis gradually shifts from a focus upon training and guidance to a focus upon consequences for actions. Depending upon the frequency and severity of the inappropriate behaviours, the following discipline procedures will take effect.

Level 1:

Minor Incidents (inappropriate interactions and unsafe play which are handled on the spot in the classroom, hallways and playground/playing field).

Stop/Start Procedure

1. The staff member will give specific directions to the students to stop the inappropriate behaviours and use the following sequence:
 - Call the student by name
 - Give specific directions using the two words **STOP** and **START**
 - Close distance
 - Repeat the message
 - Help the student (if necessary)
2. If the misbehaviour continues the student's teacher will contact the parent either by telephone (with the student present) or by a note (which has been read to the student). Regardless of the form of contract, the parent will be asked to talk to the student and instruct him/her to STOP the inappropriate behaviour and START the desired behaviour.
3. If the misbehaviour re-occurs following the above intervention then an in-school behaviour conference will be held with the student, parent, and teacher.
4. If the above procedures do not stop the inappropriate behaviour, the school administration and/or Child Development Assistant become involved to develop an alternative plan.

Mediation Procedure

Inappropriate interactions with other students i.e. bugging, name calling, during organized games, etc. require mediation by an adult using the conflict resolution steps.

- STOP what you are doing
- State the problem
- Say how you feel and what you need
- Listen to how the other person feels and what he/she needs
- Brainstorm for solutions
- Choose one that works for both of you



problems following

Level 2:

Major Incidents (Physical Aggression, Inappropriate Behaviours/Interactions and Unsafe Play or Disregard for Property)

- Verbal or written apology
- Consequence
- Phone call home
- Letter written home to parent, signed and returned
- Plan for ongoing involvement of Child Development Assistant to change behaviour
- Contract
- Counselling may be recommended at this time
- Involvement of School Resource Team

These incidents are tracked using a card system. Parents and student are made aware that three offences of a serious nature will result in an in-school suspension.

Level 3:**I.S.S. (In-School Suspension)**

Third major offence or other offence (i.e. violence) deemed serious enough to warrant I.S.S.. At this stage, home and school work to change the inappropriate behaviour. A behaviour plan or contract are an integral part of procedures at this level. An I.S.S. can vary in length from one class period to a half day to full days.

Level 4:**Out-of School Suspension****Level 5:****Expulsion**

Levels 4 & 5 are rarely required in a Kindergarten to Grade Four school.