

QUEEN ELIZABETH ELEMENTARY SCHOOL

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<http://www.edu.pe.ca/qees>

Code of Behaviour



Queen Elizabeth Elementary School (QEES) Code of Behaviour

Introduction

Respect, common sense, and partnerships and the principles upon which our code of behaviour rests. The code emphasizes the self-worth and self-discipline of students, clearly outlines the expectations of people in the school, and also outlines realistic and effective consequences for failure to meet the standards of the code. Staff, students, and parents should carefully review specific school policies and procedures which emerge from this code.

Vision

Our community begins with the children of Queen Elizabeth Elementary School. Our school community includes the children, their parents, their teachers and teaching assistants, custodians, bus drivers, office staff, volunteers, and anyone else involved with the children.

Queen Elizabeth Elementary School community is committed to promoting the dignity and self-worth of every person. We all have a responsibility to create such an atmosphere in our community, and to actively condemn that undermine it.

Rationale

We believe that our school should create an ideal educational environment where staff and students enjoy learning and growing in an environment where people care, have a sense of pride and strive for excellence. This goal demands a strong program and a secure environment in which each child is able to develop his or her potential.

The code of behaviour has a threefold purpose:

- To maintain the best possible learning climate
- To protect the rights of all members of the school community
- To nurture students by modelling and by teaching responsible social behaviour.

The Code of Behaviour governs behaviour while the student is under authority of the school:

- a) During normal school hours
- b) While engaged in any school-authorized activities at any time, e.g., field trips, inter-school sports, after school sports.
- c) At any time while on the school property or school buses.

The Code of Behaviour emphasizes a growing maturity through participation, responsibility, and self-discipline. Participation in all aspects of school life enhances student learning, broadens experience, increases enjoyment, fosters pride in school and individual achievements, contributes to school morale, and, above all, provides opportunities to exhibit leadership skills and to develop a sense of personal and social responsibility. As students continue to maturity, they must gradually assume from parents and teachers responsibility for their own behaviour, and develop a sense of their responsibility toward others in the school and community. This Code of Behaviour clearly outlines students' rights and students' responsibilities.

Basic Rules and Expectations

- 1) **LEARN ALL YOU CAN.** Make up your mind to pay attention, do your work, join n school activities and develop your skills during your school years.
- 2) **LOOK AFTER THE SCHOOL.** Take care of the buildings, grounds and all the property. Keep everything clean and tidy.
- 3) **EARN THE SCHOOL A GOOD NAME.** Be clean and tidy, behave well, respect visitors, play sports fairly, do your best in all school activities.
- 4) **BE IN THE RIGHT PLACE AT THE RIGHT TIME.** Never miss school or any lesson without proper permission, and always be in bounds.
- 5) **RESPECT FOR ALL STAFF AND VISITORS.** Follow their instructions, address them politely, seek their help in learning. Have good manners for all.
- 6) **RESPECT YOUR FELLOW-PUPILS.** Be careful whenever you can. Consider the rights and feelings of others.
- 7) **RESPECT THE PROPERTY OF OTHER PEOPLE.** Don't steal or damage it, and be sure to hand in lost property.
- 8) **RESPECT THE TRUTH.** Try to be honest in all situations and never make up lies about others.
- 9) **RESPECT THE PRIVACY OF OTHERS.** Respect the rights of others to their own beliefs, thoughts and feelings.
- 10) **ACCEPT RESPONSIBILITIES AS MEMBERS OF THE COMMUNITY.** Become involved in responsible community activities.

Roles and Responsibilities

A QEES student has the right to:

- Be treated fairly, with dignity and respect.
- Be provided with activities that are success oriented and built on individual strengths.
- Receive a quality education.
- Work and play in a safe and secure environment.

A QEES student accepts the responsibility to:

- Be aware of and follow school expectations - RESPECT, RESPONSIBILITY, COOPERATION and DO YOUR BEST.
- Show respect for himself/herself, others and property.
- Be prepared to learn.

A QEES parent has the right to:

- Be treated with dignity and respect.
- Have concerns addressed.
- Be heard.

A QEES parent has the responsibility to:

- Encourage good learning habits.
- Encourage following through on responsibilities.
- Get to know teachers, staff and policies.
- Properly care for physical and emotional needs.
- Report any concerns to school.

A QEES staff member has the right to:

- Be treated with dignity
- Have a safe working environment
- Have parents and students involved in creating a positive environment at school.

A QEES staff member has the responsibility to:

- Ensure the safety and well being of each student.
- Show respect for each individual of the school community.
- Encourage each student to achieve his/her best academic ability.
- Be mindful of the impact of the role model/leader on students.

- Involve parents and the community in sharing the learning experience.

Visitors to QEES

QEES is open to visitors, parents, guardians, and other community people. Since we work together as a team for your child, we encourage your visitation and volunteering in our school. Visitors must check in at the office. The administration must know who is in the school at all times, a practice that protects all students. A sign-in sheet is available and we request that all visitors sign in upon arrival.

Hand Off Policy

Any type of inappropriate touching (hitting, kicking, fighting, etc.) is unacceptable. Zero tolerance to violence means that any act of aggression will not be accepted - there will be consequences. Each incident will be judged individually and dealt within a firm, judicious, and a rehabilitative manner.

Bullying

The Western School Board has clearly established that bullying (unwanted jokes, name-calling, demeaning or offensive remarks, unwanted following, etc.) in any form is a serious offence. To call a person a derogatory name is an attempt to devalue the person, therefore, we at QEES feel that all children are equally important regardless of race, colour, creed, or gender.

Harassment Policy

The QEES community is committed to promoting the dignity and self-worth of every person. We all have a responsibility to create such an atmosphere in our community, and to actively condemn actions that undermine it.

We value and celebrate diversity, and are committed to fostering respect among all members of our school community. Our differences do not cause problems, but how we respond to differences. We actively promote the principle of "inclusion" and actively discourage "exclusion."

"It is necessary that harassment in the school environment cease to be construed by some as teasing, rough play, or a normal part of growing up. It is physical and/or psychological abuse, not merely customary behaviour that all students must endure as part of schooling." (WSB "Communities for Learning," Part 2, page 3)

We will not tolerate any form of harassment by any member of our school community. We will take an active role in eliminating all forms of harassment, including those based on race, ethnicity, culture, religion, gender, sexual orientation, and disability.

School Rules

- 1) Respect all people. Be kind, polite, and helpful.
- 2) Respect all property - it is your school - keep it tidy and clean - inside and out. Be considerate of community property as well. No wilful tampering with, abusing, or destroying school or private property while at school will be permitted. Students and parents will be held responsible for the replacement or repair of abused or destroyed property.
- 3) In school - enter and leave in an orderly manner through your designated doors. Move quietly (walk) through the halls. Remember, "Hold the door, wait your turn, and stand quietly in line."
- 4) In assemblies, enter and exit quietly and orderly. Be attentive and show appreciation by clapping only when appropriate.
- 5) In the classroom, work to meet classroom expectations.
- 6) If you need to leave the school during the day, make sure you have properly informed your teacher and/or the office.
- 7) Unsafe objects are never permitted at school including real or toy weapons.
- 8) Eliminate swearing, rudeness and violence. "Let's not put up with put downs." Say how you feel. "I feel sad, hurt, mad, angry, bothered"
- 9) No name calling "Label cans, not kids." It's OK to say, "I'm sad."
- 10) Be sensitive to the feelings and perceptions of others.
- 11) Clothing, worn to school, should be appropriate to the school environment.
- 12) No marking on school property, "Draw on paper, not walls."
- 13) No stealing. "If it's not yours, leave it alone."
- 14) Be a problem solver, not a problem creator.
- 15) Be thoughtful, make someone smile today.

QEES Classroom Expectations

A primary objective of staff members is to maintain an environment in the classroom such that teachers and pupils work harmoniously together for continuous growth on the part of the pupils toward independence and self-direction.

Staff members view the disciplinary process as a management task of developing, monitoring, and applying a few simple classroom and school rules for the purpose of facilitating learning and minimizing disruption. Because it is our task to ensure that students in every class receive the highest quality instruction we can provide, it is imperative that disruptions do not detract from the student's time on a task. Examples of disruptive behaviours: calling out, making excessive noises, humming, whistling, tapping, playing with objects, throwing objects, and leaving one's seat in a disruptive manner.

QEES Playground Rules

- 1) Stay in your designated area of the playground and on school property at all times.
- 2) All activities must be safe and sensible.
- 3) Contact sports, rough play, fighting, or play fighting is prohibited.
- 4) Listen to and co-operate with all teachers and other school staff.
- 5) Play tag only on the ground.
- 6) Everyone stays and plays outside during recess and lunch.
- 7) Play ball only on walls without a window(s)(in the elementary area)
- 8) Leave stones and snow on the ground.
- 9) Bell rings D.E.A.L. “Drop Everything and Leave for Class” lining up where necessary.

The following behaviours are inappropriate on the playground:

- 1) Throwing rocks, dirt clods, sand, or other objects.
- 2) Fighting. “Talk it out, walk away, tell an adult.”
- 3) Play fighting. “If it looks like a fight, it’s not alright.”
- 4) Using aggressive behaviour: pushing, shoving, tripping, spitting, kicking, etc.
- 5) Misusing playground equipment and/or disrupting another’s play at recess/lunch which presents a threat to safety.
- 6) Interfering with other students’ games.
- 7) Throwing balls against the building in non-designated areas.
- 8) Improper use of swings.
- 9) Swearing and rudeness.
- 10) Ganging up and harassing another student or other students.

Consequences

Each student brings to school his/her own well-developed behaviour pattern. The behaviour patterns of almost all students are appropriate, however, there are some students whose actions/words/behaviours are not acceptable in the school environment. Thus, consequences must be put in place. All students begin the first day of the school year with a clean slate. The age of the child, the grade level, the degrees of severity of the misbehaviour and the accumulation of previous misbehaviours during any given time frame in a school year are some of the factors considered when determining consequences.

Teachers have their own individual classroom behaviour management strategies. For the vast majority of students a simple, one-time, verbal corrective statement such as, “Please don’t do that” will produce the appropriate behaviour. Another consequence or a combination thereof may have to be put in place for those students who fail to comply with appropriate behavioural expectations. Some examples might be: meeting between student and teacher, phone calls to

parent, in-school suspensions, out-of-school suspensions, reprimand, parent meeting, completion of seat work which may or may not be related to a specific negative behaviour, in-classroom detention or removal of privileges. In-school suspensions and out-of-school suspensions as well as detention not served in a classroom can only be given by a member of the ADM team. The school guidance counsellor will also be involved in assisting teachers, parents and administrative team in effecting positive change in student behaviour. Teachers will be the first to attempt to effect an appropriate change in behaviour which will include making contact with home.

The school administrative team (Principal and/or Vice-Principal) will become involved when teachers have discussed with them the negative behaviour(s) and the action thus far taken and it has been determined that additional measures must be taken to ensure the health and safety of a student(s) and to maintain a positive teaching/learning and playing environment for all. Notwithstanding, a member of the school's administrative team may be involved from the outset to address behaviours such as fighting, swearing, or other more serious and/or other violent behaviours. As well, for these types of behaviours the Superintendent and/or other officials within the Western School Board will be notified and may become directly involved.

Unfortunately, some children, through no fault of their own, exhibit negative behaviours which are characteristic of certain conditions, syndromes and maladies which have been diagnosed by members of the medical profession. Needless to say, these students do not respond in a desired manner to the usual corrective actions taken by parents and school personnel. Therefore, a different approach must be developed. To determine a course of action, teachers and administrative team meet frequently with parents and other which may, but not necessarily, include anyone or more of the following: Pediatrician, Psychologist, Minister/Priest, Psychiatrist, Social Worker, Superintendent, Special Education Consultant, Counsellor and various other health and education professionals.

As it is with their academic needs, each child's behavioural modification needs are different. It takes a great deal of time, countless strategies and input from many to bring about positive change. These issues are personal to the parents and their children and as educators we cannot discuss or disclose the successes/failures of some students with special behavioural needs to comply with the norm. We, as in-school educators, always seek assistance from parents, consultants and senior administrators from the school board office, health care professionals and others who may be able to lend support in assisting a child to change his/her behaviours.