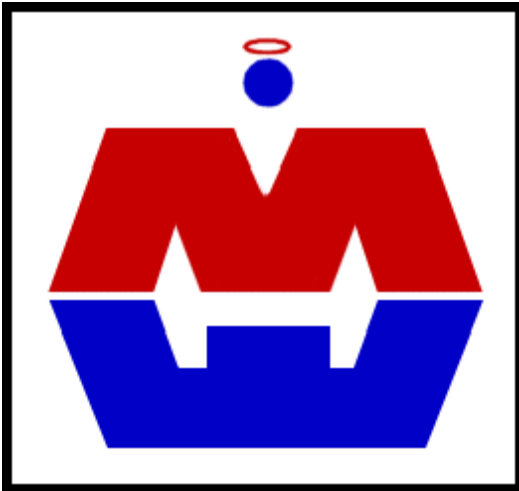


St. Michael's Elementary



Code of Conduct

St. Michael's Elementary is committed to providing a safe, caring and inclusive learning and working environment by promoting respect, responsible citizenship and academic excellence. A positive school climate exists when all members of the school community feel safe, comfortable and accepted.

A plan for
working
together to
make St.
Michael's a
Safe and Caring
place for all

The Standards of Behaviour outlined in this document apply 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 that is under contract to the school and/or school board.
- 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.

A) Standards of Behaviour

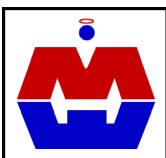
All members of the school community are expected to:

- Respect and comply with federal, provincial and municipal laws.
- Demonstrate honesty and integrity.
- Respect the rights of others and treat one another with dignity and respect at all times, regardless of economic status, national or ethnic origin, religion, culture, body image, gender, sexual orientation, gender identity, age or ability.
- Show proper care and regard for school property and the property of others.
- Take appropriate measures to help those in need.
- Demonstrate best effort during all school-based activities.
- Comply with school expectations as outlined in the school Behavioural Expectations Matrix.

B) Inappropriate Behaviours

In abiding by **St. Michael's Elementary** Standards of Behaviour, all members of the school community are expected to refrain from:

- Breaking federal, provincial or municipal laws.
- Any behaviour that discriminates based on economic status, national or ethnic origin, religion, culture, body image, gender, sexual orientation, gender identity, age or ability.
- Any violent or bullying behaviour (physical, verbal, social, electronic) that intentionally causes harm (physically, socially, or emotionally) to another person.
- Making derogatory or hateful comments toward an individual, group of people, idea, opinion or belief.
- Threatening an individual, group of people or property.
- Injuring an individual, group of people or property.
- Use of technology that intentionally abuses or bullies another person.
- Use of technology that interferes with the positive climate of the school.
- Using language that is violent, profane or discriminatory.
- Wearing clothes that depict violence, profanity or discrimination.
- Behaviours indicated in the OLOC Inappropriate Behaviour Summary



C) Proactive Strategies

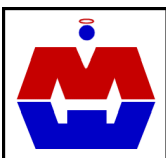
Expected behaviours as identified in **St. Michael's Elementary** Standards of Behaviour will be encouraged and supported through the following school-wide practices:

- Behavioural expectations are discussed with all members of the school community during scheduled meetings.
- Standards of Behaviour for students are reviewed, practiced and discussed on a regularly scheduled basis and as needed.
- Standards of Behaviour are applied consistently by all staff.
- Students are offered choices with the resulting consequence of each choice, so that they can make an informed decision before acting.
- On-going modeling of appropriate behaviours by school staff.
- On-going acknowledgement by staff of appropriate student behaviours.
- Parents/guardians are contacted by teachers for feedback on student behaviour and accomplishments.
- Curricular and extra-curricular programs that promote social skill development are available. For example: an alternate program, peer mentoring, a Gay Straight Alliance, Roots of Empathy, arts and athletics, etc.
- Environmental and/or programming changes are considered.
- Teacher uses the pre-referral process to determine and/or meet a student's needs.
- Referral for assessment may be considered by the service delivery team.
- Referral for counseling.
- Referral to district staff or outside agencies.
- Consistent teacher documentation of inappropriate student behaviour.
- Focused support for small groups and individual students.

D) Reactive Strategies

In response to inappropriate student behaviour, teachers and administrators of **St. Michael's Elementary** shall utilize a Reactive Strategy, depending on:

- The level of the behaviour.
- Circumstances of the behaviour:
 - The other people involved (students/staff/etc.).
 - The environment.
 - Precipitating factors.
 - Special circumstances.
 - Etc.
- Past reactive strategies utilized for this student and the students resulting behaviour.
- The frequency of the behaviour.
- The student's exceptionality and/or Individual Education Plan (IEP).
- Professional judgment

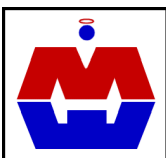


Appropriate school response to Level 1 student behaviours (which are responded to by the teacher witnessing the behaviour):

- Verbal reminders
- Model expected behaviour
- Re-teach the expected behaviour
- Offer choices and consequences of the choices
- Natural/logical consequences
- Skill building
- Self-reflective exercise
- Opportunity to make amends
- Bullying intervention protocol
- Home Contact
- Peer mentor
- Parents/school conference

Appropriate school response to student Level 2 behaviours (which are referred to the administration):

- Verbal reminders
- Model expected behaviour
- Re-teach the expected behaviours
- Offer choices and consequences of the choices
- Bullying intervention protocol
- Home contact
- Peer mentor
- Parent/school conference
- Skill building
- Natural/logical consequences
- Self-reflective exercise
- Opportunity to make amends
- Loss of privileges
- Monitor behaviours
- Mediation
- Restorative practices
- Restricted access to facilities/activities
- Behaviour contract
- Behaviour management plan
- Referral to school counselor
- Pre-referral process
- Detention
- Police involvement
- In-school suspensions
- Out-of school suspension



St. Michael's PBIS Minor/Major Behavior Grid

Minor/Level 1

Addressed by classroom teacher
(4 minors become a major referral)

1. Inappropriate Language

- Swearing
- Name calling
- Verbal argument
- Negative comments
- Impolite language
- Talking back
- Dishonesty

2. Physical Contact

- Pushing/.Shoving
- Bumping
- Touching someone else

3. Defiance/Disrespect

- Uncooperative behavior
- Breaking class or school rules (running in hall)
- Talking back
- Refusal to work
- Cheating
- Out of assigned area

4. Disruptions

- Making noise
- Yelling out
- Disruption during instruction
- Constant talking
- Unpreparedness for class

5. Property Misuse

- Ripping books
- Breaking pencils, crayons, or classroom toys
- Pushing furniture
- Writing on desk, books
- Going into another person's desk and/or backpack

6. Technology

- Taking/posting pictures

Major/ Level 2

Immediate office referral

1. Inappropriate Language

- Excessively vulgar language
- Severe verbal threats against anyone (consider intent)
- Repeated harassment (racial, sexual, and religious)
- Group harassment
- Threats/ intimidation

2. Physical Contact

- Physical intimidation
- Sexual misconduct (private parts)
- Fighting/physical aggression

3. Defiance/Disrespect

- Walking out of classroom
- Leaving school building/grounds/school bus without proper permission
- Excessive arguing with refusal to redirect

4. Disruptions

- Throwing objects with intent to cause harm

5. Property Misuse

- Vandalism
- Major graffiti
- Setting fires
- Use of combustibles
- Destruction of peer/teacher/school property
- Stealing from peers/adults

6. Other

- Possession of weapons
- Alcohol/drug possession/ tobacco

7. Technology

- Using without proper permission

