

Apohaqui Elementary School Code of Conduct

1.0 Mission and Purpose

The mission at Apohaqui Elementary School is to be a safe respectful place where all will learn.

Discipline means “to teach” and the goal at Apohaqui Elementary School is to teach or guide students toward positive personal growth; that is, exploring his or her personality traits and skills, taking personal responsibility for his or her behaviour, developing positive self-esteem, and learning how to communicate effectively with others. Our code of conduct summarizes our right to come to school where we feel safe, where we are respected, and where we will learn; and it reminds us of our responsibilities to ourselves and to others in these same areas. This code of conduct is reviewed regularly at A.E.S.

Our conduct code is ‘be safe, be respectful, be ready to learn.’ Our conduct motto is ‘hands off, feet off, words off.’

2.0 Application

This Code applies to all participants of our school when on school property; on the school bus or other school-organized transportation; at school-organized events; and also when responsible for students or communicating about school events including out-of-school interactions based on in-school relationships.

3.0 Guiding Principles

Everyone at Apohaqui Elementary is to be valued and treated with respect. Behavioural expectations for success are communicated to all involved in the school system, and prevention and positive intervention is key. Students are responsible to consistently demonstrate expected behavior, and adults in our school community to teach appropriate behaviors by instruction and example. Inherent in respecting others is maintaining confidentiality of all student, family, staff, and partner information.

4.0 Roles & Responsibilities

The development, implementation and enforcement of the A.E.S. Code of Conduct is a cooperative effort among students, parents, teachers, principal, and our P.S.S.C.

A. P.S.S.C.

The P.S.S.C. assists in the development of our Code of Conduct and Positive Learning Environment Plan and assists in communicating these to all parents, students, and staff in a way that builds commitment and support

B. School Administration

Our principal, P.S.S.C., and staff have high academic and behavioral expectations for our students. Our principal leads the staff in setting goals, developing strategies, and providing professional development opportunities. The principal also provides individual conferencing with parents as well as school-wide communications to families through newsletters, our website, etc. Our principal also collaborates with teachers and parents to develop effective Positive Behavior Support Plans for students exhibiting significant behavioral difficulties.

C. School Staff

Our school staff teach, enforce, and model the Code of Conduct and positive social skills. They use classroom strategies to create a structured and inviting environment to maximize learning. They build partnerships with parents in the education of the students, and they collaborate with administrators and parents to develop effective Positive Support Plans for students experiencing significant behavioral difficulties.

D. Students

Children learn social skills beginning as young as infancy. Learning at school, in the community, and in the workplace is an interactive experience, and strong social skills are the tools needed to become life-long learners. Social skills are particularly important in a school to achieve our Belief Statement of having a positive, safe, and cooperative environment.

Overall, our students are responsible to act in a safe manner, to show respect for themselves and others including school property and the possessions of others, and to be prepared to learn and complete assignments their potential.

Our students are expected to take an active role in developing positive social skills and to take responsibility for their behaviour according to their stage of development and to the extent to which their behaviour is voluntary. When disruptive behaviour is due to exceptional characteristics of a student and he/she is unable to control this behaviour, solutions must take into account the needs of the student and the student's classmates.

E. Parents

A family's role in helping children develop positive social skills can not be overemphasized. In day-to-day interaction, modeling is a child's greatest teacher.

Parents encourage learning by showing an active interest in their child's work and progress and support of the conduct code and social skills taught at school. Parental support of ensuring regular on-time attendance emphasizes to the child the importance of education.

Communication between home and school is crucial to learning including sharing information which impacts the child's education (for example, illness, travel, extended absences, medical conditions, family situations, etc.) and contacting the teacher if there are questions or concerns about classroom procedures, curriculum, or any incident involving their child.

Parents collaborate with teachers and administrators to develop Positive Behavior Support Plans if their child is experiencing significant behavioral difficulties.

F. Community Partners

Our school works cooperatively with many community agencies, organizations and individuals to augment learning at school, and these partners support the goals and procedures at our school.

5.0 Behavioral Standards & Expectations

A. All staff, students, parents and other partners within our school are required to consider both the responsibilities to themselves and to others to be safe, be respectful, and to be ready to learn.

The following behaviours exhibited by any person, as outlined in Department of Education Policy 703, will not be tolerated in the New Brunswick public school system:

- harassment, intimidation and violence;

- discrimination based on gender, race, colour, national or ethnic origin, religion, culture, language group, sexual orientation, disability, age or grade level;
- dissemination of hate propaganda including hate literature;
- theft or intentional property damage;
- any behaviour which threatens the health or safety of any person (e.g. arson, bomb threats and tampering with safety equipment such as fire alarms);
- accusations involving falsehood or malicious intent; and
- creating or attempting to create a disturbance, using threatening or abusive language and speaking or acting in such a way as to impair the maintenance of order and discipline on school property. This is contrary to the Education Act and is an offence punishable under the Provincial Offences Procedure Act. Any person behaving in such a way can be removed from school grounds by staff members or those instructed to act on their behalf.

6.0 Disciplinary Action

At our school—in the classroom, on the playground, with students individually or in small groups, and as a school community—we strive to guide students in developing positive social skills. In a caring climate, our goals are to promote achievement, be positive role models, and be consistent in having high expectations for successful student behavior.

Prevention

Communication of expectations is essential. To achieve this, instruction and proactive programs are provided school wide, in our classrooms, and in small groups; and individual services are provided. As needed, students may require modified timetables, schedules, recesses, and routines, and removal of a student from a situation due to a lack of readiness to behave appropriately may be required.

A. Instruction

Our staff continually teach, model and reinforce behaviors and social skills needed for success including positive resolutions of problems or conflicts.

B. Correction

With the goal of appropriate future behavior, correction involves reviewing and practicing social skills, assigning special learning projects related to learning appropriate behaviour, having students make up time lost in class due to misbehaviour, assisting students to achieve restitution, resolution, or reconciliation including assisting in a positive ways within the school. Consequences for students whose actions harm or threaten others include contact/meeting with parents as well as other provisions listed the school pyramid of interventions.

C. Protection

To ensure the safety of other students, modified schedules, restricted privileges, alternative work locations in the classroom or school, removal from class or school activity, detentions, in-school suspensions, out-of-school suspensions, reduced school day; or an out-of-school, tutor support programs may be required.

The following relates specifically to physical aggression:

Primary

Incidents in a School Year	Parent Contact	Meet with Principal	Referral to Guidance/SIW	Social Skills (No. of Noon Periods)	Restitution	Behaviour Contract	School Based Team	Suspension
<i>Resp.</i>	<i>Principal</i>	<i>Principal</i>	<i>Form completed by Assistant</i>	<i>Referred by Principal/super vising Teacher</i>	<i>Arranged by SIW/Guidance</i>	<i>Social Skills Group Leader</i>	<i>Form completed by Assistant</i>	<i>Principal</i>
Step 1	Phone	Yes	SIW	1				
Step 2	Writing	Yes	SIW	2	Yes	Initiate		
Step 3	Meeting	Yes	Guidance	3	Yes	Follow-up	Refer	
Step 4	Meeting	Yes	Guidance	2	Yes	Follow-up	Follow-up	1 Day
Step 5	Continue to implement pyramid of interventions							

Upper Elementary

Incidents in a School Year	Parent Contact	Meet with Principal	Referral to Guidance/SIW	Social Skills (No. of Noon Periods)	Restitution	Behaviour Contract	School Based Team	Suspension
<i>Resp.</i>	<i>Principal</i>	<i>Principal</i>	<i>Form completed by Assistant</i>	<i>Referred by Principal/super vising Teacher</i>	<i>Arranged by SIW/Guidance</i>	<i>Social Skills Group Leader</i>	<i>Form completed by Assistant</i>	<i>Principal</i>
Step 1	Phone	Yes	SIW	3	Yes			
Step 2	Writing	Yes	SIW	5	Yes	Initiate		
Step 3	Meeting	Yes	Guidance	4	Yes	Follow-up	Refer	1 Day
Step 4	Meeting	Yes	Guidance	2	Yes	Follow-up	Follow-up	3 Day
Step 5	Continue to implement pyramid of interventions							

Student Name: _____

Step 1 (date): _____

Step 2 (date): _____

Step 3 (date): _____

Step 4 (date): _____

Step 5 (date): _____

E. Serious Misconduct

Some behaviours are viewed as extreme and unacceptable in the New Brunswick public school system. Serious incidents could result in immediate suspension and loss of school privileges. In these situations, the Education Act states that the school and the School District are obligated to provide students with an education. The school administrator and the Student Services Learning Specialist work with the parents to develop an Alternative Education Plan. Planning for a return to school, developing a transition plan and holding a re-entry meeting, are all important parts of the process.

The following behaviors are viewed as extreme and unacceptable in the New Brunswick public school system. In accordance with Policy 703, they may result in immediate suspension without the normal sequence of interventions. They may also require police involvement.

- possession/use/selling of weapons (A weapon is any object used, designed to be used, or intended to be used to cause injury or death, or to threaten or intimidate a person. Discipline decisions will take into account the inherent or perceived danger of the object involved.)
- possession/use/selling of illegal or dangerous substances or objects (Examples include the use of illegal drugs and alcohol, possession of drug paraphernalia and possession of explosives.)
- physical violence (The use of force or inciting others to use force to cause physical injury.)
- criminal harassment (Causing a person to fear for their safety or the safety of a person known to them by: (a) repeatedly following from place to place, (b) repeatedly communicating directly or indirectly (e.g. by leaving notes or other indications of having been present, calling on the phone), (c) stalking or (d) engaging in threatening behaviour.)
- uttering threats (Communicating intent to: cause bodily harm or death, destroy or damage property or to kill or injure an animal.)
- any other behaviour which contravenes the Criminal Code of Canada

F. Threat Assessment

Another important aspect of creating and maintaining an environment where students, staff, parents and others feel safe is in the area of assessing potentially high risk student behavior: understanding the impact of trauma on schools and communities and understanding individual student behaviors within these systems. Both are essential to know in order to deal with the dramatic increase in student threat behavior.

School principals, counselors, district staff, police, social workers, probation and mental health workers have been trained in Threat Assessment: Assessing Violence Potential and Protocols for Dealing with High-Risk Student Behaviors. The primary purpose of the multidisciplinary Threat Assessment Team protocol is to identify indicators that a student is moving towards violence against self or others and to intervene to decrease the risk, prevent injury, and support the student in receiving the help he or she needs to address the issues contributing to the high-risk behavior. Collaboration between disciplines is essential to assess and to intervene on behalf of students, schools and communities.