



CODE OF CONDUCT Philosophy

The goal of our school is to instill the idea that everyone is responsible for their own actions, and must therefore, be willing to accept the consequences of their actions. Students are expected to be respectful of adults and peers and to behave in a safe, caring and responsible manner at all times. Bullying and/or fighting will not be tolerated

At all times, throughout the school day, students of Alexander Park are expected to:

- Show respect to everyone
- Keep their hands and feet to themselves.
- Use polite and kind language
- Make good choices including others, sharing, and playing fairly.
- Respect people's property, personal space, and right to learn.
- Solve problems and conflicts in peaceful ways.
- Go out of their way to help someone in need.

Unacceptable behavior occurs when a student does not behave in a safe, caring, and respectful manner. Some examples of unacceptable behavior are being physically aggressive, name calling, repeatedly bothering others, teasing, being disobedient or defiant, lying, swearing, and theft.

Consequences for student misbehaviour are determined on an individual basis depending on the age of the child and the severity of the infraction. Appropriate consequences for behaviour problems will be determined by the teacher and/or the principal. Every effort will be made to assign logical, constructive consequences.

All teachers have procedures in place for dealing with students who disrupt the learning environment of their classroom and/or the school. In general, students are referred to the school administration for major issues such as disrespect, disobedience, fighting, bullying, vandalism, swearing, and ongoing disruptive classroom behaviour.

As students mature and move through successive grades, it will be expected that students present themselves as role models to younger students. They will be expected to demonstrate appropriate behaviour throughout the school and on the playground, providing guidance to the younger students, and setting the example that by using appropriate behaviour, problems can be resolved effectively and peacefully.

When a child is referred to the office, the principal and/or principal designate talks to the child about what the problem was, how was it unkind, unsafe, or disrespectful, what the child could have done instead of the action he/she did, what he/she can do to make amends to the other person affected, and what his/her consequence might be. Serious rule infractions may result in withdrawal of privileges or suspension from school.

Discipline Steps

When the referral to the office is for a major issue, any or all of the following steps may be jumped for that student. At each step, the student's name, nature of the issue and the consequence is entered into the school's discipline log. Teachers will be involved at each step. Bullying behaviour, abusive language, and disrespect are serious offences that could lead directly to loss of privileges or suspension.

Below are the basic discipline steps the school follows as outlined in the district's student discipline policy. Rarely in our primary school have we had to go beyond Step 3.

Step One:

Discussion of the problem with the student by the principal and/or teacher. Making student aware of the inappropriateness of his/her behaviour.

Step Two:

Continuation of inappropriate behaviour. Parents informed by phone or a Living the Code sheet is sent home. Consequences are explained to student and parent (i.e. will eat lunch at the office for the next week, will write an apology letter to the person they hurt, will think of other ways to may amends, etc.)

Step Three:

Inappropriate behaviour continues and parents are contacted by phone. Parental help is sought to try and modify the inappropriate behaviour. Often parents at this point are asked to come into the school for a meeting with the principal, child, and possibly the classroom teacher. Consequences are explained to student and parent (i.e. next time could result in an in-school suspension – up to five days depending on the seriousness of the problem).

Step Four:

Parent notified by phone of the incident and consequences, could result in an in-school suspension, creation of a behavior plan, recommendation for counseling, etc.

Step Five:

Out-of-school suspension up to five days, parents notified of offence by phone stating the time of the suspension, follow up letter sent home.

Rights and Responsibilities

1. I have a RIGHT to learn.

It is my **RESPONSIBILITY** to listen to instructions, to work quietly at my desk, to raise my hand if I wish to speak, and to do my best work.

2. I have a RIGHT to hear and to be heard.

It is my **RESPONSIBILITY** to be quiet with my mouth and body when others are speaking.

3. I have a RIGHT to be respected.

It is my **RESPONSIBILITY** to use kind hands and kind words with other people.

4. I have a RIGHT to be safe.

It is my **RESPONSIBILITY** to act and to solve problems in peaceful ways.

5. I have a RIGHT to privacy and to my own personal space.

It is my **RESPONSIBILITY** to respect the personal property of others, and to accept their right to privacy.

6. I have a RIGHT to be myself.

It is my **RESPONSIBILITY** to treat everyone fairly.