



# SENATOR REID ELEMENTARY SCHOOL

**SCHOOL MISSION:** At Senator Reid, we believe our school is a place where personal and academic growth are supported and encouraged. All members of our school community help to foster this growth through the setting of clear expectations, the use of encouragement, and the application of meaningful consequences.

## CODE OF CONDUCT

The goal of our Code of Conduct is to help children become responsible, self-directed and cooperative citizens. We understand that from time to time, students will make mistakes and it is the responsibility of educators to help them learn from those mistakes.

We are the Senator Reid Elementary **SHARKS!** We are safe, helpful, accountable, respectful and kind. As SHARKS, we follow the Code of Conduct at school, walking/biking to and from school, and while attending all school-related activities.

### **S SAFE**

**We are safe.**

We do things safely and we do not hit or hurt anyone else.

We play safe and we work safe.

### **H HELPFUL**

**We are helpful.**

We help others feel accepted and we seek to understand differences.

We help others in the classroom and on the playground.

We help other students and our team mates.

### **A ACCOUNTABLE**

**We are accountable for ourselves and to each other.**

We try our best. We take responsibility for what we say and do.

We look after our belongings, our school and our community.

### **R RESPECTFUL**

**We treat others with respect and courtesy.**

We use respectful words and tone of voice.

We listen while others are speaking and performing.

We respect the property of others and accept their right to privacy.

### **K KIND**

**We are kind and caring with each other.**

We show kindness to each other. We consider the feelings of others.

We include others in our activities.

## Unacceptable Conduct

The following behaviours are considered unacceptable and will result in parents and guardians being contacted and consequences being assigned.

- Physically hurting and/or assaulting others.
- Bullying (e.g., threats, extortion, intimidation, harassment, exclusion), including electronic messaging.
- Being in possession or bringing to school dangerous or noxious items, including but not limited to: weapons, lighters/matches, replica weapons, drugs.
- Throwing rocks or sticks at people. Throwing snowballs. Playing war games and play fighting.
- Using language that offends by race, ethnicity, sexual orientation, or gender.
- Bringing to school, being in possession of, or being under the influence of alcohol, cigarettes, and/or drugs.
- Tampering with the fire alarm or misusing the telephone.
- Damaging or stealing school property or the property of others.
- Being in possession of or bringing to school articles that are offensive, including materials and clothing that depict violence, alcohol, drugs, sex, or racism.
- Leaving the school grounds without permission.

## Effective Behavioural Support

This school-wide pro-active approach to behaviour, is based on four foundations:

- **School-wide support** – procedures and processes that are intended for all students, all staff and in all settings. SHARK behaviour is defined and expected.
- **Specific setting support** – after reviewing the data collected on behavioural incidents, strategies are developed to prevent or minimize those behaviours.
- **Classroom support** – explicit learning opportunities in every classroom that teach pro-social behaviours.
- **Individual student support** – immediate, relevant, effective and efficient responses to students who present the most significant behavioural challenges.

## Consequences

Wherever possible, consequences will be restorative (e.g., students will do something to make the school a better place). Steps will be taken to protect students from retaliation when they report other students for serious infractions of the code of conduct.

When students engage in unacceptable behaviour on a frequent and/or chronic basis, more serious consequences (e.g., loss of privileges, suspension) will result. Serious breaches of the code of conduct will result in notification of school district officials, the police, and/or other agencies.

Special considerations may apply to students with special needs, when they are unable to comply with expectations because of a disability of an intellectual, sensory, emotional, or behavioural nature.