

WELCOMING:

- We greet people with kind words like
- We call each other by name.
- We offer to include others by saying things like “Do you want a turn?” or “Would you like to play?”
- We use a friendly voice.

SAFE:

- We walk inside the school and move safely when going in and out of the school buildings.
- We stay to the right when walking up and down the stairs.
- We play safely on the playground equipment.
- We get help when we see something unsafe.

PAWS

The **PAWS** theme emphasizes being Polite, Accountable, Welcoming and Safe guiding all students in their behaviour. Mutual respect and consideration for one another is expected of everyone.

POLITE:

- We use words like “Please” and “Thank you.”
- We wait for our turn all around the school, inside and outside
- We share with others and include them in our games.
- We compliment people when they do a good job.
- We say “Excuse Me” if we interrupt or bump into someone.

ACCOUNTABLE:

- We respect each other’s personal space.
- We care for the school and the environment by cleaning up after ourselves.
- We take care of school equipment.
- We listen to all school staff.
- We stay in designated school areas.
- We own our behaviour and we are responsible for ourselves.
- We apologize and say “I’m sorry” when we have made a mistake.

GENERAL WOLFE ELEMENTARY

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Code Of Conduct



P – POLITE

A – ACCOUNTABLE

W-WELCOMING

S - SAFE

Reviewed October 2020

Wolfe’s PAWS Expectations of Conduct

Were developed during the 2005 school year with the involvement of students, staff and parents. These behaviour expectations are regularly communicated and reinforced: on the school website, at assemblies, in student agendas, in newsletters to parents, on student report cards and posted in prominent locations throughout the school.

The Purpose of Wolfe’s Code of Conduct

Is to state in clear terms, the expectations of behaviour that will enable the members of the school community to achieve an ideal learning environment. An ideal learning environment is one that is safe, caring and orderly as well as vibrant with enthusiasm for and commitment to

learning. The Code of Conduct balances individual and collective rights, freedoms and responsibilities and applies to a student's behaviour at school, at a school-related activity or in an activity that will impact the school environment. Wolfe School promotes the values expressed in the BC Human Rights Code, respecting the rights of all individuals in accordance with the law-prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation. Racism will not be tolerated in our school. When students demonstrate behaviour that is not in keeping with the ideas described above, a discipline response that is based on learning and restoration or reparation of harm is implemented.

Examples of behaviours that do not demonstrate socially responsible behaviour but are not limited to:

Physical Behaviour

- Aggressive play (involving hitting, kicking, pushing)
- Disruptive behaviour that interferes with the learning and play of others.
- Bullying (purposeful physical intimidation or injury) retaliation

Verbal Behaviour (spoken, written or "on-line")

- Insulting, demeaning or offensive language
- Disruption of the learning environment (loud, intrusive speech, cell-phone use)
- Bullying – threatening language, retaliation aggression (exclusion, isolation of others)
- Inappropriate/bullying behavior which is carried out through an internet or cell phone services such as text, email, chat room, blog, discussion group or instant messaging.

It is understood that children's ability to understand and respond to expectations of socially responsible behaviour increases with age. Consequently, the age, maturity, developmental level and special needs of students are considered when determining appropriate consequences. Whenever possible consequences are preventative and restorative, rather than punitive.

These expectations apply to behaviour at school, during school-organized or sponsored activities and behaviour beyond these times (including on-line behaviour) that impacts the safe, caring and orderly environment of the school and /or student learning.

Consequences, Notification and Rising Expectations

Stage 1

When a behaviour concern is first reported to an adult, that person will work within Stage 1

- a **verbal warning** and **problem-solving discussion** with an adult which reviews the code of conduct and the expected and taught behaviour expectations of the school
- the child **identifies the problem** and **best solution** for approaching this situation in the future
- **situations for apology and discussion to repair relationships** are facilitated
- **determine if a restriction is necessary**, for example having a particular area or activity temporarily restricted, or another logical consequence for the behaviour

Stage 2

In addition to the above, office referrals involving intentional verbal or physical insult or injury require Stage 2 responses. When a behaviour concern is reported for the second time, the child is referred to the office for a Stage 2 response. After future referrals to the office, parents are contacted.

- **calling parents** to report the consequence and to request home follow up and support, especially when self-correction of misbehaviour is not evident and/or a child is seen again for a similar situation
- determining a recess/lunch **restriction, or in school suspension. Meeting with the parents and child, or telephoning the parents to devise a plan and to follow up on progress**, possibly involving SBT or the counsellor

Stage 3

In the event of compromised school safety, a third stage is involved:

- **informing area superintendent and/or police and other agencies** of serious breaches of conduct
- **involving the counsellor or other school personnel** to assist the child and family
- **informing staff and school community** as appropriate

Suspensions

In accordance with the School Act, Sec. 85(2)(ii) and (d), the Board authorizes the Principal or designate of any school in the district to suspend a student from attendance at school for up to five days. Suspensions may be for the following reasons:

- a. because a student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board.
- b. because the behaviour of the student breaches the District Code of Conduct or policy and/or has a harmful effect on others or the learning environment of the school.
- c. because the student has failed to comply with the School Code of Conduct.

Suspensions over five days are made in consultation with the appropriate Director of Instruction as per District Policy (<http://www.vsb.bc.ca/district-policy/jgd-r-district-student-code-conduct-regulation>)

Notification:

As circumstances warrant, any or all of the following may be notified: Classroom Teacher, Counsellor, Principal, Vice-Principal, Staff, Parents, District Staff, Ministerial Agencies or School Liaison Officer.

How Parents and Guardians Can Help:

1. Discuss this pamphlet with your child.
2. Talk to your child's teacher or call the school if you have any concerns.
3. Provide ongoing support to your child's teacher.
4. Help your child to resolve issues peacefully and with respect for others.
5. Supervise online communication at home