

Code of Conduct



St. Augustine's Elementary School is committed to improving student learning, achievement and well-being through high quality instruction in a culture that fosters leadership, respect, collaboration, safety and healthy living. We are committed to providing a safe and secure place for all who enter its doors. We value each person for his or her uniqueness and talents. We know that positive school climate exists when all members of the school community feel safe, comfortable and accepted.

The Standards of Behaviour outlined apply to all members of the school community, including students, parents and guardians, school staff, volunteers and visitors when:

- ❖ On school property.
- ❖ Travelling on a school bus that is under contract to the school and/or school board.
- ❖ Participating in extracurricular activities.
- ❖ Participating in off-site school-sponsored activities.
- ❖ Engaging in an activity which will have an impact on the school climate.

Standards of Behaviour

All members of the school community are expected to:

Respect the rights of others and treat one another with dignity and respect at all times, regardless of economic status, individual differences, national or ethnic origin, religion, culture, body image, gender, sexual orientation, gender identity, age or ability.

School Zone

Smoke Free Grounds

St. Augustine's Elementary School is a smoke free grounds and facility. Visitors, staff and students are reminded that all buildings, grounds and properties under the jurisdiction of the Newfoundland and Labrador English School District are smoke-free. Please respect our smoke-free policy and support us in our efforts to create a safe and healthy environment for everyone. We thank you for "butting out" before you come onto school grounds.

Parking and Drop-off Area

Entrance and Exit

The entrance/exit leading to the parking lot/front entrance of our school is **One Way** only. A “**wrong way**” sign is clearly visible to assist you in this.

Enter the school parking lot by way of the road closest to Ridgeway Variety and
Exit the school grounds by way of the road closest to the United Church.

This ensures that all traffic is going in the same direction. It will also allow children to enter/exit the passenger side of cars thereby avoiding going around stopped vehicles.

Do not park in unmarked spots as this is a safety issue.

Please be patient! The safety of all students as they enter and exit the building is vital.

Student and Pedestrian Safety

- ❖ Please do not blockade the designated parking areas.
- ❖ Please do not park in the drop-off lane as it is not a parking lot.
- ❖ Drop your child/children off using the inside lane.
- ❖ Exit with no turning around.
- ❖ Please avoid cutting around cars, as students may not be visible.
- ❖ Be cognizant of students walking.

Bus Procedure

School busses will continue to enter and exit as they always have thus allowing them to drop children right at the student entrances.

Final Safety Reminders

Please **DO NOT** Park in the Bus Zone at the front of St. Augustine's Elementary.
NEVER PASS the busses when they are loading and unloading students!

School Entrance Times and Procedures

The doors of St. Augustine's Elementary open at 8:00 a.m. At this time there will be a teacher on duty to supervise students.

Academic success begins with attendance. Students who miss class instruction often encounter difficulty in keeping up with their schoolwork. Classroom instruction begins in the morning at 8:15 a.m. and after lunch at 12:20 p.m.

Students must be in their respective classrooms before these times. A student who is late is required to present a note to their teacher stating the reasons for lateness.

Parents, Guardians and Visitors

During the start of the instructional day, parents/guardians and visitors are asked to enter St. Augustine's Elementary School through the main office entrance located on the front of our building. During the instructional day, District policy requires all NLESD schools to maintain security by having the school doors locked. Please ring the bell/intercom to enter the school and identify yourself if required. All visitors must go to the main office once inside.

Student Privacy

NLESD provincial policy states all visitors wishing to go inside the school, **MUST** sign in at the office and wear a visitors badge at all times.

Parents and visitors are not permitted in the classroom areas unless permission is given by the administration.

Remain in office area and do not proceed into the school for the privacy of the many students attending St. Augustine's Elementary. Thank-you for your understanding and cooperation in this matter.

Please ensure that individuals (grandparent, aunt, uncle, etc.) picking up your child, or entering the school, are familiar with this entrance and routine.

Students Exiting During the School Instructional Day

If a student must go home during school hours (appointments, sick, etc.), and the parent/guardian has entered St. Augustine's Elementary, office personnel will page the appropriate classroom and request that the student come to the office to meet the parent/guardian there.

If there is a scheduled appointment, etc., taking place during the instructional day, please provide these details to the secretary or classroom teacher through a written note.

Student Pick-up/Waiting

The staff of St. Augustine's Elementary value our parent population. We ask that if you are picking up your child (grades 1- 6) at lunch time, **please do not attempt to enter the building until 11:30 p.m.**

Once admitted to the building, please wait for your child/children by the school office area. For the privacy of the many students attending our school, please wait in this area and do not proceed into the school.

Afternoon Dismissal

Primary students: Dismissed from the south entrance, facing Jackson United Church at 2:20.

- ❖ Once primary students are put on the buses and they drive around to the elementary exit the remaining primary students will be dismissed.
- ❖ We ask that you meet your child at that exit and not the main door.
- ❖ If you are driving we encourage you to park towards the primary end of the parking lot.
- ❖ Do not drive around the school in the bus lane.

Elementary students: Once the buses arrive at the Elementary exit bus students will be dismissed.

- ❖ Elementary students who walk, will wait until the busses leave the parking lot.
- ❖ They will be dismissed through the north side exit - the one facing Ridgeway Variety.
- ❖ With the exception of those students being picked up by taxi, no students will be dismissed through the front entrance. The main door will be locked.

Dismissal or Pick-up Change: If you are sending someone to pick up your child, please inform the teacher by sending a note to that effect. Children will not be released to individuals other than a parent or guardian without written permission of parents/guardians. If your child is going somewhere other than home after school a written note is required to receive a bus pass.

Promoting Independence

Our teachers are encouraging independence and responsibility every day. You can help by letting your children do their own things as they arrive at school.

Children in Grades 1 - 6 should.

- ❖ Walk to their classroom on their own
- ❖ Carry their book bags
- ❖ Hang up their own coats
- ❖ Unpack their book bags
- ❖ Change into their indoor shoes

As the year progresses Kindergarten students should start doing this as well.

Student Emergency Information Sheet, Closures and Contact

The parent/guardian should complete a student emergency information sheet. This information is particularly helpful for situations such as unscheduled school closures due to weather or electrical failure. Phone use in emergencies may not always be possible so this information should be as up-to-date as possible. It is important that the parent/guardian informs the school of any changes in their daytime contact numbers.

Please ensure that telephone numbers provided for Synervoice, our automated calling system, are direct lines. Notification of any changes in this information must be given immediately to the school secretary or the classroom teacher.

In the event of an unscheduled school closure, there will be notifications sent to local radio stations, the NLESD web site and through Synervoice. This automated call home system will attempt to either email or telephone a parent/guardian in the event of an unscheduled school closure. Please make arrangements to ensure your child has a safe destination in the event of a school closure.

On stormy days, it is recommended that the parents or guardian periodically check the radio or district website to see whether our school is open, closed, or closing early. It is important that our telephone lines are free for outgoing calls on days when school closes before 2:20 p.m.

In addition to our regular methods of communicating with parents and guardians you can also follow us on Twitter. **@sa_elementary**.

Medical

If your child has any specific medical needs of which we should be aware, we ask that you notify the school office immediately.

Allergies

St. Augustine's Elementary is an allergy aware school. We have students and staff with life threatening allergies to all types of nuts including peanuts. Please do not send these items to school.

Please note that Peanut Butter substitutes, e.g. WOW Butter/Soy Butter Products are not permitted. Such products look identical to the real thing and we have no way to monitor the safety of those at risk.

We ask for parents/guardians to be diligent in checking products being sent to school.

Scented Products

Scented products can be harmful to many people, and can make those who have allergies, migraines, environmental sensitivities and chronic heart and lung diseases very sick.

Products leaving a scent such as cleaners, nail polish, perfumes, colognes and aerosol sprays should not be brought into the building.

Medication

All medication is to be registered at the main office and taken under the supervision of the school administration.

Students are not permitted to carry prescription or over-the-counter medication to/from school. (Unless approved by a Medical Doctor and School Administration. Example students carrying Epi-Pens) Doctor prescribed medication is administered at the school *only* when absolutely necessary.

For medication to be administered, parental and medical forms must be completed. The parent/guardian is required to bring any prescription medication to the office where it can be secured. This regulation is in keeping with district and provincial policies.

The Instructional Day

Any student who wishes to be excused from school for illness or other reason must report to the office before leaving the school.

The office must have contact with a parent or guardian in the form of a note or phone call before an early dismissal will be granted.

Any student who wishes to be excused from class for a medical or other appointment *should bring a note* from his or her parent/guardian to the office to simplify this process.

Miscellaneous

Reporting Absences: If your child is absent from school, please email your child's teacher. If email is not possible please send a written explanation for the absence when your child returns to school. Teachers require a written note or email for the attendance record, otherwise the absence is recorded as unexcused.

Cell Phones: We recognize that some parents / guardians have given their child a cell phone for safety and/or other reasons. We ask that any student with a cell phone, leave it turned off during the day and kept in their pocket. If you need to reach your child during the day please call the school.

Dress Code: Students are expected to wear clothing which is appropriate to the school setting:

- ❖ **Images and Words:** Clothing which displays such things as alcohol, drugs, offensive words, slogans or images is not permitted.
- ❖ **Pajamas:** Students are not permitted to wear pajamas to school. Unless approved by the school for special days.
- ❖ **Hats/Caps:** Caps are to be removed in the building and placed in the locker during instructional time. Hats cannot display such things as alcohol brand names, drugs, offensive words, slogans or images.
- ❖ **Footwear:** Students are expected to have a change of footwear to wear inside the school. This would usually be a second pair of sneakers which are also required for physical education classes
- ❖ All outside clothing must be kept in lockers.
- ❖ The dress code is in effect every school day including school related functions that take place outside the physical school building.

Weather and Outside: We remind the parent/guardian to dress their child for the weather. Children will have outside playtime during lunch time when the weather cooperates. Therefore, please ensure they are dressed appropriately.

If for any reason your son/daughter is unable to go outside please send along a note to your child's teacher.

Parties: Parties are a special time for all children. Party invitations may not be distributed at school unless the *entire* class is invited.

Lost and Found: During the school year, students sometimes lose various items of clothing, etc. These found items are placed in the office. Students and parents are asked to check for any lost items periodically. As a proactive measure, parents/guardians may consider labeling school items such as book bags, jackets, caps, pencil cases and other school supplies.

At several points throughout the year, items not claimed are donated to a local charity.

Field Trips: Permission to participate in field trips must be in writing. Students are expected to behave on field trips as if they were in school.

Bus: Riding the bus is a privilege, not a right. It is an extension of the school day. All in-school rules and expectations apply when traveling on the bus. Please review the correct behaviours for the bus with your child/children. This will assist in making the ride a lot smoother, and safer for all of our children. If you have any concerns please inform the school.

Contacting your Child's Teacher: If you need to contact your child's teacher please call the school or email the teacher directly to arrange an appointment.

Student Expectations at St. Augustine's Elementary School

Arriving to School

Respect for Self - Respect for Others – Respect for Environment - Respect for Learning

When I enter my school, I wipe my footwear on the mats at the entrance and, when needed, brush snow off when entering the school.

I arrive to school on time. I value instructional time. I understand that students who are not in their classroom by 8:15 a.m. or 12:20 p.m., will be considered late. If I am late, I might interrupt classroom teaching and the learning of my fellow classmates.

If I arrive after 8:15 a.m. or 12:20 p.m., I check in at the office and then go to my classroom.

When I enter my school, I go to my locker. I keep my locker clean and organized which keeps the area safe and uncluttered. I change into my inside shoes and take out items I need for the day. When finished, I close my locker and move promptly to my class. I am friendly to others and speak and act respectfully.

I know that I NEVER open the school door to others once it is locked. That is the responsibility of the school staff.

Classroom Area

- ❖ I am prepared with homework and supplies. Pencils, paper and textbooks are examples of items that are regularly required for class.
- ❖ I know and follow the school voice scale:
 -
 - 1 – no talking at all
 - 2 – soft voice/whisper
 - 3 – classroom voice/talking
 - 4 – recess/outside voice
 - 5 – screaming/emergency only

- ❖ I demonstrate best effort during all school-based activities by taking pride in myself and my work. I actively participate in all activities in school. I will always try to do my best in all of my activities by listening attentively in class and seeking help when needed.
- ❖ I will make positive choices.
- ❖ I will:
 - Complete assigned tasks to the best of my ability.
 - Do my homework.
 - Study in advance for quizzes and tests.
 - Complete and submit all school work teachers assign on its due date.
 - Catch up on missed work when absent from class and participate in all school activities.
- ❖ I am considerate of the feelings and learning of others and I respect all opinions and abilities. I will take appropriate measures to help those in need.
- ❖ I treat others as I would like to be treated.
- ❖ I show this by speaking and acting respectfully: indoor voice in the school building, etc.
- ❖ I show this by using proper manners: please, thank-you, excuse me, pardon me, etc.
- ❖ I show this by using positive language: great job, you look nice, you can do it, etc.
- ❖ I keep my hands and feet to myself and use my hands for helping others. I know that even if I pretend to throw items, I am breaking this school expectation.
- ❖ I care for my personal hygiene. I use tissues to blow my nose. I wash my hands when I use the washroom and keep my desk area clean from litter.
- ❖ I show proper care and regard for school property and the property of others. I keep my classroom clean by making sure the area around my desk is clean. I push in my chair when leaving my seat because it's the safe thing to do. I am considerate to the environment by recycling whenever possible.
- ❖ I demonstrate honesty and integrity.

Standards during Physical Education

- ❖ I arrive to physical education class with appropriate clothing and footwear. Suitable clothing includes shorts or sweat pants, t-shirts and sneakers.
- ❖ I respect the property of others.
- ❖ When I enter the gym, I sit in the assigned area.
- ❖ When the teacher is talking, I keep the equipment quiet (e.g. hold basketball, etc.) because it's the right thing to do.
- ❖ I include others when I can, working with a partner, group or team.
- ❖ I use equipment safely and wait for my turn during activities. I share equipment when possible.
- ❖ I play fairly and show good sportsmanship by speaking and acting respectfully. I use my hands and feet in the manner suited to the activity. I am respectful of everyone's personal space.
- ❖ I encourage others to do their best and give everyone an opportunity to participate.
- ❖ I return the school equipment when I am finished using it.
- ❖ I take all of my belongings with me when I leave the gym and/or change room.

Standards during Music Class

- ❖ I come to class in a quiet manner prepared and ready to participate.
- ❖ I sit properly in my assigned place.
- ❖ I am considerate toward others, work together and respect all efforts.
- ❖ I follow instructions given to me.
- ❖ I exit the class in a quiet orderly manner.

Standards in the Library

- ❖ I speak and act respectfully using a 1 or 2 voice scale when I talk.
- ❖ I respect equipment and space.
- ❖ I work in designated locations and keep this working space clean and tidy.
- ❖ I work cooperatively with others and help others when I can. I respect other students' work and opinions.
- ❖ When moving around in the learning resource room I ALWAYS walk.
- ❖ I use shelf markers when choosing books. I wait in line to check them out and return the material I use to its appropriate place.
- ❖ If I borrow material, I return books on time and in good shape.
- ❖ I push in chairs at the tables when I am finished because it's the right thing to do.
- ❖ I keep the school library tidy.

Standards in the Computer Lab

- ❖ I always handle the computer equipment with care.
- ❖ I always follow the Digital Citizenship Policy.

- ❖ I share the computers, iPads, etc., if I can and always patiently wait my turn if there are no electronics available to use.
- ❖ I always follow teacher's instructions and use the Internet only with adult supervision. If I need help, I raise my hand.
- ❖ I use a 1 or 2 voice level in the computer lab because it shows that I respect the learning of others.
- ❖ I use appropriate research sites. In the event that I find myself accidentally in an inappropriate site, I will inform the teacher.
- ❖ I understand that there is never any food or drink around electronics.
- ❖ I log off the school network when using a computer, iPad, etc., and push my chair in when I am finished.

Standards in the Hallways

- ❖ I am mindful of younger/smaller students when I travel in the hallway.
- ❖ I make sure my shoelaces are tied up.
- ❖ I walk with my head up, quietly to the right, respecting the personal space of my peers.
- ❖ I keep hands and feet to myself. Examples of violating this expectation would be jumping at door frames and/or exit signs.
- ❖ I use a voice scale of 1 or 2
- ❖ I look where I'm going and I keep my hands and feet to myself. I use good manners if an accident occurs.
- ❖ I remember to use the proper door. Holding it for others shows courtesy.
- ❖ I respect all displays, artwork and walls. They help brighten our school.
- ❖ When I leave the classroom during the instructional day, I use a voice scale of 1 and return to class without delay.
- ❖ I report any problems to the teacher.

Standards in the Washroom

- ❖ I only ask when necessary.
- ❖ I leave food and writing utensils in the classroom.
- ❖ I walk to the washroom using a 1 voice scale.
- ❖ I respect the privacy of others.
- ❖ I flush after each use and make sure I wash and dry my hands.
- ❖ I check to make sure I've dressed appropriately such as zipping my zipper.
- ❖ I keep washrooms clean and tidy by using bathroom supplies properly. I use the appropriate amount of water, soap and paper towels.
- ❖ I clean up after myself by putting all trash in the garbage container.
- ❖ I know that the washroom isn't a place for playing or hanging out so I return to class as soon as I am finished.

- ❖ I will inform the office if there is a problem in the washroom.
- ❖ I arrive back in class in due time.

Leaving the School at Lunchtime

School District Policy states that Students in grades K - 3 are not permitted to leave the building on their own at lunchtime. Students in grades 4 - 6 who walk to school may leave on their own at lunch time.

Students who are bussed to school may only leave at lunch time if they provide written permission from a parent or guardian. This should be given to the teacher at the start of the day.

Standards during Lunchtime

- ❖ I follow the school allergy policy and listen to the teacher on duty.
- ❖ I remain seated at my table.
 - I use good manners (mouth closed when chewing, say excuse me when needed, etc.).
 - I eat only my own food and respect other people's food choices.
 - Food should not be shared.
- ❖ I respect personal space by keeping hands and feet to myself
- ❖ I use voice scale of 2 and never higher.
- ❖ If I need to use the washroom, I raise my hand at my table and wait for permission from the teacher on duty before I leave.
- ❖ I am respectful when communicating with the school lunch staff.
- ❖ I keep my eating area clean and tidy and the cafeteria clean.
 - I will wipe up minor spills.
 - I will use the garbage.
 - I will recycle when I can.
 - I will clean up and leave no trace behind.
- ❖ I will wait for the principal or vice principal to dismiss my table and line up.
- ❖ If it is an outside day, I will line up when directed by the duty teacher.

Inside Playtime Standards for Recess and Lunch

- ❖ I am kind with words and actions.
- ❖ I will choose an appropriate and safe activity to play in my classroom.
 - Appropriate and safe indoor activities include: board games, reading, and drawing.
 - Inappropriate activities and actions include: rough play, hide and seek, tag, ball games such as floor hockey or loud noises are permitted.
 - I will keep my hands and feet to myself.
- ❖ I will report any inappropriate conduct or injuries to the teacher on duty.
- ❖ I always walk while I am in my classroom. I always stay in this room.

- ❖ If I need to use the washroom, I will wait inside my classroom to ask for permission from the teacher on duty.
- ❖ When the bell to signal the end of an inside recess or lunch playtime rings, I will tidy games and materials after use and get ready for instruction.

Standards on School Grounds for Outside Days

- ❖ I gather belongings from my locker and line up in designated waiting areas, for the teacher on duty to get my class.
- ❖ I will dress appropriately for the weather conditions.
- ❖ When outside, I always watch for traffic.
- ❖ I stay in *my* designated area on school grounds.
- ❖ I include all students when I can.
- ❖ I play fairly and safely. If a problem occurs, I will use peaceful conflict resolution.
 - Examples of appropriate and safe outside activities include, soccer, basketball, square ball, skipping, tag and playground equipment use.
- ❖ I will report any inappropriate conduct or injuries to the teacher on duty who will be wearing an orange vest.
- ❖ I respect others' property and school equipment. I always use it in appropriate ways. I return play equipment to its proper area.
 - Examples of violating this code include damage to property and/or removal of property without permission.
- ❖ I respect personal space by keeping my hands and feet to myself. I show respect to others when playing.
- ❖ I use proper language by speaking respectfully.
- ❖ I help keep the school grounds clean from litter by placing garbage in the garbage container and recycling in the recycling bin.
- ❖ I will collect any outside equipment that was brought outside for playtime.
- ❖ I line up outside in my designated area to come in when directed by the teacher on duty.
- ❖ I will wipe my feet once inside so our school stays clean.

Standards during Assemblies

- ❖ I remember to use the washroom before going to the assembly.
- ❖ I leave personal belongings in my classroom or locker or unless otherwise directed by the teacher.
- ❖ I enter the area in single file with my class and keep the aisle clear once I am seated.

- ❖ I keep hands and feet to myself and remember there is no food or drink permitted in this area.
- ❖ I respond quickly to the teacher “hand up” signal by remaining quiet.
- ❖ I raise my hand to respond and ask questions when appropriate.
- ❖ I speak and act appropriately. I show appropriate appreciation for the performer.
 - Example of this would be applause. Shouting, whistling, etc.
 - Boing is an example of inappropriate behavior.
- ❖ I respect the speaker and presentation by using whole body listening.
- ❖ I wait until the performer has finished before moving.
 - I remain seated until dismissed by my teacher.
 - I exit the room in single file with my class.

Standards for Field Trips

- ❖ I always follow the rules of the location. Each place I visit outside of school will have their own set of expectations for me. Out of respect, I follow these rules.
- ❖ I always stay with my class unless instructed to go elsewhere by my teacher.
- ❖ I use my manners and kind words when on field trips. I represent St. Augustine's Elementary School so I always act and speak appropriately. My hands and feet are kept to myself.
- ❖ I always participate and take an interest in these educational opportunities.
- ❖ I remember to look after my belongings and take what I bring back with me.

Standards for the Bus

Riding the bus is a privilege, not a right. It is an extension of the school day. All in-school rules and expectations apply when traveling on the bus.

- ❖ I line up quietly and appropriately.
- ❖ I safely proceed and wait for the bus in the designated area.
- ❖ I enter and exit the bus in single file when it's parked.
- ❖ I sit in my assigned seat.
- ❖ I remain appropriately seated at all times while on route.
- ❖ I keep hands, feet and knapsack to myself.
- ❖ My head and arms inside the bus at all times. I NEVER stand while the bus is moving.
- ❖ I keep food and drinks in my book bag.
- ❖ I use manners and appropriate language on the bus.

- ❖ Any chatting should be with the person close to me.
- ❖ Please remember to take all personal items when leaving the bus.
- ❖ I follow driver instructions and practice good behaviour.

Standards for Digital Citizenship

Electronic devices (iPads, smart phones, tablets, etc.), can be great learning tools and are part of the everyday experience of many of our students. As 21st Century educators we are looking for ways to integrate these tools into our instruction.

Devices should only be in school for educational related purposes with the request / permission of the classroom teacher and are only to be used during instructional time. **Currently these devices are not permitted during unstructured time such as recess or lunch** unless students have the permission of their teacher. All students are expected to follow the District's Acceptable Use of Technology and Social Media Policies.

Please remember that St. Augustine's School assumes no responsibility for loss or damage to any electronic devices children may bring to school.

- ❖ I always keep personal devices in a secure place.
- ❖ I always keep personal photos and information, including passwords, private.
- ❖ I am respectful in the online environment and report any online activities that are not in keeping with safety and respect.
- ❖ I visit only those sites that have been approved by the teacher for the activity at hand.
- ❖ I will tell a trusted adult about activities which cause me to be uncomfortable.
- ❖ I always follow teacher directives to place electronic devices in designated areas.
- ❖ I always use technology for learning as directed by the teacher.
- ❖ I am responsible with my personal equipment

Inappropriate Behaviours

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

- ❖ Any behaviour that discriminates based on economic status, national or ethnic origin, individual differences, 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 or interferes with the positive climate of the school. Examples of violating this code include:

Instant Messaging Harassment – sending hateful threatening messages, warning wars, creating a screen name similar to another person's name (adding an "e" or one less "l") and then saying embarrassing or inappropriate things on it.

Taking passwords - impersonating a person online, changing a person's profile and/or locking a person out of their account.

Profiles or blogs – using these to damage another person's reputation or invade their privacy (writing about a person's private home life).

Websites – creating a page specifically designed to insult someone, posting someone's private information online.

Sending pictures through IM's, TM's or Emails – these include degrading pictures, sending pictures of students in compromising situations (doing something illegal, private pictures, etc.).

Internet polling – who's popular? Who's not?

Sharing secrets, spamming, etc.

- ❖ Using language that is violent, profane or discriminatory.
- ❖ Wearing clothes that depict violence, profanity or discrimination.
- ❖ Breaking federal, provincial or municipal laws.

Inappropriate behaviours also include the following represented through the PBIS three tier approach:

St. Augustine's Elementary uses a school wide behavioral management process aimed at teaching children how to resolve conflicts peacefully. Behaviors have been categorized into colors, which are listed in every classroom. We reward students for positive behaviors while at the same time help students who may have difficulty developing the skills they need to be successful in school and society.

The colors mean the following:

Green: All positive behaviors that make our school more peaceful, such as helping, cooperating, etc.

Yellow /Mild/Minor Behaviour/Action

Behaviors that stop learning in the classroom and school environment.

- ❖ Unprepared for class
- ❖ Interrupting
- ❖ Teacher assigned work not completed (class work only – not homework)
- ❖ Teasing
- ❖ Voice level (tone)
- ❖ Littering
- ❖ Classroom disruption
- ❖ Arrives late to class – by lockers, after recess, after lunch, etc.
- ❖ Dress code violation (Hats/Hoods, etc.)
- ❖ Extended period of time out of class (excessive time in hallway or washroom, etc.)
- ❖ Disruptive transitions
- ❖ Electronic equipment in school unless approved by the staff member
- ❖ Taking items without permission
- ❖ Throwing food in the classroom
- ❖ Not cleaning up space (lockers, work space, etc.)
- ❖ Chewing gum
- ❖ Inappropriate hallway behavior (jumping, running)
- ❖ Inappropriate classroom behavior (jumping, running)

- ❖ Inappropriate lunchtime behavior – not following lunchtime behavior expectations
- ❖ Rough play
- ❖ Play fighting
- ❖ Hand hockey at recess or lunch
- ❖ Improper use of school technology
- ❖ Dishonesty - misleading the staff member/students
- ❖ Damaging property - school, peers, etc.
- ❖ Inappropriate language/swearing
- ❖ Gestures - loser sign, eye rolling etc.
- ❖ Violation of personal space - keep hands and feet to yourself
- ❖ Compromising bus safety

Orange/ Middle Behaviours/Actions

These behaviors are disrespectful and unsafe.

- ❖ Chronic minor offenses (three times of a similar type) will be categorized as middle behaviour
- ❖ Bullying – DOE definition
- ❖ Malicious name calling,
- ❖ Threat of Physical Harm
- ❖ Cyber bullying
- ❖ Cheating
- ❖ Improper use of school technology
- ❖ Damaging property (school, peers, equipment, etc.)
- ❖ Leaving supervised area without permission
- ❖ Talking back
- ❖ Improper use of school technology
- ❖ Defiance
- ❖ Leaving class without permission
- ❖ Theft
- ❖ Compromising bus safety
- ❖ Discrimination
- ❖ Disrespecting self and others
- ❖ False accusations

Red/Major Actions/Behaviours

Red behaviors are the most serious in the school.

- ❖ Repetitive or severe middle actions/behaviours
- ❖ Bullying – DOE definition
- ❖ Physical aggression/injury
- ❖ Leaving school without permission
- ❖ Defiance
- ❖ Theft - major
- ❖ Vandalism
- ❖ Compromising bus safety
- ❖ Inappropriate sexual conduct – age context
- ❖ Directed profanity
- ❖ Serious threats/Intimidation of others
- ❖ Weapons
- ❖ Skipping school
- ❖ Intentionally pulling the fire alarm/fire extinguisher
- ❖ Other

Review 360™:

Starting in September, 2016 all schools will be using a software package, *Review 360™* to track inappropriate student behaviour. For the purposes of St. Augustine's School all Orange (Middle) and Red (Major) behaviours will be recorded by the teacher in *Review 360™*. It will be at the teacher's discretion if Yellow (Minor) behaviours are recorded in *Review 360™*.

Proactive Strategies

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

- ❖ Behavioural expectations are communicated with all members of the school community through a variety of methods which may include hard copy handouts, school newsletters, parent/guardian –teacher night, school web-site postings, and/or emails.
- ❖ Standards of Behaviour for students are reviewed, practiced and discussed as needed.
- ❖ Standards of Behaviour are applied consistently by all staff.
- ❖ Students may be offered choices, so that they can make an informed decision before acting.
- ❖ The resulting consequence of each choice is up to the professional judgment of the attending staff member.
- ❖ On-going modelling of appropriate behaviours by school staff.
- ❖ Maintaining the acknowledgement of appropriate student behaviours through a variety of methods which may include positive verbal feedback, positive non-verbal gestures, and/or contact with parent/guardian, etc.
- ❖ Parents/guardians may be contacted by teachers for feedback on student behaviour and accomplishments.
- ❖ The following are some curricular and extra-curricular programs that St. Augustine's Elementary offers to promote social skill and academic development: Remembrance Day Service, Terry Fox Fundraising, Thanksgiving Day Assembly, Roots of Empathy, Fun Friends, DARE
- ❖ 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 counselling.
- ❖ Referral to district staff or outside agencies.
- ❖ Consistent teacher documentation of inappropriate student behaviour.
- ❖ Focused support for small groups and individual students.

Reactive Strategies

In response to inappropriate student behaviour, teachers and administrators of St. Augustine's Elementary School 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).
- ❖ Etc.

Appropriate school response to minor, middle and major student behaviours (which are responded to by the teacher witnessing the behaviour):

Minor Interventions/Consequences

The intervention/consequence used will be determined by the professional judgment of the attending staff member.

Non-verbal reminders

- ❖ Close proximity
- ❖ “The Look”
- ❖ Number gesture with fingers (5,4,3,2,1)
- ❖ Charting number (stop sign, tally mark on the board, etc.) to let child know which number s/he is on
- ❖ Use of sticky notes for positive ticks
- ❖ Visual reminders (signs, class rules chart, traffic light, voice scale)
- ❖ Finger to the lips
- ❖ “High Five/Clapping”
- ❖ If you're listening then hand up
- ❖ “Lights out” to get attention
- ❖ Stand/sit and wait (with possible consequence)
- ❖ Class Dojo
- ❖ Apps such as – “Too Noisy”

Verbal reminders

- ❖ shhhhh!
- ❖ 1-2-3 Magic – verbal
- ❖ Talk s-l-o-w-l-y (Slow speech down)
- ❖ Stop in mid-sentence, then wait
- ❖ Ring Bell (Teacher will ring or will ask a student to ring)
- ❖ Sound for attention (tune, etc.)
- ❖ Singing direction to the students
- ❖ Lower voice to get attention (whisper and then raise voice to normal level)
- ❖ State, “I’m just going to wait until...”
- ❖ Model expected behaviour / re-teach Matrix
- ❖ State, “If I’m an alien and I drop from outer space, who can show me how to ...”.
- ❖ Student Nominations – acknowledging positive behaviour
- ❖ Gotcha’s
- ❖ “When – Then”, “First- Then”
- ❖ Spotlight – recognition for respectful behavior (“Spotlight for...”)
- ❖ The Music Box System – wind up music box and if music is left at the end of the week then a class reward is given
- ❖ Timer Students are given so much time at the start of the week
- ❖ Music in the class - instrumental
- ❖ Ignore the behavior (could be an isolated event)
- ❖ Monitor behavior
- ❖ Redirect the positive behaviours in the class (I like the way “Sue” is listening or placing sticker on a desk, pylon on desk for good behaviour, etc...).
- ❖ Redirect by pulling them into a conversation/activity.
- ❖ Consult with other teachers working with the student
- ❖ Praise the positive behaviours the child makes
- ❖ Use the student’s name in a positive manner instead of a negative (don’t use the child’s name in negative examples)
- ❖ Peer mentor (student buddy to help model behavior)
- ❖ Buddy system
- ❖ Change student seating plan
- ❖ Provide breaks to do task
- ❖ Break card
- ❖ Apology / correct misbehaviour /natural consequences
- ❖ Student driven consequences
- ❖ Offer choices and consequences
- ❖ Removal from group Time out
- ❖ Restitution (i.e. mess up the classroom then clean it up)

- ❖ Using magic – “Read my mind” when a student misbehaves, they can tell what behavior they should change.
- ❖ Self-reflection - **written** (What did you do? How would you change it?)
- ❖ Common Behaviour Reflection Sheet (Primary/Elementary versions)
- ❖ Self-reflection – verbal (What did you do? How would you change it?)
- ❖ Loss of privileges
- ❖ “Heads Up” – after three disrespectful behaviours (towards others, self, learning, environment, etc.) the student communicates this to their parent/guardian with a “plan” for the future
- ❖ Child communicates their ‘behaviour’ to their parent/guardian (written or verbal)
Example – child writes letter to parent/guardian and teacher signs this (teacher involvement). The student creates a plan for what they will do if they are faced with a similar situation.
- ❖ Contact parent/guardian (note in agenda or phone call, etc...)

Middle Interventions/Consequences

- ❖ All Minor interventions/consequences
- ❖ Possible removal of child from situation (written documentation). This could be an intervention or consequence.
- ❖ Sit out from play time/Shadow teacher on duty (e.g. not playing outdoors with possible restitution)
- ❖ Loss of privileges such as computer, etc.
- ❖ Teacher directed detention
- ❖ Meeting with parent/guardian and/or child
- ❖ Team problem solving
- ❖ Conflict resolution
- ❖ Consult guidance, SSS and other outside professional services (i.e. Janeway)
- ❖ Consult the administration (complete incident report)
- ❖ Office Discipline Referral

Major Interventions/Consequences

- ❖ All middle interventions/consequences
- ❖ Remove child from the situation
- ❖ Evacuate the class
- ❖ Student / Parent / School Conferences / Guidance
- ❖ Educational program change if academic and grounded in exceptionality (P2,3,4,5) – team consultation
- ❖ Consult District personnel
- ❖ Contact with child protection (medical professionals)
- ❖ CPI
- ❖ Behaviour management plan (BMP) / contract
- ❖ In-school or out-of-school suspension
- ❖ Reduced day(s)
- ❖ Contain classes on floor (secure school or lockdown)
- ❖ Consult with medical or emergency personnel
- ❖ Police involvement
- ❖ Other