

School-Wide Positive Behaviour Intervention Support

We expect all adults and children to be safe, caring and responsible. Staff members and all adults in our building model and teach students specific behaviour expectations throughout the year following PBIS (Positive Behaviour Intervention Support), our Code of Conduct and our school-wide expectation matrix. We teach:

- Safe, caring and responsible behaviour at school and in our community;
- Friendship skills (greeting, helping, including, cooperating, taking turns, speaking and acting kind
- The difference between teasing and taunting, complimenting and criticizing, reporting and tattling, bullying, peer conflicts and mean behaviours;
- Problem solving, conflict resolution and calming strategies; core virtues like honesty, respect, forgiveness, thankfulness, empathy

DO YOUR BEST TO BE A POSITIVE CONTRIBUTOR TO PARK AVENUE COMMUNITY SCHOOL!

DO THE RIGHT THING!

BE A READY LEARNER!

BE SAFE, CARING AND RESPONSIBLE!

Park Avenue Code of Conduct

Purpose

- To establish and maintain a safe, caring and responsible community of learning;
- To clarify and publish expectations for student and adult behaviour at school, going to and from school and while attending any school function or activity at any location.
- To outline our school-wide Positive Behavior Intervention Supports.

School-Wide Expectations:

We expect all children and adults in the school to practice and model the school-wide expectations. Classes discuss their classroom expectations and post these.

Expected Behaviours for Park Avenue :

Rising expectations for appropriate behaviour apply to all individuals as they become older and more mature and move through successive grades and on to adulthood. Intermediate students and adults experience increasing personal responsibility and self-discipline and can expect increasing consequences and restitution for inappropriate behaviour.

Examples of acceptable behaviours would include, but are not limited to, individuals:

- Respecting others, self, environment;
- Attending school on time; explaining absences and doing missed work;
- Engaging in purposeful learning activities in a timely manner;
- Helping to make the school a safe, caring and responsible place;
- Quickly informing an adult of incidents of bullying, harassment or intimidation;
- Acting in a manner that brings credit to Park Avenue Community School.

Examples of undesirable behaviour would include but are not limited to behaviours that:

- Interfere with others' learning or their self-esteem;
- Interfere with a respectful, orderly, welcoming environment;
- Create unsafe conditions for others or self.

Unacceptable behaviours would also include acts of bullying, harassment or intimidation, physical violence or retribution against a person who has reported an incident. Illegal acts, such as possession, use or distribution of illegal or restricted substances; possession or use of weapons and theft of or damage to property will be reported to the RCMP.

Consequences:

We will take the severity and frequency of unacceptable conduct, as well as the age and maturity of the individual into consideration in determining appropriate consequences for unacceptable behaviour. Consequences are:

- Pre-planned, consistent and fair;
- Preventative and restorative rather than punitive wherever possible;
- Created with the direct involvement of the individual so the consequences are purposeful and meaningful;
- Considerate of any special needs that may impact an individual's ability to comply with the expectations (*see BC Human Rights Code pertaining to discrimination in accommodation, service and facility*);
- Respectful of 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 – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment.

Minor Misbehaviour:

We will respond to individuals who make poor choices that interfere with the learning of others, are uncaring or disrespectful in this manner:

1. The adult noticing the poor choice will make a verbal request for the individual to follow the school-wide expectation and wait for the individual to demonstrate the expected behaviour.

2. If not effective, the adult will pause, turn to the individual and give a minimal verbal request to stop the inappropriate behaviour, clarify if necessary and finish with “Thank you”.
3. If not effective, the adult will have a dialogue with the individual and direct the individual to a different location (safe spot, triad room) for time to complete work and to think. The adult will record the incident.

Escalating Misbehaviour:

If an individual continues to make choices that are unsafe, uncaring or disrespectful after the adult has followed the steps for dealing with minor misbehaviour, the adult will refer the individual to the office.

Office Referrals

1. The sending adults asks the student to complete a problem-solving form and/or informs the principal (or designate) of the issue
2. The student and principal discuss the event, the poor choice, better choices and what the student can do to make things right. The principal may decide to withdraw school privileges for a time.
3. Students discuss the problem-solving form at home with parents and explain how they have resolved the problem or the principal (or designate) contacts the parent to discuss the issue. If a form is used parents sign the form and students return it to their teacher. If a student forgets to return the form, the teacher will send the student to the office to call home the next day.

4. If student behaviours continue to escalate the principal will contact the parent(s) to set up a meeting at school to discuss the matter in person. Other staff may be involved to develop a behaviour plan. Some school privileges are withdrawn.

Suspension and Notification:

For severe offences, in accordance with district and school policy:

- an adult brings the student to the office;
- principal/designate contacts the parent;
- a formal letter of suspension describing the incident, the length of suspension (usually 1-3 days) is sent home.

School officials have a responsibility to advise other parents of serious breaches of this code of conduct:

- Parents of student offender(s) in every serious incident;
- Parents of student victim(s) in every serious incident;
- School District Officials as required by School District Policy;
- Police and/or other agencies as required by law;
- All parents when deemed to be important to reassure community members that school officials are aware of a serious situation or incident and are taking appropriate action to address it;
- School staff members may involve parents earlier.

School Wide Expectations:

We expect all children and adults present in the school to practice and model the school-wide expectations. Each class discusses their classroom expectations and posts them.

	Start/End of Day	Play ground	Hallways	Wash-room	Gym	Assembly	Computer Lab	Library
S A F E	<ul style="list-style-type: none"> *Follow traffic safety rules *No wheels on walkway *Lock up bike *Report concerns 	<ul style="list-style-type: none"> *What's on the ground stays on the ground *Hands, feet, objects to self *Use WITS 	<ul style="list-style-type: none"> *Walk right *Eyes forward *Hands, feet and objects to self 	<ul style="list-style-type: none"> *Wash hands *Leave floors and counters clean & dry *Report concerns 	<ul style="list-style-type: none"> *Ask permission to leave *Move safely *Always in gym with an adult 	<ul style="list-style-type: none"> *Enter, sit & exit safely & quietly *Hands and feet to self *Sit on your bottom 	<ul style="list-style-type: none"> *Walk *Push in chairs *Use appropriate websites *Report concerns 	<ul style="list-style-type: none"> *Walk *Push in chairs *Be with an adult
R E S P O N S I B L E	<ul style="list-style-type: none"> *Arrive on time with work & tools (planners) *Cell phones - electronics stowed away *Line up quietly 	<ul style="list-style-type: none"> *Return equipment *Leave valuables at home *Tell the truth *Play by the rules 	<ul style="list-style-type: none"> *Quiet! *Hold doors open *Go direct to destination 	<ul style="list-style-type: none"> *Put paper in garbage cans *Quiet voices *Leave items in class or outside *Go direct to destination 	<ul style="list-style-type: none"> *Follow instructions *Be a good sport and play by the rules *Respond to the whistle 	<ul style="list-style-type: none"> *Stand for 'O Canada' *Eyes and ears to speaker *Use Washroom before or after assembly 	<ul style="list-style-type: none"> *No food or drink *Quiet voices *1-2 page print with permission *Return headsets 	<ul style="list-style-type: none"> *No food or drink *Quiet voices *Follow sign-out procedure

C A R I N G	*Kind reminders to others to do the right thing *Look after garden & school *Use assigned doors	*Help others *Share & include others *Pick up litter	*Greet guests *Help others *Smile *Admire displays with eyes only	*Help young students *Use wash-room quickly and exit *Flush toilet	*Include every-one *Help and encourage others *Share equipment	*Help guests find a seat *Show appreciation by clapping	*Share skills *Volume low or off *Log off and leave computer as you found it	*Respect books *Return books on time *Report any book damage to librarian
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- Use your WITS= Walk Away, Ignore, Talk it Out, Seek Help to solve problems.
- Use “I” statements to tell others how you are feeling by their actions.
- Telling or reporting is to get someone out of trouble; Tattling is to get someone into trouble
- School-wide expectations are easier to follow when the expectations are similar at home – practice being a good citizen wherever you go!