

## **Topham Elementary School's**

### **Code of Conduct**

**“A community celebrating languages and cultures,  
Caring, Common Sense and Commitment”**

#### **Purpose**

One of the goals at Topham Elementary is to provide a safe, caring and orderly environment where all parties can celebrate languages and cultures while demonstrating Caring, Common Sense and Commitment. Our intention is to create a school climate where students are free from harm, where clear expectations of acceptable behaviour are held and met, and where all members of the school community feel they belong.

All students are subject to our code of conduct while at school. This includes travelling to and from school as well as attendance at all school-sponsored games and functions.

#### **Conduct Expectations**

We believe that the school and the home must work together as partners to ensure student success. Our school takes pride in establishing, teaching and revisiting school expectations in order to maintain a positive school climate. Severity and frequency of unacceptable conduct as well as the age and maturity of students is considered in determining appropriate disciplinary action.

It is the responsibility of each student to:

- tell the truth at all times
- respect the rights and property of others
- follow the instructions of all adult supervisors
- participate in class and strive to do his/her best
- dress appropriately and follow the school dress code
- treat school property (furniture, building, grounds, textbooks, etc.) with care

Topham's Code of Conduct is based on the belief that everyone is able to behave with Care, Common Sense, and Commitment. The following are examples of behaviours that demonstrate these three characteristics.

### **Care**

Some examples of behaviours that are expected that would demonstrate caring are:

- keeping the school and school grounds litter-free
- removing hats when in the school
- treating all members of our school with respect and courtesy
- respecting other people's possessions
- encouraging all students to do their best
- sharing, helping, complimenting others
- telling others if they are doing something dangerous

### **Common Sense**

Some examples of behaviours that are expected that would demonstrate common sense are:

- walking in the school building
- not chewing gum at school
- using the playground space and equipment in a safe manner
- not throwing snowballs or face washing with snow
- not play fighting or fighting
- not throwing rocks, sticks, sand, or plant material
- walking bikes on the school grounds
- bringing personal property to school only when requested by the teacher
- keeping hands and feet to themselves

### **Commitment**

Some examples of behaviours that are expected that would demonstrate commitment are:

- behaving in classrooms in a manner that allows others to work and concentrate
- arriving on time for all classes
- completing all homework as assigned
- participating in all learning situations with a positive attitude
- putting forth one's best effort in all activities

### **Consequences and Notification**

We understand that there are times when we need to deal with incidents of unacceptable conduct. We appreciate that the age and maturity of students should be considered in determining appropriate disciplinary action. On occasion, school officials may have a responsibility to advise other parties of serious breaches of conduct. It is unacceptable for students to:

- bully, intimidate or threaten others
- be physically aggressive
- insult or disrespect others
- endanger the safety of others
- disrupt the learning environment
- use or be in possession of alcohol or illegal drugs

These are examples of unacceptable behaviours and not an all-inclusive list.

### **Possible Consequences at the School**

Topham Elementary uses the five principles of Restorative Action when addressing misbehaviour; responses that promote healing and accountability. These five principles, in “kid friendly” language are:

- Work towards healing what has been broken (hurt).
- Invite everyone involved to share.
- Own one’s own actions – how will those responsible make things right?
- How can one help to make things peaceful again?
- How can one reduce the chance of this happening again?

For the most part, consequences will be logical and natural (resulting from the restorative process) so they serve as a teaching/learning tool. Consequences will vary, depending on the individual and the circumstances, but they may include:

- time out
- community service (e.g. cleaning up)
- loss of privilege
- removal from class
- in-school suspension
- suspension from school