ACES CODE OF CONDUCT

Behaviour:

- Responsible citizenship is important at ACES. In order for our students to understand what we expect of them, we have designed a "ACES Behaviour Model" (found below).
- We will spend the first days of school discussing these expectations with our students; we ask that parents familiarize themselves with them as well
- In the classroom, we may choose to use the “Behaviour Pyramid” to track inappropriate behaviour (found below).
- The Accountability Room will be used to restore inappropriate behaviour at recess time. (non-applicable for k4-k5)
- In the unfortunate event that a student's behaviour requires intervention, a staff member will fill out an "Incident Report". This will enable us to keep track of these incidents and hopefully provide us with insight as to how to remedy the problem (found below).

Student Expectations:

We feel that a child's success depends upon his/her ability, with guidance and encouragement, to make good choices. Through these experiences, students will develop into responsible, moral and caring individuals.

Students will:

1. Be Respectful
2. Be Responsible
3. Be Safe
4. Be polite

Intervention Steps:

1. Visit - Zones of Regulation (which zone were/are they in…have them name their emotions)
2. Prompt - Discussion about the "ACES Behaviour Model"
3. Explore - Behaviour Model
4. Reason - Make a connection between the student's behaviour and its impacts
5. Repair - Facilitate student-driven repair of harm (This may not be immediate and may take more than one day.)

VIOLENCE AND BULLYING:



Definitions:

Violence is any use of force – verbal, written, physical, psychological or sexual – against any person with the intent to wrong, injure or oppress.

Bullying is any behaviour that causes harm, distress or oppression, is repeated several times and is exercised with an unequal balance of power.

School Procedure:

1. Any report of violence or bullying will be documented.
2. All reports will be followed up in a manner appropriate to the incident. Follow-up will take into consideration the safety and well-being of the victim as well as working with the perpetrator to teach ways to prevent recurrences.
3. In extreme circumstances, students may be suspended after the first incident.

Revised at School Council, June 26th, 2024 and based on ETSB Action Plan

Behaviour we teach, model and insist upon at ACES
(trying to be the best we can be)

ACES Behaviour Model

Location	Be Respectful	Be Responsible	Be Safe
Lunchroom 	• Quiet voices • Use good manners • Raise your hand for assistance	• Clean up your space • Listen to supervisors • Wash your hands	• Hands and feet to self • Walk to your seat • Stay seated unless given permission • Eat your own food (No peanut products)
Playground 	• Share/respect equipment • Wait your turn • Be inclusive/use kind language • Listen to staff on duty	• **Dress for the weather** • Pick up and bring in equipment/belongings • Show self regulation/sportsmanship	• Be mindful of your body/actions • Use problem solving strategies to help resolve conflicts • Respect school boundaries • At the bell, line up calmly and quietly
Hallway 	• Stay quiet • Listen/Follow directions • Hands off walls	• Go straight to your destination after given permission • Attentively follow your class/line	• Walk and climb stairs on right side • Eyes forward with appropriate pace
Bathroom 	• Quiet voices • Remember to flush toilet • Give others privacy	• Keep bathroom clean • Return to class promptly • Wait patiently	• Wash hands after using the restroom • Report problems to a staff member
Bus 	• Listen to the driver/directions • Be kind and mindful	• Stay in assigned seat • Know your bus number, stop, and changes to *end-of-day* schedule	• Keep aisle clear • Quiet voices • Hands and feet to self
Classroom 	• Follow classroom rules/procedures • Be kind, helpful and listen meaningfully	• Have materials with you • Be prepared and ready to learn • Keep toys at home • Turn in assignments	• 4 on floor (chair) • Hands and feet to self • Ask before leaving the classroom • Use materials appropriately
Assembly 	• Listen to presenter • Participate appropriately	• Listen to staff and presenters for directions	• Enter calmly and in a line • Keep hands and feet to self • Stay seated on your bottom
Locker Area 	• Remove your cap when entering the building • Head promptly to your locker	• Keep your locker clean and tidy • Change into appropriate indoor shoes	• Keep hands and feet to self • Quiet voices • Wait patiently in line for your teacher

ACES

Behavior Pyramid 2023-2024 – Minor Offenses

Name:_____ Class:_____

Please note – this tracking system is for minor classroom incidents. All major incidents will be reported to the office. The school administration will determine the consequences.



It's not too late, to get on the right track!

Date:
Offense:
Observer:

Out! Date:

Accountability Room + Half-day in school suspension

Offense:
Observer:

Date:
Offense:
Observer:

Date:
Offense:
Observer:

Strike 3! Date:

Accountability Room + Consequence & Letter Home

Offense:
Observer:

Date:
Offense:
Observer:

Date:
Offense:
Observer:

Date:
Offense:
Observer:

Strike 2!

Accountability Room +Consequence

Offense:
Observer:

Date:

Strike 1!

Accountability Room

Offense:
Observer:

Date:

Date:
Offense:
Observer:

Date:
Offense:
Observer:

Date:
Offense:
Observer:

Date:
Offense:
Observer:

Minor offense legend: ***Every minor offense will result in a strike box.***

1. Using vulgar or insulting language
2. Being uncooperative or disruptive
3. Physical aggression
4. Throwing objects
5. Disrespecting any materials
6. Doing something without permission
7. Not being where you are supposed to be
8. Being disrespectful
9. Breaking a school/classroom rule

ACES INCIDENT REPORT

REFERRING STAFF SECTION

Student's Name:	Grade:
Staff Member's Name:	Date (month-day-year):

Time

- ☐ Arrival/Before School (7:55-8:05)
- ☐ Homeroom (8:05-8:10)
- ☐ Period 1 (8:10-9:10)
- ☐ Period 2 (9:10-9:55)
- ☐ Morning Recess (9:55-10:15)
- ☐ Period 3 (10:15-11:00)
- ☐ Period 4 (11:00-11:45)
- ☐ Lunch Hour (11:45-12:35)
- ☐ Clubs (11:45-12:35)
- ☐ Period 5 (12:35-1:35)
- ☐ Afternoon Recess (1:35-1:55)
- ☐ Period 6 (1:55-2:40)
- ☐ Dismissal (2:40-2:50)
- ☐ Daycare

Location

- ☐ Playground
- ☐ Hallways
- ☐ Cafeteria
- ☐ Bathroom
- ☐ Bootroom
- ☐ Transition (in or outside)
- ☐ Club
- ☐ Gym
- ☐ Class: _____
- ☐ Assembly
- ☐ Daycare

Value(s) Impacted

- ☐ Be Respectful
- ☐ Be Responsible
- ☐ Be Safe

Offense

- ☐ **Inappropriate Language & Disrespect**- *Includes using vulgar or insulting language.*
- ☐ **Defiant or Disruptive Behavior**- *Covers being uncollaborative, not asking permission, and not being where you're supposed to be.*
- ☐ **Physical Aggression & Unsafe Actions**- *Encompasses physical aggression and throwing materials.*

What happened: _____

_____

_____

_____

RESPONSIBILITY ROOM SECTION

What did you want?	☐ Access an item ☐ Stay safe ☐ Be part of the group ☐ Play (initiate, engage, end)	☐ Avoid someone or something ☐ Gain something ☐ Solve a problem
Did that work for you? *Focus on the behavior*		
What could you do next time? *Offer a replacement behavior*		
Explore the harm *Who was affected by your behavior? In what ways?*		
Repair the relationship *How could you fix the problem?*	☐ Return or replace the item ☐ Help repair or clean the damaged item ☐ Use the "I statement"	☐ Apology to those impacted ☐ Problem-solving with adult support ☐ _____
Restorative Approach Completed	☐ Yes	☐ No

Parent/Guardian's Signature:	**Date:**