

EAGLE RIDGE'S CODE OF CONDUCT

Introduction:

The purpose of this document is to provide a basic framework and common expectations for all schools. The guidelines reflect the new provincial standards for “Codes of Conduct”, as stated below:

School boards and schools are entrusted through the *School Act* with authority to establish codes of conduct. While recognizing the autonomy of these bodies and acknowledging the efforts they have already undertaken to ensure school climates are as positive as possible, the provincial standards described below are provided to assist them in developing consistent and coherent policies and practices in their communities. Although most schools have codes of conduct in place, it is expected that all British Columbia schools will revisit existing codes and/or develop new codes of conduct reflecting the provincial standards (Safe, Caring and Orderly Guide, page 15).

Key Elements:

1. Process

The present Code of Conduct was developed between January and June of 2005 with revisions completed in succeeding years. The school’s previous Code of Conduct was minimal and supported the need for revision. The present Code of Conduct is based on input from:

- The process for developing the Code of Conduct began in May of 2005. The Code has had input from staff and parents as well as the School Planning Council and has been reviewed each year.
- As a result of past reviews it was determined in 2007 that staff would begin the school year by introducing students to the school’s code of conduct by having students visit a number of different stations (S.T.A.R. Program). This provided students with the information, but would ensure all students were receiving the same messages about the ways to behave at Eagle Ridge and what being a responsible citizen looks like. This was even more important when Coronation Park and Eagle Ridge consolidated in the Fall of 2008. In the 2008- 2009 year staff decided it would be worth revisiting the program in January and in March following the respective breaks. Again, providing students with the information, but it would also ensure all students (present and new) received the same messages and information.
- In May of 2009 the Code of Conduct was once again reviewed by all staff, our SPC and PAC. For the first time this year we have included a group of leadership students representing each of the five Grade Four and Five classes who came together with the principal to review the code of conduct, to discuss their understanding of what it means in terms of expectations of appropriate and acceptable behaviour, what inappropriate behaviour is, and the consequences for those behaviours at Eagle Ridge. They went back to their classes to talk about the Code, why it is in place and to review expectations.

- In September 2009 parents and students are required to review the school Code of Conduct that is published in the student planners or in the case of the Kindergarten students a policy package. Parents are required to sign off on the policy sheet acknowledging they have reviewed the information with their child.

2. Communication

Expectations regarding acceptable conduct are communicated to students and the greater school community in the following ways.

- Newsletters
- Classroom newsletters
- STAR Program
- Website
- Teach to all students in September
- September Open House
- Student Assemblies
- Staff meetings
- PAC meetings
- Individual meeting with students, parents, and teachers.
- School Based Team meetings
- Grade/team meetings
- Posters were developed for each classroom as well as being posted in the school hall (W.I.T.S.: Walk away, Ignore, Talk about it, Seek help)
- Posters were developed and posted in the school hall (S.T.A.R. Program)
- Code of conduct is published in the planner that each student receives in September and that each new student throughout the year receives when they arrive. Kindergarten students do not have planners so their Codes go home a separate package.
- Copies of the Code will be laminated and posted at each of the three levels of the school.
- A copy of the Code is made available to District staff assigned to our school e.g. Learning Support Teacher.

1. Implementation

Behavioural expectations outlined in codes of conduct are consistently taught and actively promoted. Responses to unacceptable behaviour are based consistently on sound principles and are appropriate to the context.

Behavioural expectations outlined in the Code of Conduct will be taught and promoted within classrooms. Strategies which will teach, model and encourage socially responsible behaviours include:

- Care Kit for primary grades
- Virtues Program

- School Based Team meetings when behaviour is the focus
- Expectation posters
- Classroom meetings
- Classroom sticker charts
- Second Step Program
- Friends Program
- Classroom incentive programs
- At My Best Program
- Student Leadership Program
- S.T.A.R. Recognition Program
- Kids in the Know Program
- Heart Smart Program

There is a school wide understanding and modeling of socially responsible behaviour by all staff members. We endeavour to have the same expectations of our parent community while on our school grounds and while accompanying students on fieldtrips and volunteering for classroom activities.

1. Monitoring and Review

Conduct is continuously monitored to ensure codes reflect current and emerging situations and are contributing to school safety.

The process for monitoring, evaluating and reviewing the school environment for evidence of continuous improvement includes:

- Annual review at September staff meeting
- Annual review at PAC meeting
- Annual review with School Planning Council
- Individual Behaviour Plan reviews during the year
- Counselling as needed
- SBT meetings to review and address behaviour concerns
- Ongoing discussions and assessments with school staff

1. Alignment

Codes of conduct are compatible between schools in the community and across elementary, middle and secondary levels.

To align our code of conduct within the codes of other schools:

- Reference has been made to Port Moody Secondary, Pitt River Middle, and Coquitlam River Elementary Codes of Conduct presented at the Superintendent's Meeting
- Sharing our Code of Conduct with our "Community of Schools"
- Forwarding copy of our Code of Conduct to the Board Office

1. Standards

1. Statement of Purpose

Eagle Ridge Elementary 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, physical or mental disability, sex or sexual orientation – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment. The rationale and goals for the code of conduct within the District and “Community of Schools” are:

- to establish and maintain safe, caring and orderly environments for purposeful learning
- to establish and maintain appropriate balances among individual and collective rights, freedoms and responsibilities
- to clarify and publish expectations for student behaviour while at school, while going to and from school, and while attending any school function or activity at any location

1. Conduct Expectations

Students are expected to conduct themselves at school, while going to and from school, and while attending any school function at any location by:

Acceptable conduct

- § Respecting self, others and the school
- § Helping to make the school a safe, caring and orderly place
- § Informing a “tellable adult”, in a timely manner (in advance if possible) of incidents of bullying, harassment or intimidation
- § Engaging in purposeful learning activities in a timely manner
- § Acting in a manner that brings credit to the school

Unacceptable conduct

- § Behaviours that:
 - § Interfere with the learning of others
 - § Interfere with an orderly environment
 - § Create unsafe conditions
- § Acts of:
 - § Bullying which includes but is not limited to physical or verbal intimidation, verbal harassment and cyber bullying, occurring on and off of school property.
 - § Physical violence
 - § Retribution against a person who has reported incidents
- § Illegal acts, such as:
 - § Possession, use or distribution of illegal restricted substances
 - § Possession or use of a weapon

- § Theft or damage to property
- § Students shall not discriminate against others on the basis of the race, religion sex or sexual orientation, or disability, or for any other reason set out in the Human Rights Code of British Columbia, nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the basis of any such grounds
- § Students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise

Rising expectations

- § expectations for personal responsibility and for self discipline increases as students rise through the grades
- § student behaviour is always considered in the context in which it occurs. The age of the child, frequency of the behaviour, its seriousness or intensity, and the particular circumstances are taken into account.

1. Consequences

- § responses to unacceptable conduct are pre-planned, consistent and fair
- § disciplinary action, wherever possible, is preventative and restorative, rather than merely punitive
- § students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct
- § special considerations may apply to the imposition of consequences on a student with special needs if the student is unable to comply with this Code of Conduct, due to a disability of an intellectual, physical, sensory, emotional or behavioural nature.
- § meaningful consequences may vary determined upon the age and maturity of the student(s) involved.
- § Consequences for inappropriate/unacceptable behaviour will be determined by the degree and /or repetitiveness of the student's action and will be administered by the principal. A continuum of consequences that may be used are:
 - § Discussion with principal
 - § Discussion with principal followed by apologies (verbal or written)
 - § Discussion with principal followed by parent notification and/or involvement.
 - § Place student in a quiet area away from other students to complete assigned tasks.
 - § Remove student from playground and/or lunch for a specified period of time.

The Board will take all reasonable steps to prevent retaliation by a person against a student who had made a complaint of a breach of a code of conduct.

1. Notification of serious breaches of Code of Conduct:

- parents of student offender(s) – in every instance
- parents of student victim(s) – in every instance
- 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 members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it