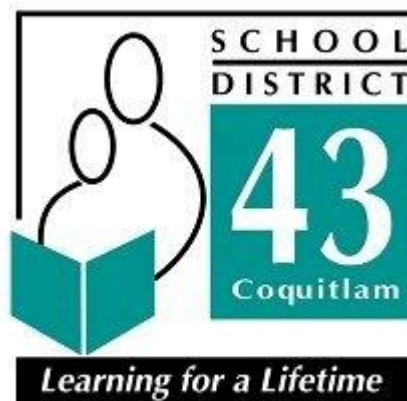


**Code of Conduct
2023 – 2024
Alderson Elementary**



Updated June 2023

School Mission:
Working together to create a safe and caring learning community



Alderson Elementary Code of Conduct

I. INTRODUCTION

School culture is developed through the deliberate actions on the part of school community members (educators, students, and their families) to create, model, and cultivate a culture rooted in shared values. This document articulates the values we share in the Alderson Community and the ways we support each community member to live within and uphold these values. Our Code of Conduct is a living document, evolving and subject to revision by the community at any time.

Every school in BC is required to have a code of conduct. This document is based on a framework provided by SD43 which articulates common district and province-wide expectations as a starting point. We have utilized that framework and added additional school specific elements within this document.

For more information about school safety province-wide please visit the ministry website: Safe & Healthy Schools: <http://www.bced.gov.bc.ca/sco/>

II. CODE OF CONDUCT: KEY ELEMENTS

1. Process

Alderson's Code of Conduct has been developed in collaboration with our community members and undergoes ongoing review through;

- monthly staff meetings and professional development conversations;
- the classroom writing of a Class Charter each September;
- class meetings / community circles;
- restorative conversations when things go wrong;
- our weekly School Community Meetings;
- Alderson Parent Advisory Committee (PAC) Meetings, and our weekly newsletter to families.

2. Communication

Alderson's Code of Conduct is communicated in an ongoing and evolving way. It is communicated to families through our website, within our weekly newsletter, and at school PAC meetings. It is communicated with students on a daily basis within their classroom during community circles and classroom meetings, and at our weekly "School Meetings" (assemblies). When issues arise, students are encouraged to bring their concerns regarding the conduct of fellow community members to the adults at school, or to their parents. **Parents are highly encouraged to share any concerns their child has at school so we can work together to support them.**

Each year we prepare a "School Handbook" and share it with the community through our September newsletters and it is posted on our website. This document includes various school routines and along with our Code of Conduct.

3. Implementation

During the first week of the school year, Alderson staff will begin the process of building community through school-wide first week activities. At this time general community structures and procedures are reviewed or introduced.

Once students begin in their new classroom grouping, each class will take the time to develop a set of shared values – a classroom charter – by answering questions like:

- How do I want to feel in my classroom?
- What can we do to ensure everyone feels that way?
- What will we do when things go wrong?

Classroom Charters will then be shared as a school and our School-Charter will be created or updated to reflect them. This structure is based on Faye Brownlea's **Learning in Safe Schools, 2nd Edition** (<http://fayebrownlie.ca/product/learning-in-safe-schools-2nd-edition/>)

Classrooms are involved in reviewing and upholding the values within their class charter on an ongoing basis during classroom community circles. During these circles we review these concepts – especially in response to emerging issues in our community. Each week the classroom community circle conversations are highlighted at our School Meetings (assemblies).

While attending school and school sponsored functions and activities, students are expected to follow the Alderson Code of Conduct. Students may be subject to discipline 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.

4. Monitoring and Review

We aim to continually update our code of conduct so that it is a living document that is in use constantly in each conversation with our students. Alderson's code of conduct will undergo ongoing monitoring and review:

- during community circles in each classroom;
- during our weekly school meetings (assemblies);
- at staff meetings;
- at Parent Advisory Committee (PAC) meetings.

A more formal review and updating of this document will occur each year during May and June in preparation for the following school year.

5. Alignment

"Codes of conduct are compatible between schools in the community and across elementary, middle, and secondary levels." (Safe, Caring and Orderly Schools Guide)

Schools in District #43, elementary, middle and secondary have aligned the code of conduct to be consistent with District policies, administrative procedures and the BC Human Right Code as presented and discussed at monthly Superintendent meetings.

6. Standards

Alderson Elementary School promotes the values expressed in the [BC Human Rights Code](#) respecting the rights of all individuals in accordance with the law.

Section 8 of the Human Rights Code is worth highlighting within our Code of Conduct:

8 (1) *A person must not, without a bona fide and reasonable justification...*

(b) discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons.

A search by school officials of a student under their authority or a search of student property may be undertaken if the school has reasonable grounds to believe a school rule has been or will be violated, and that the evidence of that violation will be found in the location or on the person of the student being searched. Students know that their teachers and other school authorities are

responsible for providing a safe learning environment and maintaining order and discipline at school. As a result, they must know that, where reasonable grounds exist, this may require searches of students, their desks, school bags, and their personal effects and the seizure of prohibited items.

Students should also be aware that the schools may collect, use, and disclose personal information about students for the purposes of investigating and addressing student misconduct, safety and maintaining order and discipline in school. Such collection and use of student information may include information that is obtained from witnesses or collected from other secondary information sources (e.g. social media). All personal information of students collected by the school will be collected in compliance with and under the authority of the Freedom of Information and Protection of Privacy Act (ss. 26(a),(b), and(c)) and the School Act. Questions about the collection, use or disclosure of student personal information should be directed to the Assistant Superintendent and Chief Information Officer Stephen Whiffin, at swhiffin@sd43.bc.ca.

a) Statement of Purpose

- 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, on school grounds, while going to and from school, and while attending any school function or activity at any location.

b) Conduct Expectations

These expectations apply to behaviour at school, during school-organized or sponsored activities, and behaviour beyond these times (including on-line behaviour) that negatively impacts the safe, caring or orderly environment of the school, and/or student learning.

Community members are subject to discipline under the School 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.

Acceptable conduct

Includes behaviours that:

- respect themselves, others and the school.
- help to make the school a safe, caring and orderly place.
- inform an adult at school, in a timely manner (in advance, if possible) of incidents of bullying, harassment or intimidation.
- engage in purposeful learning activities in a timely manner.
- act in a manner that brings credit to the school.

Unacceptable conduct

Includes behaviours that:

- interfere with the learning of others.
- interfere with an orderly environment.
- discriminate against others on the basis of the Indigenous identity, race, colour, ancestry, place of origin, marital status, family status, age, religion, sex or sexual orientation, or physical or mental disability, or for any other reason set out in the Human Rights Code of British Columbia (Section 7 and 8), nor shall a community member 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;
- use or name a physical illness, disability, or condition to threaten, harass or intimidate others in the community.

- Bully harass, intimidate or exclude any other member of the school community in person, indirectly or through social media or other technologies
- Engage in physical or emotional violence.
- Engage in retribution against a person who has reported an incident.
- Use or possess weapons (including replica weapons).
- Use or possess restricted items such as vapes and other E-Cigarette and tobacco products. (SD 43 is a smoke-free environment)
- Use or possess illegal or restricted chemicals, drugs and alcohol, including cannabis.
- create unsafe conditions at school.

Alderson Levels of Independence

Independent playground behaviour

- ☑ Participate in non-aggressive play
- ☑ Solve problems in peaceful ways
- ☑ Seek adult assistance when necessary
- ☑ Take care of school and community property
- ☑ Use kind, appropriate for school words
- ☑ Follow the directions of the adults



Level 5 – Independent

(Some Middle School Students)

Child:

Is able to do things on their own without adult supervision.



This is a playground example of Alderson's approach to supporting positive behaviour. The same framework applies to conduct in other contexts.

Level 4 – Needs very little adult support

Child:

- Is able to follow expectations / instructions independently

Adult:

- Supervising the group
- Assisting children when they need help

Level 3 – Large group adult support

Child:

- Is able to follow expectations / instructions with minimal adult support
- Stays in a selected area with the adult present

Adult:

- In the same area as the child
- Assisting child to follow expectations



Level 2 – Small group adult support

Child:

- Is able to follow expectations with direct adult support
- Stays with the small group so the adult is close to assist

Adult:

- Supervising the small group directly
- Assisting child to follow expectations



Level 1 – Direct Adult Support

Child:

- Is able to stay close to the adult and follows adult directions.

Adult:

- Supervising the child 1-1
- Often away from other children



Rising expectations

- expectations for an individual to take responsibility for their actions and self-discipline increase as students get older.
- consequences for unacceptable conduct will vary according to the age of the student.
- increased consequences will be provided for anyone involved in reoccurring incidents of unacceptable conduct.

c) Consequences

- Responses to each situation involving unacceptable conduct are individualized based on the situation, the needs of the injured party, and the needs of the community member (or members) who were harmed or otherwise involved in the behaviour.
- When a serious breach our community code of conduct occurs, the situation is communicated with a child's family in an empathetic, respectful, and timely way.
- Disciplinary action is ideally preventive and restorative; it is designed to support the violator to make better choices in the future; there must be a learning component.
- Students, wherever possible, are to participate in the development of a plan to 'make things right' to restore their position within the community.
- 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 behavioral nature.

d) Notification

School staff will notify parent(s) of all serious or chronic breaches of the code of conduct as follows:

- Parent 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.
- Parent community – when deemed to be important and 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.

School District No. 43 (Coquitlam) School District Policies

The following district policies outline expectations for student conduct and are published on our district website: [Administrative Procedures](#).

- [AP 171 Smoke Free Environment](#)
- [AP 140-2 Digital Responsibility for Students](#)
- [AP 355 Formal Intervention and Suspension of Students](#)
- [AP 356 Personal, Discriminatory, and Sexual Harassment](#)
- [AP 380 Resolution of Student or Parent School Concerns](#)