

Code of Conduct 2018 - 2019



....a caring community working and learning together...

June 2018

Anmore Elementary School

School Mission: Our goal is to be good people by practicing good habits, and fostering trust, respect and independence. We want people: to take care of themselves; take care of each other; take care of the school and the environment; take care of learning.

Anmore Elementary Code of Conduct

I. INTRODUCTION

Our school code of conduct has been developed in accordance with ministry requirements as outlined in the Safe, Caring and Orderly Schools' document.

At Anmore we are committed to providing educational opportunities in a safe, caring, orderly, and respectful environment that encourages students to practice good habits and foster trust, respect and independence. Featured in our school planner and posted on our school website, with the District Code of Conduct and School Policies, our Code is accessible to students, parents and staff. Although this set of policies is detailed, we seek to simply state our expectations in order to ensure that Anmore is a safe, nurturing educational environment.

II. CODE OF CONDUCT: KEY ELEMENTS

- 1. Process:** Our Code is reviewed annually by administration and teachers during staff meetings. We consult with parents via communication in school emails and updates, through our school website and at PAC meetings. Student input is gathered in classrooms, assemblies and continuous interactions.
- 2. Communication:** Expectations regarding acceptable conduct are made known to all students, parents and school staff, as well as to temporary staff or visitors. Protocols while acting as ambassadors of the school also are made known to students, parents, and involved members of the greater community. The two main themes in our Code of Conduct are Respect and Safety. These two themes form the context of all our communications about the Code of Conduct. Our Code of Conduct is published in our planner, accessible on our website, reviewed by administration, staff teams, individual teachers, with students and our PAC.
- 3. Implementation:** At the beginning of the school year it is expected that parents read and sign consent/understanding to the Code of Conduct. Parents are asked to reinforce the school's expectations with students. Key behavioral expectations are reviewed with students throughout the year. The Code of Conduct is implemented by teaching staff, in part by being the basis for establishing class expectations at the start of the school year. The Anmore staff is committed to modeling socially responsible behavior across the school. Principal's discussions with individual students about specific behavior or discipline issues can include references to the Code of Conduct and resolving conflicts peacefully.

4. Monitoring and Review

The Anmore Code of Conduct is monitored throughout the year during the course of its implementation (see above). It is formally reviewed annually in the spring in a collaborative process involving:

- Meetings with classes. These involve a review of the themes and content of the Code of Conduct.
- Spring PAC meeting with parents
- Discussion at staff meetings about the Code of Conduct and what conduct is deemed acceptable and what conduct is deemed unacceptable

5. Alignment

Our Code of Conduct is approaching greater alignment with the codes of our local family of schools and with elementary schools across the district.

6. Standards

Anmore 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. “ Min. Or. 6 (a)

a. Statement of Purpose

The rationale and goals for the code of conduct within School District 43 and Anmore’s “Family of Schools” are:

- To establish and maintain safe, caring and orderly environments for purposeful learning and teaching,
- To establish and maintain appropriate balances among individual and collective rights, freedoms and responsibilities,
- To clarify and outline expectations for student behaviour while at school, while going to and from school, and while attending any school function or activity at any location,
- To ensure a positive human rights environment that cherishes openness, diversity, fairness, and equality.

b. Conduct Expectations

i. Acceptable conduct

We encourage all students to behave in safe, kind and respectful ways. This includes engaging in these responsible behaviours in all learning and school activities (attend classes regularly, be prepared for class, complete all assignments, and use good manners and good common sense)

- Helping to ensure the school environment is a safe and caring place for all to learn,
- Informing an adult of an unsafe individual or behavior,
- Modeling respectful and responsible behavior at school, in the community and while acting as school ambassadors.
- “As per Section 8 of Human Rights Code of British Columbia, students shall not discriminate against others on the basis of the race, religion, colour, ancestry, place of origin, marital status, family status, age, sex, sexual orientation, gender identity or expression, or physical or mental disability. Furthermore, as per Section 7 of the Human Rights Code of British Columbia, no student shall publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the aforementioned bases.”
- 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
- 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 lockers and their personal effects and the seizure of prohibited items.

ii. Unacceptable conduct

Clear and concise descriptions of unacceptable conduct include behaviours that:

- Interfere with the learning and teaching environment at Anmore Elementary,
- Result in the learning environment becoming unsafe or dangerous,
- Demonstrate a lack of caring and respect for oneself, others and the environment,
- Are unkind, hurtful, bullying, harassing, intimidating, violent, or vengeful,
- Vandalize school or another’s property,
- Take items from another or from the school that do not belong to the individual taking them.

Behaviours cited above are only some examples and are not an all-inclusive list.

iii. Cyberspace Misconduct

All school members must:

- Be aware of and familiar with the District *digital responsibility AP 140.2* while using school technology,
- Students should be aware that they may be subject to discipline for an on-campus or off-campus misuse of technology **if** it negatively impacts on the school environment or community.
- 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 Associate Director of Information and Learning Technologies Stephen Whiffin, at swhiffin@sd43.bc.ca.

iv. Rising expectations

Expectations for students will change over time, as children age and mature, to reflect increased expectations for personal responsibility and self-discipline as we grow older. Consequences also change to address student's learning needs as they become older.

c. **Consequences**

The severity and frequency of unacceptable conduct, as well as the age and maturity of students, is considered in determining appropriate disciplinary action.

From time to time it is necessary to reinforce proper student conduct through a number of social consequences. Some examples are:

- Time owed: a student may be asked to spend time during non-instructional time to clarify and resolve the situation.
- A student may be asked to write about what happened and give a plan to avoid it in the future.
- Service time: A student may be asked to help with an aspect of school service (i.e. extra clean up around the school, assisting the teacher, working in the library, etc.)
- Time out: A student may be asked to work away from the regular class setting until the situation has been clarified and can be resolved.
- Parents may be asked to remove the child from the school for part of a day, a whole day or longer. Parents are informed of the details and reasons when they receive the request for their child to be away from school.
- 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.

Restorative Practice

- As a school and District, we recognize the importance of modeling respectful and responsible processes for managing conflict. Whenever possible, we try to use a restorative approach to resolving conflict and teaching pro- social behaviors.
- The fundamental premise of restorative practice is that people are happier, more cooperative, productive, and more likely to make positive changes to their lives, when those in authority do things “with them”, rather than “to them” or “for them”. (International Institute for Restorative Practices <http://www.iirp.edu/what-is-restorative-practices.php>). A focus of behavior intervention should be to help an offender recognize and repair any harm done. Furthermore, the purpose is to teach the offender moving forward, and then reinforce positive behaviors, in order to return the offender to the school community stronger, and more resilient than before the offense.

- Every effort will be made to support all students. However, if there are ongoing conduct issues after having implemented restorative interventions, more traditional discipline approaches may be used, separate or in conjunction with restorative interventions. All disciplinary decisions will be made with respect to the individual and context, and responses to conduct issues will take into consideration the student's age, maturity, and past conduct.

d. Notification

- The school will notify parents when a child behaves in a way to incur a serious breach of this Code of Conduct.
- The school will also keep staff up-to-date on a student's behaviours that may create a risk to others in the school community.
- The school will communicate with district and public officials as required by legislation and policy.

In accordance with the School Act, The Coquitlam School Board authorizes the principal to suspend a student for five days or fewer. If there is a violation of a serious nature the suspension is immediate.

Suspension may be for the following reasons:

Willful disobedience towards a teacher or another staff member; violent acts including threats, bullying, intimidation, physical aggression or vandalism.

The principal will contact parents by phone/and or letter. The parent or guardian will be asked to return to school with their child to make a commitment to improve behaviour.

If concerns are unresolved, School District personnel are notified as required by District Administrative Procedure

