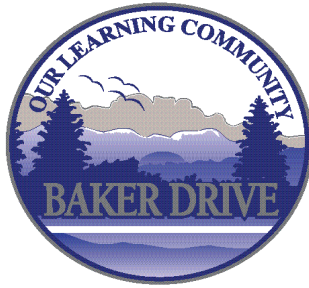


# **Baker Drive Elementary**



## **School Code of Conduct**

**2019 - 2020**

**Baker Drive Elementary**  
**School Code Of Conduct**

## **A) Introduction**

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)

## **B) Code of Conduct: Key Elements**

### **1) Process**

Baker Drive's Code of Conduct was developed through a collaborative effort involving school staff, learners, parents and our community of schools. The process involved school administration from our Community of Schools meeting to discuss a common approach and theme to promote consistency throughout our extended community. A first draft was then formed by our School Planning Council. That draft was reviewed and edited by school staff, the Parent Advisory Council, and learners. The revised draft was then compared with those from our Community of Schools and edited to promote consistency in the final draft and is reviewed and updated yearly.

### **2) Communication**

The Code of Conduct is printed in our learners' agenda and each learner and parent is required to sign a form annually demonstrating they have read and agree to it. New learners throughout the school year have the same requirement upon registration. Kindergarten parents are introduced to the code at the New Parent Orientation along with the four pillars of our *FISH! Philosophy*; our school-wide social responsibility program. The Code is placed in our staff handbook and reviewed at the beginning of the year or at the beginning of an employment contract for any new staff. For public viewing, a copy of the Code is placed on our website and posted on the parent board in the main hallway.

### **3) Implementation**

In addition to being read and signed by each learner at the beginning of the year the expectations and "spirit" of the Code are taught and reinforced throughout the year through our Social Responsibility program. This program includes themes from the social responsibility curriculum taught school wide, weekly recognition of learners exhibiting positive behaviour, frequent assemblies to acknowledge our themes and celebrate learner progress. Consistent school-wide behaviour expectations will be reviewed and encouraged regularly in the classrooms and school announcements

through the common language of the ***FISH! Philosophy: Be Present, Choose your Attitude, Play and Make their Day.***

## **4) Monitoring and Review**

The behaviour and attitude of learners are reviewed on an individual basis as necessary through Student Services School-based Team meetings. As well, individual learner behaviour that is unacceptable is documented through incident reports and self-reflection sheets that are reviewed regularly to identify trends and concerns. Parents review the Code annually at the School Planning Council meetings and at the PAC AGM. Learners also are given opportunities to revisit the Code throughout the year through our school-wide Learning Community Agreement, social responsibility lessons and as needed on an individual basis.

## **5) Alignment**

School codes are shared between our Community of Schools to promote consistency and common themes for learners as they transition through their school career. As well, our code is reviewed by district staff to ensure that it aligns with district standards and expectations.

## **6) Standards**

Baker Drive Elementary School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law – prohibiting discriminatory publication and discrimination in accommodation, service and facility in the school environment.

### **a) Statement of Purpose**

The purpose of our Code of Conduct is:

- To establish and maintain safe, caring and orderly environments for purposeful learning.
- To establish and maintain appropriate balances amongst individual and collective rights, freedoms and responsibilities.
- To provide a structure through which learners can learn the expectations and skills necessary to be responsible community members.

### **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 learner learning.

## **1) Acceptable Conduct**

As a community we expect all our members including staff, learners and parents to behave in a spirit of **RESPECT** toward one another and understanding of our personal **RESPONSIBILITY**. This requires that everyone:

### **Respect Themselves by:**

- being prepared to learn
- not tolerating disrespectful behaviour toward themselves
- taking pride in their identity
- engaging in purposeful learning activities
- using the Three Steps: Giving Explicit Feedback process to solve problems in peaceful ways and to report ongoing incidents of bullying, harassment or intimidation
- when applicable, request help from a staff member to help solve a problem in a peaceful way using a restorative action approach

### **Respect Others by:**

- being safe and respectful toward others
- being cooperative and including others
- helping to make the school a safe, caring and orderly place

### **Respect the Environment by:**

- cleaning up after themselves
- recycling and conserving resources
- caring for school resources and property

## **2) Unacceptable conduct**

The school will treat seriously behaviour or communication that discriminates. As per Section 8 of Human Rights Code of British Columbia, learners 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 learner 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.

Unacceptable conduct is behaviour that:

- Interferes with the learning of others
- Physically or verbally harms or threatens people
- Creates unsafe conditions
- Includes theft or damage to property
- Bullying (physical, verbal, relational), including cyber bullying

- Illegal acts, such as:
  - Possession, use or distribution of illegal or restricted substances
  - Possession or use of weapons
  - Theft or damage to property (**Dist. Pol. 17**)

The above list depicts examples and is not inclusive of all unacceptable behaviours.

### 3) Rising expectations

As learners mature, it is expected they:

- Take increasing responsibility for their own actions
- Exhibit more socially responsible behaviours
- Understand that consequences for irresponsible or unsafe behaviour also escalate accordingly.

### c) Consequences

Consequences for Inappropriate Behaviour:

When a learner does not act in a respectful or responsible manner, it is necessary for the school to respond to the behavior in a way that will help the learners **re-establish positive behavior** and to **repair relationships** within the community. All Baker Drive learners are involved in the *Talking Peace Program* and introduced to the acronym HI OEN, to learn, remember and work through the steps of repairing harm. H – hurt alert; I – invite and involve; O – own your actions; E – effects on others; N – avoiding a next time.

The goal of any intervention is to have a learner return to the group strengthened by repairing the damage and mending/building relationships. Whenever possible and appropriate, the focus of the consequence(s) will be restorative in nature to create a learning opportunity for the learner.

- Responses to learner behaviour should be appropriate to the age of the learner, as well as to the nature and frequency of the misbehaviour.
- Special considerations may apply to learners with special needs if the learner is unable to comply with a code of conduct due to an intellectual, physical, sensory, emotional or behavioural disability. Such instances will be handled on a case by case basis.
- If problem behaviour is on-going and more serious, the School-Based Team (including the parents) may be consulted to create a behaviour plan that gives the child strategies to better monitor his or her own behaviour.

- Reasonable steps are taken to prevent retaliation by a person against a learner who has notified the school of a breach of conduct
- Every effort will be made to support all learners. 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.
- A search by school officials of an individual under their authority or a search of the learner's 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 learner being searched. Learners 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 learners, their lockers and their personal effects and the seizure of prohibited items.
- Learners should also be aware that the schools may collect, use and disclose personal information about learners for the purposes of investigating and addressing learner misconduct, safety and maintaining order and discipline in school. Such collection and use of learner information may include information that is obtained from witnesses or collected from other secondary information sources (e.g. social media). All personal information of learners 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 learner personal information should be directed to the Associate Director of Information and Learning Technologies Stephen Whiffin, at [swhiffin@sd43.bc.ca](mailto:swhiffin@sd43.bc.ca).
- All disciplinary decisions will be made with respect to the individual and context, and responses to conduct issues will take into consideration the learner's age, maturity, and past conduct.

## d) Notification

Depending on the seriousness and frequency of learner's conduct, there is an escalation of intervention and notification.

- **Classroom based intervention.** Parents will be notified of serious or repeat concerns.
- **School based intervention.** If behaviour continues to be a concern then parents, principal, teacher and relevant others are to be involved in problem solving and appropriate consequences.

- **District based intervention.** If behaviour continues, or in the event of wilful destructive, dangerous or defiant behaviour, the principal, parents, relevant school and district staff are to be involved in problem solving and appropriate consequences. This may involve suspension.
  - ***Note: The goal of any intervention is to have a learner re-establish positive behaviour, and to engage in purposeful learning.***

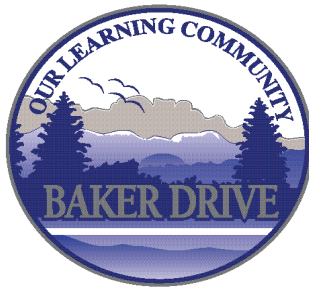
Where appropriate, the victim, as well as his or her parents are notified, and involved in the resolution process.

In extreme circumstances, police and other agencies will be contacted as required by law.

There may be times when the entire school community is informed of an incident and/or the outcome of an incident. (Safe, Caring and Orderly Schools Guide)

If concerns are unresolved, School District personnel are notified as required by District Policy I-D-12.

# **Baker Drive Elementary**



## **Appendix**

Includes:

- Restorative Think Sheets based on the restorative questions designed by the International Institute of Restorative Practices
  - Primary version
  - Intermediate version





# Baker Drive Elementary Restorative Think Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Draw a picture about, "What happened?" and "What were you thinking?"

It made \_\_\_\_\_ feel \_\_\_\_\_

Why are others concerned about your actions? \_\_\_\_\_

What do you think you need to do to make things right? \_\_\_\_\_

Next time I will \_\_\_\_\_

# Baker Drive Elementary Restorative Think Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What happened? \_\_\_\_\_

\_\_\_\_\_

What were you thinking at the time? \_\_\_\_\_

\_\_\_\_\_

Why are others concerned about your actions? \_\_\_\_\_

\_\_\_\_\_

What have you thought about since? \_\_\_\_\_

\_\_\_\_\_

Who has been affected by what you have done? \_\_\_\_\_

In what way have they been affected? \_\_\_\_\_

\_\_\_\_\_



What do you think you need to do to make things right? (an apology is not enough; what can you DO?)

\_\_\_\_\_

\_\_\_\_\_