

## **Birchland Elementary School – Code of Conduct 2021/2022**

*At Birchland our mission is to ensure a safe, supportive and respectful environment which promotes the development of individual potential and enthusiasm for life-long learning.*

Birchland Elementary School's Code of Conduct outlines school expectations and acceptable student behavior, as directed by the School Act. The purpose of the Code of Conduct is to establish and maintain a safe, caring and orderly environment for a positive learning and teaching climate. The Code of Conduct applies while at school, under the school's jurisdiction and at school related activities.

### **Birchland School's Expectations:**

**Be Respectful to Yourself** – care about your learning and yourself, including safety.

- Always do your best
- Make good choices, and take responsibility for the choices you make
- Be on time and ready to work

**Be Respectful to Others** – consider others' personal feelings and properties.

- Be polite and wait your turn
- Treat others with respect through words and actions
- Use good listening skills
- Be honest and tell the truth

**Be Respectful to Property** – care about your school and your environment

- Clean up after yourself
- Take good care of materials/supplies
- Ask before borrowing

**Be Safe** – learn and follow school rules

- Walk calmly – no running in the halls
- Stay in designated areas
- Report dangerous situations to staff

**Inappropriate Behaviour** – Also see “Birchland's Safe and Caring Environment” below

Can consist of, but is not limited to:

- Fighting or play fighting
- Lack of respect for others: teasing, rudeness, swearing
- Throwing objects (rocks, sticks, snowballs etc.)
- Defiant behavior
- Moving unsafely in the school
- Unauthorized leaving of school grounds
- Forms of unacceptable conduct cited above are only some of the examples and not an all-inclusive list.

### **Consequences**

Consequences will be as immediate, relevant and meaningful as possible. They will be applied in a fair and consistent manner, respecting individual rights, responsibilities, age, maturity, and any special needs; they will be restorative rather than punitive in nature. When appropriate, the student involved will help to identify the natural consequences associated with his/her actions.

**Inappropriate behavior typically results in one or more of the following consequences:**

- Review of expectations, reflection, time out from activity/class and/or loss of privileges
- Use of our Birchland Levels Plan
- Parents are informed
- Meeting with parents (School Based Team if Appropriate)
- Development of a behaviour action plan if behaviour is repeated / chronic
- Suspensions (in school or at home)
- Consultation with Police and/or Fire Department
- Collaboratively seek other supports for student / family

## **Birchland's Safe and Caring School Environment:**

### **Should be free from acts of...**

- Bullying, cyber-bullying, harassment and marginalization
- Threat and intimidation
- Violence in any form
- Abuse in any form
- Discrimination in any form. *“As per Section 8 of the Human Rights Code of British Columbia, students shall not discriminate against others on the basis of the race, religion, 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.”*
- Retribution against a person who has reported incidents

### **Or misuse of...**

Cyberspace/cell phones/electronic devices/computers – students are to be aware that they may be subject to discipline (or, if applicable, confiscation of personal property) for misuse of technology if it negatively impacts on the school environment whether the misuse happens at school or from another location.

### **And does not tolerate the presence of...**

- Theft and vandalism
- Intoxicating or banned substances
- Weapons or replica (toy) weapons and explosives
- Intruders or trespassers (visitors must first report to the office)

### **Notification**

As circumstances warrant, administration has a responsibility to advise other parties following a behavior incident:

- Parent of student exhibiting major behaviours
- Parent of student on receiving end
- Assistant Superintendent, Safe Schools Team member and/or other District staff
- Ministerial agencies and/or School Liaison Officer (Police) – as required by law
- All parents – when deemed to be important to reassure members of the school community that school and district officials are aware of a serious situation or incident and are taking appropriate action to address it.

*Birchland's Code of Conduct is designed to provide guidelines for appropriate student behavior while under the jurisdiction of the school or at any school-sponsored function.*

Please see appendix for information pertaining to the process for development of this document, communication of this document, implementation of this document, monitoring and review of this document, alignment of this document with the code of conduct of our local Middle School, and Fair Notice regarding our district Threat Assessment Protocol and student searches.

This Code of Conduct has been structured to align with and adhere to the standards outlined in:

The School Act, 2007.

B.C. Human Rights Code

B.C. Ministry of Education: Safe, Caring and Orderly Schools, 2008

Developing and Reviewing Codes of Conduct: A Companion, 2007

## APPENDIX

### 1. Introduction

- a. School boards and schools are entrusted through the School Act with the authority to establish codes of conduct. Recognizing the autonomy of these bodies and acknowledging the effort 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 the existing codes and/or develop new codes of conduct reflecting the provincial standards.
- b. Birchland Elementary School's Code of Conduct outlines school expectations and acceptable student behavior, as directed by the School Act 85(2)(c). The Code of Conduct applies while at school, at school-related activities and in other circumstances where engaging in the activity will have impact on the school environment, including various electronic communications. The Code of Conduct also pertains to transitions between school and home at the beginning and end of the school day. The Code of Conduct is communicated to all students, parents and staff annually, and other district staff and visitors as deemed necessary. The Code of Conduct is modelled, taught, reinforced, and monitored. Each year the Code of Conduct is reviewed to reflect the school community's needs, and to align with the district and provincial school safety initiatives.

### 2. Process

- a. This code of conduct was originally developed through a collaborative community process during the 2008-2009 school year. In the Spring of 2014 the formatting of this document was completely redone to make the information easier to access and understand. At this time parents and students were re-engaged in the document to ensure it was still reflective of what we value at Birchland. During the 2018/19 school year we developed a behavioural level plan which is aligned with this Code of Conduct. Each year we review the document to ensure it continues to be relevant.

### 3. Communication

- a. Our code of conduct is posted on our school website and in the front of the student agenda books. It is also directly taught to all students during the first week of school each year. Staff refer regularly to the content of the code in their daily interactions and teaching with students. Behaviour expectations are communicated to students over the morning announcements and to parents in newsletters (as particular issues arise). When students need to take responsibility for harm/damage that they have caused, the discussion between student and adult will always contain reference to expected behaviours, alternative choices the student might have made and a plan to make things right. The elements of these discussions are also reported to the parent if they are called about the issue.

### 4. Implementation

- a. The Birchland School community believes it is important to establish a safe, caring environment where everyone belongs and feels connected.
- b. For many years our staff worked together to implement "Self Regulation" strategies to support our students. Through this process staff work with students to understand that we are a community and have agreed upon values (this document) under which we operate. In addition, each class develops a class charter at the beginning of the year to identify the expectations important to their particular community. These class charters all align with our school Code of Conduct. From 2014 -2021 we maintained a school goal on self regulation as part of our APL (Action Plan for Learning) and we will be shifting our social emotional learning focus for the 2021-2022 school year to school climate. This focus will continue to support students in developing a sense of community with shared values.
- c. As a school and a district, we recognize the importance of modeling respectful and responsible processes for managing conflict. Whenever possible, we use a restorative approach to resolving conflict and teaching pro-social behaviours. 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, separately 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.

5. Monitoring and Review

- a. Each year, we review both the Code of Conduct and the teaching strategies that we are using in the classrooms to foster socially responsible behaviour and socio-emotional competencies. Expectations are communicated to students in the first week of September and related policies are integrated into our student handbooks. The document is also reviewed by the PAC and updated on our website.

6. Alignment

- a. During the creation of this code efforts were made to consult with our local middle school and ensure alignment between our codes. Our code is the product of a similar process as other neighbourhood schools and is consistent with their codes.

7. Fair Notice - Re: District Threat Assessment Protocol

- a. The Board of Education has a responsibility to establish expectations of student conduct in schools as part of its governance role for the District. The Board believes that the responsibility for creating a safe, caring and orderly learning environment must be shared among students, staff and parents. To support these aims, the Board has established both a District Code of Conduct for Students and a Threat Assessment Protocol for all schools.

The Coquitlam School District is dedicated to the creation and maintenance of school environments where all student, parents, staff, and visitors feel safe. In keeping with this commitment, we have also established a District protocol for dealing with threats to members of the school community, and/or school facilities. When a threat has been made, each school's Violence Threat/Risk Assessment Team will complete a threat assessment. The purpose of the threat assessment is to:

1. Determine if the threat is widespread and/or needs specialized intervention
2. Ensure the safety of the individual(s) who has been threatened
3. Determine the best way to support the high risk student who has made the threat so his/her behaviour does not become hurtful or destructive
4. Act in a timely and fair manner as set out in the Codes of Conduct.

In some serious situations, the principal may also consult with District personnel and engage the Community Threat Assessment Team. This team includes representatives of community agencies who work with us to keep our schools safe, such as the Fraser Health Authority, Ministry of Children and Family Development, Port Moody Police and RCMP. Every effort will be made to notify parents and guardians in advance if their child is to be discussed through the Community Threat Assessment protocol. If parents/guardians cannot be reached, or if they choose not to provide consent, but a concern for safety still exists due to threatening behaviour, the threat assessment may still proceed. Personal information shared throughout this process will respect and balance each individual's right to privacy with the need to ensure the safety of all.

8. Fair Notice – Re: Searches of students, property and information

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.

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 Director of Information and Learning Technologies Stephen Whiffin, at [swhiffin@sd43.bc.ca](mailto:swhiffin@sd43.bc.ca).