

Code of Conduct 2017-18



Castle Park Elementary School

June 2017

Working together as a school community, Castle Park's mission is to ensure a safe, respectful environment, promoting the development of individual development and life-long learning.

Castle Park Elementary School Code of Conduct

I. INTRODUCTION

The purpose of this document is to provide a basic framework and common expectations for student behaviour at Castle Park Elementary School and during all school related activities. The guidelines reflect the provincial standards for codes of conduct as stated: 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 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 Schools Guide).

Castle Park Elementary is committed to encouraging and maintaining a safe, caring, and orderly school community. Staff, parents/caregivers, and students work hard to create a positive culture within the school. Students are taught and practice socially responsible behaviour in a variety of settings; for example, the classroom, hallway, playground, and gymnasium. The school also organizes throughout the year a number of school-wide initiatives to promote socially responsible behaviour.

The process and product do reflect the *School Act* Section 85 (2) (c).

II. CODE OF CONDUCT: KEY ELEMENTS

1. Process

“All British Columbia Schools include students, parents/caregivers, and staff in the development and review of codes of conduct.”

Castle Park first developed a student Code of Conduct in its opening year (September 2000) in a collaborative manner between staff, parents/caregivers, and students. It was modified in the Spring of 2004 in order to be consistent with the Safe, Caring, and Orderly Schools Guide. The School Planning Council and staff made the necessary adjustments to reflect expectations in the guide and further refinements were made in the Spring of 2005 to ensure the guidelines reflect the new provincial standards.

At the February 7, 2017 Board meeting, the Board provided notice of motion for amendments to Policy 17 District Code of Conduct for Students, to reflect amendments made to the BC Human Rights Code to expand on “sexual orientation” to include “gender identity or expression”. The Ministerial Order 276/07 Provincial Standards for Codes of Conduct was also amended to reflect this update in September 2016.

The changes to the policy have been tracked to meet the requirements and incorporate the new language of the BC Human Rights Code and Ministerial Order.

The School Planning Council and staff review this document yearly. Expectations are reviewed with students in their classrooms and assemblies.

2. Communication

“Expectations regarding acceptable conduct are made known to all students, parents/caregivers, and school staff, as well as to temporary staff or visitors. Protocols while acting as ambassadors of the school are made known to students, parents/caregivers, coaches, and involved members of the greater community.”

The Castle Park Code of Conduct is distributed to all employees of the Board at the school, parents/caregivers and students at the beginning of each school year through staff meetings, newsletters, and student planners. Employees of the Board and students and parents/caregivers transferring into the school throughout the year are provided access to the school Code of Conduct through the school website, displayed copies, student planner, and paper copies on request from the office.

3. Implementation

“Behavioural expectations outlined in code 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 are consistently taught and actively promoted through the modeling and teaching by all adults in the school. The social responsibility daily reminders, weekly acknowledgements, and monthly goals taught throughout each year are reflective of the intent of the Code of Conduct. Responses to unacceptable behaviour are based consistently on sound principles and are appropriate to the context.

4. Monitoring and Review

“Conduct is continuously monitored to ensure the code reflects current and emerging situations and is contributing to school safety.”

“Codes of Conduct are reviewed and improved in light of evidence gathered and/or relevant research, and are revisited as part of a regular cycle of policy review.”

The Code of Conduct will be reviewed yearly by the SPC, the PAC, and the staff in order to monitor its efficacy.

All school staff continuously monitor student conduct through regular school-based team meetings and regular assessments based on the Social Responsibility performance standards to track trends and identify areas requiring further work. Acceptable behaviours are reinforced through initiatives, classroom acknowledgements, and assemblies. School staff and/or

administration, as appropriate, deal with unacceptable behaviours and ensure appropriate consequences are provided. Staff and parents/caregivers review the Code of Conduct each year through SPC, PAC, and staff meetings.

For the 2017-18 school year, we are continuing with our social responsibility goal in the Action Plan for Learning so this will continue to be a focus for this school community through its work in this area.

5. Alignment

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

The Code of Conduct is aligned with District policies, administrative procedures, and the BC Human Rights Code. It is also in alignment with other schools within a geographical cluster that feeds into Riverside Secondary (Southside Family of Schools).

6. Standards

a) Statement of Purpose

Castle Park Elementary School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law; i.e., 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 (Ministry Order 6a).

The purpose of the Code of Conduct is:

- to establish, clarify, and maintain expectations for student behaviour in a safe, caring, and inclusive environment
- 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

b) Conduct Expectations

Acceptable conduct:

Students, while attending school and school-sponsored functions and activities, shall be subject to the District Code of Conduct for Students and the school’s rules of conduct and deportment established by the Principal and school staff.

Students are expected to solve problems in peaceful ways.

Acceptable conduct is demonstrated by modeling respectful and responsible behaviour at school, while going to and from school, and while attending any school activity at any location including:

- be courteous and responsible
- working to the best of their ability including working diligently in all studies and at other classroom activities
- show respect for the feelings of others and their right to be safe and free from injury
- show respect for the school, school property, and the property of others
- behaving in a way that does not interfere with the ability and right of others to learn
- taking direction as needed from teachers and support staff
- behaving in a manner that does not threaten, harass, intimidate, or assault any person within the school community
- knowing and obeying all school rules
- respecting the rights of all persons within the school and those interacted with at school-sponsored functions
- inform a “tellable” adult in a timely manner (in advance, if possible) of incidents of bullying, harassment, intimidation, or other safety concerns

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.

Unacceptable conduct:

Behaviour that fails to respect oneself, others, the school, or the environment is unacceptable at Castle Park Elementary.

These behaviours may include, but are not limited to:

- behaviour that interferes with the learning of others
- behaviour that does not show respect for people or property
- bullying and this includes:
 - name calling
 - excluding others
 - harassment
 - intimidation
 - friendship/social bullying (including talking behind someone’s back)
 - being a bystander (not reporting an incident, cheering the bully on, laughing at the incident, etc)

- cyber bullying (using technology such as the internet, texting, etc to cause hurt to others)
- physical violence: using hands, feet, or an object to hurt others
- illegal acts such as:
 - possession, use, or distribution of illegal or restricted substances
 - possession or use of weapons
 - theft or damage of property
- actions that demonstrate non-compliance with those in authority

c) Rising expectations

As students advance through the grades, they will be expected to continue to meet expectations in the Social Responsibility Performance Standards for their appropriate grade levels. Over the Kindergarten to Grade 5 years we expect increasing personal responsibility and self-regulation and will apply increasing consequences for inappropriate behaviour.

d) Consequences

Responses to unacceptable conduct are prompt, consistent, and appropriate to the incident. Disciplinary action is preventative and restorative rather than punitive. Although the Principal makes the final decision, consequences are determined in consultation with the teacher, parents/caregivers, and the student being consequenced. Factors taken into consideration are the age and maturity of the student/s.

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

e) Notification

Parents/caregivers are notified by the Principal if their child has been involved as an offender, victim, or bystander in an incident. Other parties will be notified as required.

For example:

- parents/caregivers are notified by the Principal if the child has been consequenced (including a bystander who contributes to the incident) or is the victim in the incident; when appropriate, the student will discuss the behaviour with his/her parent and the parent will call the Principal to confirm the conversation has taken place
- classroom teacher and school counselor to support the learning of the student/s involved
- school district officials as required by school district policy
- police and/or other agencies as required by law
- all parents/caregivers, in consultation with the PAC chair, 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

** 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.

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 Associate Director of Information and Learning Technologies Stephen Whiffin, at swhiffin@sd43.bc.ca.