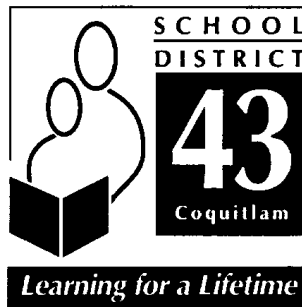


# Code of Conduct

## 2019-2020



June 2019

## Mary Hill Elementary

### School Mission:

Within our community we strive to develop enthusiastic, respectful citizens who value diversity and learning and who pursue excellence in a safe and caring environment.

## **Mary Hill Code of Conduct**

At Mary Hill we believe that all members of our community are expected to behave in a way that exemplifies a socially responsible Mary Hill citizen. This is in all areas of the school whether on the playground, in the halls and classrooms, in the washrooms, on field trips and in interactions with anyone who enters the doors of Mary Hill Elementary.

- Take Care of Myself
- Take Care of Others
- Take Care of the Environment

Student conduct is reviewed throughout the school year through assemblies and announcements. Our expectations are also taught throughout the year in individual classrooms in the form of key behaviours and strategies being presented, discussed, and role-played. The code of conduct is stated in print in all student agendas as well as posted on the school website.

Currently we:

- Monitor and review positive and negative behaviours
- Track these behaviours to identify patterns
- Promote and publicly recognize positive behaviours
- Attempt to apply consequences for negative behaviours in a consistent, meaningful and fair manner
- Grade Four students are surveyed each year to assess feeling of safety at school

Mary Hill Elementary School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law

*“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.”*

## **Conduct Expectations**

The purpose of the Code of Conduct is to establish and maintain safe, caring and orderly environments for purposeful learning. All staff members have equal authority and responsibility to encourage appropriate behaviour and to deal with the inappropriate behaviour of students.

### **Acceptable Conduct is:**

- Solving problems in peaceful ways
- Treating others how you would like to be treated
- Inclusive and values diversity
- Kind and caring
- Following the rules and guidelines of the school

### **Unacceptable Conduct is:**

- Behavior that interferes with the learning of others
- Behavior that interferes with an orderly environment
- Behavior that creates unsafe conditions
- Behaviour that willfully damages property of others

- Any acts of bullying, harassment, or intimidation (bullying includes but is not limited to physical and verbal intimidation, verbal harassment and cyber bullying, occurring on or off school property (See district policy Policy #17)
- Behaviour that involves physical violence
- Behaviour that demonstrate non-compliance with those in authority
- Behaviour that is in retribution against a person who has reported incidences
- Possession or using weapons
- Possession or distribution of illegal substances
- Theft or Vandalism

## Rising Expectations

As students develop and become more mature it is expected that they will increase their level of self-discipline and personal responsibility.

- Emerging – the student shows little evidence of progress toward expected knowledge, skills, and attitudes.
- Developing- the student shows evidence of expected knowledge, skills and attitudes however the student needs support in some areas.
- Proficient - there is clear evidence of expected knowledge, skills, and attitudes.
- Extending - there is evidence of independent, voluntary application and extension of expected knowledge, skills, and attitudes.

When a student does not act in a respectful or responsible manner, it will be necessary for the school to have consequences to help the student re-establish positive behaviour. The following statements will guide the action taken:

- discipline of a student must be similar to that of a kind, firm and judicious parent
- responses to unacceptable conduct are corrective and restorative in nature rather than punitive
- students as often as possible are encouraged to participate in meaningful consequences for violations of the code of conduct.
- If problem behaviour is on-going and more serious, The School Based Team and the parents may be consulted to create a behaviour plan to give the student strategies to monitor his or her own behaviour.
- 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.
- All reasonable steps will be taken to prevent retaliation by a person against a student who has made a complaint of a breach of a code of conduct
- 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 may be immediate. In the case of a suspension or serious offence, the principal will contact parents by phone and/or letter. The parents or guardians will be asked to return to school with their child to make a commitment to improve the child's behavior. If concerns are unresolved, School District personnel are notified as required by District Administrative Procedure 355.
- 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](mailto:swhiffin@sd43.bc.ca).

There is a system for increased intervention and notification. School staff may, depending on the severity and frequency of unacceptable conduct, employ one or more of the following steps:

- **Classroom based intervention.** Teachers may use a variety of strategies such as progressive removal, loss of privileges etc. any of which may result in a visit with the principal. 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 willful destructive, dangerous or defiant behaviour, the principal, parents, relevant school and district staff are to be involved in problem solving and appropriate consequences.

**Note: The goal of any intervention is to have a student re-establish positive behavior, and to engage in purposeful learning. At all levels we will work in a restorative nature with all parties. The goal is to learn from your mistakes and then to work towards better decision making and actions in the future.**