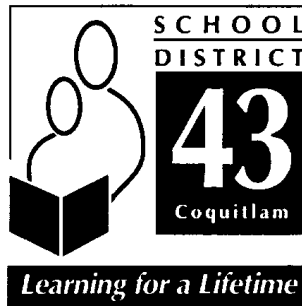


Code of Conduct

2014-2015



June 2014

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.

I. INTRODUCTION

The purpose of this document is to outline the key elements of our school code of conduct and to recognize that these elements will change and adapt to reflect the needs of our school community. It also provides a basic framework and common expectations that will benefit all schools throughout the province of British Columbia by establishing and maintaining a safe, caring, orderly environment in our schools.

II. CODE OF CONDUCT: KEY ELEMENTS

1. Process

School staff, Parent Advisory Council, students and the School Planning Council will review the current code of conduct annually to ensure it continues to meet the Ministry requirement of page 15 of A Guide for Safe, Caring and Orderly Schools.

- School Code of Conduct was reviewed and updated June 2014
- School Planning Council reviewed the Code of Conduct in June 2014
- Staff reviewed the Code of Conduct (job action- so this did not take place)
- Mary Hill PAC reviewed the Code of Conduct in June 2014
- Parents and students sign the Code of Conduct in September each year to confirm that they understand the expectations

We will continue to work together collaboratively to meet the provincial standards, as well as ensure these standards meet the current needs of our school. We will continue the initiative started in September 2009 which focused on the “Seven Habits of Happy Kids” and on the Golden Rule: Treat others the way you want to be treated. In addition we will be working on a Social Emotional Learning APL Goal and using MindUp which is a comprehensive, classroom-tested, evidence-based curriculum framed around 15 lessons that foster social and emotional awareness, enhance psychological well-being, and promote academic success.

2. Communication

Student conduct is reviewed throughout the school year, during our morning announcements and assemblies. 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 Seven Habits have been imbedded into all activities at the school. We introduced 2 I’s and an R (Students use I statements in conflict situations and Report if the situation cannot be resolved) to the students in 2013-2014 to promote a common language both in the classroom and in unstructured play outside. MindUp was presented to the PAC as a new initiative to be added in the upcoming 2014-2015 year for social emotional learning and self-regulation. The code of conduct is stated in print in all student agendas as well as posted on the school website and a parent signature and a student signature are requested as acknowledgement that the code of conduct has been reviewed by the parent AND student.

- We work collaboratively with our parents and students to make our code of conduct more meaningful to all members of our school community
- The Code of Conduct is distributed to all employees of the board each September
- All employees of the board who are assigned to the school during the school year are provided with the Code of Conduct
- The Code of Conduct is displayed in a prominent area in the school

The Seven Habits of Happy Kids

Habit 1: Be Proactive I am a responsible person. I take initiative. I choose my actions, attitudes and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.

Habit 2: Begin with the End in Mind I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my class and I contribute to my school's mission and vision and look for ways to be a good citizen.

Habit 3: Put First Things First I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule and follow my plan. I am disciplined and organized.

Habit 4: Think Win-Win I balance courage for getting what I want with consideration for what others want. When conflicts arise, I look for third alternatives.

Habit 5: Seek First to Understand, Then to Be Understood I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.

Habit 6: Synergize I value other people's strengths and learn from them, I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than any one of us alone. I am humble.

Habit 7: Sharpen the Saw I take care of my body by eating right, exercising and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I take time to find meaningful ways to help others.

2 I's and an R

This tool gives students a structured, common language to use in conflict situations. It develops confidence and self-awareness in the student.

1 st I statement	ie "I don't like it when you call me names, please stop"
2 nd I statement	ie "I told you I don't like it when you call me names, if you don't stop I will get help"
3 rd Report	ie Student gets help from an adult who can help mediate the conflict = Report

3. Implementation

Behavioural expectations outlined in the code of conduct are consistently taught and actively promoted. Responses to unacceptable behaviour are consistently based on sound principles and are appropriate to the context of the incident. During the first month of each school year and periodically throughout the year, students and teachers brainstorm how the Seven Habits work in our lives and what The Golden Rule looks like in the classroom, hallway, school, and school grounds. The Seven Habits and the Golden Rule are prominent in both classrooms and common areas of the school. Two I's and an R are modeled in and out of the classroom and examples posted in all classrooms and hallways. The PAC and the SPC review the Code of Conduct each year in the spring and all parents and students sign the

agenda/online form each September to show that they have read and understood the expectations and that they will uphold them.

4. Monitoring and Review

All members of the school staff continuously monitor student conduct. Acceptable behaviours are taught at the classroom level and encouraged at school assemblies. School staff and parents represented through the School PAC and School Planning Council will review the code of conduct on an annual basis.

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

5. Alignment

School codes are shared with the Southside Family of Schools to promote consistency and common themes for students as they move through their school career. An alignment is evident in the principles applied across the three distinct configurations of school settings for students at elementary, middle and secondary. As well, our code is reviewed by district staff to ensure that it aligns with district standards and expectations.

6. Standards

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 – 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.

a. Statement of Purpose

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.

b. Conduct Expectations

Acceptable Conduct

As a community we expect all our members including staff, students and parents to behave in the spirit of The Golden Rule – Treat others the way you want to be treated. This requires that all members of the school community will;

Take Care of Themselves by:

- being prepared to learn
- not tolerating disrespectful behaviour toward themselves
- taking pride in their identity

- informing a “tellable” adult in a timely manner of incidents of bullying, harassment or intimidation
- engaging in purposeful learning activities in a timely manner

Take Care of Others by:

- being safe and respectful toward others
- not tolerating disrespectful behaviour toward others
- being cooperative and including others
- helping to make the school a safe, caring, kind and orderly place

Take Care of the Environment by:

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

Unacceptable conduct

The following statements are cited as examples only and are not intended to be all inclusive. Those in authority, adult supervisors, teachers, vice-principals and principals will consider the severity and frequency of unacceptable conduct in determining appropriate disciplinary action.

Unacceptable conduct is behaviour that:

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

Unacceptable conduct is shown in actions that:

- involve 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 (Policy 17)
- involve physical violence
- demonstrate non-compliance with those in authority
- retribution against a person who has reported incidences

Rising Expectations

As students develop and become more mature it is expected that they will increase their level of self-discipline and personal responsibility. These expectations are embedded in the Ministry of Education’s Performance Standards of Social Responsibility. These standards are developmental and categorized within the following descriptions:

1. Not Yet Within Expectations – the student shows little evidence of progress toward expected knowledge, skills, and attitudes.
2. Approaching Expectations: the student shows evidence of expected knowledge, skills and attitudes however the student needs support in some areas.
3. Meeting Expectations - there is clear evidence of expected knowledge, skills, and attitudes.
4. Exceeding Expectations - there is evidence of independent, voluntary application and extension of expected knowledge, skills, and attitudes.

c. Consequences:

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, but **MUST** not include corporal punishment. (School Act Section 76(3))
- 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

d. Notification:

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.

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.

Note: The goal of any intervention is to have a student re-establish positive behaviour, and to engage in purposeful learning.