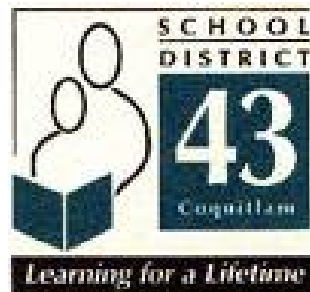


Code of Conduct

2021-2022



June 2021

École Panorama Heights Elementary



School Mission:

At Panorama Heights Elementary School, it is our mission to create a safe, caring, learning environment that respects individual and cultural differences in order to develop the full intellectual, emotional, physical, artistic, musical and social potential of every student.

Panorama Heights Elementary Code of Conduct

I. Introduction:

The purpose of this document is to provide a basic framework and common expectation for all schools throughout the province of British Columbia in establishing and maintaining a safe, caring, orderly environment in schools.

II. Code of Conduct: Key Elements

1. Process:

Panorama Heights developed a Student Code of Conduct shortly after the official opening in 1992. It was revisited in the Spring of 2004 in order to be consistent with the Safe, Caring and Orderly Schools Guide. The Code of Conduct was shared with the School Planning Council, Panorama Parents' Advisory Council, Panorama Heights School Planning Committee and school staff and adjustments were made to reflect the expectations in the Guide. This code is reviewed annually by parents and staff, through meetings with our Parent Advisory Council and Staff Meetings.

2. Communication

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

Our Code of Conduct is stated in print form in all Student Planners and a parent electronic signature is requested as acknowledgement. (Parent E-forms) The Code of Conduct is available for viewing on the school website. Our Code of Conduct is also distributed to all staff members at the start of the school year. We also provide copies of our Code of Conduct to all students and parents who start attending the school at any point during the school year.

3. Implementation

Behavioural expectations outlined in the code of conduct are consistently taught and actively promoted. Our behavioural expectations are taught and reviewed with students and staff during our first week activities at the start of the year, in classroom discussions and in our school assemblies. Responses to unacceptable behaviour are consistently based on sound principles and are appropriate to the context.

As a school and District, we recognize the importance of modeling respectful and responsible processes for managing conflict. Whenever possible, we try to use a restorative approach to resolving conflict and teaching pro- social behaviors.

4. Monitoring and Review

Conduct is continuously monitored to ensure codes reflect current and emerging situations and are 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. School staff are involved in reviewing general student conduct to ensure that our school standards and expectations are consistent with our Code of Conduct. If there is a discrepancy between our Code of Conduct and emerging student or staff conduct the discrepancy will be addressed and corrected with input from relevant stakeholders including staff, parents, students and district staff.

5. Alignment

Codes of conduct are compatible between schools, in the community and across elementary schools, middle and secondary schools. An alignment is evident in the principles applied across the three distinct configurations of school settings for students at elementary, middle and secondary. There is also an alignment of this code of conduct with District policies/procedures, and with the B.C. Human Rights Code. Alignment is achieved through communication and comparison between schools and through review at the district level.

6. Standards

a) Statement of Purpose:

- To establish and maintain safe, caring and orderly environments for purposeful learning.
- To establish and maintain appropriate balances among individual and collective rights, freedoms and responsibilities.
- To clarify and publish 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

The following are encouraged within the school culture to clearly and simply convey common sense expectations for a positive, safe, caring learning environment.

Students, Staff and Parents are expected to always:

- **BE THOUGHTFUL** of others, treating others with dignity and respect through offering help and encouragement in times of need. Older students are encouraged to help any student who is younger.
- **BE CONSIDERATE** of others by speaking politely and moving in the school and on the playground in a courteous, mannerly and safe fashion.
- **BE INCLUSIVE** of all students in play, conversation, teams, clubs, groups etc. both in school and on the playground. Inviting students to play, encouraging each other, respecting differences, and playing with boys and girls from all age levels, and from both English and French Programs.
- **BE RESPONSIBLE** for school equipment, personal property, school supplies, books, manipulatives, and other learning tools used throughout the day. This includes the safety, cleanliness and overall care of the classroom, the building, the playground and surrounding walkways to and from the school. We ask all students to report any damage done to any materials, equipment, or structures.
- **BE ORGANIZED** by keeping materials and belongings neatly cared for in workspaces provided, by ensuring schedules and assignments are punctual and complete and by attending Panorama Heights school punctually every day. If a student is not able to attend, parents are asked to communicate with the office.
- **SOLVE PROBLEMS IN PEACEFUL WAYS** by practicing the strategies of:
 - Interacting in a calm manner
 - Seeking to understand the perspective of others
 - Finding solutions that are satisfactory to all
 - Seeking help if we can't solve problem on our own
 - Practicing restorative justice when possible. Emphasizing the repair of injury or damage.

Unacceptable Conduct-

All staff members have equal authority and responsibility to encourage appropriate behaviour and deal with the inappropriate behaviour of students. 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.

Behaviours that:

- interfere with the learning of others
- interfere with an orderly environment
- create unsafe conditions
- wilfully damage the property of others
- Using/naming a physical illness, disability or condition to threaten, harass or intimidate others in the community is unacceptable

Actions that:

- involve bullying*, harassment, or intimidation
- involve physical violence
- demonstrate retribution against a person who has reported incidents
- demonstrate non-compliance with those in authority

**(Bullying includes, but is not limited to physical or verbal intimidation, verbal harassment and cyber bullying occurring on or off school property. (School District 43 - Policy 17)*

Illegal Acts, such as:

- possession, use or distribution of illegal or restricted substances
- possession or use of weapons
- theft of damage to property (School District 43 – Policy 17)

Students shall not discriminate against others on the basis of the race, religion, sex or sexual orientation, or disability, or for any other reason set out in the Human Rights Code of British Columbia, nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule on the basis of any such grounds.

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.

The fundamental premise of restorative practice is that people are happier, more cooperative, productive, and more likely to make positive changes to their lives, when those in authority do things “with them”, rather than “to them” or “for them”. (International Institute for Restorative Practices <http://www.iirp.edu/what-is-restorative-practices.php>). As a result, a focus of behavior intervention should be to help an offender recognize and repair any harm done. Furthermore, the purpose is to teach the offender moving forward, and then reinforce positive behaviors, in order to return the offender to the school community stronger, and more resilient than before the offense.

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, separate 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 .

Students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise.

Rising Expectations-

As students develop and become more mature it is expected that they will increase their level of self-discipline and personal responsibility. As students advance through the grades, become older and more mature they will be expected to develop in their Core Competencies and be able to self-report in these areas. Over the years we will expect increasing personal responsibility and self-discipline and will apply increasing consequences for inappropriate behaviour.

Consequences:

- 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 rather than punitive.
- Accountability defined as understanding impact of actions, taking responsibility for choices and suggesting ways to repair harm
- Students as often as possible are encouraged to participate in meaningful consequences for violations of the code of conduct.
- Special considerations may apply for 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.
- The school will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach in our code of conduct.

Notification:

School staff may, depending upon the severity and frequency of unacceptable conduct:

- have students inform parents directly about instances of unacceptable conduct.
- contact and inform parents directly about the student’s unacceptable conduct.
- inform the parents of students who have been the victim of unacceptable conduct.
- inform school district officials as required by school district policy.
- inform police and/or other agencies – as required by law.
- inform all parents when deemed to be important and 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.