

CODE OF CONDUCT

2016 – 2017



Pleasantide Elementary School

June 2016

School Mission: To create an inclusive, safe and respectful learning community that enables all learners to take risks and to strive for excellence in a constantly changing global society.

INTRODUCTION

Pleasantide Elementary is committed to creating and maintaining a safe, caring and orderly community where staff, students and parents work together to create a positive culture. Students are taught and practice socially responsible behaviour in a variety of settings such as the classrooms, hallways, playground and gymnasium.

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

CODE OF CONDUCT: KEY ELEMENTS

1. Process

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

Staff, students and parents have had input into the review and development of the Pleasantide Code of Conduct.

2. Communication

“Expectations regarding acceptable conduct are made known to all students, parents, 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, coaches, and involved members of the greater community.”

Students are made aware of the School Code of Conduct in a variety of ways such as: weekly school wide meetings, monthly school wide Pride assemblies, classroom meetings and discussions, family discussions, counselling sessions and administrative meetings. The Code of Conduct is on the school website and in the student planner. In September, parents are required to read and discuss the Code of Conduct with their children and then sign a document verifying their acceptance of the code.

The school staff is given opportunities to discuss and to provide input into the Code of Conduct at staff meetings and professional development sessions.

3. Implementation

“Behavioural expectations outlined in the 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.”

Behaviour expectations are discussed weekly at the Monday morning school wide assembly. Students in grades 4 & 5 are given the opportunity to serve as lunch monitors where they are required to model and teach socially responsible behaviour to the primary students. All students in the school participate in the Buddies program and students in grades 3, 4 & 5 mentor the younger students.

4. Monitoring and Review

“Conduct is continuously monitored to ensure the code reflects 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.”

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

We will continue to monitor student behaviour using a variety of methods such as performance standards, anecdotal data, counselling and office referrals. Student and parent satisfaction surveys are another source of information.

In September 2013 the Pleasantside staff included a social emotional goal in our Action Plan for Learning: **To foster pro-social behaviour: empathy, co-operation and kindness to promote and develop a caring school community.**

To support the development of this goal, almost half of the teaching staff has attended training sessions in the Ruler Approach to Social and Emotional Learning given by Miriam Miller. The Mood Meter and the Meta Moment are used by several teachers and the administration to help students identify and regulate their emotions.

5. Alignment

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

The Pleasantside Code of Conduct is aligned with School District #43 policies and administrative procedures. It promotes the values expressed in the B.C. 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.”**
- **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**

6. Standards

The purpose of the Code of Conduct is to establish, clarify and maintain expectations for student behaviour in a safe, caring, and orderly environment. Students are to comply with the behaviour expectations set out in this code before, during and after school, while on field trips and when attending school functions.

Acceptable conduct:

- respecting self, others and school property
- helping to make the school a safe, caring and orderly place
- informing an adult in a timely manner of incidents of bullying, harassment or intimidation
- engaging in purposeful learning activities
- acting in a manner that reflects positively on the school

Unacceptable conduct includes behaviours that:

- interfere with the learning of others
- interfere with an orderly environment
- create unsafe conditions

Examples of unacceptable conduct are:

- bullying, harassment or intimidation
- excluding others
- being a bystander
- physical violence
- retribution against a person who has reported incidents
- illegal acts, such as:
 - possession, use or distribution of illegal or restricted substances
 - possession or use of weapons
 - theft of or damage to property
 - vandalism

Rising Expectations

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

Special consideration may apply to the imposition of consequences for 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.

Consequences

Responses to unacceptable conduct are prompt, fair, consistent and appropriate to the incident. Disciplinary action, wherever possible, is preventative and restorative.

Notification

The Principal and/or the classroom teacher will make every effort to inform and involve parents when dealing with ongoing behavioural issues. Parents are notified by the Principal if their child has been involved as an offender, victim or bystander in a concerning or serious incident. Other parties who will be notified as required are:

- School district officials as required by school district policy
- Police and/or other agencies as required by law
- All parents when it is 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 actions to address it.