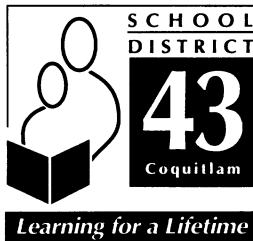


Code of Conduct 2020-2021



June 2020

School Mission:

"In learning and in life, we at RVP are responsible, kind, and curious."

Riverview Park Elementary Code of Conduct

I. INTRODUCTION

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 below 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 Guide, pages 9 to 13)

II. CODE OF CONDUCT: KEY ELEMENTS

1. Process

All Riverview Park Elementary students, parents, and staff are involved in the development and review of the school code of conduct. Students and staff review the code of conduct and the conduct expectations at school and at all school related activities on an on-going basis. Code of Conduct expectations are included in every student planner and incorporated into regular classroom activities.

Riverview Park parents are invited to discuss the code of conduct expectations at Parent Advisory Council Meetings and expected to review the code of conduct with their child as outlined in their child's student planner. Parents are asked to review and discuss current emerging issues at PAC meetings and on an informal basis with staff and administration to build and maintain consistent measures of acceptable behavior.

2. Communication

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

Each year, student handbooks are distributed to all students in grades one to five. The handbook contains pertinent information regarding the procedures followed in the school as well as the expectations for student conduct. Included in

the handbook is the School Code of Conduct. Parents and students are advised of the school code of conduct through this handbook, school newsletters, assemblies, and at PAC meetings. Positive and pro-active problem solving strategies are an ongoing attribute of the school's culture. All community members as well as visitors are expected to reinforce our code of conduct and make a notable effort to teach this to the students, where applicable.

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. 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. (Policy 17, no.6)

On-going communication exists between staff and parents that encourages and provides increased opportunities for active and constructive parental involvement in their children's education (policy 17, no.2, no. 2.5).

3. Implementation

2016/17 was the first full year in which we began the journey of developing the Circle of Courage as our guide for building the social emotional skills in our students. This holistic framework was created to build resiliency in children by providing experiences in four areas: Belonging, Independence, Mastery, and Generosity. It is believed that these experiences will better assist children (students) with reaching their potential and creating prosocial, productive, and responsible citizens in the process.

Combined with our implementation of the Circle of Courage is the work we have all done collectively to make our school a team system. This happens with our staff, our students, and our parents (between and among individuals and groups). We work together with the understanding of what it takes to continually make our school better.

In the 2017/18 school year, we practiced using the language of the Core Competencies with our students to build their knowledge and to develop a common language about what the Core Competencies are and the importance of building these both while in school as well as over the course of one's life.

Our social responsibility goal will now look at tying the language and philosophy of the Circle of Courage to the Core Competencies. Teachers and students will have the flexibility to work in the "areas" that they believe require the most work. We will continue to emphasize Belonging to all our students in the beginning of the year. In the first week of school in September 2018, students will work together in same grade groupings and will be engaged in activities that look to

show the importance of belonging, how we do it, and how we celebrate it. We believe that this framework will allow our students an even greater opportunity for social emotional growth. They will be better at recognizing the strengths within themselves and the areas that require greater practice. While the language that is used to understand the components may differ depending on the age of the student(s), the message is still the same. It is this consistency that will build the character of our students.

Students will be encouraged to find peaceful solutions to resolve conflicts for themselves and to make positive, responsible, respectful and proactive choices. Where this is difficult or challenging, staff members are available to mediate this process. Students will also play active roles in the creation of classroom charters to describe what the expectations will be in their classrooms (which will also be tied to the Circle of Courage). Our staff had created a charter that is posted at the front of the school as well as in the staff room to proudly let visitors know what we believe and practice and what we model for all who come into our school. We have reviewed this charter and believe it still captures what we believe and model for our students and adults in the building.

Our school code of conduct has been and continues to be embedded in the daily teachings of our staff members. On a daily basis, all staff members contribute to helping students find ways to solve their problems. Parents regularly contribute in many ways to our school life and thus also contribute to a positive school culture that is based on mutual respect and understanding of each other's needs. The above-mentioned practices will continue to be reinforced and we will continue to incorporate the process of restorative practice to not only help resolve problems that arise (by building understanding through empathy and the restoring of relationships when problems arise), but to also be pro-social (rather than reactive) in our relationships with each other, thereby encouraging students to make good choices before problems arise.

4. Monitoring and Review

Conduct is continuously monitored to ensure codes reflect current and emerging situations and contribute 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 emphasis at Riverview Park will continue to be on a pro-active problem solving approach to dealing with problems. This is in line with the school's philosophical approach to dealing with students; that is, a caring, understanding and compassionate approach. When students meet or exceed the expectations for problem solving they will be acknowledged and recognized for building and maintaining a peaceful school community.

Each year, the school code of conduct is reviewed by staff and parents and changes or slight modifications, where necessary, are made to update the document and clarify its contents.

5. Alignment

“Codes of conduct are compatible between schools in the community and across elementary, middle, and secondary levels.” (Safe, Caring and Orderly Schools Guide)

Schools in District #43, elementary, middle and secondary have aligned the code of conduct to be consistent with District policies, administrative procedures and the BC Human Right Code as presented and discussed at monthly Superintendent meetings.

Students registered in School District No. 43 shall not attend schools other than the school in which they are registered, without a legitimate school related purpose. Students who do so may be subject to disciplinary action by their school or the School District. (Policy 17, no. 7).

6. Standards

Riverview Park 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, ancestor, 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 school’s code of conduct is to establish and maintain a safe, caring and orderly environment for a positive learning and teaching climate.

We strive to develop a positive school culture and focus on prevention, using school wide efforts to build community, fostering respect, inclusion, fairness and equity. Our aim is to communicate and consistently reinforce clear expectations of conduct and to teach, model and encourage socially responsible behaviours that contribute to the school community, solve problems in peaceful ways, value diversity and defend human rights. All school community members are expected to model these behaviours.

b) Conduct Expectations

These expectations apply to behavior at school, during school-organized or sponsored activities, and behavior beyond these times (including on-line behavior) that negatively impact the safe, caring, or orderly environment of the school, and/or student learning.

Acceptable conduct

Students are expected to:

- take care of themselves, take care of each other, and take care of Riverview Park Elementary
- learn and incorporate strategies from the Circle of Courage to build belongingness, independence, mastery and generosity within themselves and between and among others
- help create and maintain a safe environment at Riverview Park
- respect classroom charters and school expectations
- inform an adult ASAP of any incidents involving bullying, harassment or intimidation
- engage in purposeful learning activities in a productive manner
- follow the guidelines of the Students Rights and Responsibilities
- 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, as per Section 8 of the Human Rights Code of British Columbia. 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

Unacceptable conduct

- interferes with the learning of others
- physically or verbally harms or threatens people (including the use of technology such as computers, the internet, email, text messaging, or chat rooms)
- creates unsafe conditions
- includes theft or damage to property
- acts of bullying, includes but is not limited to physical and verbal intimidation, harassment and cyber bullying, occurring on or off school property (District Policy 17)
- includes using/naming a physical illness, disability or condition to threaten, harass or intimidate others in the community is unacceptable
- physical violence
- retribution against a person who has reported incidences
- possession, use or distribution of illegal or restricted substances

- possession or use of weapons
- theft of or damage to property

The above list outlines examples of acceptable and unacceptable conduct and is not inclusive of all unacceptable behaviours. Students shall not discriminate against others on the basis of 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 such grounds (Policy 17, no. 4).

Any conduct that negatively impacts the school learning environment may be subject to discipline, whether or not that conduct occurs on school grounds or at school events. Conduct that occurs off school grounds may still be the subject of discipline under school and school board policies (e.g. field trips, on-line activity, etc.).

Rising expectations

As students mature, it is expected that they:

- Take increasing responsibility for their own actions
- Exhibit more socially responsible behaviours
- Understand that consequences for irresponsible or unsafe behaviour also escalate accordingly

Considerations may apply to students with special needs if these students are unable to comply with a code of conduct due to having an intellectual, physical, sensory, emotional or behavioural disability.

c) Consequences

When a student does not act in a respectful or responsible manner, it is necessary for the school to have consequences that will help that student re-establish positive behaviour. The goal of any intervention is to have a student return to the group strengthened by re-establishing positive behaviour and to be able to engage in purposeful learning. Wherever possible and appropriate, the focus of the consequence(s) will be restorative in nature in an effort to create a learning opportunity for the student. Where possible, students are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct.

Consequences for students should be appropriate to their age, and to the nature and / or frequency of the misbehavior. Special considerations may apply to students with special needs if these students are unable to comply with a code of conduct due to an intellectual, physical, sensory, emotional or behavioural disability. Such instances will be handled on a case by case basis.

Consequences should be meaningful and match the problem behaviour. For example, a student who disregards safety during a P.E. lesson might be asked to sit out of the activities for a period of time (the duration of which may depend on the age of the child as well as the frequency of the problem behavior). A student who engages in name calling or makes hurtful comments to another child might be asked to write a letter of apology.

If problem behaviour is on-going and more serious, the school based team and child's parents may be consulted to create a behaviour plan that gives the child strategies to better monitor his or her own behaviour.

When breaches of the code of conduct are reported, we 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.

Students will receive consequences in a timely, fair, judicious, and responsible manner with consequences for unacceptable behaviour that take into account the students age, maturity, and special needs, if any. (Policy 17, no. 2. no 2.4)

d) Notification:

Depending on the seriousness and frequency of student conduct, there is an escalation of notification.

The student receives intervention, support, and consequences in the following manner:

- directly from classroom teacher, other staff member, or both
- principal may be notified (and intervene)
- student may be asked to complete a restorative practice problem solving sheet that considers actions, thoughts, and feelings
- student may be asked to complete a plan (How can I fix the problem? What will I do?)
- parents (of the student victim and / or student offender) will be notified of serious situations, or repeat offences (to reassure them that the school is aware of a serious situation or incident and is taking appropriate action to address it)
- where appropriate, the victim, as well as his or her parents, are notified and involved in the resolution process
- a possibility of suspension
- school district officials may be contacted – as required by school district policy
- police and/or other agency involvement – as required by law

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 may be asked to return to school with their child to make a commitment to improve the choices that have been made before the child is able to rejoin the class.

If concerns are unresolved, School District personnel are notified as required by District Administrative Procedure 355 – 2.6