

Code of Conduct 2023-2024



Cape Horn Elementary School



Learning: The Voyage of Discovery

School Mission:

To provide a safe, caring, and challenging environment so that our students will be well prepared for their lifelong “voyage of discovery”.

Cape Horn Code of Conduct

I. INTRODUCTION

The purpose of this document is to provide a basic framework and common expectations for student behaviour at Cape Horn School and during all school related activities. The guidelines reflect the new provincial standards for “Codes of Conduct”, as stated below:

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, page 15)

II. 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.”

The Cape Horn Code of Conduct was developed through staff discussion in response to the introduction of the Safe, Caring and Orderly Schools Guide. Parent input was provided by members of the School Planning Council and Parent’s Advisory Council (PAC). Students were provided opportunity through Student Leadership (representatives from each division). The current Code of Conduct was reviewed and revised by the staff, School Planning Council, Student Government Reps, and the Cape Horn PAC in May 2015. Staff members and parents/guardians review this document in June each year. Expectations are reviewed with students in classrooms and assemblies throughout the year.

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.”

The Cape Horn School Code of Conduct is printed in the annual student school planner; all students and parents are required to read and sign it to show they understand the expectations. The Code is published on the school website. Expectations regarding acceptable conduct are made known to all students, parents, and school staff, including noon hour supervisors, and to temporary staff and visitors.

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.”

- Behavioural expectations outlined in the Code of Conduct are consistently taught and actively promoted. The social responsibility values are taught to every student throughout the year and are reflective of the intent of the code of conduct. Responses to unacceptable behaviour are consistently based on sound principles through a trauma informed lens and are appropriate to the context.
- We believe that for our Code of Conduct and our school-wide behaviour model to be effective; it is very important that we maintain effective communication between staff, students and parents. Staff meetings, collaborative meeting times and PAC and SPC meetings are often used to discuss areas of the Code of Conduct. Monthly newsletters provide parents with information about revisions and updates to our School Code of Conduct and key strategies that we employ within it. Most importantly, staff regularly communicate with our students and their families around our School Code of Conduct expectations in our classrooms and when representing our school on fieldtrips and sports events. We aim to be proactive at all times and appropriate behaviour expectations are regularly reinforced in all settings. Each class and key areas of the school have a charter with the applicable rights and responsibilities based on the Convention. Behavioural expectations in all settings are reviewed with all students at the start of the year during ‘Opening Week’ activities. Parents and students receive and sign-off the Code of Conduct at the beginning of each school year. The Code of Conduct is referred to when meeting with students and parents when infractions to the code occur. The Code of Conduct is available on the school website and is placed in all staff TOC books for review by temporary district personnel.

4. Monitoring and Review

“Conduct is continuously monitored to ensure code 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.”

- Continue to use class discussions with students as one of the means for resolving behavior concerns, monitoring and reviewing acceptable and unacceptable conduct.
- Involve students in individual or small group problem solving sessions that allow them to work on solutions to resolve the problem and improve their conduct.
- Continue to review results of the Ministry of Education Student Learning Survey of Grade 4 Students and their parents.
- We closely monitor school conduct to ensure that our code is effective in contributing to school safety and in creating a positive school learning environment.
- If school staff, students and /or parents recognize behaviours not covered by the Code of Conduct; they have the opportunity to bring this forward to the school administration for potential inclusion in the code. Each year, additions or corrections are considered with each stakeholder group (PAC, SPC, and Cape Horn Staff) before the Code of Conduct is submitted to the district. Addition or changes to district policies are also reviewed each year and implemented in the Code of Conduct as necessary.

5. Alignment

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

- Cape Horn’s Code of Conduct follows the district guidelines and ministry requirements, and aligns with other middle and secondary schools within our own community of schools.
- We communicate our Code of Conduct among the elementary schools in our community as well as receiving middle and secondary schools.

6. Standards

a) Statement of Purpose

Cape Horn 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. In this environment, we can work together to foster lifelong thinking, learning and caring while promoting responsibility in a safe, nurturing environment.

b) Conduct Expectations

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

Acceptable Conduct:

- Be kind
- Be proud of yourself and your school
- Be cooperative
- Be prepared and on time
- Do your best
- Behave safely at all times
- Report any bullying incidents to a staff member
- Follow the values in the school classroom charters

Unacceptable Conduct:

- Being unkind to others including bullying* behaviours
- Being uncooperative
- Arriving late for class and being unprepared
- Behaving unsafely
- Not taking responsibility or facing the consequences for your own actions and blaming others instead
- Not respecting yourself, the rights of others, or your school
- Any unsafe or disrespectful internet activity towards any member of the Cape Horn School community

Acts of verbal or physical intimidation for any reason are considered both unsafe and disrespectful and therefore are unacceptable behaviours.

Students shall not discriminate against others on the basis of the race, colour, ancestry, place of origin, marital status, family status, age, religion, sex or sexual orientation, or physical or mental disability, or for any other reason set out in the Human Rights Code of British Columbia (Section 7 and 8), 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.

Use of an object as a weapon, theft or damage to another's property, possession of illegal or restricted substances or objects are all considered both unsafe and disrespectful and therefore are unacceptable behaviours.

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.

c) **Rising expectations**

- As students become older, more mature, and move through successive grades it is expected that they will show increasing personal responsibility and self-discipline
- In all cases the following factors are taken into consideration: the age of the child; the number of prior incidents; other children involved; and the events leading up to the incident

d) **Consequences**

The school will treat seriously behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation (prohibited grounds set out in the BC Human Rights Code). "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." District Policy 17

- The severity and frequency of the inappropriate behaviours will determine what course of disciplinary action to take
- Disciplinary action will focus more on being preventative, restorative and corrective rather than being punitive
- Students whenever possible will be encouraged to participate in the development of meaningful consequences for the violations of the established code of conduct
- Consequences may include: school or community counseling, conflict resolution strategies, small group mediations, informal suspensions or "time outs" both at home or at school, community service, positive support plans, formal suspensions as per District Code of Conduct.
- 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
- Families will be reassured that the school and School Board 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' rights will be honoured throughout the discipline process

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e) Notification

Depending on the severity and frequency of the inappropriate behaviours, a teacher or the principal may:

- contact parents/guardians and inform them about their child’s inappropriate behaviour; this may come in the form of phone call or in the case of three reported incidents in a term a letter home
- inform the parents of the students who have been victims of unacceptable behaviour
- inform Coquitlam School Board officials as required by school district policy, e.g. Level 1, 2 and 3 suspensions
- inform police, or other agencies depending on severity of the behaviour as required by law
- inform school staff and school community as deemed appropriate by the school and/or district administration
- send home a newsletter to all parents if 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 action to address it
- 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.

III. STUDENT RIGHTS AND RESPONSIBILITIES

Teachers work with their students to create a yearly class charter that incorporates student voice and focuses on providing a safe and engaging learning environment for all students.

The following is a reflection of the United Nations Convention on the Rights of the Child (1989).

Be Heard

| Rights | Responsibilities |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| You have the right to give your opinion, and for adults to listen and take it seriously. | Respect others’ right to share their views by asking what they think or want to do. |

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| <p>You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people</p> | |
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Be Safe

| Rights | Responsibilities |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>No one is allowed to punish you in a cruel or harmful way.</p> <p>You have the right to help if you've been hurt, neglected or badly treated.</p> | <p>Students are responsible for their actions and should lead by example through proper, peaceful conduct.</p> <p>Respect others' right to protection from harm by being kind and stopping bullying</p> |

Be Healthy

| Rights | Responsibilities |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</p> | <p>Students are responsible for living a healthy lifestyle, ie: getting plenty of rest, eating nutritious food and getting daily exercise.</p> |

Be Yourself

| Rights | Responsibilities |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <p>You have the right to practice your own culture, language and religion. Minority and indigenous groups need special protection of this right.</p> | <p>Students have the responsibility to learn about other cultures as the opportunities arise and to be respectful of differences.</p> |