

Castle Park Elementary School Code of Conduct 2024 -2025



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Working together as a school community, Castle Park's mission is to ensure a safe, respectful environment, promoting the development of individual development and life-long learning.

Castle Park Elementary School Code of Conduct

I. INTRODUCTION

The purpose of this document is to provide a basic framework and common expectations for student behaviour at Castle Park Elementary School and during all school related activities. The guidelines reflect the provincial standards for codes of conduct as stated: 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 are provided to assist them in developing consistent and coherent policies and practices in their communities. All schools must have a Code of Conduct. (Safe, Caring and Orderly Guide, page 15)

Castle Park Elementary School's Code of Conduct outlines the following: the process followed to develop and review the plan, communication, implementation, monitoring and reviewing strategies, alignment with the District and provincial guidelines, acceptable and unacceptable conduct, consequences, notification, student suspension policy, and matrix of behavior. Our Code of Conduct complies with the School Act 85 (2c), the Safe, Caring, and Orderly Schools Guide, and the Ministerial Order 276/07. In addition, the District expects that our School Code of Conduct is aligned with the District Code of Conduct for Students (Policy 17), "Violence, Intimidation and Possession of Weapons" (Policy 18), and "Suspension of Students" (AP 355).

The Code of Conduct applies while at school, at a school related activity or in outer circumstances where engaging in the activity will have impact on the school environment.

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."

Castle Park first developed a Student Code of Conduct in its opening year (September 2000) in a collaborative manner between staff, parents, and students. It was modified in the Spring of 2004 in order to be consistent with the Safe, Caring, and Orderly Schools Guide. The School Planning Council and staff made the necessary adjustments to reflect expectations in the guide and further refinements were made in the Spring of 2005 to ensure the guidelines reflect the new provincial standards. Staff members and our community's parents review this document in June each year. Expectations are reviewed with students in classrooms and at assemblies.

At the February 7, 2017 Board meeting, the Board provided notice of motion for amendments to Policy 17 District Code of Conduct for Students, to reflect amendments made to the BC Human Rights Code to expand on "sexual orientation" to include "gender identity or expression". The Ministerial Order 276/07 Provincial Standards for Codes of Conduct was also amended to reflect this update in September 2016. Further change have taken place in recent years in response to increased use of technology. The changes to the policy have been tracked to meet the requirements and incorporate the new language of the BC Human Rights Code and Ministerial Order.

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 Castle Park Code of Conduct is shared in the following manners:

- The School Planner Information Package (Each student is given the Code of Conduct when they start to attend our school or at the beginning of each school year.)
 - It is also circulated in a separate document to incoming Kindergarten parents.
- Each year staff members, are asked to review this document with their students and make recommendations for improvement. A copy is emailed to our families for feedback.
- Posting the Code of Conduct on our website
- Morning Announcements through our monthly theme
- Assemblies, emails, and newsletters as appropriate
- Class Meetings and classroom charters
- Follow-up lessons in the classroom and with telephone calls to parents
 - Meeting with parents and students requiring extra support and reviewing what is expected and how we will support the development of those behaviors
- At the start of each school year or when an employee of the Board is assigned to our school during the year, the Principal emails each staff member with a copy of the Code of Conduct.

3. Implementation

“Behavioural expectations outlined in 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 through the modeling and teaching by all adults in the school. The social responsibility themed daily reminders, weekly acknowledgements, and monthly goals taught throughout each year are reflective of the intent of the Code of Conduct. Responses to unacceptable behaviour are based consistently on sound principles and are appropriate to the context.

4. Monitoring and Review

“Conduct is continuously monitored to ensure the code reflects current and emerging situations and is contributing to school safety.” It is important to emphasize that the school community is committed to a pro-active, caring, understanding and compassionate problem solving approach. *“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 and PAC as well as members of our community, in order to monitor its efficacy.

All school staff continuously monitor student conduct to track trends and identify areas requiring further work. Acceptable behaviours are reinforced through initiatives, classroom acknowledgements, and assemblies. School staff and/or administration, as appropriate, deal with unacceptable behaviours and ensure appropriate consequences are provided. Behaviour referrals are tracked at the office in order to determine patterns or repeated issues that need to be addressed individually or collectively.

5. Alignment

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

The Code of Conduct is aligned with District policies, administrative procedures, and the BC Human Rights Code. It is also in alignment with other schools within a geographical cluster that feeds into Riverside Secondary (Southside Family of Schools).

6. Standards

a) Statement of Purpose

Castle 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, 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 (Ministry Order 6a).

The purpose of the Code of Conduct is:

- to establish, clarify, and maintain expectations for student behaviour in a safe, caring, and inclusive environment
- to clarify and outline 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

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

Acceptable conduct:

Acceptable conduct is demonstrated by modeling respectful and responsible behaviour at school, while going to and from school, and while attending any school activity at any location including:

- Respecting self, others, the school and the environment by being courteous and responsible
- Helping to make the school a safe, caring and orderly place
- working to the best of their ability including working diligently in all studies and at other classroom activities
- Following the appropriate use guidelines for the internet as outlined in the School District Administrative Policy 140
- behaving in a way that does not interfere with the ability and right of others to learn
- taking direction as needed from teachers and support staff
- behaving in a manner that does not threaten, harass, intimidate, or assault any person within the school community
- knowing and obeying all school rules
- respecting the rights of all persons within the school and those interacted with at school-sponsored functions
- Reporting to an adult in a timely manner the occurrence of disrespectful and unkind behaviour including but not limited to bullying, harassment or intimidation
- As per Section 8 of Human Rights Code of British Columbia, students shall not discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons. 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. (revised June 2023)
- 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

**** New in 2024-25 Personal Digital Devices in Schools**

- *All cellular phones or similar personal communication devices are to be appropriately stored during the school day. Digital devices of any kind are only to be used at the discretion of your teacher when identified as appropriate for your learning environment or because of unique circumstances.*
- *Any use of personal digital devices at school is subject to all other expectations for conduct and use of technology, including AP 140.2 – Digital Responsibility for Students.*

Unacceptable conduct:

Behaviour that fails to respect oneself, others, the school, or the environment is unacceptable at Castle Park Elementary. These unacceptable behaviours may include, but are not limited to behaviours that:

- interfere with the learning of others
- does not show respect for people or property
- are disrespectful, unkind and/or use inappropriate words or hurtful behaviours towards anyone
- using/naming a physical illness, disability, or condition to threaten, harass or intimidate others in the community
- are actions that demonstrate non-compliance with those in authority
- cause vandalism or theft in a classroom, school, or anyone's property
- are bullying which may include physical intimidation (hitting or threatening to hit, or taking money or belongings), verbal harassment or intimidation, such as teasing, taunting, insults, name calling, malicious gossiping, shunning or excluding students or cyber bullying, which includes harassing, insulting or intimidating others through the use of technology such as computers, the internet, email, text messaging, cellular telephones, chat rooms or the like.

The above list depicts examples and is not inclusive of all unacceptable behaviours. Students shall not discriminate against each other 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.

c) Rising expectations

As students progress through Castle Park Elementary, they will assume the role of leaders. Our intermediate students are looked upon by the younger students to set good examples of socially responsible behaviors. Therefore, our older students will be expected to:



- model acceptable conduct for our school community
- take increasing responsibility for their own actions
- understand that consequences for irresponsible or unsafe behavior also escalate accordingly

d) Consequences

Each situation is used as a learning opportunity for the child, with the purpose being to develop, build and maintain positive behaviour traits. When a student does not act in a respectful or responsible manner, it is necessary for the school to have consequences, which will help that student re-establish positive behaviour.

- Responses to unacceptable conduct are pre-planned, consistent and fair
- Responses will also take into consideration the student's age and maturity
- Disciplinary action, wherever possible, is **preventative and restorative**, rather than punitive
 - Focussed on expressing feelings through building relationships, recognizing individual needs, and being accountable by understanding actions, taking responsibility and suggesting ways to repair harm.

- Students, as often as possible are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct
- If problem behaviour is on-going and more serious, parents will be involved and the Castle Park School Based Team may be consulted to create a behaviour plan that gives the child strategies to better monitor his or her behavior
- ***Special considerations may apply to students with special needs if these students are unable to comply with our code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature***

Rising consequences for unacceptable behavior will follow a progression, based on the severity of the action. For major behaviours, such as lying, stealing, physical aggression, and bullying, the steps in the progressive consequences may be expedited.

STEPS

- #1 Verbal reminder
- #2 Time out/change of location in or out of classroom – to reflect on actions/words
- #3 Office referral
- #4 Parent involvement
- #5 Counselor/school support
- #6 District support
- #7 In-School Suspension: Completion of schoolwork and compliant behavior (1 to 3 days) and consultation with the District Behaviour Support Team to develop a behavior plan or playground support plan.
- #8 Out of school suspension: Zone Superintendent, staff, and home involvement will take place. All stake holders will work to adopt a plan that will allow the child to be successful in school.

The 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.

e) Notification

Parents and guardians will be notified should there be a serious breach of the Code of Conduct. Any conduct that negatively impacts the school-learning environment may be subject to discipline. Parental involvement is necessary to help the child adjust his/her behaviour in order to meet Code of Conduct expectations. Should a serious breach of the Code of Conduct involve other students, the following parties will receive notification:

- parents of student offender(s)
- parents of student victim(s)
- school district officials, if deemed necessary
- police and/or other agencies as required by law

Please note that notification to parents will include details of the incident, not of consequences issued to specific children other than their own.

****** 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.



Note: (added in 2023)

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.

