Code of Conduct

2014 – 2015



# June 2014

## “Hampton Park Elementary School”

## Hampton Park Elementary Logo

**School Mission:**

**Hampton Park:** working together,encouraging and supporting

**S**afety**, P**ride, **A**chievement, **R**espect and **K**indness



**Code of Conduct 2014-2015**

### INTRODUCTION

At Hampton Park Elementary School, we believe that all children have the right to learn in a safe, caring and orderly environment. Our expections are that students will exemplify and maintain an attitude that is cooperative, courteous and respectful; encouraging, inviting and allowing the opportunity for purposeful and meaningful learning to occur.

At Hampton Park, we have a shared responsibility to model and encourage socially responsible behaviours that contribute positively to the school community, solve problems in peaceful ways, value diversity and defend human rights. We take this trusted responsibility very seriously and are committed to ensuring that the policies and procedures put in place are consistently reviewed and revised.

Hampton Park Elementary School’s Code of Conduct outlines school expectations and acceptable student behaviour, as directed by the School Act 85 (2)(c). Students shall be subject to the **District Code of Conduct for Students** (Policy 17) and the Hampton Park Code of Conduct while attending school and school sponsored functions and activities. 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.

**The Process**Originally, Hampton Park developed a school-wide policy for social responsibility using the EBS (Effective Behavioural Support) framework. A matrix, referred to as ‘Hampton Park SPARK*’* was developed and describes expectations for appropriate behaviours in a variety of settings. The matrix was presented to students and parents. Revisions were made based upon input gathered from these two groups. This matrix is reviewed annually and revised as necessary. It is in the student planner and is referred to regularly by all staff. Policies in respect to progressive consequences are posted in student planners for annual review by parents and students.

**Hampton Park:** working together,encouraging and supporting **S**afety**, P**ride, **A**chievement, **R**espect and **K**indness

**Communication**

Hampton Park’s Code of Conduct and SPARK community matrix are published in our students’ planners as well as on our school website. The matrix is shared with all new members to our school community. The matrix for school-wide expectations is prominently displayed in each classroom and is referred to and used as a teaching tool regularly. During daily morning announcements a goal for socially responsible behaviour is set for each week and reviewed with students by classroom teachers. Monthly Recognition Assemblies highlight student successes, linked to academic success and to positive socially responsible behaviours.

**Implementation**Behavioural expectations outlined in the Code of Conduct are consistently modeled, taught and actively encouraged and promoted. The social responsibility values inherent to SPARK are taught, referred to and reviewed throughout the year. Additionally, they are reflective of the intent of the code of conduct. There is an expectation for all adults, parents and staff, to model socially responsible behaviour during all school activities and in classrooms. Responses to unacceptable behaviour are consistently based on sound principles and are appropriate to the context.

Monitoring and Review

All school staff continuously monitor student conduct. Acceptable behaviours are reinforced through SPARK, during assemblies and morning announcements. School staff or administration, as appropriate, deal with unacceptable behaviours and ensure appropriate measures are taken and/or consequences are provided. Classroom assessments based on the Social Responsibility Performance Standards are used to assess student behavior on the three formal report cards. The expected student behaviours are reflected in the Code of Conduct and SPARK matrix.

**Alignment**

Hampton Park Elementary School’s Code of Conduct is in alignment with other schools within a geographical cluster, or family of schools, that feeds primarly into Summit Middle School School. It is also in alignment with District Policy 17 (District Code of Conduct for Students), District Policy 18 ( Violence, Intimidation and Possession of Weapons) and District Administrative Procedure 355 (Suspension of Students).

**Hampton Park:** working together,encouraging and supporting **S**afety**, P**ride, **A**chievement, **R**espect and **K**indness

**Standards**

Hampton 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.

**Statement of Purpose**

Hampton Park Elementary School’s Code of Conduct provides the framework:

* To establish and maintain a safe, caring and orderly environment for purposeful learning;
* To ensure an environment where unsafe behaviour is not tolerated and is dealt with in a timely manner;
* To ensure a code of conduct where the victim feels safe in reporting unsafe behaviour and where the victim feels confident that such behaviour will not be tolerated;
* To establish and maintain appropriate balances among individual and collective rights, freedoms and responsibilities;
* To clarify expectations for student behaviour while at school, while going to and from school, and while attending any school function or activity at any location
* to define expectations for all parties; students, staff and parents.

**Conduct Expectations**

At Hampton Park Elementary School, we believe that all children have the right to learn in a safe, caring and orderly environment. Our expections are that students will exemplify and maintain an attitude that is cooperative, courteous and respectful; encouraging, inviting and allowing the opportunity for purposeful and meaningful learning to occur.

**Acceptable conduct**

Students are expected to engage in behaviours consistent with **S**afety, **P**ride, **A**chievement **R**espect and **K**indness, known to students as **SPARK**, while under the jurisdiction of the school or at any school-sponsored function.

Respect Yourself: caring about your learning and yourself, including safety by

 Always doing your best

 Making good choices

 Being on time for school and being ready to work

 Doing your homework and using your planner

Respect Others: consider others’ personal feelings; respect others’ propery by

 Using your manners

 Treating others respectfully

 Using good and active listening skills

 Being honest and truthful

**Hampton Park:** working together,encouraging and supporting **S**afety**, P**ride, **A**chievement, **R**espect and **K**indness

Respect Property: care about your school and your environment by

 Cleaning up after yourself inside and outside

 Taking good care of materials – yours, others’ and the school’s

Be Safe: learn and follow school expectations, including the SPARK matrix by

 Being safe in the hallways – walking calmly

 Staying in bounds at all times

 Reporting dangerous situations to staff

**Unacceptable conduct**

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

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 behaviors include but are not limited to behaviours that:

Interfere with the learning of self and of others

Interfere with a safe environment

Interfere with an orderly environment

Unacceptable behaviours include but are not limited to acts of:

Bullying, harassment or intimidation. Bullying includes but is not limited physical or verbal intimidation, verbal harassment and cyber bullying, occurring on or off school property. (policy 17)

Inappropriate use of the Internet in contravention of the ‘Internet Appropriate Use Policy’

Inappropriate use of the Internet to bully, harass, intimidate or to promote hate

Physical violence against another

Retribution against a person who has reported incidents

Foul or inappropriate language

Disrespect towards teachers or other adults

Unacceptable behaviours include but are not limited to illegal acts, such as:

Possession, use or distribution of illegal or restricted substances

Possession or use of weapons or items that can inflict harm

Theft of property

Damage to property (eg.: graffiti)

**Hampton Park:** working together,encouraging and supporting **S**afety**, P**ride, **A**chievement, **R**espect and **K**indness

**Rising expectations**

Hampton Park’s Code of conduct is also meant to assist children in developing socially responsible behaviour and a developing awareness of their roles as ethical decision- makers and moral citizens. Thus, expectations for personal responsibility and for self-discipline increases as students become older. Consequences for inappropriate behaviour may vary according to the age of the student.

**Consequences**

Responses to unacceptable conduct are consistent and fair. Consequences will be applied to unacceptable conduct and will be implemented based on the severity and frequency of the behaviour. Progressive discipline methods will be implemented to alter the inappropriate or unsafe behaviour. Consequences and support will be preventative, restorative and designed to ***educate*** the developing child. Students will be encouraged, as often as possible, to participate in the assignment of meaningful consequences. Special considerations 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. The Board of Education SD #43 (Coquitlam) and Hampton Park Elementary will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the Code of Conduct.

**Notification**

At the elementary school level, students may benefit, on occasion, from adult intervention and guidance as they learn to make better decisions about their behavior. Parents will often be asked to assist in encouraging positive behaviour.

Notification will be provided to:

* Parents of student offender(s)
* Parents of student victim(s)
* School district officials – as required by school district policy
* Police and/or other agencies – as required by law
* 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.

**Hampton Park:** working together,encouraging and supporting **S**afety**, P**ride, **A**chievement, **R**espect and **K**indness

SPARK at Hampton Park

Settings and School-Wide Expectations for Social Responsibility

|  |  |
| --- | --- |
|  | SETTING |
| **PLAYGROUND** | ASSEMBLIES | HALLWAYS, STAIRS AND WASHROOMS | LUNCH TIME | OFF SCHOOL GROUNDS | ALL CLASS SETTINGS |
|  |  Kindness | •count everyone ininclude others•share equipment* help a friend solve a problem
* defend human rights
* report problems to a supervisor
 | •make room for others•sit appropriately (not blocking the view for others)•be patient & considerate with others (ie., allowing for mistakes) | •make room for others on stairs and in hallways•share the space without budging | •help others keep the classroom clean | •pick up belongings of others•take care of the environment  | •include others•use encouraging language (put-ups)•show patience with others |
|  EXPECTATIONS  |  Respect | •follow directions from supervisor•practise good sportsmanship•use appropriate language•be warm and welcoming to visitors•respect the environment; leave wildlife alone; leave nature on the ground•wait your turn on equipment | •keep personal space while sitting•eyes on the speaker, keep quiet, hands to self, ears listening, •sit criss-cross•clap appropriately•wait patiently | •use an “inside voice – no visiting•stay in line•greet others appropriately• enjoy hallway displays with your eyes only•respect the learning of others by moving quietly in the hallways•respect privacy in the washroom | •use inside voices•use appropriate table manners•monitors arrive on time•re-cycle what you can •respect food choices of others•be aware others may have food allergies | •share space with others•use appropriate tone of voice and language•show respect for the community around you•show respect for other people’s property | •use appropriate voice and manners•respect other’s space •take care of other’s materials and your own•listen politely to any speaker•raise your hand•take care of library books•stay in your own workspace |
| Achievement | •use your WITS•quickly come in when the bell rings | •choose appropriate people to sit by•follow directions of your teacher or other adult•practice self control•bring necessary materials | • return to class quickly•hang up coats and bags•pick up litter/keeping areas clean•stay on task when working in the hallway•be proud of your work on display | •use eating time wisely (finish lunch on time)•follow directions of staff and student monitors•monitors arrive on time | •know and follow school expectations•follow directions of supervisors•be on time for school | •be prepared•be on time•use time wisely•complete assignments •be honest•make wise choices•follow directions of your teacher or other adult•ask for help when necessary |
|  Pride | •return all equipment•use the garbage containers for litter•participate in ‘Environmental Beautification’•respect the environment | •wear indoor shoes•sing O’ Canada with hands at side, standing tall and singing | •use washroom and change rooms appropriately and quietly•put paper towel in recycling receptacles•report damaged school property•report unsafe behaviours | •take home uneaten food•follow directions from adults and monitors•wipe desk and clean up after yourself | •take care of belongings•use recycle containers | •clean up after yourself and others•be your own problem solver (‘ask 3 before me’ WITS) •keep school property clean |
| Safetyty | •use equipment appropriately – play safe games•keep hands and feet to self•play inside the boundaries•leave nature on the ground•walk bikes on school property•use your WITS | •enter quietly•exit quietly•walk•stay in your spot•hands and feet to self•wait for your teacher for the signal to go | •walk•keep hands and feet to self•keep right•keep one hand on rail when walking down stairs; use soft feet•use inside voices in washrooms•always flush toilets•always wash hands | •wash your hands•stay in your seat until the 12:45 bell•eat your own lunch and snacks•report problems to monitors & supervisors•share food only with permission•be aware others may have food allergies | •walk•stay with a buddy•use crosswalks/traffic signals•hands and feet to self•stay with your supervisor•follow pick-up and drop-off rules | •keep hands and feet to self•walk •use materials and equipment appropriately•leave the room only with permission•share the space without budging•stay calm during emergencies |