

Code of Conduct

2022-2023



June 2022

Harbour View Elementary

School Mission: Our mission is to create a positive, encouraging and supportive environment in which all members of our school community can experience success and soar to greater heights.

Harbour View Elementary Code of Conduct

I. INTRODUCTION

The purpose of this document is to provide a basic framework and common expectations for all schools. 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)

The warm and nurturing culture of Harbour View has been developed over many years by the shared values and attitudes of the students, parents, staff and the larger community. We have a shared goal of encouraging socially responsible behaviors that contribute to the school community, and help children to solve problems in peaceful ways, value diversity and defend human rights. As a community, we have worked hard over the years to teach acceptable and age appropriate behaviors to our students. Clear, consistent expectations and continuous review of those expectations have created a respectful and welcoming environment of which we are all proud. Harbour View Elementary School’s code of conduct outlines school expectations and acceptable student behaviour, as directed by the School Act.

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.”

- ❖ Staff, parents and students continue to have numerous opportunities to be involved in the development of our new Code of Conduct:
- ❖ PAC and staff review data in the preparation of the *Action Plan for Learning*.
- ❖ Submitted to First Class Planners for inclusion in the planner pages, uploaded onto public website.
- ❖ During first week of September, teachers will work with their classes on the Code of Conduct and our school goal.
- ❖ Review with PAC, parents, and staff. The Code of Conduct is in all student planners and posted on our school website. Parents are asked to electronically sign a document on the District School Policy Form via SchoolCash Online acknowledging that they are aware of, and have reviewed with their child, the expectations of the code of conduct.

2. Communication

Expectations regarding acceptable conduct are made known to all students, parents, school staff, volunteers, as well as to temporary staff or visitors. Protocols while acting as ambassadors of the school are also made known to students, parents, coaches and involved members of the greater community.

We believe that school is a place for academic, social emotional, artistic, and physical learning. It is also a place to learn and reinforce expectations of respectful and safe behaviors. Expectations regarding the acceptable conduct of our students are made known to students, parents, and staff through review at whole school assemblies, our Parent Open House, PA announcements, in the weekly email newsletter home and at each PAC meeting. The code is further communicated to staff through staff meetings and professional development.

The Code of Conduct is published in the student planners. Parents are requested to review the document with their child and electronically sign the District School Policy Form via SchoolCash Online stating that they have done so. The Code of Conduct is also posted on our school website.

New staff to the school during the school year obtain information about our school code of conduct through staff mentorship, copies of communication, the school planner and our website.

3. Implementation

The school code of conduct is an integral part of our school wide Social Responsibility goal. Behavioural expectations outlined in Codes of Conduct are consistently taught and actively promoted in each classroom, throughout the school and on the playground. Responses to unacceptable behaviour are based consistently on sound principles and restorative practices and are appropriate to the individual situation, age of child, and severity of the behaviour. Restorative practices are based on misbehavior defined as harm and focuses on problem solving and reparation. Accountability is defined through impact of actions, taking responsibility, and suggesting ways to repair harm. This will be reviewed so that students new to the building will begin to understand the expectations at Harbour View.

4. Monitoring and Review

Conduct is continuously monitored to ensure codes reflect current and emerging situations and are contributing to school safety. The code of conduct is 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 undergo annual review through the staff and then be presented to PAC. As part of our ongoing work in developing students' Social Responsibility, data is collected using the provincial Performance Standards matrix for *Social Responsibility - Contributing to the Classroom and School Community*. Office records will be kept for situations referred to the office. Parent and Student (Gr. 4) Satisfaction Surveys will yield a further source of information. Feedback has also been obtained through the work with students, during lunch hour interactions and through our school counsellor.

5. Alignment

Codes of conduct are compatible between schools in the community and across elementary, middle and secondary levels. Schools at the elementary, middle, and secondary level that are part of our neighborhood of schools have worked to establish a strong degree of alignment in core values.

The Code is aligned with our APL goal in the area of social emotional learning and is reviewed annually to ensure compliance with district and Ministry of Education guidelines.

6. Standards

a) Statement of Purpose

The purpose of the Code of Conduct is:

- To establish and maintain safe, caring, and orderly environments for purposeful learning
- To establish and maintain appropriate balances among individual and collective rights, freedoms, and responsibilities
- To clarify and publish 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

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 function at any location.

At Harbour View Elementary, we believe that all children have the right to learn in a safe, caring, and orderly environment. Our expectations are that students will maintain an attitude that is cooperative, courteous, and respectful.

Examples of acceptable conduct include:

- Respecting self, others, and the school
- Helping to make the school a safe, caring, and orderly place
- Informing a staff member in a timely manner of incidents of harassment or intimidation
- Engaging in purposeful learning activities in a timely manner
- Acting in a manner that brings credit to the school.
- 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, physical or mental 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
- 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

Examples of unacceptable conduct include:

- Behaviours that:
 - interfere with the learning of others
 - interfere with an orderly environment
 - create unsafe conditions
 - are disrespectful
- Acts of:
 - Bullying, harassment, or intimidation
 - Physical violence
 - Retribution against a person who has reported incidents
 - Using/naming a physical illness, disability, or condition to threaten, harass or intimidate others in the community
- Illegal acts, such as:
 - Possession, use or distribution of illegal or restricted substances
 - Possession or use of weapons
 - Theft of or damage to property

(*Forms of unacceptable conduct cited above are only some of the examples and not an all-inclusive list.)

Students and parents should 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.

Additionally, 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.

Rising expectations

There will be a progression of expectations held for students as they become developmentally more responsible for their actions. As students advance through the grades, become older and more mature, they will be expected to continue to meet expectations in the Social Responsibility Performance Standards for their appropriate grade level. Over the kindergarten to grade 5 years, we expect increasing personal responsibility and self-discipline and will apply increasing consequences for inappropriate behaviour.

c) Consequences

Responses to unacceptable conduct are consistent and fair. Consequences will be applied to unacceptable student conduct. The consequences will be implemented based on the severity and the frequency of the behaviour. Progressive discipline methods will be implemented to alter the inappropriate and/or unsafe behaviour. Consequences and the support will be preventative, restorative, and designed to educate the developing child. Students will, as often as possible, be encouraged to participate in the assignment of meaningful consequences for violations of the established code of conduct.

Special considerations may apply to students with special needs if these students are unable to comply with a Code of Conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature. All reasonable steps will be taken to prevent retaliation by a person against a student who has made a complaint of a breach of a Code of Conduct.

Restorative Practice

As a school and District, we recognize the importance of modeling respectful and responsible processes for managing conflict. Whenever possible, we try to use a restorative approach to resolving conflict and teaching pro- social behaviors.

The fundamental premise of restorative practice is that people are happier, more cooperative, productive, and more likely to make positive changes to their lives, when those in authority do things “with them”, rather than “to them” or “for them”. (International Institute for Restorative Practices <http://www.iirp.edu/what-is-restorative-practices.php>). As a result, a focus of behavior intervention should be to help an offender recognize and repair any harm done. Furthermore, the purpose is to teach the offender moving forward, and then reinforce positive behaviors, in order to return the offender to the school community stronger, and more resilient than before the offense.

Every effort will be made to support all students. However, if there are ongoing conduct issues after having implemented restorative interventions, more traditional discipline approaches may be used, separate or in conjunction with restorative interventions. All disciplinary decisions will be made with respect to the individual and context, and responses to conduct issues will take into consideration the student’s age, maturity, and past conduct.

d) Notification:

As circumstances warrant, administration has a responsibility to advise other parties of serious breaches of the code of conduct. These parties may include:

- Parent of student exhibiting major behaviours
- Parent of student on receiving end
- School district officials (as required by school district policy)
- Police and/or other agencies (as required by law)
- All parents (as 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)

This Code of Conduct has been structured to align with and adhere to the standards outlined in:

The School Act, 2007.

B.C. Human Rights Code

B.C. Ministry of Education: Safe, Caring and Orderly Schools, 2008

Developing and Reviewing Codes of Conduct: A Companion, 2007



School District No. 43 (Coquitlam) - June 2022

Policies and Administrative Procedures Overview

Complete copies of the following policies and administrative procedures (APs) are available for your viewing at the school office and on the school district website: www.sd43.bc.ca under Board of Education / Policies Administrative Procedures

Note: For the most up-to-date administrative procedures (APs), please visit the official Policies and Administrative Procedures webpages.

1. District Code of Conduct – Policy 17

The Board believes it has a responsibility to establish expectations of students as part of its governance role for the district. The Board further believes that the responsibility for student discipline in school is shared among students, staff and parents. Students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth. Educators are responsible for establishing a positive school climate in which structure, support and encouragement assist the students in developing a sense of self-discipline and responsibility. Parents are responsible for establishing a positive learning atmosphere in the home, knowing school policies and procedures, supporting the school in the enactment of these policies and procedures, and encouraging their children to understand and respect these policies and procedures. To support these aims, the Board has established a District Code of Conduct for Students, which shall be followed in all schools.

Specifically

The Board believes that appropriate student conduct, based on respect for oneself, respect for others, and respect for property is essential to the development of responsible citizens. To this end, students are expected to:

- be aware of and obey all school rules;
- attend classes punctually and regularly;
- work cooperatively and diligently at their studies and with home assignments;
- respect the rights of all persons within the school including peers, staff and parents;
- respect the legitimate authority of the school staff;
- respect the school's physical school facilities;
- respect the ethnic diversity of our school community;
- behave in a safe and responsible manner at all times; and
- not threaten, harass, bully, intimidate or assault, in any way, any person within the school community
- not be in possession or under the influence of drugs and/or alcohol

2. Violence, Intimidation and Possession of Weapons - Policy 18

The Board believes that schools are purposeful places where students and staff must be able to work, learn and play without the threat of physical or psychological harm. Schools are characterized by sensitivity and respect for all individuals, an environment of non-violence, clear student behavioral expectations and disciplinary practices that are enforced consistently and fairly. The Board acknowledges its role in providing secure learning environments which are safe from threats, violence, or intimidation.

Student Threat Assessment Protocol

A student threat assessment will be initiated by the school's multi-disciplinary Violent Threat Risk Assessment (VTRA) team when behaviour includes, but is not limited to serious violence, or violence with intent to harm or kill, verbal/written threats to harm/kill others, internet/social media threats to harm/kill others, possession of weapons (including replicas), bomb threats and fire-setting.

3. Closure of Schools for Extreme Weather Conditions – AP 132

In the case of extreme weather conditions, the Superintendent or designate has authority, on behalf of the Board, to temporarily close a school.

Procedures: As a general expectation, parents are to be advised that schools are open. If parents believe the local conditions are unsafe, they may keep their child at home or arrange his/her early dismissal. If schools are to be closed before classes begin, an announcement will be made by 6:30 a.m. on the school district website and school websites. Announcements may also be made on SD43 social media and local radio stations. For more information visit www.sd43.bc.ca/NewsEvents/Pages/EmergencyInformation.aspx.

4. Digital Responsibility for Students – AP 140-2

The district endorses the provision of district-wide network and Internet services to support student learning. While there are many benefits, there is also potential for misuse. Students are not permitted to create, distribute, or access any material which is not suitable for classroom learning.

When using technology, district electronic mail (email) services, social networking, collaboration, blogging, media sharing tools, in relation to their role, students and staff are expected to act as appropriate digital citizens as laid out in the procedures.

5. Tobacco and Vapour Products Free Environment – AP 171

All school property is designated “tobacco and vapour product free”. Therefore, every person, including a student, employee or visitor, is prohibited from smoking, using tobacco or vapour products of any kind, or holding lighted tobacco on school property at any time, including non-school hours.

6. Race Relations – AP 205

The district acknowledges the challenge of becoming responsive to the needs of a pluralistic society and affirms that the racial, ethno-cultural, linguistic, and religious diversity of its students, staff, and community is a source of enrichment and strength for Canada.

As an educational institution, the district has a special responsibility to develop positive values, attitudes, knowledge, and practices by developing a framework which will promote and support equity, justice, and access to all.

7. Suspension of Students – AP 355

The effective management of student discipline is a necessity in establishing safe, caring, and orderly school environments that foster student learning needs. When student misconduct occurs, the school and district must respond fairly, quickly, and effectively, imposing a disciplinary consequence that is appropriate to the circumstances and that reinforces for the student involved and students generally, appropriate standards of student behavior.

The Principal has overall responsibility for the maintenance of student discipline and school rules. Under the general supervision of the Superintendent and subject to administrative procedures, a Principal and/or Vice Principal has the authority to suspend or remove a suspension imposed on a student.

8. Personal, Discriminatory, and Sexual Harassment – AP 356

The district recognizes the right of all students and staff members to learn and work in an environment free from personal, discriminatory, or sexual harassment.

The district, all staff members, students, and people within school communities shall have a responsibility to promote, monitor and maintain learning environments and workplaces that are free from harassment, fear, and discrimination.

9. Resolution of Student or Parent School Concerns – AP 380

The district encourages students and/or parents to discuss their questions or concerns regarding the education of their children with school personnel as early and as directly as possible.

Procedures: Students or parents who disagree with or wish to question decisions or actions that are taken by teachers and/or administrators are expected to seek a resolution by pursuing the following steps:

A. Teacher or Classroom Level Problem

1. Discuss the matter directly with the teacher whose judgement or decision is being questioned.
2. If not resolved, discuss your concern with the Principal.
3. If still unsatisfied with the outcome, discuss your concern with the Assistant Superintendent (contact the Board office at 604-939-9201).
4. Unresolved matters may be referred to the Board as per Board [Policy 13](#).

B. Principal or School Level Problem

1. Discuss directly with the Principal the action, policy, procedure, or practice being questioned.
2. If not resolved, refer to the Assistant Superintendent. (see contact information above)
3. If not resolved, refer to the Board as per Board Policy 13.

It is expected that school district personnel will seek a resolution to the problem as quickly as possible.