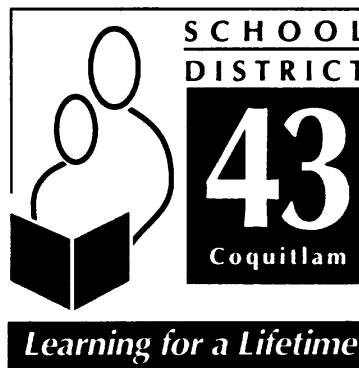


Code of Conduct 2021 - 2022



June 2021

School Mission: "Take care of yourself, take care of others, and take care of this place."

École Irvine 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)

The following section delineates Irvine Elementary School's expectations around student behavior and describes the *École Irvine Elementary School Code of Conduct* for all children, in order to maintain a safe, caring and orderly environment for purposeful learning. The District Code of Conduct is the outline upon which *École Irvine Elementary School Code of Conduct* is based.

Irvine Elementary School's Code of Conduct is based on the following simple motto ~ **Take care of yourself, take care of others and take care of this place** ~ this motto is a guide for all members of the school community.

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. Irvine's Code of Conduct was developed through a collaborative and communicative process that involved members of the school community: students, parents, and staff. Review discussions occur during September and June.

2. Communication

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

The Irvine Code of Conduct and the associated expectations will be:

- Articulated to students by their teacher as a key part of the first week start up procedures.
- Clearly stated in the student planner, which is distributed to each student at the commencement of the school year.
- Referred to on a continual basis with regard to student conduct.
- Articulated to parents by posting the *Irvine's Code of Conduct* on our school website.
- Included in TTOC binder for each staff member.
- Communicated to parents throughout the year via school newsletters

3. Implementation

Behavioural expectations outlined in codes of conduct are consistently taught and actively promoted. Responses to unacceptable behavior are based consistently on sound principles and are appropriate to the context. Elements in the *Ecole Irvine Code of Conduct* will be implemented in numerous ways throughout the school year. Strategies and structures utilized will include:

- Direct classroom teaching and discussion (and regular review) of class charters
- The introduction of the Circle of Courage. The Circle of Courage will be used as a wholistic guide for building the social-emotional skills in our students. This framework was created to build resiliency in children by providing experiences in four areas: Belonging, Independence, Mastery, and Generosity
- Social stories and social behavior mapping to practice pro-social skills and to learn about choices and the effects (both positive or otherwise) of expected and unexpected behaviours
- An emphasis on working together as a team. This will be an important goal for our staff, students and parents (between and among individuals and groups). Along with classroom charters, we have created a staff charter, which we will revisit and update in September of each year and will highlight what we believe and practice and what we model for all who come into our school
- Student group work
- Value of the week – each week a positive value will be highlighted, referenced, and reinforced

- The introduction of student eating time (lunch) during classroom instruction. This will be an opportunity to develop pro-social skills training and review and practicing of pro-social behaviours
- Morning PA announcements that include an affirmation of positive behaviour goals highlighting the school behaviour motto: Take care of yourself, take care of others and take care of this place. Announcements are made by students and adult members of the school community.
- Actively teaching our students and families about what bullying is (and also what it is not) to provide an understanding of the differences between bullying and other behaviours (e.g. conflict)

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 Irvine 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 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 Rights Code as presented and discussed at monthly superintendent meetings.

Students registered in SD #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

École Irvine 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.

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 Irvine 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 Irvine
- 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
- arrive to school on time and ready to learn
- Be prepared – arrive in class each day with the necessary materials for learning
- Follow the individual rules, guidelines and instructions of all classroom teachers and staff
- Take pride in their school and respect the surrounding community
- 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

7. Unacceptable conduct:

- Actions and / or words that cause injury and / or discomfort to others
- 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)
- 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
- using / naming a physical illness, disability or condition to threaten, harass, or intimidate others in the community

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.).

a) 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.

b) 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.

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 43 property, at a school sponsored function or activity, or at a non-school sponsored activity. 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. Students will receive consequences in a timely, fair, judicious, and responsible manner with consequences for unacceptable behaviour that consider the students' age, maturity, and special needs, if any. (Policy 17, no. 2. no 2.4).

Responses to unacceptable conduct may include any and/or all of the following: discussion with the student, discussion with a staff member and student, discussion with administration, School Based Team Form, Behaviour Incident Form (office referral), telephone call home, and meeting with parent(s). Consequences may include mediation and/or conflict resolution (student to student) or student-initiated consequence (with guidance from administration).

Students should be aware that the school may collect, use and disclose personal information about students for the purpose 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 Director of Information and Learning Technologies, Stephen Whiffin, at swhiffin@sd43.bc.ca

c) 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, another 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
- all parents – when 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

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