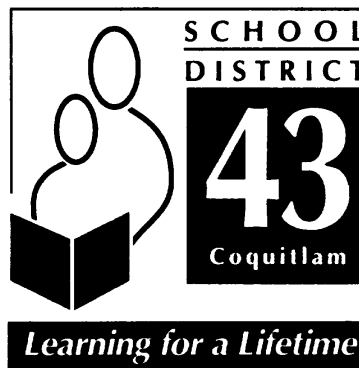


# Code of Conduct 2023 - 2024



**June 2023**

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

# École Irvine Elementary Code of Conduct

**Our Mission Statement: The Irvine Community works together to create a safe and nurturing environment that challenges and motivates our students and promotes a lifelong joy of learning.**

## 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.

## II. The Review Process, Communication, and Implementation

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

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 are:

- 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

Behavioural expectations outlined in codes of conduct are consistently taught and actively promoted. Strategies and structures utilized will include:

- direct classroom teaching and discussion (and regular review) of class charters
- taking a Restorative Practices approach to teach the behavioural expectations of the school
- the Circle of Courage which will be used as a holistic philosophy for building resiliency in our students by offering 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
- the continuation of student eating time (lunch) during classroom instruction. This will be an opportunity to develop pro-social skills training and reviewing, practicing, and acknowledging of pro-social behaviours
- morning PA announcements, done by students, that include an affirmation of positive expectations
- 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, insensitivity, meanness)

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.

## **Alignment and Standards**

Codes of conduct are intended to be compatible between schools in the community and across elementary, middle, and secondary levels.

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.

## **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.

## **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 (respect)
- learn and incorporate strategies from the Circle of Courage to build belongingness, independence, mastery and generosity within themselves and between and among others
- create and maintain a safe environment at our school
- respect classroom charters and school expectations
- engage in purposeful learning activities in a productive manner
- take pride in their school and respect the surrounding community

## **Unacceptable conduct: Those that...**

- are disrespectful to others
- create unsafe conditions
- involve bullying, including harassment, intimidation (on or off school property) or cyber bullying
- involve theft or damage to property
- involve the possession use or distribution of illegal or restricted substances or weapons
- discriminate against others on the basis of the race, religion, marital status, sex or sexual orientation, gender identity or disability, as per the Human Rights Code of British Columbia.
- use / name 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. 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.).

## **Rising Expectations**

As students mature, it is expected that they:

- take increasing responsibility for their own actions
- exhibit more socially responsible behaviour
- 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.

### **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. The focus of the consequence(s) will be restorative in nature and will vary depending on the nature, frequency, and seriousness of the behaviour. 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.

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, Behaviour Incident Form (office referral), telephone call home, meeting with parent(s). Consequences may include mediation and/or conflict resolution (student to student) with guidance from teacher and / or administration.

### **Notification**

Depending on the seriousness and frequency of student conduct, there may be 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 complete a restorative practice problem solving sheet that considers actions, thoughts, and feelings and / or a plan to try and fix the problem, or to determine what would be a better course of action in future
- parents (of the student victim and / or student offender) will be notified of serious situations, or repeat offences
- where appropriate, the victim, as well as his or her parents, are notified and involved in the resolution process
- school district officials may be contacted
- police and/or other agency involvement