

2018-2019 Kilmer 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. All schools must have a Code of Conduct.

(Safe, Caring and Orderly Guide, page 15)

Kilmer 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" (Administrative Procedure 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. It is now reviewed annually by all partner groups. The history of Kilmer's Code of Conduct is as follows:

2003-2004 Kilmer staff, students and parents worked together in the development and review of the Kilmer Code of Conduct.

2005 January - Code of Conduct was reviewed with the School Planning Council, parents and students. We also worked with the "South Side Family of Schools" to ensure that a common language and common expectations are in place as students move from elementary to middle and on to high school. In collaboration with the staff, students and parents, we developed a 3R's focus (Respect Myself, Respect Others and Respect the Environment) that supports students and parents in understanding what kinds of behaviours are acceptable and unacceptable.



2006-2014 The Kilmer Code of Conduct was reviewed with students, staff, School Planning Council (SPC), and PAC.

2013-2014 Development of Matrix of Language for Behaviour Expectations in child friendly language. Focussed on the DOs not the DON'Ts.

2014-2017 Extended our Matrix to collect information from families on how positive behaviours could be focussed on in various home and community environments. A community matrix was circulated to all parents and daycares in paper form and email. Continued to work on common language and solving problems in peaceful ways.

2017-2018 Matrix printed on back of planner and sent home to Kindergarten parents

2. COMMUNICATION

A variety of methods are used to convey our Code of Conduct to the school community. Communication is accomplished through the following means:

- The Kilmer Code of Conduct logo is posted throughout the school and in classrooms.
- 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.
- Teaching the expected behavior (the DO's) explicitly to all students during the first week of school and reviewed regularly throughout the year.
- Each May staff members, parents and students are asked to review this document with their class and make recommendations for improvement. A copy is emailed to our families.
- Posting the Code of Conduct on our web-site
- Morning Announcements through our Respect Focus
- Assemblies 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 beginning of each school year or when an employee of the Board is assigned to our school during the year, the Principal will provide each staff member with a copy of the revised School of Conduct and have them sign-off after reading through it.



3. IMPLEMENTATION

Behavioural expectations outlined in the Kilmer Code of Conduct are consistently taught and actively promoted through inclusion in our Matrix of Expected Behaviours. Responses to unacceptable behaviour are based consistently on sound principles and are appropriate to the context. We believe that every student is given a chance to examine his or her personal responsibility to be a good citizen of Kilmer Elementary School. We reinforce the positive contributions of all students and thus all students are recognized for their efforts. Students are reminded of the 3R's (Respect Myself, Respect Others and Respect the Environment) and are taught strategies to solve problems in peaceful ways and to value diversity.

During the opening week of school in September, time is devoted to activities which reinforce positive and socially responsible behaviours:

1. ***Understanding of the school's boundaries***
 - a. All students in the school are taken on a walkabout to show safe areas for them to play.
2. ***Review of favourite games***
 - a. Students review the rules of favourite games and discuss how to play safely and fairly; how to have fun together.
3. ***School Spirit***
 - a. Children discuss the importance of a positive attitude, enthusiastic spirit, belonging, and school identity.
4. ***Book station***
 - a. Teachers and students read books with social responsibility themes such as being new, making friends, feeling a sense of belonging, and welcoming diversity.
5. ***Developing a common language***
 - a. Through the use of imagery, role plays, and the teaching of a common language (Matrix), students practice respectful ways to communicate with each other.

Our school code of conduct has been and continues to be embedded in the teachings of our staff members. They make every effort to teach, model, and encourage socially responsible behaviours through positive verbal reinforcement. On a daily basis, all staff members contribute to helping students find ways to solve their problems. We are focussing on the Social Responsibility strand of “Solving Problems in Peaceful Ways” as our school goal in 2015-2016. The 3R (Respect) focus will be re-emphasized in all aspects of our school life and contribute to a positive school culture that is based on mutual respect and understanding of each other’s needs.



4. MONITORING AND REVIEW

Conduct is continuously monitored to ensure codes reflect current and emerging situations and are 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. As part of our Social responsibility Goal we are looking at how we will reinforce students’ positive contributions, as well as responding when students have not met expectation.

The following approaches have been implemented to monitor and evaluate the effectiveness of the Code of Conduct:

- During the first term of school, teachers send home an informal report that indicated how the student is performing socially and in their work habits.
- Students demonstrating persistent problems are referred to our School Based Team/and or the District Behaviour Team. An Individual Behaviour Support Plan may be developed and implemented should the child require ongoing and consistent intervention.
- Parent and Grade 4 satisfaction surveys collected annually provide additional data.
- Behaviour referrals are tracked at the office order to determine patterns or repeated issues that need to be addressed individually or collectively.
- During morning announcements and at some assemblies the expectations of behavior are reviewed through the Respect Focus and referenced in the matrix.
- Parents are encouraged to review our Code of Conduct and provide feedback. In 2016 the Code of conduct was emailed to all families for feedback.

5. ALIGNMENT

École Kilmer 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.

Meetings among our community of schools (elementary, middle, and secondary) have taken place over the past few years to discuss core values, school goals, and expectations. Principals from the Southside Family of Schools gathered to discuss how our Codes of Conducts were aligned. All included the Ministry criteria and expectations were different for elementary, middle, and high schools; however, the process for the development and implementation were aligned. The “Southside Family of Schools” is working together to ensure that the codes of conduct have similar expectations and language at each level (elementary, middle and secondary).

6. STANDARDS

a. Statement of Purpose

- To establish and maintain a safe, respectful, and courteous learning environment
- To ensure a positive community that values and promotes openness, diversity, fairness, and equality.
- To provide common expectations for the behaviour of all students at the school and to ensure that all members of the school community understand these expectations.

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 impacts the safe, caring and orderly environment of the school, and/or student learning.



Acceptable conduct

- Respecting self, others, the school and the environment
- Helping to make the school a safe, caring and orderly place
- Modeling respectful and responsible behaviour at school, in the community, on-line - thus acting in a manner that brings credit to the school
- Follow the appropriate use guidelines for the internet as outlined in the School District Administrative Policy 140
- Applying oneself and working hard at learning activities
- Acting in a manner that brings credit to the school
- Reporting to an adult in a timely manner incidents of disrespectful and unkind behaviour including but not limited to bullying, harassment or intimidation
- Refer to the Matrix of Language for Behaviour Expectations in child friendly language
- *As per Section 8 of Human Rights Code of British Columbia, 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, or physical or mental disability. 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 basis. (revised Feb. 2017)*
- *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

Behaviours that:

- Interfere with the learning of others
- Interfere with the safe, caring environment
- create unsafe conditions
- Are disrespectful, unkind and/or use inappropriate words or hurtful behaviours towards anyone
- Vandalism or theft to classroom, school or anyone's property

Cyberspace misconduct

All school members must:

- Be aware of and familiar with the District Acceptable Use Policy (AP 140) while using school technology and/or access to the internet via school based access points
- Students should be aware that they may be subject to discipline for on and off campus misuse of technology if it negatively impacts the school environment

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.

Bullying 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.

Dress Code

At Kilmer Elementary School, students are expected to dress appropriately, so that clothing does not cause a distraction to the learning environment of others. We request that students do not wear hats, bandanas, muscle shirts or clothes with holes. Clothing that advertises drugs, alcohol, or cigarettes, or has foul, suggestive, racist or derogatory language is not acceptable. Students need to wear clean clothing appropriate for working at school; which means that garments that show midriff, cleavage or underwear; strapless tops; low cut pants that expose underwear or skin; etc..., are not allowed. As a guide, skirts and shorts must reach the end of your fingertips when standing with your hands beside your legs. Students who are inappropriately dressed will have to cover up by using their PE strip or clothing from the office.

Rising expectations

As students mature, it is expected that:

- Students will take increasing responsibility for their own actions
- The number of students meeting expectations for social responsibility will increase
- Students will understand that consequences for irresponsible or unsafe behavior also escalate accordingly



c. Consequences

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 for actions 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 Kilmer 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 think about actions/words
- #3 Office referral
- #4 Parent involvement
- #5 Counselor/school support
- #6 District support
- #7 In-School Suspension: Completion of school work 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.



e. Notification:

- Parents of student offender(s) where appropriate
- Parents of student victim(s) where appropriate
- School district officials – as required by School District Administrative Procedure 355
- Police and/or other agencies – 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

Any conduct that negatively impacts the school-learning environment may be subject to discipline. Students engaging in bullying will be subject to discipline under the School District Code of Conduct (Policy 17), the Board Policy on Violence, Intimidation and Possession of Weapons (Policy 18) and Administrative Procedures for Suspension of Students (AP 355).