



# **Code of Conduct**

**2021- 2022**



**June 2021**

**LEIGH ELEMENTARY**

**Our mission at Leigh Elementary is to provide a safe environment where everyone is valued and respected, loves to learn, and strives for success.**

# Leigh Code of Conduct

## INTRODUCTION

School cultures are shaped by the values and attitudes of the people they involve: school staff, students, parents and the wider community. In a safe, caring and orderly school community, like Leigh, the deep, personal commitment of its members to create and maintain a respectful, welcoming and nurturing environment is explicitly stated. At Leigh Elementary we have a shared goal of encouraging socially responsible behaviours that contribute to the school community, solve problems in peaceful ways, value diversity and defend human rights. Leigh 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.

Safe, caring and orderly schools do not just happen by chance. Committed, thoughtful school communities using appropriate and ever-improving policies, procedures and practices develop and nurture them.

Leigh Elementary School's Code of Conduct outlines school expectations and acceptable student behaviour, as directed by the School Act, sections 85(1.1) 168 (2) (s.1), Ministerial Order 276/07 and the Safe, Caring and Orderly Schools Guide.

## KEY ELEMENTS

### Process

The Code of Conduct is reviewed annually by staff, and parents to ensure that it meets the needs of the children. Over the last two years we have updated and co-constructed an age-appropriate version with staff and students to ensure student voice and buy-in.

Under the guise of safe and orderly schools we co-constructed the understanding of our guiding principles:

Be Here

Be You

Belong

Be Brave

### Communication and Implementation

Essential elements of our code of conduct are in student planners which are given to students at the start of the year or at time of registration for new students. They are discussed at the beginning of the year and reviewed regularly with students at “morning meetings” assemblies, and classroom meetings. In addition, through our mentorship programs, whereby older students are expected to teach our younger students through discussion and role plays elements of our code of conduct.

All staff, including temporary staff, is expected to review and discuss our code of conduct with students. Essential elements are being created to be posted on posters located in hallways, the main office and in all classrooms. They are also provided to temporary employees when signing into our school when they arrive. Our code of conduct is available on our school web site.

### **Monitoring and Review**

Major/repeated violations of our code of conduct are monitored and reviewed through behavior incident forms and in meetings with staff involved in working with those students. Our Noon hour supervisors have been orientated to our common language to ensure usage is consistent during unstructured play. Likewise, for playground incidents which are monitored, and they are encouraged to speak with the principal about concerns that they may have.

Teachers also support the development of social emotional development and social responsibility of their students with parents receiving written comments in our report cards.

On an annual basis, near the end of each school year, our Code of Conduct is discussed by staff at a Staff Meeting and shared with our PAC on an annual basis.

### **Alignment**

Our code of conduct is consistent with the District Code of Conduct, School District 43 policy and procedures, the Safe, Caring and Orderly Schools Guide and current legislation. We have reviewed the code of conduct of the two nearby middle schools and our code of conduct is in alignment with the two middle schools that our students generally attend. On an annual basis we will forward our code of conduct to these middle schools to better ensure that there is continued alignment with them.

### **The purpose of the Code of Conduct is**

- To establish and maintain safe, caring and orderly environments for purposeful learning at Leigh Elementary
- To clarify and outline 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 assist children in developing socially responsible behaviour, showing a developing awareness of their role as ethical decision – makers and moral citizens

### **Conduct Expectations**

**Acceptable conduct** is demonstrated by modeling respectful and responsible behavior. 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 or orderly environment of the school, and/or student learning.

- **Acceptable conduct includes**
  - respecting self, others and the school
  - helping to make the school a safe, caring and orderly place
  - informing a “tellable” adult, in a timely manner (in advance, if possible) of incidents of bullying, harassment or intimidation
  - engaging in purposeful learning activities in a timely manner
  - acting in a credible manner that makes the school community proud

### **Unacceptable conduct**

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 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.

Examples of unacceptable conduct include:

- Behaviours that:
  - interfere with the learning of others
  - interfere with an orderly environment
  - create unsafe conditions
  - are disrespectful of others
- Acts of:
  - bullying (includes but is not limited to physical or verbal intimidation, verbal harassment and cyber-bullying, occurring on or off school property)
  - 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

Behaviours cited above are only some examples and not an all-inclusive list.

### **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 they will be expected to continue to meet expectations in the Social Responsibility Performance Standards for their appropriate grade level. Students/Families are informed on their progress through comments on their report cards and informally through meetings, e-mails and phone calls.
- Over the kindergarten – grade 5 years, we expect increasing personal responsibility and self-discipline and will apply increasing consequences for inappropriate behaviour.
- Special consideration may apply to students with identified 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 behavioral nature.

### **Consequences**

- Responses to unacceptable conduct are consistent and fair. Consequences will be applied to unacceptable student conduct. The consequence will be implemented based on the severity and the frequency of the behaviour. Progressive discipline and restorative justice 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.
- Special considerations may apply to the imposition of consequences on 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.

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 desks and their personal effects and the seizure of prohibited items.

Students should also 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](mailto:swhiffin@sd43.bc.ca).

### **Notification:**

At the elementary school level many students benefit, on occasion, from adult intervention and guidance as they learn to make increasingly socially responsible choices for their behaviour. Parents will often be asked to be involved in helping shape productive behaviour.

For serious breaches of the code of conduct the following people will be contacted:

- Parents of the student offender(s)
- Parents of the student victim(s)
- School district officials – as required by school district policy
- Police and/or other agencies – as required by law
- School staff & school community as deemed appropriate by the school and/or district administration 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.