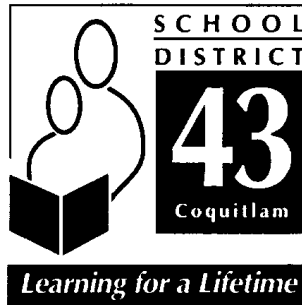


Code of Conduct

2021-2022



May 2021

École Mary Hill Elementary

School Mission:

Within our community we strive to develop enthusiastic, respectful citizens who value diversity and learning and who pursue excellence in a safe and caring environment.

École Mary Hill Elementary School Code of Conduct

I. INTRODUCTION

École Mary Hill 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. School cultures are shaped by the values and attitudes of the people they involve: school staff, students, parents and the wider community. At École Mary Hill, 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.

Students, while attending school and school-sponsored functions and activities, shall be subject to the District Code of Conduct for Students and the school's rules of conduct and deportment established by the Principal. 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. (Policy 17 -no. 6)

Safe, caring and orderly schools don't just happen; they are developed by committed and thoughtful school communities using appropriate and ever-improving policies, procedures and practices.

The purpose of this document is to provide a basic framework and common expectation for École Mary Hill Elementary students. The guidelines reflect the provincial standards for "Code of Conduct", as directed by School Act 85 (2) (c).

II. CODE OF CONDUCT: KEY ELEMENTS

1. Process

- Discussions, presentations, input to and from staff at École Mary Hill
- Discussions, presentations, input to and from the École Mary Hill PAC (Parent Advisory Council)
- Discussions and input to and from representative groups of multi-age students

2. Communication

- Code of Conduct published in student agendas and posted on school web site
- Revisions communicated in school newsletters as needed
- Discussions with PAC and Staff
- Discussions and reviews of the Code will occur in classrooms and at school gatherings, as appropriate.
- Parents and students will be reminded that the Code is in effect should students be participating in extra-curricular field trips and/or after-school events or programs.

3. Implementation

- Strategies are continually reinforced to develop socially responsible behaviours in all students from K-5
- Classroom teachers purposely teaching principles and skills that will assist students in increasing their self-regulation and conflict resolution capacities
- Grade-group meetings will reinforce procedures and expectations for recess/noon play times
- Noon-hour supervisors will adopt common language and strategies taught in school
- Focused School Goal of taking responsibility for one's own learning is applicable to social behaviour.
- Developing and applying a school-wide framework to address interpersonal problem solving with common language and approach will
- Communication between teachers and parents occurs when student demonstrates notable or repeated unacceptable behavior.
- Parents are expected to review the Code of Conduct with their child at the start of the school year and to submit confirmation of this on the Forms Policy Sign-Off sheet that is to be returned to the school at the start of each school year.

4. Monitoring and Review

- Annual review and update of the Code of Conduct. Changes are presented and explained.
- Meetings to review emerging patterns of behavior that require a focused level of support.
- Tracking of Social Responsibility performance standards for our K-5 students as part of our Action Plan for Learning (APL) assists in monitoring our collective progress.

5. Alignment

The Code of Conduct will align intently with:

- Classroom teaching relating to Social Responsibility and Social Emotional Learning
- Our 2021-22 Action Plan for Learning school goal
- The Human Rights Code
- The District 43 Code of Conduct

6. Standards

a) Statement of Purpose

- To establish and maintain a safe, caring and orderly environment for purposeful learning
- To assist children in developing socially responsible behaviours, showing a developing awareness of their role as ethical decision-makers and moral citizens.

b) Conduct Expectations

Conduct expectations apply to during instructional time, break times, during school-organized or sponsored activities and beyond the school day. We acknowledge that online behaviour can negatively impact the safe, caring or orderly environment of the school and/or student learning. Although the focus of this document is on student conduct, it is expected that all adults choose and model acceptable conduct at all times. Please note that E-cigarettes, vaping and marijuana are not permitted on District property.

Acceptable conduct

Students are expected to act in a respectful and safe manner at all times during the school day. This includes arriving at and leaving school, attending field trips and school functions at any location.

Students should:

- Treat all students and all staff members with care and respect
- Act in a safe and responsible manner
- Respect personal space and property
- Respect the right of students to learn and teachers to teach
- Follow the rules, guidelines and instructions of all staff
- Report incidents of bullying, harassment or intimidation to staff in a timely and discreet manner
- Use computers and all technology responsibly
- Be integral participants in the solving of problems or conflicts which may involve them
- Be honest and forthcoming about information pertaining to any situation that involves them.
- 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 (not an all-inclusive list)

Students should not:

- Initiate or participate in acts of bullying (physical, verbal or relational), including cyber bullying
- Be involved in illegal acts such as possession of illegal substances, weapons
- Be involved in theft or property damage
- Be disrespectful with words or actions toward any student or adult, including guests in our school.
- Engage in any form of rough play or fighting
- Throw objects or stones other than play equipment
- Bring unsafe or inappropriate items to the school
- Enter an unsupervised area of the school without permission

Rising expectations

As students progress through École Mary Hill Elementary, they will assume the role of leaders. Our intermediate students are looked upon by the younger students to set good examples of socially responsible behaviours. Our intermediate students are expected to model acceptable conduct for our school community. Therefore, our older students will assume:

- Increasing personal responsibility and self-discipline

- Increasing consequences for inappropriate behavior

Special needs 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. (Policy 17 – no. 10)

c) **Consequences**

Natural and logical consequences will be used to address breaches of the Code of Conduct. Consequences are intended to promote thoughtful reflection by the student regarding the impact of their behavior on self and others rather than merely being punitive. We believe that a *restorative process* can help to promote social growth and repair relationships. We believe students' social behavior can improve as result of the insight that experience brings. In order to respond consistently and fairly to infractions, the severity and frequency of the infraction and the age and maturity of the child will be considered by school staff.

Serious breaches of the Code of Conduct may result in a student suspension should the breach create an unsafe environment for him/herself, other students or school staff.

All reasonable steps will be taken to prevent retaliation by a person against a student who has made a complaint of a breach of the Code of Conduct.

Special considerations may apply to students with special needs if these students are unable to comply with the school code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature

d) **Notification:**

Parents and guardians will be notified should there be a serious breach of the Code of Conduct. Parental involvement is necessary to help the child adjust his/her behaviour in order to meet Code of Conduct expectations. Should a serious breach of the Code of Conduct involve other students, the following parties will receive notification:

- parents of student offender(s)
- parents of student victim(s)
- school district officials, if deemed necessary
- police and/or other agencies as required by law

Please note that notification to parents will include details of the incident, not of consequences issued to specific children other than their own.

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.

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.