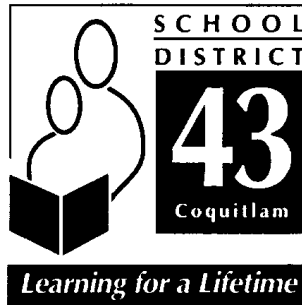


Code of Conduct

2018-2019



June 2018

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.

I. INTRODUCTION

The purpose of this document is to outline the key elements of our school code of conduct and to recognize that these elements will change and adapt to reflect the needs of our school community. It also provides a basic framework and common expectations that will benefit all schools throughout the province of British Columbia by establishing and maintaining a safe, caring, orderly environment in our schools.

II. CODE OF CONDUCT: KEY ELEMENTS

1. Process

School staff, Parent Advisory Council and students will review the current code of conduct annually to ensure it continues to meet the Ministry requirement of page 15 of A Guide for Safe, Caring and Orderly Schools.

- School Code of Conduct was reviewed and updated June 2018
- Staff/Students reviewed the Code of Conduct in June 2018
- Mary Hill PAC reviewed the Code of Conduct in June 2018
- Parents and students sign the Code of Conduct in September each year to confirm that they understand the expectations

We will continue to work together collaboratively to meet the provincial standards, as well as ensure these standards meet the current needs of our school. Our focus for the school through our SEL (social emotional learning) based APL (Action Plan for Learning) is centered around developing resilience and integrity in our students. Research shows that you need to have a systematic, long term, multi-faceted program to have a positive change. We will be using strategies from the Seven Habits of Happy Kids, 2 I's and a R (taking responsibility for their own actions and responses), MindUp (this is a comprehensive, classroom-tested, evidence-based curriculum framed around 15 lessons that foster social and emotional awareness, enhance psychological well-being, and promote academic success), use of Self-Regulated Classroom Structures/Setup, Restorative Practices, MindYeti, and CIA(Caring In Action). We will be focusing on the areas of Taking Care of Ourselves, Taking Care of Others, Taking Care of the Environment.

2. Communication

Student conduct is reviewed throughout the school year, during our morning announcements (a "Virtues thought for the day" read over the PA) and at assemblies. Our expectations are also taught throughout the year in individual classrooms in the form of key behaviours and strategies being presented, discussed, and role-played. The code of conduct is stated in print in all student agendas as well as posted on the school website and a parent signature and a student signature are requested as acknowledgement that the code of conduct has been reviewed by the parent AND student.

- We work collaboratively with our parents and students to make our code of conduct more meaningful to all members of our school community
- The Code of Conduct is distributed to all employees of the board each September
- All employees of the board who are assigned to the school during the school year are provided with the Code of Conduct
- The Code of Conduct is displayed in a prominent area in the school

3. Implementation

Behavioural expectations outlined in the code of conduct are consistently taught and actively promoted. Responses to unacceptable behaviour are consistently based on sound principles and are appropriate to the context of the incident. The PAC reviews the Code of Conduct each year in the spring and all parents and students sign the agenda/online form each September to show that they have read and understood the expectations and that they will uphold them.

4. Monitoring and Review

All members of the school staff continuously monitor student conduct. Acceptable behaviours are taught at the classroom level and encouraged at school assemblies. School staff and parents represented through the School PAC will review the code of conduct on an annual basis.

Currently we:

- Monitor and review positive and negative behaviours
- Track these behaviours to identify patterns
- Promote and publicly recognize positive behaviours
- Attempt to apply consequences for negative behaviours in a consistent, meaningful and fair manner
- Grade Four students are surveyed each year to assess feeling of safety at school

5. Alignment

School codes are shared with the Southside Family of Schools to promote consistency and common themes for students as they move through their school career. An alignment is evident in the principles applied across the three distinct configurations of school settings for students at elementary, middle and secondary. As well, our code is reviewed by district staff to ensure that it aligns with district standards and expectations.

6. Standards

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

- “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.”*
- b. Statement of Purpose**

The purpose of the Code of Conduct is to establish and maintain safe, caring and orderly environments for purposeful learning. All staff members have equal authority and responsibility to encourage appropriate behaviour and to deal with the inappropriate behaviour of students.

- c. Conduct Expectations**

Acceptable Conduct

As a community we expect all our members including staff, students and parents to behave the way you want to be treated. This requires that all members of the school community will;

Take Care of Themselves, Take Care of Others, Take Care of the Environment

Unacceptable conduct

The following statements are cited as examples only and are not intended to be all inclusive. Those in authority, adult supervisors, teachers, vice-principals and principals will consider the severity and frequency of unacceptable conduct in determining appropriate disciplinary action.

Unacceptable conduct is behaviour that:

- interferes with the learning of others
- interferes with an orderly environment
- creates unsafe conditions
- willfully damages property of others

Unacceptable conduct is shown in actions that:

- involve bullying, harassment, or intimidation
- bullying includes but is not limited to physical and verbal intimidation, verbal harassment and cyber bullying, occurring on or off school property (Policy 17)

- involve physical violence
- demonstrate non-compliance with those in authority
- retribution against a person who has reported incidences

Rising Expectations

As students develop and become more mature it is expected that they will increase their level of self-discipline and personal responsibility. These expectations are embedded in the Ministry of Education's Performance Standards of Social Responsibility. These standards are developmental and categorized within the following descriptions:

1. Not Yet Within Expectations – the student shows little evidence of progress toward expected knowledge, skills, and attitudes.
2. Approaching Expectations: the student shows evidence of expected knowledge, skills and attitudes however the student needs support in some areas.
3. Meeting Expectations - there is clear evidence of expected knowledge, skills, and attitudes.
4. Exceeding Expectations - there is evidence of independent, voluntary application and extension of expected knowledge, skills, and attitudes.

c. Consequences:

When a student does not act in a respectful or responsible manner, it will be necessary for the school to have consequences to help the student re-establish positive behaviour. The following statements will guide the action taken:

- discipline of a student must be similar to that of a kind, firm and judicious parent, but MUST not include corporal punishment. (School Act Section 76(3))
- responses to unacceptable conduct are corrective and restorative in nature rather than punitive
- students as often as possible are encouraged to participate in meaningful consequences for violations of the code of conduct.
- If problem behaviour is on-going and more serious, The School Based Team and the parents may be consulted to create a behaviour plan to give the student strategies to monitor his or her own behaviour.
- 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.
- All reasonable steps will be taken to prevent retaliation by a person against a student who has made a complaint of a breach of a code of conduct
- 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.

d. Notification:

There is a system for increased intervention and notification. School staff may, depending on the severity and frequency of unacceptable conduct, employ one or more of the following steps:

- **Classroom based intervention.** Teachers may use a variety of strategies such as progressive removal, loss of privileges etc. any of which may result in a visit with the principal. Parents will be notified of serious or repeat concerns.
- **School based intervention.** If behaviour continues to be a concern then parents, principal, teacher and relevant others are to be involved in problem solving and appropriate consequences.
- **District based intervention.** If behaviour continues, or in the event of willful destructive, dangerous or defiant behaviour, the principal, parents, relevant school and district staff are to be involved in problem solving and appropriate consequences.

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 will be asked to return to school with their child to make a commitment to improve the child's behavior. If concerns are unresolved, School District personnel are notified as required by District Administrative Procedure 355.

Note: The goal of any intervention is to have a student re-establish positive behavior, and to engage in purposeful learning. At all levels we will work in a restorative nature with all parties. The goal is to learn from your mistakes and then to work towards better decision making and actions in the future.