

**MUNDY ROAD ELEMENTARY SCHOOL**  
**CODE OF CONDUCT**  
**2023-24**

**Mission Statement:**

Building a safe, caring school community that ensures quality learning opportunities for students.

**I. INTRODUCTION:**

Mundy Road's Code of Conduct follows the guidelines of the School Board. All 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 a Code of Conduct in place, it is expected that all British Columbia schools will revisit their existing Code of Conduct and/or develop a new Code of Conduct reflecting the provincial standards.

**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"*

The Mundy Road Code of Conduct has been developed through discussions with the School Planning Council (SPC), the Parent Advisory Committee (PAC) and the staff. In 2004, the Code of Conduct was reviewed, and the content of Codes of Conduct from neighbouring schools was considered. Through examination and use of the new Ministry guidelines, a draft copy of the new Code of Conduct was made. In 2005, the draft was presented to the School Planning Council for review and input, as well as considering the input from staff and the Parent Advisory Council. The draft was then revised to reflect such input.

We again invited all parents and guardians to participate in a Code of Conduct Review Meeting in May, 2012.

Up until, 2015/16 school year, our School Planning Council has met throughout the year with the administrator, and their feedback provided the school with their perspective on the implementation of the Code of Conduct. The School Planning Council most recently met in May of 2015 to discuss the Code of Conduct and then reported back to the PAC at their AGM and then met again in June of 2015 to discuss any revisions. In 2016-2020 the Code of Conduct was reviewed at the school level and, as with all years, parents were encouraged to give feedback at any time in the year.

Our school population reviews the Code of Conduct in many different ways throughout the year, including it being used as a continual teaching tool in the classroom and a topic for review at staff meetings. Our Code of Conduct is in all our student planners.

The Code of Conduct is posted on our school website. It is requested that all parents/ guardians read the Code of Conduct with their child(ren) and provide the school feedback at any time in the year.

## **2. Communication:**

*"Expectations regarding acceptable conduct are made known to all students, parents and school staff, as well as to temporary staff or visitors. Protocols while acting as ambassadors of the school are made known to students, parents, coaches and involved members of the greater community."*

Mundy Road's Code of Conduct is printed in our school's student planner, and each student and parent is required to review it and then identify they have read and agreed to it. It is further discussed and practiced with students through school-wide assemblies, classroom activities, and theme weeks. Communication to parents is achieved through the Parent Advisory Council (PAC) meetings, as well as on the school website. Professional development, staff meetings and the staff packages are methods used to communicate and review our School Code of Conduct with staff members. Mundy Road further provides the Code of Conduct to support any temporary staff assigned to the school throughout the year.

## **3. Implementation:**

*"Behavioural expectations outlined in the code of conduct are consistently taught and actively promoted. Responses to unacceptable behaviour are based consistently on sound principles and are appropriate to the context".*

A major goal for each year will be the teaching and promotion of the code, as well as the recognition of students who demonstrate exemplary behaviour in terms of the code. We will continue to promote socially responsible attributes. We will continue to work as a school to model and teach socially responsible behaviour on an ongoing basis and will respond to unacceptable behaviour by referring to the expectations outlined in the code.

## **4. Monitoring and Review:**

*"Conduct is continuously monitored to ensure code reflect current and emerging situations and are contributing to school safety"*

*"Codes of Conduct are reviewed and improved in light of evidence gathered and/ or relevant research, and are revisited as a part of a regular cycle of policy review."*

Student behaviors are monitored through teacher and staff referrals. We celebrate the positive behaviours through a variety of means; notes to students, notes to parents and one-to-one meetings.

We will continue to monitor student behavior using a variety of methods such as the performance standards and office referrals. Parent and Student Satisfaction Surveys will also be used to further refine the Code of Conduct on an annual basis. Once again, a proactive approach whereby we regularly try to celebrate the positive behavior we see, rather than focusing on the negatives, seems to be most effective in our school community. At the September PAC Meeting the Code of Conduct will be reviewed, and at the September staff meeting, teachers review the Code of Conduct. The Code of Conduct will continue to be reviewed throughout the year at the school level with opportunities for parents to give feedback. Our continual teaching about our Code of Conduct has helped shape the social responsibility lessons. Teachers regularly reassess at staff meetings and in grade group

meetings what our school needs are, and then address those needs specifically. Our goal is to continually further develop what we need, in order to maintain a safe, caring and orderly environment for our students.

## **5. Alignment:**

*"Codes of conduct are compatible between schools in the community and across elementary, middle and secondary levels."*

The Mundy Road Code of Conduct is in alignment with other schools within our local community of schools that feed into our receiving middle schools. This helps us provide a smooth transition as students move on to the next level of their education. It is also in alignment with District Policy 17 (District Code of Conduct for Students), District Policy 18 (Violence, Intimidation and possession of Weapons) and District Administrative Procedure 355 (Suspension of Students).

## **6. Standards:**

### **a) Statement of Purpose:**

The purpose of the Code of Conduct is to establish, clarify, and maintain expectations for students in a safe, caring and orderly environment.

### **b) Conduct Expectations:**

#### **Acceptable Conduct:**

Mundy Road 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."

These expectations apply to behaviour at school, during school-organized or sponsored activities and behaviour beyond these times (including on-line behaviour) that negatively impacts the safe, caring or orderly environment of the school, and/or student learning.

#### **Students at Mundy Road Elementary are expected to demonstrate:**

##### **(i) Respect for yourself**

- Follow directions the first time
- Be a good listener
- Help others
- Accept responsibility for your own behavior and progress

##### **(ii) Respect for Others**

- Keep your hands, feet and unkind words to yourself
- Treat all others with kindness, acceptance and understanding
- Listen to the direction of the teacher

- Speak in a respectful tone to all others and use appropriate manners
- Play according to the rules of the game

**(iii) Respect for Property**

- Look after your own space and belongings
- Touch or use the property of others only with their permission
- Do your part to take care of the school building and community

**(iv) Respect for Learning**

- Understand everyone has the right to learn
- Respect quiet spaces by moving appropriately in our hallways
- Encourage and support each other's learning
- Complete work on time
- Help to be responsible for your own learning by arriving on time, and prepared with the necessary materials.

**Unacceptable Conduct:**

Student conduct which interferes with the learning or safety of other students, or the maintenance of an orderly learning environment is considered to be unacceptable. The following behaviours are deemed unacceptable; they are broad in nature and are not intended to be all-inclusive.

- Acts of bullying, harassment, or intimidation (including cyber bullying), physical violence (fighting, rough play) or retribution against a person who has reported incidents.
- Illegal acts such as possessions, use or distribution of illegal or restricted substances possession or use of weapons or theft or damage to property.
- 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.

**Rising Expectations:**

As students' progress through Mundy Road Elementary, they will grow to assume the role of leaders. Our intermediate students are looked upon by the younger students in the school to set good examples of socially responsible behaviors. Intermediate students are invited to join the Student Leadership Teams at school and there are a variety of leadership roles available to them. Our older students are expected to model acceptable and positive conduct for the school community. Therefore, it is expected that our older students will be expected to continue to meet expectations in the Social Responsibility Competencies Standards for the appropriate grade level. We expect increasing personal responsibility and self-discipline and will apply increasing consequences for unacceptable conduct as students move from Kindergarten through to Grade five. The more students can demonstrate positive, pro-social behaviour, the more the whole school community can benefit.

### c) Consequences

There are natural and logical consequences for students if they choose to behave in an inappropriate manner. Fair and logical consequences are the response to inappropriate behaviour and will be implemented based on the severity and frequency of the behaviour. In order to respond consistently and fairly to any infractions, the severity and frequency of the infraction, as well as the age and maturity of the students will be considered by staff members. Consequences and support will be restorative and preventive and designed to educate the child.

As a school we recognize the importance in modeling respectful and responsible processes for managing conflict. Whenever possible we try to use a restorative approach to resolving conflict and teaching pro- social behaviors.

*Restorative Practice: the fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things with them, rather than to them or for them. (International Institute for Restorative Practices)*

<http://www.iirp.edu/what-is-restorative-practices.php>

*The focus of behaviour interventions should be to recognize and repair the harm done, teach and reinforce positive behaviours and return the offender to the community stronger and more resilient than before the offense.* <http://www.iirp.edu/what-is-restorative-practices.php>

Every effort will be made to support all students. However, if there are ongoing conduct issues after having implemented restorative interventions, more traditional discipline approaches may be used, separate or in conjunction with restorative interventions. All disciplinary decisions will be made with respect to the individual and context, and responses to conduct issues will take into consideration the student's age, maturity, and past conduct.

If a problem is ongoing or more serious, the parents and school-based team will be engaged in establishing a plan to help the student develop strategies enabling them to better monitor their own behaviour.

Special consideration may apply to the imposition of consequences for 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 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 Director of Information and Learning Technologies Stephen Whiffin, at [swhiffin@sd43.bc.ca](mailto:swhiffin@sd43.bc.ca).

**d) Notification**

In serious or repeated breaches of our Code of Conduct, the school has the responsibility to notify the parent/guardians of the student offender, and where appropriate, the parents of the victim. Students and parents also have a responsibility to notify school officials of any situations that breach our Code of Conduct.

Depending on the seriousness or frequency of the student conduct, there is an escalation of intervention and notification. The student may receive consequences in the following manner:

Directly from the classroom teacher, playground supervisor or other staff member

- Principal involvement
- Contact the parent(s)/guardian(s), by phone, in person, and in some cases, reiterated in a letter, if the student has been suspended, informing them of the inappropriate incident and/or behaviour
- School based team intervention
- District based intervention

Where concerns are unresolved, School district personnel are notified as required by District Policy. (<http://www.sd43.bc.ca/Board/Policies/Policies/Forms/Sorted.aspx>)

School website: [www.mundyroad.ca](http://www.mundyroad.ca)