



Porter Street Elementary Code of Conduct 2021-2022



Introduction to our Code of Conduct

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Process:

All BC schools include students, parents, and staff in the development and review of Codes of Conduct. Our Code of Conduct is updated each spring in consultation with our partner groups - Staff, School Planning Council, and District Leadership. All are given an opportunity to provide feedback.

This document is meant to be dynamic, living, meaningful and authentic, so feedback is always welcome.

The purpose of this document is to reflect the new provincial standards for “Codes of Conduct”, as stated below:

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 codes of conduct in place, it is expected that all British Columbia schools will revisit existing codes and/or develop new codes of conduct reflecting the provincial standards.

(Safe, Caring and Orderly Guide, page 15)

Our Code of Conduct is meant to inform our community members

about the procedures, policies, protocols and practices we use at Porter Street to ensure that our school community is a safe, caring, and orderly one.

As prescribed on p. 9 of ‘Safe, Caring and Orderly Schools’, BC Ministry of Education, March 2004: Porter Street strives to develop a positive school culture, and is committed to fostering optimal environments for learning. Members of the school community share a commitment to maintaining a safe, caring and orderly school. The school focuses on school-wide efforts to build community, fostering respect, inclusion, fairness and equity. Expectations of acceptable conduct are consistent and are regularly reinforced as much as possible. Staff members teach, model and encourage socially responsible behaviours that contribute to the school community, and that solve problems in the peaceful ways that value diversity and defend human rights.

The school defines “bullying” as “one-sided, unfair and/or repetitive” negative behaviours such as physical violence and attacks, verbal taunts, name-calling and put downs, threats and intimidation, extortion or stealing of money/possessions, exclusion from peer group, racial verbal abuse, inappropriate internet use that interferes with learning in the school. (Cyberbullying).

The school defines “conflict” as negative behaviours where the participants appear to have relatively equal power.

The school avoids the use of the term “zero tolerance”, as the term itself is broadly and subjectively defined and applied.

The purpose of this document is to provide a basic framework and common expectations for Porter Street Elementary students. The guidelines reflect the new provincial standards for “Code of Conduct”, as directed by the School Act 85 (2)(c).

Communication

Expectations regarding acceptable conduct are made known to all students, parents and school staff, as well as to temporary staff and visitors. Students, parents, coaches and involved members of the greater community are also made aware of protocols to follow when acting as ambassadors of the school.

Provincial Standards For Codes of Conduct Order:

Authority: School Act, sections 85 (1.1) 168 (2) (s.1)

Ministerial Order 276/07 (M276/07) ~ Effective October 17, 2007

Orders of the Minister of Education

Ministerial Order 4 (c) (d)

- Boards must ensure that schools

within their school district

- provide codes of conduct to employees of the Board who are assigned to a school during the school year when they are so assigned
- provide the codes of conduct to students who start attending a school during the school year and their parents when the students start attending the school

The school makes expectations regarding acceptable conduct known to students, parents and school staff, as well as to volunteers, temporary staff and visitors.

The Principal has on-going communication with Noon-Hour Supervisors to support them in

applying the Code of Conduct. Volunteers become aware of the expectations when applying for volunteer status, and through discussion with staff. Visitors are apprised of expectations as necessary. Expectations while acting as ambassadors of the school are also made known to students, parents, coaches and involved members of the greater community.

Porter Street School includes a simplified version of the Code of Conduct in student planners. It is also included in the Parent Calendar. It is reinforced on a regular basis at school-wide assemblies, during the daily morning messages, at staff meetings, via school newsletters, on the school website and within the school climate to enhance student learning.

Implementation

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

Our Code of Conduct is explicitly taught at the beginning of the school year and promoted and referred to throughout the school year. In addition, we expect parents to read and sign off on our Code of Conduct and expectations accessed through our website.

We reinforce expectations through various home communications as the year progresses. The school often reminds parents and staff of the importance of modeling positive behaviours.

Throughout the year, staff members continue to provide age-appropriate direct instruction and actively promote socially responsible behaviour through various strategies which may include:

- class meetings

- circle structures
- HACE
- friendship skills
- direct classroom teaching and discussion
- student group work
- regular Morning Announcements (on the PA)
- Noon-Hour Supervisors, with Administration, review common expectations
- ongoing modeling by all adult members of the school community
- school assemblies and/or large gatherings focused on Social Responsibility

- our staff uses restorative language to help students process incidents
- Care Kits (K-3)
- SEL/SRL strategies

In April 2015 our staff unanimously adopted Social-Emotional Learning/Self-Regulated Learning as our new Action Plan for Learning school-wide goal. The staff have identified the SEL Core Competencies of Self-Awareness and Self-Management to assess. The 2021 May SEL data collected (please see our 2020-2021 Action Plan for Learning on our Public Website) will be reviewed and discussed to assist our staff guide and plan our SEL efforts for 2021-2022.



Monitoring and Review

Ministerial Order 5

Conduct is continuously monitored to ensure codes 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 part of a regular cycle of policy review.

Our Code of Conduct is reviewed each Spring by staff and SPC. This review is done in conjunction with our Action Plan for Learning (APL) review. Our review keeps research around best practice, self-regulation strategies and our Safe Schools District Focus in mind.

Our Learning Services Team have regular meetings to review students requiring behaviour support. We also record office referrals relating to behaviour support, and this data is shared with staff and students when needed. We have on-going contact in various forums with members of the school community to monitor and review the Code of Conduct.

This document is meant to be *living and dynamic and most importantly, authentic and meaningful to all*; feedback is always welcome.

Alignment

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

Porter Street's Code of Conduct is aligned with:

- other elementary schools in the district as well as the family of schools in our geographical area
- our District Code of Conduct and *Safe, Caring and Respectful Schools Focus*

Discussions with the members of our community of schools take place regularly throughout the school year. Structured opportunities to discuss these issues occur during select *Learning Without Boundaries* Meetings.



Standards - Statement of Purpose

Our SD43 (Coquitlam) Board of Education supports School Administrators and staff in the maintenance of proper order and discipline that is consistent with the Board policy, and believes that the responsibility for student discipline in school is shared among students, staff and parents.

Students are expected to conduct themselves responsibly at school, while going to and from school and while attending any school function at any location.

The purpose of the following sections are:

- 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



Porter Street 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.

Ministerial Order 6 (b)

6. Boards must ensure that the following elements are included in their codes of conduct:

- (b) a statement of purpose that provides a rationale for the code of conduct, with a focus on safe, caring and orderly school environments

The mission at Porter Street is to create a caring, respectful community of learners. The school community is focused on creating a socially responsible school climate to enhance student learning.

The school motto is:

***“Take care of yourself,
take care of each other,
take care of this place.
Together we are better.”***



Conduct Expectations

Porter School promotes the values expressed in the *BC Human Rights Code*

- ***As per Section 8 of Human Rights Code of British Columbia, students shall not discriminate against others on the basis of 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

Moreover, Porter School follows district policies regarding these conduct expectations as they apply to behaviour in all school related activities. This includes behaviour at school, during school-organized or sponsored activities, as well as behaviour beyond this scope, including on-line behaviour, that negatively impacts the safe, caring and orderly environment of the school, and/or student learning.

School members must be aware of and familiar with the District policy regarding acceptable use of school technology. Students should be aware that they may be subject to discipline for on or off school property misuse of technology if it negatively impacts on the school environment. This includes publishing or displaying anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the basis of any such grounds.

In addition, staff remind and encourage

students to inform a “tellable” adult, in a timely manner (in advance, if possible) of incidents of bullying, harassment or intimidation. Staff will engage students in purposeful learning activities in a timely manner so as to bring credit to the school.

Note that special considerations may apply to students with special needs if they are unable to comply with the Code of Conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.



Rights and Responsibilities

*I have the **RIGHT** to learn in this School.*

*It is my **RESPONSIBILITY** to follow instructions, remain on task, and not interfere with the learning of others.*

*I have the **RIGHT** to hear and be heard.*

*It is my **RESPONSIBILITY** to not talk or make noises when others are speaking.*

*I have the **RIGHT** to be treated with respect in this school.*

*It is my **RESPONSIBILITY** to treat all others with respect.*

*I have the **RIGHT** to be safe from physical and verbal violence in this school.*

*It is my **RESPONSIBILITY** not to physically or verbally harm anyone else.*

*I have the **RIGHT** to privacy and to my own personal space.*

*It is my **RESPONSIBILITY** to respect the personal space and property of others and to accept their right to privacy.*

Acceptable Conduct

Acceptable Behaviour May Look Like:

On the playground: Including others when appropriate, playing safely, keeping hands and feet to oneself, using kind and suitable words.

In the hallway: Walking, and staying to the right, using an inside voice, keeping hands and feet to oneself.

In the classroom: Listening carefully to others, working hard to

do one's best, never interfering with other people's learning, moving safely, respecting the property and space of others, using kind and suitable words.

In formal gatherings: Entering the gym silently, sitting properly and using kind and suitable words, keeping hands and feet to oneself, leaving the classroom when the bell rings.

In the washroom: Flushing the toilet, washing one's hands (with soap), reporting any problems to

an adult, taking care of the facility. In short, acceptable conduct is respecting self, others and the school. This helps keep the school a safe, caring and orderly place.

At lunchtime in the classroom: Staying seated at one's desk, eating only one's own lunch, eating all one's lunch and cleaning up after, using an 'indoor' voice when speaking.



Unacceptable Conduct

Porter Street Elementary School will treat seriously:

- behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, family status, physical or mental disability, sex or sexual orientation (prohibited grounds set out in the BC Human Rights Code)
- Students whose conduct interferes with the learning, safety or well-being of others or him/herself.

Students should not:

- discriminate against others on the basis of the 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 any such grounds

- Behave in any way that interferes with the learning of others
- Use behaviours that create unsafe conditions in the school, on the playground or on field trips
- Engage in acts of bullying, harassment, or intimidation

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

- Use any form of physical violence
- Engage in acts of retribution against a person who has reported incidents
- Engage in computer use, on or off the school grounds, that creates a negative learning environment for others
- Possess, use or distribute illegal or restricted substances
- Possess or use weapons
- Engage in theft or damage to property

Rising Expectations

Ministerial Order 6 (e)

6. Boards must ensure that the following elements are included in their codes of conduct:

(e) an explanation that the board will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a code of conduct.

- As students progress through Porter Street Elementary School, they will assume the role of leaders. In addition, it is expected that the level of personal accountability will increase and that leadership skills will develop and progress, in preparation for successful middle school experiences
- Increasing personal responsibility, self-discipline and self-regulation
- Increasing consequences for inappropriate behaviours that continue to occur even after staff have communicated with and involved parents

Solving Conduct Problems

Ministerial Order 7 (b)

7. Further to Section 6 (c), boards must do the following in the statement about consequences of unacceptable behaviour:

(b) include an explanation that special considerations may apply to students with special needs if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

- * Consequences to unacceptable conduct are pre-planned, consistent and fair
- * Special considerations may apply to students with special needs if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature

The staff of Porter Street School addresses student behaviour as it is observed and reported. The school endeavors to deal with behaviour in a restorative, rather than punitive, manner wherever possible and appropriate. In doing so, staff endeavors to match logical consequences or restorative actions with deeds and level of severity. Whenever a student exhibits behaviour that is deemed to be inappropriate, the staff member will support the student in the following fashion:

- For a minor deviation from expected behaviour, a staff person will speak directly to the child, ask the child to rate their behaviour and identify how the

behaviour could be different by making a different choice. An appropriate consequence may be designed to promote positive behaviour choices.

- Should a student deviate from expected behaviours in a more serious or in a repeated manner, consequences may include a time out, community service, a behaviour support paper or a written apology. Parental support in reviewing the school's Code of Conduct may be requested.
- For serious deviations from expected behaviour, logical consequences may include meeting with the Principal, being asked to eat lunch at home, a meeting with parents, an in-school suspension, or in even more extreme cases, a form of external suspension.
- 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.

Notification:

- Staff members involved will exercise their responsibility to inform parents of student offenders when the behaviour is deemed to be in serious violation of the Porter Street Code of Conduct or the District Code of Conduct.
- Parents of student victims will also be notified in such instances.

- *Follow-up:* all serious breaches of the Code of Conduct may include but are not limited to:

- ◆ Meeting with the parent before re-entry after a suspension
- ◆ Meeting with the student prior to return to class
- ◆ Where appropriate, follow-up with the victim within 2 weeks and again after 6 weeks to substantiate that negative behaviours have ceased.

Solving problems at Porter School will often be done in a manner that uses **Restorative Practice** as a way to help children "repair" damage done by acts that did not meet expectations. **Restorative Practice** is about restoring relationships and strengthening the children involved.

Certain issues and how they are handled, after consultation with the Assistant Superintendent and when deemed to be significant enough, will be communicated 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.

Restorative Practice

As a school and District, we recognize the importance of 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.

The fundamental premise of restorative practice is that people are happier, more cooperative, productive, and more likely to make positive changes to their lives, 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>). As a result, a focus of behavior intervention should be to help an offender recognize and repair any harm done. Furthermore, the purpose is to teach the offender moving forward, and then reinforce positive behaviors, in order to return the offender to the school community stronger, and more resilient than before the offense.

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.

School District No. 43 (Coquitlam) School Policies

The following district policies outline expectations for student conduct and are published on our school website.

Policy 1-A-66 Smoke Free Environment

Policy 11-B-77 District-Wide Network/Internet Appropriate Use

Policy 11-B-83 District Code of Conduct

Policy 11-B-84 Violence and Possession of Weapons

Policy 11-B-85 Suspension of Students

Policy 11-C-16 Race Relations

Policy 111-A-32 Personal Discriminatory and Sexual Harassment