

Code of Conduct

Introduction

Central School's Code of Conduct is written in consultation with staff, students and parents. This includes a Vision Statement published inside the school and in our S.I.P. This is being reviewed to include the perspectives of new staff and to re-affirm our commitment. A school wide review resulted in the A.R.T.S. acronym launched in September 2013 (see Appendix A). Behaviour matrices were developed for all areas of the school (Appendix B).

Statement of Purpose

Our Code of Conduct includes, but is not limited to, our school-wide system of Acceptance, Respect, Together, Safe (A.R.T.S). It applies in all areas of the school grounds, at all times and to all members of our school community. It also applies to all field trips. It also applies to any technology and supports our District "Acceptable Use Agreement". It also applies outside school hours and grounds, when the school's safe, caring and orderly environment is affected.

We understand that the needs of individuals must be balanced with the needs of the school community. With this in mind, we believe in being pro-active and creating an environment in which students are likely to succeed both academically, socially and emotionally. We understand the importance of student attachment and their need to belong. With this in mind, for the last three years, we have begun our first week in September working with our students on Belonging and Welcoming. Our focus is drawn mainly from "Learning In Safe Schools- creating classrooms where all students can learn," by Faye Brownlie & Judith King (2000). This is re-visited on a school-wide basis weekly on Pink Friday and in February during our Anti-Bullying focus.

Ecole Central Elementary School promotes the values expressed in BC Human Rights code respecting the rights of all individuals in accordance with the law. Ecole Central will treat seriously, behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender, sexual orientation, or age (prohibited grounds set out in the BC Human Rights Code).

Behaviour expectations

Appropriate

In accordance with the *BC Human Rights Code*, we promote a climate of understanding and mutual respect, "where all are equal in dignity and rights". We also oppose any publication or displaying of material of any kind that discriminates or exposes anyone to contempt or hatred. This includes but is not limited to graffiti, school or student publications and logos displayed on clothing.

Our A.R.T.S document (Appendix A) is prominently displayed in the hallways and classrooms and is published in our school agenda every year. This forms the basis for the teaching of Social Responsibility in our school. It is also used as a reference for support staff, teachers and administrators when talking with students about pro and anti

social behaviour. Pro-social behaviours, such as letting others' work, walking quietly in the hallway, using an "I" message, are identified and taught. Students are given an opportunity to rehearse them and are given a pre-correction before they transition. They include teaching around personal safety, developing a healthy work ethic and representing the school well.

Of particular interest to the school is how to support the appropriate use of personal devices such as smart-phones and ipods. We have found that students lack the self-regulation and maturity to always follow appropriate-use guidelines. We will continue to teach appropriate use as we do other concepts, by the use of general rules, examples, encouragement and practice.

Behaviour expectations

Inappropriate

Although we teach behaviours by identifying what we want our students to do, we recognize that defining anti-social behaviours is necessary. It gives our students the language and the confidence to report unsafe situations. Common examples of these behaviours include name-calling, arguing, disrupting learning. At the school level, this may look like making noise in the hallway so that it disrupts others' learning, rough play outside, making a mess in the washroom. There are more serious behaviours that are dealt with directly by the Principal and Vice-Principal. An example of these may be leaving the premises without permission, bullying (including cyber bullying), fighting or threatening and potentially, the use of drugs and bringing weapons into school. This is also true of inappropriate use of personal devices such as smart phones, where anti-social behaviours may range from use during instructional time or 'screen-free' times to bullying or inappropriate content.

We also recognize that students vary in their level of understanding depending on their age and physical and social maturity. This is particularly true of students with special needs. Our expectations for our students need to be appropriate to their level of understanding. Consequences for anti-social behaviour also need to be appropriate to students' level of understanding. In the case of very young children and children with special needs, we would seek to provide learning opportunities that focus on appropriate social behaviour. We would also seek to provide support for teachers to integrate these teachings into the classroom.

Consequences

Anti-social behaviours are directly related back to our Rights and Responsibilities and any behaviour criteria that individual classes have established. Consequences may include a discussion about which rights were infringed, an act of community service, a playground restriction. We also try to include a discussion about replacement behaviours. Persistent or a sudden change in frequency of behaviours may lead to a School Based Team Meeting around whether we need to have behaviour plans in place. We are also beginning to explore strategies such as 'Solution Focused Strategies'. We also recognize that the Principal, Vice Principal and teachers may have a responsibility to inform parents, guardians and/or outside agencies of the more serious breaches of the Code of Conduct.

Procedures in addressing Anti-social behaviours

When addressing anti-social behaviour, we talk to the students in terms of consequences and restitution. We frequently involve the parents, but are mindful that some disputes are more effectively resolved in school, usually where the home circumstances would inflame a situation. We use our judgement, consider our relationship with that child and make decisions based on that. Where there are significant concerns and the danger of harm between students, we have in the past used district resources, such as Healing Circles to achieve lasting resolutions. We have also accessed District support to develop Safety Plans for individual students. We are mindful that the Principal and her designate have recourse to use extreme consequences such as exclusions and suspensions. However, we understand the need to apply these carefully. We **never** use “zero tolerance” language or consequences because of the damage they do to our students’ attachment to the school. Our strategies and evidence is recorded in the Social Responsibility goal of our School Improvement Plan. We include in this behaviours that occur away from school but impact our environment, including cyber bullying (see below, Bullying).

Our staff has produced a series of Behaviour Matrices for different locations in our building (Appendix B) in which we have specified expected behaviours. Teaching this in classrooms begins during the first week of September with class and school-wide activities and may take the form of exploring what this looks like/sounds like, usually using the question “What’s important about ... (walking in the hallways/inside lunch)?” The school’s PBIS team will re-formed in September 2014 in part to help build lessons that link A.R.T.S to everyday instruction. Some teachers have been involved in Collaboration around this and developed rubrics with their students so they can assess their own behaviour. There has been a high level of success using this strategy.

Students’ needs, both in terms of their learning and their behaviour, is reviewed and discussed at Learning Services Team meetings, school based team meetings or staff meetings. Where students make errors in their behaviour, we work together to address this.

The Principal and Vice Principal manage a data-base that collates information on Social Responsibility. This is reviewed by staff and the PAC. This is updated shared in accordance with District guidelines.

Bullying

We understand that there are specific features of anti-social behaviour that constitute a bullying situation. This includes any bullying and cyber bullying. that happens away from school but impacts school life. We **do not** take the view that if it happens away from school, we cannot deal with it.

We use the definition of bullying from “Developing and Reviewing Codes of Conduct” to help us clarify these situations. **Is it frequent**, repeated over time, is there an anticipatory fear in the mind of the person being bullied? **Is there intent to harm**, either physically or emotionally? **Is there a power imbalance**, whether it is social status, physical size and strength, support from a peer group? We also refer to the same document for our definition of cyber-bullying; bullying behaviour which is carried out through an internet service such as email, chat room, blog, discussion group or instant

messaging. This applies to any cell phone technologies and any such technologies in the future.

We understand that this may require a more comprehensive response than our response to a 'behaviour mistake'. This will in nearly all circumstances, include a meeting with parents/guardians, may include meetings with the Special Education Team, a School/District Based Team, a Multi-Agency team. We will move to protect the victim(s) and work to educate the aggressor. This may include counselling, restitution, meetings with outside agencies, such as RCMP or Social Services.

Consequences

We do not have a system of graduated consequences; this is currently under review, as we believe that students do not necessarily benefit from 'Lock Step' consequences. We are, however looking to clarify which behaviours may lead to an office referral and which should be dealt with in class. We are looking to avoid inconsistency in the consequences we use. Consequences for an office referral usually take the form of restitution in service to the adult or to the school. One example of this is a Grade 4 boy who frequently made a mess in the boys' bathroom. After a discussion with the parent, the student met the custodian who had to clean up after him. At the end of every day, the student would work with the custodian for an hour. They developed a good relationship and both gained from the experience.

The PAC is a good representative of, and advocate for, our parents; they often bring issues to the meetings and we work to resolve them together. We communicate any changes in routine or expectation through our website or specific letters home. We hope to begin to extend this by offering discussion groups for parents around these issues.

Concerns about behaviour outside school

A great many of our students come to school with deficits in social skills. We try to be sensitive to this and balance the need to create a sense of belonging in these students, with the safety and well-being of the school community. We teach that even if problems begin outside school, they can have an impact in school and we will take steps to deal with this. The same applies if a class is on a field trip. They are reminded that they are representing the school and that being outside school is less predictable. We are particularly vigilant concerning higher risk visits and will remove a student from a trip if the risk to the group is too great. We do so with reluctance, in consultation with the district and parents and if all other options have been explored.

École Central Elementary
School of the "ARTS"



Appendix B :

Ecole Central Elementary School of the Arts

		Primary Classroom Salle de classe
A	Acceptance Accepter	<ul style="list-style-type: none">- Accept everyone for who they are. / Accepte les autres tels qu'ils sont.- Politeness (politeness). / Sois poli.- Care for others. / Sois compatissant.
R	Respect Respecter	<ul style="list-style-type: none">- Respect everyone (one another). / Respecte tout le monde.- Treat others the way you would like to be treated. / Traite les autres comme tu veux être traité.- Listen when others are speaking. / Sois attentif quand les autres parlent.
T	Together Tous	<ul style="list-style-type: none">- Friendships, everyone belongs. / Amitiés, tout le monde fait partie du groupe.- Class is a family. / Une classe est une famille.- Together we can accomplish anything. / Ensemble nous pouvons tout faire.- Help others. / Aide les autres.
S	Safe Sécurité	<ul style="list-style-type: none">- Safe words and be kind to others. / Surveille ce que tu dis et sois gentil avec les autres.- Make good decisions. / Prends de bonnes décisions.- Walk. / Marche.- Respect personal space, belongings, feelings. / Respecte l'espace personnel des autres, leurs choses et leurs sentiments.

		Intermediate Classroom Salle de classe
A	Acceptance Accepter	<ul style="list-style-type: none"> - Be yourself (accept yourself), don't be who you are not. / Sois toi-meme (accepte tes faiblesses et tes forces). - Accept everyone for who they are. / Accepte les autres tels qu'ils sont. - Accept the requests of adults in the school. / Accepte les demandes de tous les adultes. - Care for others. / Sois compatissant.
R	Respect Respecter	<ul style="list-style-type: none"> - Respect everyone (one another). / Respecte les autres. - Respect the space of others. / Respecte l'espace des autres. - Give everyone a chance to speak and be heard. Permetts aux autres de s'exprimer et de se faire entendre. - Treat others the way you would like to be treated. / Traite les autres comme tu veux être traité. - Respect the rules. / Respecte les reglements. - Be Polite. / Sois poli.
T	Together Tous	<ul style="list-style-type: none"> - Help Others. / Aide les autres. - Make a difference as a class. / Faites une différence comme classe. - Everyone is included. Tout le monde est inclus. - Sharing books, computers, etc... / Partage tes livres, ton ordi, etc...
S	Safe Sécurité	<ul style="list-style-type: none"> - Safe words and be kind to others. / Surveille ce que tu dis et sois gentil avec les autres. - Pick up after yourself. / Ramasse tes choses. - Walk. Marche. - Respect personal space, belongings, feelings. / Respecte l'espace des autres, leurs choses, leurs sentiments.

		Playground La cour d'école
A	Acceptance Accepter	<ul style="list-style-type: none"> - Allow and invite others to play with you. / Permetts et invite les autres à partager les jeux. - Take turns. / Chacun son tour. - Make friends. / Fai-toi des amis. - Accept everybody. / Accepte tout le monde. - Honour personal space. / Respecte l'espace des autres.
R	Respect Respecter	<ul style="list-style-type: none"> - Take turns. / Prends ton tour. - Respect equipment and people. / Respecte l'équipement de jeu et les personnes. - Respect personal space. / Respecte l'espace des autres. - Exit and Enter right away. / Sors et entre immédiatement. - Use kind words. / Emploie des mots doux.
T	Together Tous	<ul style="list-style-type: none"> - Take turns and play together. / Chacun son tour et jouons ensemble. - Play fair. / Sois juste et équitable. - Share equipment. / Partage l'équipement de jeu. - Help out others. / Aide les autres
S	Safe Sécurité	<ul style="list-style-type: none"> - Be mindful of others. / Prends garde à ceux qui sont autour de toi. - Treat others the way you would like to be treated. / Traite les autres comme tu veux être traité. - Keep hands to self. / Garde tes mains à tes cotes. - Stay outside (with supervisors). / Reste dehors avec les surveillants.

		<p>Washroom</p> <p>Salle de toilettes</p>
A	<p>Acceptance</p> <p>Accepter</p>	<ul style="list-style-type: none"> - Be quiet for others. / Sois calme pour les autres. - Use kind words. / Emploie des mots doux. - Respect privacy. / Respecte l'espace privé des autres. - Follow bathroom rules. / Suis les règlements de la salle de toilettes.
R	<p>Respect</p> <p>Respecter</p>	<ul style="list-style-type: none"> - Wash your hands. / Lave tes mains. - Respect privacy. / Respecte l'espace privé des autres. - Flush the toilet. / Active la chasse d'eau. - Stay calm. / Sois calme.
T	<p>Together</p> <p>Tous</p>	<ul style="list-style-type: none"> - Keep the bathroom clean for others. / Garde la salle de toilettes propre pour les autres. - Be quiet and respectful for others. / Sois calme et respecte les autres.
S	<p>Safe</p> <p>Sécurité</p>	<ul style="list-style-type: none"> - Wash your hands. / Lave tes mains. - Keep the water in the sink. / L'eau doit rester dans l'évier. - Keep the washroom clean. / Garde la salle de toilettes propre. - Put only toilet paper in toilet. / Jette le papier de toilette dans la toilette.

		Hallway Corridor
A	Acceptance Accepter	<ul style="list-style-type: none"> - Greet others. / Dis bonjour. - Hands to yourself. / Garde tes mains pour toi. - Allow others plenty of room to walk by. / Permits aux autres de circuler librement.
R	Respect Respecter	<ul style="list-style-type: none"> - Respect the work of others in the hallways. / Respecte le travail des autres exposé dans le corridor. - Use garbage and recycling bins. / Sers-toi de la poubelle et des contenants de recyclage. - Walk quietly. / Marche en silence. - Quiet voices to not disturb other classes. / Ne dérange pas les classes qui sont au travail (Chuchote).
T	Together Tous	<ul style="list-style-type: none"> - Recycling. / Recycle. - Greet others. Salue les autres. - Allow others plenty of room to walk by. / Permits aux autres de circuler librement.
S	Safe Sécurité	<ul style="list-style-type: none"> - Walk. / Marche. - Hands to self. / Garde tes mains pour toi. - Keep to the right. / Garde la droite.

		Gym/Assembly Gymnase/Regroupement
A	Acceptance Accepter	<ul style="list-style-type: none"> - Listen to the words of all guests. / Écoute les invites. - Honour personal space. / Respecte l'espace des autres. - Be supportive of others. / Encourage les autres.
R	Respect Respecter	<ul style="list-style-type: none"> - Give the speaker your full attention. / Écoute les personnes qui parlent. - Respect personal space. / Respecte l'espace des autres. - Put equipment away in the right place. / Range l'équipement au bon endroit.
T	Together Tous	<ul style="list-style-type: none"> - Sportsmanship. / Garde un esprit sportif. - Fair Play. / Sois juste et honnête. - Everyone plays. / Tout le monde participe. - Put equipment away. / Range l'équipement.
S	Safe Sécurité	<ul style="list-style-type: none"> - Wear inside shoes. / Porte tes souliers d'intérieur. - Listen carefully to instructions. / Écoute attentivement les directives. - Be aware of surroundings. / Sois attentif à ton entourage. - Show good sportsmanship. / Garde un bon esprit sportif.

		Library and Computer Lab Bibliothèque et Labo d'ordi
A	Acceptance Accepter	<ul style="list-style-type: none"> - Use internet appropriately. / Au laboratoire d'ordinateur, utilise les sites appropriés. - Be considerate of others. / Sois respectueux envers les autres. - Keep volume low. / Chuchote. - Use listening Skills. / Écoute attentivement
R	Respect Respecter	<ul style="list-style-type: none"> - Keep books in great condition for others to enjoy. / Prends soin des livres afin que les autres en profitent. - Use a whispering voice. / Chuchote. - Log off properly, return the books to the right place. / Ferme bien la session et remets les livres au bon endroit. - Keep materials where they belong. / Remets les choses à leur place
T	Together Tous	<ul style="list-style-type: none"> - Support and help other students. / Encourage et appuie les autres. - Sit on the chairs and couches. / Assis-toi sur les chaises et les sofas. - Let others have a positive working environment. / Crée un environnement positif de travail.
S	Safe Sécurité	<ul style="list-style-type: none"> - Follow instructions. / Suis les directives. - Hands, feet and objects to yourself. / Ne bouge pas inutilement tes mains, tes pieds et ton matériel. - Engage in purposeful activities. / Utilise ton temps profitablement. - Treat all equipment in a safe manner. / Utilise l'équipement de façon sécuritaire.