



# École Pauline Haarer's Code of Conduct



## Purpose

At our school, we strive to develop a safe, caring, inclusive and inspiring environment that promotes the rights and responsibilities of all who learn and work together in our community. We align our code of conduct with the following documents:

1. The **BC Human Rights Code** states that three of its purposes are to:
  - a. “foster a society in British Columbia in which there are no impediments to full and free participation in economic social political and cultural life of British Columbia;
  - b. promote a climate of understanding and mutual respect where all are equal in dignity and rights;
  - c. provide a **means of redress** for those persons who are discriminated against contrary to this Code.”

The Code further states a person must not:

“discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons.” (8.1b)

2. The **Safe Caring and Orderly Schools: A Guide** (2004) states, “schools should be places where students are free from harm, where clear expectations of acceptable behaviour are held and met, and where all members feel they belong”.
3. **NLPS Inclusion Policy** (2.10) states that all members of our school community “have the right to expect that policies, procedures, programs and communications are inclusive and respectful.” Our District Administrative Procedures that support our school Code of Conduct include:
  - **AP 312 - Harassment, Intimidation, Bullying and Discrimination**
  - **AP 344 - Code of Conduct**
  - **AP 345 - Student Suspension**
  - **AP 347 - Sexual Orientation and Gender Identity**
  - **AP 350 - Honouring Diversity and Challenging Racism**

## School-Wide Expectations

At École Pauline Haarer we expect students, staff and all members of our school community will demonstrate socially responsible behaviours that reflect respect, responsibility, and safety both at school and while attending any school function at any location.

*Acceptable conduct* refers to socially responsible and respectful behaviours that help to make the school a safe, caring and inclusive environment including:

- Contributing to the school community
- Solving problems in peaceful ways

- Valuing diversity
- Defending human rights
- Interacting respectfully with students, staff and community members
- Speaking up and reporting incidents that demean others or threaten the personal or emotional safety of individuals or groups
- Respecting the law as it applies to ourselves and others

*Unacceptable conduct* refers to behaviour that interferes with the safe and orderly environment of the school; either on a person-to-person basis or through social media, including, but not limited to:

- Engaging in incidents of harassment, intimidation, bullying or discrimination
- Interfering with the learning or orderly environment of the school or function
- Issuing verbal threats of harm or swarming
- Engaging in illegal acts such as: theft or damage to property, possession or distribution of an illegal or restricted substance, possession, use of a weapon, or physical violence.

**NB:** *AP 344 - Code of Conduct* states: “Students with identifiable special needs might be unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature. Such students may require special consideration in the selection of appropriate forms of intervention to ensure that they are not subject to disciplinary or intervention measures as a direct or indirect consequence of having a special need.”

## Rising Expectations

École Pauline Haarer staff members use our *School Climate Matrix* and the *BC Performance Standards for Social Responsibility* to teach students appropriate social behaviour. The standards give an outline of progression of expectations held for students as they become older, more mature and move through successive grades. Staff members work together to ensure our expectations are educative, preventative and allow for many opportunities to teach the same social skill in a variety of ways.

**Examples:** *BC Performance Standards for Social Responsibility, School Climate Matrix, Core Competencies for Personal and Social Identity and Responsibility.*

**NLPS Inclusion Policy (2.10)** states: “The Board expects that all students, staff, and members of our school communities will adhere to a code of conduct that is educative, preventative and restorative in practice and response.”

### 1. Restorative Practices

- focus on creating conditions for students to learn self-discipline, to fix mistakes and to return to the group, class, and/or school feeling strengthened.
- address the needs of those who have been harmed
- encourage the students, as often as possible, to participate in the development of meaningful interventions through discussion or mediation to replace, repair or make “good” what has been taken, damaged, destroyed and/or defaced.
- respond to the harm are meaningful in addressing the needs of all involved
- help students reclaim their self-esteem through self-evaluation, personal effort and restitution

- provide opportunities to model leadership
- emphasize the importance of positive relationships in building community and,
- speak to the obligation we all have to each other to move toward wholeness, restoration and belonging.

## 2. Participating in meaningful restitution may include:

- a 'do over' opportunity
- face-to-face meetings to address the harm done
- group or classroom circles to restore equity, balance and respect
- an act of service to make a positive contribution to the class, school or community
- school/community support to learn and practice problem solving or conflict resolution strategies
- a reflective process that includes the opportunity to create a plan to restore the harm done

## 3. Student Suspension

Discipline measures used with students should be viewed from the context of helping students achieve intellectual and social development. The purpose of suspension, or any other discipline strategy, should be to meet these provincial goals and to develop self-reliant adults. Suspension is one strategy in a more complex problem-solving process designed to support the student in changing inappropriate behaviour. Used judiciously, suspension can have positive effects, including:

- ensuring safety for everyone in the school community
- assigning clear consequences for a range of serious breaches of code of conduct
- providing the time for planning support for behaviour change
- promoting collaboration among family, school, and other community services to solve problems

To be equitable, consequences may vary from student to student where the misconduct appears to be similar. Intervention must be appropriate to the student's age, maturity, needs, exceptionalities, extenuating circumstances and the nature of previous intervention taking in consideration of the needs of the school. Refer to **AP 345 Student Suspension**

### Notification

School administration may advise other parties or agencies of serious breaches of the code of conduct depending on the severity and/or frequency of misconducts and the impact on others and/or the school community. Illegal acts will be reported to the RCMP and/or District Administration to develop a safety plan that will include the components of education, prevention and restorative action.

### Retaliation

No student, school employee, parent or volunteer may engage in reprisal or retaliation against a victim, witness or other person who brings forward information about an act of harassment, intimidation, bullying, prejudice or discrimination. Reprisal or retaliation is prohibited and will result, where appropriate, in discipline and/or in the filing of a complaint with other appropriate authorities.

### Appeal Process

The Board of Education recognizes and respects the fact that students and /or parents or guardians may sometimes disagree with decisions made by employees. The *School Act of*

*British Columbia* gives parents or guardians and students (with parental consent) the right to express concerns or appeal certain decisions. This right of appeal applies to decisions that significantly affect the health, education or welfare of students. Information regarding the Board's appeal procedure and individuals may access a copy of the formal appeal bylaw at [www.sd68.bc.ca](http://www.sd68.bc.ca) / Board Policies / 1000 Board Governance / 4.0 Bylaws. Prior to an appeal, the district expectation is that school administration, students and parents or guardians will work to try to resolve concerns at the school level.

### **Development, Review and Implementation Processes**

Over the years, students, parents and staff at our school have participated in the development, implementation and annual review of this Code of Conduct through examination of data from problem-solving forms, class discussions, staff and PAC input. In addition to our Code of Conduct, we have also worked with our community partners (Parks and Recreation, Bylaws Officers, our RCMP School Liaison Officer and School District Staff) to develop a Safety Plan for our school. At school, we consistently teach and actively promote our code of conduct and our school climate expectations using the following strategies:

- *We post our climate matrix in each classroom, in the hallways and on our school website.*
- *Staff members have a copy of the climate matrix and the code of conduct in their staff handbooks that temporary staff also use when they are in our school.*
- *We focus on elements of our matrix at our assemblies, in our weekly announcements and memos, and in our modeling of expectations to remind students, staff, families and community visitors of our expectations.*
- *When students need time to reflect on an action that was unsafe, excluding or difficult for others to understand, we use our problem-solving forms (one for primary and one for intermediate students). With a staff member or on their own, students identify what happened, how their actions may have had an impact on others, what alternate choices they could make in the future and what actions they can take to restore the relationships. These forms are shared with parents with a note explain we have worked together at school to resolve a problem, by learning from it and thinking about ways to prevent a similar situation as well as repair the relationship.*
- *We connect socially responsible behaviour (acceptable conduct) with our expectations of a safe, caring and inclusive school environment by thanking students in our weekly memos, our announcements, our newsletters and our assemblies. Most importantly, we thank them and make the connection with parents to comment on the positive actions.*

We aim to monitor conduct at École Pauline Haarer to ensure students are learning socially respectful, responsible and safe behaviours that reflect current and emerging situations and that contribute to our school's community of learning climate:

- *We examine problem-solving forms for areas of concern, clarify expectations in assemblies or class discussions and put supports in place so students can be successful.*
- *Emerging situations (extreme weather, time changes, year-end activities, reporting periods, etc.) may create an unstable environment for a short period. Staff members consider these emerging situations and are mindful that increased anxiety, stress and hyper-activity may be a result of environmental or circumstantial factors that we need to consider before, during and after students deviate from general school-wide expectations.*
- *The data from the provincial Student Learning Survey is useful in identifying how students are feeling as members of their school community. We are proud that the majority of students report three or more adults care about them and that they feel safe at school.*

We revisit our code of conduct annually to ensure it is are compatible with the *School Act*, the *BC Human Rights Code*, the *NLPS Inclusion Policy* and *District Administrative Procedures* relevant to the conduct of members in our school community. We review our problem-solving forms and in areas where there have been a high number of incidents, we may revise the code of conduct and the climate matrix to make the expectations more explicit. Staff review revisions with students in September and with the PAC in October.

## Our Pauline Haarer Climate Matrix: Expectations of our Learning Community

	<b>Learning Environments</b>	<b>Hallways</b>	<b>Playground</b>	<b>Assemblies</b>	<b>Field trips</b>	<b>Parking Lot</b>	<b>Technology</b>
<b>RESPONSIBLE</b>	<p>Be on time</p> <p>Be ready to learn</p> <p>Keep spaces clean and organized</p>	<p>Use assigned entry and exit doors</p> <p>Hold door open for others</p>	<p>Dress for play</p> <p>Wait calmly in line after the bell</p> <p>Help others in need</p>	<p>Leave belongings in class</p> <p>Use the washroom before the assembly</p>	<p>Dress for the activity</p> <p>Be prepared and attentive</p> <p>Be a great ambassador for our school</p>	<p>Keep your belongings with you</p> <p>Be on time</p> <p>Stay in sight of the supervisor</p>	<p>Electronics at school are for learning under teacher supervision</p> <p>Choose appropriate content</p>
<b>RESPECTFUL</b>	<p>Take turns</p> <p>Respect others' personal space and belongings</p> <p>Stay on task</p> <p>Listen actively</p>	<p>Walk calmly in single file</p> <p>Follow your teacher</p> <p>Greet guests and offer to help them</p>	<p>Respect equipment &amp; personal spaces</p> <p>Use polite language</p> <p>Invite others to join you</p>	<p>Listen with your whole body</p> <p>Applaud politely</p> <p>Stay seated</p>	<p>Listen to and thank the leaders</p> <p>Raise your hand and wait your turn</p> <p>Ask thoughtful questions</p>	<p>Respect our neighbours and our spaces</p> <p>Allow traffic to keep moving</p> <p>Make eye contact with drivers before crossing</p>	<p>Turn off and keep personal gadgets in backpacks</p> <p>Phone messages go through the office</p>
<b>SAFE</b>	<p>Follow school-wide expectations</p> <p>Be considerate of others' health and safety</p>	<p>Keep right so others may pass</p> <p>Look ahead</p> <p>Open doors slowly</p>	<p>Use gloves &amp; grabbers to pick up garbage</p> <p>Point out visitors or unsafe objects to supervisors</p> <p>Stay off trees &amp; rocks</p>	<p>Enter and exit calmly</p> <p>Follow directions</p> <p>Keep hands and feet to self</p>	<p>Follow school expectations and those of the place you are visiting</p> <p>Stay with your group</p>	<p>Walk on crosswalk and walkways; Ride or drive on driveways</p> <p>Look <u>all</u> ways before crossing traffic areas</p>	<p>Choose teacher approved content</p> <p>Parent &amp; staff permission is required for all media recordings and sharing</p>

## Notre matrice de climat à l'École Pauline Haarer

	Lieux d'apprentissage	Couloirs	Terrains de jeux	Assemblées	Excursions	Stationnement	Technologie
RESPONSIBLE	<p>Sois à l'heure</p> <p>Sois prêt à apprendre</p> <p>Gardes les lieux propres et organisés</p>	<p>Utilise l'entrée et la sortie désignée</p> <p>Tiens la porte ouverte pour d'autres</p>	<p>Habille-toi pour jouer</p> <p>Attends calmement en file après la cloche</p> <p>Aide ceux qui ont besoin d'appui</p>	<p>Laisse tes objets dans la classe</p> <p>Sers-toi de la salle de bain avant l'assemblée</p>	<p>Habille-toi pour l'activité</p> <p>Sois préparé et attentif</p> <p>Sois un bon ambassadeur pour notre école</p>	<p>Garde tes effets personnels avec toi</p> <p>Sois à l'heure</p> <p>Reste à la vue du surveillant</p>	<p>Les appareils électroniques à l'école servent à apprendre sous la surveillance des enseignants</p> <p>Choisis du contenu approprié pour l'école</p>
RESPECUEUX	<p>Attends ton tour</p> <p>Respecte les biens et les espaces des autres</p> <p>Concentre-toi sur ton travail</p> <p>Écoute activement</p>	<p>Marche calmement en faisant la file</p> <p>Suis ton enseignant</p> <p>Accueille les visiteurs et offre de les aider</p>	<p>Respecte l'équipement &amp; les espaces personnels</p> <p>Utilise les mots gentils</p> <p>Invite les autres à te rejoindre</p>	<p>Écoute avec tout ton corps</p> <p>Applaudis poliment</p> <p>Reste assis</p>	<p>Écoute et remercie les animateurs</p> <p>Lève la main et attends ton tour</p> <p>Pose de questions bien réfléchies</p>	<p>Respecte nos voisins et notre environnement</p> <p>Laisse circuler les véhicules</p> <p>Assure-toi que le chauffeur t'a vu avant de traverser</p>	<p>Éteins les appareils électroniques et mets-les dans ton sac à dos une rendu fois à l'école</p> <p>Les messages téléphoniques passent par le bureau</p>
SÉCURITAIRE	<p>Suis les attentes de l'école</p> <p>Considère la santé et le bien-être des autres personnes</p>	<p>Garde la droite</p> <p>Regarde devant</p> <p>Ouvre les portes lentement</p>	<p>Utilise les gants &amp; les pinces pour ramasser les ordures</p> <p>Avertis les surveillants si tu vois des visiteurs ou des objets inconnus</p> <p>Ne grimpe pas les rochers ou dans les arbres</p>	<p>Entre et sors calmement</p> <p>Suis les directives</p> <p>Garde tes mains et tes pieds à toi</p>	<p>Suis les attentes de l'école et les attentes du lieu que tu visite</p> <p>Reste avec ton groupe</p>	<p>Marche sur le trottoir et les sentiers; laisse la route aux véhicules</p> <p>Regarde de tous les côtés avant de traverser</p>	<p>Choisis du contenu approuvé par ton enseignant</p> <p>La permission du parent et du personnel est requise pour tout enregistrement et partage de ceci</p>

# École Pauline Haarer (Primary Problem-Solving)

..... Un lieu d'apprentissage formidable!

## When I have a problem, I can fix it!

*Parents: Please review, sign and have your child return this form to the office. We have reviewed this incident with your child at school and have resolved the problem together. This document is our way of ensuring you know what happened so you might debrief this discussion at home with a focus on "What would you do differently in the future?"*



**This is what I did today and how I felt after:**

**This is how the other person felt:**



**To make things better, this is what I am going to do...**

**Student's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Principal:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Parent's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



**Any other parties involved? Please review this with them and ask them to sign, too.**

# École Pauline Haarer (Gr. 3-7 Problem-Solving)

*Un lieu d'apprentissage formidable!*



## I can consider my actions and learn from them!

*Parents: Please review, sign and have your child return this form to the office. We have reviewed this incident with your child at school and have resolved the problem together. This document is our way of ensuring you know what happened so you might debrief this discussion at home with a focus on "What would you do differently in the future?"*

<p><b>This is what happened and how I felt at the time:</b></p>	<p><b>My choice/action impacted myself and others because:</b></p>
<p><b>Now that I have had time to think it over, a better choice in the future would be:</b></p>	<p><b>To make things right, I will:</b></p>

**Student's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Principal:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Parent's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Any other parties involved? Please review this with them and ask them to sign, too.**