

# Ridgeway Elementary Code of Conduct

2019



**R**espect.....for everyone  
**O**wnership.....of our actions  
**C**ooperation.....with others  
**K**indness.....shown for all  
**S**afety.....by and for everyone

At Ridgeway Elementary, we strive to maintain a safe, caring, orderly, and healthy learning and working environment for everyone.

The purpose of the Code of Conduct is to inform all members of the school community of our shared obligations and responsibilities while in attendance at school, while traveling to and from school, and while attending any school function at any location.

Ridgeway R.O.C.K.S. encourages student self-discipline, self-regulation and promotes self-confidence for everyone to become a responsible and respectful member of our school community. Through our Code of Conduct, we are able to establish a safe, respectful, and responsible learning environment in which there is an appropriate balance between individual and group rights.

Our Code of Conduct is:

- Reviewed regularly throughout the year by staff with students
- Communicated to students, parents and guests through newsletters, PAC meetings, and the school website.
- Effectively reinforced by the cooperation of all members of the school community through a fair and respectful process.
- Consulted on by the Sutherland Family of Schools Principals and Vice Principals to ensure that all Codes of Conduct are compatible and that there is consistency of expectations between elementary and secondary schools.
- Revisited and edited, as necessary, but at least once a year, with input from staff, students, and parents.

## **Conduct Expectations**

Ridgeway's Code of Conduct applies to everyone while at school, at any school-related activity, or in other circumstances where engaging in an activity will have an impact on the school environment. Everyone is expected to conduct themselves in a safe and responsible manner. Special considerations may apply if a student is unable to comply with the expectations due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.

Expectations are defined as Personal and Social Responsibilities. Personal Responsibilities refer to actions and behaviours that affect one's own learning. Social Responsibilities refer to actions and behaviours that affect the learning and the rights of others. All students and staff, regardless of their 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 that group or class of persons, have the right to a safe, inclusive and welcoming learning environment. As contributing members of our community, we all have a right to feel a sense of safety and belonging, as do all of the members of our community.

### **Personal Responsibilities:**

- Act in a manner that brings credit to Ridgeway
- Attend school punctually, apply oneself to learning, and follow staff instructions
- Engage in purposeful learning activities in a timely manner
- Complete homework and assignments as set out by criteria
- Speak with quiet voices while in the school, specifically during instructional and learning time
- Walk quietly on the right hand side of stairs and hallways
- Students must sign in, if late, and take a blue slip to class
- If leaving before the end of the school day, students must be signed out, inside the office, by a parent, guardian, or designated adult.
- Stay inside the school boundaries at all times during the school day, unless signed out as above
- During lunch time, students are to remain in their classrooms unless they are monitors or need to use the washroom.
- Student use of the school phone only with staff permission
- Leave expensive personal items at home or secured in backpacks while on school grounds
- Students must keep their cell phones off and secured during the school day. Picture or video recording using cell phones or cameras is prohibited while school is in session, except by school staff to document student learning and will be in accordance with media release consent
- Clothing should be neat and appropriate for both school and weather conditions.
- Clothing should be conducive and appropriate for a working and learning environment. Staff will use their collective discretion with what is appropriate
- Clothing must be free from offensive and inappropriate language or graphics
- Appropriate footwear is required at all times to promote safety, good hygiene, and to be prepared for any emergency situation
- For safety reasons, take hoods off while in the school or on school activities

### **Social Responsibilities:**

- All visitors must sign in at the office
- It is expected that everyone, including visitors to the school, will refrain from wearing scented products
- Respect of self, others, and the school
- Helping make Ridgeway a safe, caring, and orderly place
- Informing a “tellable” adult in a timely manner in incidents of bullying, harassment, or intimidation
- Walk any wheeled form of transportation on school grounds before, during and after school
- Be respectful by taking turns, sharing, including others, and using appropriate language at all times
- Eat lunch in their own classroom and using manners appropriate to a public place
- Stop and listen during all PA announcements and the school-wide music appreciation program
- Keep the school grounds free of litter

### **Inappropriate Conduct**

It is deemed unacceptable for students to:

- Interfere with the learning of others, include their emotional well-being
- Interfere with an orderly school environment
- Create unsafe conditions for themselves or others
- Discriminate against a person or class of person by publishing or displaying a statement, publication, notice, sign, symbol, emblem, or other representation that indicates discrimination
- Engage in aggressive acts, such as
  - Bullying (e.g., physical, verbal, cyber, social), harassment, intimidation. or threatening behaviour
  - Physical violence
  - Retribution against a person who has reported incidents
- Engage in illegal acts, such as
  - Possession, use, or distribution of illegal or restricted substances (e.g., alcohol, non-prescribed drugs, etc.)
  - Possession or use of weapons or replicas
  - Libel, slander or defamation
  - Theft of or damage to property.

### **Rising Expectations**

While it is expected that all students adhere to the Code of Conduct to the best of their abilities, it is taught and emphasized that as students get older, following the Code of Conduct and Ridgeway R.O.C.K.S., will become more innate. Intermediate students will be given more responsibility and will be expected to act responsibly and maintain a higher standard of self-discipline.

## **Building a Sense of Belonging**

At Ridgeway, we believe in developing self-confidence and self-discipline in all students leading to students' pride in their school and their sense of belonging within the school community. Students are offered opportunities to assume many leadership roles throughout the school. Enhancing student empowerment through a multitude of roles of responsibility around the school helps to engage students positively in a safe and caring manner. Intermediate students often volunteer in various capacities: student-led assemblies, student PA morning announcers, daily music program, Resource Centre Assistants (RCA), playground enhancement program (PEP), lunch monitor, referees for intramurals, team captains, and assisting younger students with minor conflicts on the playground as Peer Mediators. Programs such as "Roots of Empathy" and Friendship circles teach students respect, empathy, understanding and acceptance for students with differences thus creating a safe and caring environment. Class meetings discuss and resolve issues pertinent to each class.

## **Consequences**

Staff at Ridgeway work hard to teach student the skills to recognize their own emotions and provide supports in how they can respond to difficult situations. Our role is to help guide and empower students with skills to support them with situations they may encounter. However, conduct violations will occur. When this happens, consequences are required.

As per Policy 302, the school will not tolerate threats, acts of physical violence, verbal abuse, bullying, the possession, use or distribution of illegal or restricted substances, and the carrying or possession of weapons or any behaviour contrary to the law. As per Policy 406, no person reporting transgressions will be subjected to any form of reprisal.

Anti-bullying measures will ensure all students, regardless of their sex, race, religion, culture, sexual orientation and gender identity or expression, enjoy a safe, inclusive and welcoming learning environment

## **Notification**

In the event of physical aggression or serious breaches of the Code of Conduct, parents of both offender and victim will be notified in all cases, as well as district officials in accordance with North Vancouver School District policy. Where the law requires, police and/or other agencies will be informed and if deemed necessary, the greater community, in an effort to reassure that appropriate measures have been taken.

## **Progressive Discipline Model**

The progressive discipline model, as outlined below, will be used as a guideline when applying consequences. The nature, the severity, or the frequency of the infraction as well as the age and maturity of students will determine the level of consequence. This means that certain incidents will warrant a move directly to a higher level of consequence. Parents will be informed of any serious disciplinary action taken. All staff at Ridgeway, along with school district professionals, will be working with students and parents to provide support to students experiencing behavioural problems. Students will be given the opportunity to explain their behaviour, or problem-solve with others before discipline is imposed. Possible causes of inappropriate behaviour such as learning disabilities, personal or family problems, will be taken into consideration. Disciplinary action, wherever possible, is intended to be preventative and restorative, rather than merely punitive.

### **Level One**

Minor infractions of the Code are handled on the spot at the discretion of the teacher, special educational assistant (SEA), or administrator. The student is given a warning, with a reminder of appropriate behaviour. Younger students may be given more than one reminder before proceeding to Level Two.

### **Level Two**

Code infractions at Level Two are more severe than Level One. Some examples may include but are not limited to:

- being out of bounds
- unsafe play, including hitting or rough-housing
- throwing objects such as pens, erasers, rocks, pinecones or snowballs
- name-calling, teasing
- not doing what is asked (insubordination)
- repeated level one infractions

Student is given a time out in the classroom or if during recess or lunch, time at the office for ten to fifteen minutes. (Amount of time will vary depending on the student's age.) Student may also be asked to complete a Problem-Solving Sheet.

## **Level Three**

These may be serious infractions of the Code. Infractions at this level are typically referred to the Administration who also makes decisions regarding suspensions (absolute last resort).

Some examples of Level Three infractions include:

- bullying (including cyber bullying)
- harassment
- starting or encouraging a fight (provocation)
- physical abuse
- disrespectful and abusive language or gestures
- damaging or stealing property
- leaving school grounds without permission
- repeated minor offenses
- possession of a weapon

Level Three consequences may be progressive and depending on the severity or frequency of the infractions, may include:

- Student is asked to go to an alternate location for a time out until a natural break such as recess or lunch
- teacher documents the concern and may connect with the parent with an email or a note in the student's agenda book
- Student is given a time out in an alternate location. The teacher or administrator documents the concern. Parents may also be contacted by phone or email
- Student is given an in-school suspension. An administrator meets with the student (and teacher when possible) to discuss the behaviour and contacts the parents. A referral may be made to the school-based resource team (SBRT)
- Student is given an out of school suspension for 1 to 5 days. The administrator contacts the parents. An intake meeting with the school administration, classroom teacher and parent/guardian is held before re-entry to review expectations and determine a plan for ongoing success

Some form of amends will accompany all three levels. Some examples include:

- positive practice of expected behaviour
- repairing or replacing something damaged
- verbal or written apology
- service to the school