



Eastview Code of Conduct

Statement of Purpose

To establish and maintain a safe and positive learning community and to provide every child and adult at Eastview with clear examples of the behaviour Eastview Community believes develops trust, teamwork, tolerance and acceptance.

Eastview SOAR's like Eagles. Students demonstrate a great understanding of Safety, Ownership, Attitude and Respect and we are very proud of how SOAR guides us and brings us together as a learning community. Infusing Aboriginal worldviews and the first peoples principles of learning helps reinforce student behaviour. Our SOAR behaviour initiatives 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 as outlined by the BC Human Rights Code. Our natural environment helps remind us; students show their excitement and are validated for the positive work when they witness eagles soaring and circling above.

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.

Conduct Expectations include, but are not limited to:

Safety

- Maintain safety and belonging as Eastview's number one priority
- Give each other personal space (Physical Safety)
- Treat others with kindness and respect (Emotional Safety)
- Report safety concerns (incidents of bullying, discrimination, or intimidation) in a timely manner
- Use "pocket snacks" to keep the school grounds clean and feeling safe

Ownership

- Recognizing the consequences of one's actions.
- Attend school regularly and be on time for class
- Take responsibility for our own learning and allow others to work and learn
- Find ways to improve the learning environment
- Advocate for the success of every Eastview student, parent, volunteer and staff member

Attitude

- Use Patience and time when learning from each other
- Respect and listen to students and staff
- Empathize with others when collaboratively solving problems
- Include others and help when help is needed

Respect

- Use friendly/positive language with everyone
- Care for school property, the property of others and the natural world
- Understand that students want to do well and may sometimes need support when learning new skills.

- Respect individuality of students, parents, staff and value their contributions to the learning environment
- Find ways to strengthen relationships

Important Safety Expectations:

Technology

All **electronic devices must be turned off and left in backpacks** during the school day. This includes lunch and recess, and until students leave the school at 2:50 pm dismissal. Some teachers allow use in classrooms provided the student asks the teacher/staff member before use and that it is used as a purposeful, instructional tool **under the direct teacher supervision**.

Teacher will remind students of the “Acceptable Use of Technology Agreement” signed by students that outline respect and protecting self, and teach students how to recognize valid and reliable sites. When personal devices are planned as an instructional in the classroom an additional signed document is required.

Electronic Devices may be taken away if they are out.

Wheels on the Playground

Wheels on the playground are allowed on the playground before 8:30 am and after 3:30 pm
Please walk scooters and bikes on the school grounds before and after school.

Volunteers and Visitors

As a safety measure, all visitors must sign in at the Main Office. Volunteers must wear a badge to be recognized by all students and staff, and are asked to follow volunteer guidelines while respecting student privacy.

Rising Expectations:

As students get older, they are expected to increase their level of responsibility; students are provided more independence and are asked to solve problems while taking time to listen and empathize with others.

Students are expected to demonstrate:

- Increasing personal responsibility for decisions that contribute to making school a safe, kind and respectful learning environment
- Increasing understanding of consequences of one’s actions.
- Increasing understanding that each student has a personal responsibility in any given situation.

Level I Infractions

The staff member who witnessed or has learned about the infraction, investigates, leads discussions, and follows through in support of positive behaviour. A Conduct Report may be completed.

Level 1 infractions are behaviours that include, but are not limited to:

- Inappropriate language
- Disrespect - name calling, put-downs, spreading rumors, disregard for personal space or belongings
- Non-compliant behaviour
- Unsafe or rough play/play fighting
- Unsafe behaviour (e.g. running in classroom/hallway, unsafe on playground equipment)
- Disrespect for the environment (e.g. littering, spitting)
- Disrupting learning environment (e.g. poor work habits, being loud during instructional time)
- Being uncooperative (e.g. cutting in line, taking equipment from others)
- Inappropriate use of technology

Level II Infractions

The School Administrator is informed and provided a Student Conduct Report as soon as possible. A collaborative decision is then made regarding who will investigate, lead discussions, and follow through with students, parents and staff. The parent, teacher/staff member and the School Administrator support the follow through.

Level II infractions are behaviours that include, but are not limited to:

- Chronic Level 1 Infractions
- Theft
- Leaving school grounds
- Bullying – taunting, physical, intimidation, verbal threats, exclusion, cyber bullying
- Fighting/Physical Aggression (i.e. pushing, kicking, biting)
- Harm to self, deliberate
- Harm to others, deliberate
- Destroying the property of others
- Dangerous behaviour towards self and others
- Disrespect/defiance toward a staff member
- Possession of a weapon, fireworks, drugs, etc.
- Worrisome behaviours
- Discrimination or harassment of another person as outlined in the BC Human Rights Code

Consequences

The age of the student, the nature and severity of the infraction, the intent behind the infraction, the frequency of the infraction and specific documentation for special needs students (i.e. Individual Education Plans, Safety Plans, Behaviour Plans) will be considered when determining consequences for infractions against the School Code of Conduct. **All disciplinary decisions are made in consideration of the individual circumstances.**

Consequences are intended, to be preventative and to provide students with a greater understanding of the impact of their actions, helping to build skills and prevent future occurrences of unacceptable behaviour. They are not designed to be punitive. Staff will support students and will teach the skills/tools needed to help prevent future incidents from occurring. The development of consequences, whether it be a simple apology or a more extensive means of improving the learning community is a safe and collaborative process.

Eastview's level of support may include, but not be limited to:

- i. Staff involved in discussions/planning consequences; following up to reinforce change
- ii. Case Manager involved in discussion/planning educational program; following up to reinforce change
- iii. Parent involvement in discussion/supporting consequences; following up to reinforce change
- iv. The School Administrator involved in discussions/planning consequences; following up to reinforce change
- v. District and/or Ministerial staff involved in discussions/planning/supporting consequences

Level I

Consequences may include, but are not limited to, one or more of the following which will be supported by the

appropriate staff member:

- Verbal correction
- “Circle” with students and staff
- Review of Code of Conduct
- Loss of privileges
- Time out – in class, in buddy class, walking with a supervising staff member, office
- Contact and partnership with parents/guardians (planner entry, phone call, meeting etc.)
- Verbal or written apology
- A plan to help improve the learning community
- Restitution
- Collaborative Problem Solving
- Reflection Sheet
- Review/update Behaviour Strategies
- Referral to Case Manager

** Teacher may wish to problem solve with the School Administrator **

Level II

Consequences may also include, but are not limited to, one or more of the following, which will be supported by Staff and/or the School Administrator:

- Any of the above consequences
- Referral to the School Administrator
- Referral to School Based Resource Team
- Behaviour/Safety Plan (Case Manager)
- Meetings and thorough discussion with teachers, support staff, parents, and case manager

By School Administrator:

- In-School Suspension
- Re-entry meetings with the student and parent (led by the School Administrator or Case Manager)
- Suspension from school
- Restitution for property damage
- Threat Assessment for severe and violent behaviour
- Referral to appropriate authorities – e.g. RCMP Liaison Officer, Fire Marshall, Safe and Caring Schools District Administrator

Notification - Recording and Reporting of Student Behaviour

If Level 1 behaviours are disrupting student learning, appropriate staff may complete a Student Conduct Report and teachers will be in direct contact with the parents and/or the case manager to establish a working partnership to address behavioural concerns. Following Level II behaviours, the School Administrator should be notified and a Student Conduct Report may be completed by the staff member witnessing/learning about the behaviour. Following the review of the information and/or the conduct report, and possible further investigation by the School Administrator, parents will be contacted and a decision is made whether the incident is entered into *MyEdBC* (North Vancouver School District’s Student Information System). Teachers receive all Student Conduct Reports for review and signature; conduct reports are filed in a reference binder in the main office.

Problem Solving Process and Communication

Goal: To establish a process that is safe, respectful and collaborative, while providing opportunities to problem solve, strengthen relationships and enhance community.

Eastview has blended Indigenous Knowledge and World Views to support behaviour. We are incorporating “Circles” with an Indigenous lens when sharing stories and problem solving, and we will be including “Slahal” a Traditional Aboriginal game when support is needed in establishing a calm, safe and respectful mindset. We recognize that students learn from mistakes, and we believe that collaborative problem solving is an opportunity to gain skills, strengthen relationships and enhance our community.

Small Impact Mistakes:

Behaviour impacts the learning environment and is dealt with promptly. Quick problem solving, redirection and reminders given; all staff members can handle. Students will take ownership over mistakes, problem solve and make a change for improvement.

Big Impact Mistakes:

Behaviour significantly impacts the learning environment and/or impacted the well being of self and others. Staff refers student(s) to office for help or shares relevant information with case manager, counsellor or administration to support with the problem solving process.

Big Impact Mistake Problem Solving Process:

1) EMPATHY: A first response. Empathy provides an open line of communication allowing children to safely share what is going on for them.

2) TIME: It takes time to problem solve. Students may require up to 90 min to regulate and be ready to problem solve effectively. Slahal could be used to support students and their readiness to problem solve.

2) STABILIZE IDENTITY and FACT FIND: It is important to empathize with the student(s) and let them know that making mistakes is how we learn etc. This ensures a safe place to share. Fact-finding can be complicated and take a great deal of time, especially if bystander evidence is required.

3) VALIDATE THE NEED: Define the problem and find the purpose of the behaviour. The purpose behind the behaviour is valid. This is where natural consequences are given...often done collaboratively (Teacher, EA, Case Manager, Supervision Aide, School Administrator, etc.) often with student input.

4) SEEK THE BELIEF: Invite students to develop a plan. Questions are raised encouraging students to think about the person they want to be, decide how to repair relationships and demonstrate ways to help make Eastview a better place.

5) COMMUNICATION: If a Conduct Report has been provided, action will be included and document will be placed in the teachers box to be signed and returned. If the School Administrator is involved, parent(s) will be contacted via email and/or by phone to share that additional supports were needed. Emails sent to teachers/parents can simply share general information, or to provide specific details about mistake(s), to outline steps needed to problem solve (including steps to repair relationships, ways to improve the learning environment), and to provide details for follow up.

6) FOLLOW-UP: possible teacher/staff and parent follow-up to reinforce the positive behaviour with child.

7) RECORD KEEPING: Conduct Reports are kept in a binder in the office. The School Administrator makes a decision whether to record student behaviour in our student information system (MYEd). Teachers do not have access.

SOAR is what we believe in at Eastview, and the Code of Conduct is consistently used to review expectations with our learning community and used to teach the skills needed for our students to be responsible learners. Learning takes place in all school contexts, i.e. classrooms, hallways, playground, field trips, athletic activities and community events. The School Code of Conduct will be communicated to parents through the school website and PAC meetings. Students, parents and staff will review the School Code of Conduct annually.