

**QUEEN MARY COMMUNITY SCHOOL**  
**CODE OF CONDUCT**

***The Queen Mary School Community works together to create a respectful, safe, and caring environment where we are inspired to be knowledgeable, active learners with a global perspective.***

This Code of Conduct has been established to ensure a respectful, safe, caring, and healthy learning environment for all students, staff, and visitors at Queen Mary Community Elementary. It was established in consultation with staff, parents, and students and is communicated and reviewed with the school community annually.

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. North Vancouver schools focus on providing safe, caring, and orderly environments for purposeful learning activities (NVSD Policy 302). While derived from the values and goals of the NVSD, Queen Mary's Code of Conduct is intended to reflect and support the unique nature Queen Mary School and the Community.

***Students and adults at Queen Mary Community Elementary are expected to be:***

**Caring** – by demonstrating empathy, respect, and consideration for others and by working and playing respectfully and collaboratively with others

**Respectful** – to oneself, other people, and our surroundings

**Safe** – by acting in a way that keeps oneself and others free from injury/emotional distress

In the North Vancouver School District (NVSD), students are expected to:

- Attend school punctually, apply oneself to learning, and follow staff instructions
- Respect themselves, others, and the school
- Help to make the school a safe, caring, and orderly place
- Inform a trusted, “tellable” adult in a timely manner of incidents of bullying, harassment or intimidation
- Engage in purposeful learning activities in a committed, respectful, and timely manner
- Act in a manner that brings credit to the school

In accordance with School District#44 Policy #302, students at Queen Mary Community Elementary School are expected to meet the standards set out in the *BC Human Rights Code (sections 7 & 8)* that include the prohibited grounds of discrimination, behaviours that 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 based on the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender, sex or sexual orientation, or age of that person or that group or class of persons. 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.

In the NVSD, we believe that all schools should be free of inappropriate behaviours, including those that:

- Interfere with the learning of others, including their emotional well-being
- Interfere with an orderly school environment
- Create unsafe conditions (e.g., unauthorized gatherings on school grounds)

And free of aggressive acts, such as:

- Bullying (e.g., physical, verbal, cyber, social), harassment, intimidation, threatening behaviour
- Physical violence
- Retribution against a person who has reported incidents

And free of 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

And, all School District property is designated as smoke and vape-free, with smoking and vaping prohibited at any time for all employees, students, and visitors (as per NVSD Policy 804).

A fundamental part of the Queen Mary Code of Conduct is for all members of the Queen Mary community (parents, guardians, and all staff) to model, support, encourage, and teach behavior and attitudes based on the attributes of the IB (International Baccalaureate) Learner Profile, at school, at home, and in the community. As IB learners we strive to be:

- |                 |               |
|-----------------|---------------|
| • INQUIRERS     | • OPEN-MINDED |
| • KNOWLEDGEABLE | • CARING      |
| • THINKERS      | • RISK-TAKERS |
| • COMMUNICATORS | • BALANCED    |
| • PRINCIPLED    | • REFLECTIVE  |

Queen Mary Community Elementary is committed to communicating clear behavior expectations through common language. Students act responsibly when their feelings and opinions are respected and when they clearly understand behavior expectations. To this end, staff are dedicated in supporting students' social and emotional development by teaching and reinforcing the Code of Conduct.

Students at Queen Mary are given the responsibility of knowing and following the Code of Conduct, and managing their own behavior. Older students will be given a greater responsibility to model appropriate behavior that supports and teaches the Code of Conduct to both new and younger students. In this respect, inappropriate behaviors from established and older students at Queen Mary will be dealt with greater consequence than for younger students or those new to our school. In addition, student behaviour *is always* considered in the context in which it occurs. The age of the child, frequency of the behavior, and the circumstances surrounding the incident are all taken into account. Special considerations may apply to students with special needs, if they are unable to comply with the school's Code of Conduct due to disability of an intellectual, physical, sensory emotional or behavioral nature.

### **Intervention and Problem Solving**

When problems or conflict arise, students are encouraged to "use their WITS" ([witsprogram.ca](http://witsprogram.ca)), by following these steps:

- **W - walk away:** Walk away, take deep breaths, calm down, re-gain self-control.
- **I - ignore:** Is it worth a response? Take time to time to think about how you will handle the situation.
- **T - talk it out:** Calmly use "I messages" to express the effect of others' words/actions; Clearly communicate how you expect to be treated.
- **S - seek help:** Go to a trusted adult and tell them what has happened. Ask for their assistance in working through the problem.

All school personnel at Queen Mary are expected to respond to the behaviour of students that they observe or witness. A problem solving approach is emphasized when intervention is required. When students fail to adhere to the Code of Conduct, disciplinary action will be preventative and restorative rather than merely punitive. Decisions about consequences or restitution for actions are made considering the context, severity, and frequency of the misbehaviour, and the ability and age of the child. We also track and note any worrisome behaviours and escalation in or patterns of behaviour. Following through with a fair and consistent approach to dealing with violations of the Code of Conduct is important. When determining specific responses to violations we also do so with these considerations in mind.

Investigation into any issue involves taking time to hear from and consider the perspectives of all involved. Various perspectives and points of view are considered in the problem solving process and the information gathered is carefully examined and reflected upon when making disciplinary decisions. Students are held accountable for the impact of their words or actions when conflicts arise. As part of the conflict resolution, students take an active role in determining how to make amends. Students who are negatively affected or impacted by others' actions are supported by school staff members, as well as community supports as deemed appropriate.

If the student's behaviour does not support the Code of Conduct they may:

- Be asked to stop and talk about their behavior; Asked to "try again" and practice the improved behaviour
- Be warned about their behavior and consequences or restitution
- Be asked to reflect upon their behaviour through the completion of an INCIDENT REPORT

A staff member and student complete the INCIDENT REPORT together and through this process the student:

- Engages in a problem resolution process that includes a review of the Code of Conduct and reflection upon their words/actions in relation to the Code of Conduct
- Engages in problem solving, consequences, and/or restorative justice

### **Levels of Misconduct and Associated Action:**

Level 1: Minor and occasional violations of the code of Conduct.

Examples: Running in hallway, occasional name-calling, physical or verbal aggression, occasional and minor lack of respect for environment or property, lateness, incomplete homework (at discretion of teacher), inappropriate attire, poor assembly/audience behavior, etc.

- Action: Problem solve with an adult; May involve apologies and restitution; Message of "Try again!"

Level 2: Repeated or more serious violations of the Code of Conduct.

Examples: repeated name-calling or teasing or actions that bother others; repeated disruptions in class, accessing inappropriate internet sites, disrespecting others' personal space/ belongings, non-compliance with teacher/support staff requests, withholding information when requested (refusal to comply when asked), repetition of same "Level 1" behaviours, disrespecting other students, inappropriate representation of school (field trips/athletics), off school grounds (without permission)

- Action: Student completes an INCIDENT REPORT and engages in problem solving with the support of an adult; May involve participation in a restorative justice action plan. May involve parents (e.g., meeting or phone conversation and/or copy of INCIDENT REPORT sent home for signature). Consequences may include loss or restriction of privileges.

Level 3: Severe violations of the Code of Conduct that significantly impact the safety/well-being of self or others

Examples: Repeated significant disruptions to the learning environment (e.g., bullying, violent behaviour/ physical or verbal aggression, physical fights, coercion, extortion, racist or sexist taunts, discrimination of any kind, repeated disrespect toward staff members, major theft or significant property damage, significant or sudden escalations in worrisome behaviour)

- Action: Student completes an INCIDENT RREPORT and parents will be contacted. A restorative justice action plan is put in place. School and district staff may become involved to provide support. School administration may be obligated to contact outside agencies etc., depending on the seriousness of the given situation - this may entail restricted or loss of privileges or suspension. School suspensions are in accordance with Section 26 and 85 (2) of the BC School Act and NVSD School Policy #606. *Note: School administrators have the duty of notifying parents, other district staff, and outside agencies, etc., depending on the seriousness of a given*

case.

### **Restorative action and Reconciliation**

The goal of restorative action is reconciliation and reparation. Students failing to adhere to the Code of Conduct are given the opportunity to take responsibility for their behaviour and restore damaged relationships, correct the injustice, or restore material damages. Restorative action includes:

- Ensuring well-being and safety of the victims as well as supporting re-integration of the offender
- Creating opportunities for offenders to repair harm done; supporting successful re-integration rather than isolation
- With consent of the victim, creating opportunities for safe and respectful dialogue between victim and offender, with the focus on restorative action
- Ensuring the offender takes into consideration the human impact (emotional, relational, physical) of their actions

In all circumstances where a challenging behaviour is being addressed our goal is to help students reflect on their actions and behaviours and learn from their mistakes and ultimately change their behaviour to reflect our Code of Conduct goals. We also strive to help students become more socially and emotionally connected to the school community, increasing their sense of belonging, as misbehaviour often surfaces when these connections are lacking.

### **Responding to Bullying Situations**

When bullying occurs it is addressed early and specifically. In addition to addressing the situation with student(s) perpetrating the bullying and the bystanders, attention is given to supporting the person(s) bullied as well as witnesses.

Bullying is a pattern of repeated aggressive behaviour meant to hurt or cause discomfort to another. There are various types of bullying: Physical, verbal, social/relational, and cyber bullying. If you suspect your child has been bullied, discuss the situation with your child's teacher, the principal, or the vice principal. Situations will be investigated, and when it is deemed bullying has occurred, the school will respond quickly and accordingly.

At Queen Mary, the goal of providing an effective response to bullying behaviour rests on the desire to work with children and families to encourage communication, develop empathy, promote accountability, and enhance pro-social skills in students. Our hope is that all students at Queen Mary can identify one or more trusted adult they can talk to if faced with a bullying or other troubling situation. We aim to create a caring support network that listens to and responds effectively to student concerns. We understand there may be times students do not feel they want/need to, or cannot approach a trusted adult at school. In such cases, we encourage students to communicate with other trusted adults outside of the school or use the ERASE bullying anonymous reporting system. For further information on ERASE bullying, please refer to: <http://www.erasebullying.ca>

### **Clear Expectations for Students**

Staff members at Queen Mary communicate expectations to students through assemblies, presentations, signs and posters, and classroom learning through curriculum learning engagements.

### **Parents as Partners**

Parents are encouraged to review and model the Code of Conduct with their children. Parents can support their children in building social responsibility by:

- Teaching and modelling appropriate ways of dealing with conflict
- Developing problem-solving skills, with an emphasis on effective use of communication
- Helping children find safe and appropriate ways to express and deal with anger or frustration
- Listening to children and responding to needs and concerns in ways that develop social capacity: *What was the problem/issue? How did the problem or issue affect you? Others? What did you do to solve the problem? Did your strategy work? Why or why not? What would you do differently next time?*

- Helping children understand the value of reflecting on individual differences and seeing “both sides” of a story or situation (develop child’s empathy skills)
- Focusing on the development of the attributes of the International Baccalaureate PYP Learner Profile and Attitudes (listed below) as well as the IB Action Cycle (choose-act-reflect)
- Monitoring and discussing television viewing, playing of videos, and on-line games, and engagement with social media
- Ensuring a healthy balance of social activities; involving children in games and activities that develop collaboration and cooperation
- Providing opportunities for children to develop the vocabulary to effectively communicate about issues and to practice the language of problem solving
- Encouraging and explicitly expressing value for cooperative fair play in competitive situations

Visit <http://witsprogram.ca> for more suggestions

Support the home-school connection by:

- Contacting the teacher, principal, or vice principal with concerns about the behaviour or safety of children at school
- Reviewing and extending problem solving processes initiated by the school, at home

***Parents are reminded to respect the privacy of students and their families when discussing consequences for Code of Conduct violations. For privacy reasons, school staff members will provide parents with details pertaining to their child/children but will not provide details pertaining to disciplinary actions relating to other students.***

<b>IB Learner Profile</b> <a href="http://www.ibo.org/">http://www.ibo.org/</a>	
Caring Principled Communicator Open-minded Balanced	Inquirer Knowledgeable Reflective Risk-taker Thinker
<b>IB Attitudes</b> <a href="http://www.ibo.org/">http://www.ibo.org/</a>	
Appreciation Commitment Confidence Cooperation Creativity Curiosity	Empathy Enthusiasm Independence Integrity Respect Tolerance