

CODE OF CONDUCT

L'ECOLE SHERWOOD PARK ELEMENTARY SCHOOL

North Vancouver School District

"The Board of School Trustees believes that all schools should be secure places for safe, purposeful learning."

The Board of School Trustees believes that appropriate student conduct, which is based on respect for oneself and for others, is essential to the development of responsible citizens. Student behaviour, dress and decorum shall be in accordance with generally accepted community standards and appropriate for the educational environment. Appropriate behaviour is a shared responsibility among the students, their parents and the school system.

The Board of School Trustees expects students to:

- attend school regularly;
- observe school rules and codes of student conduct;
- respect the rights of others and their property;
- respect the health and safety of others;
- respect the educational process and the learning environment of others;
- conduct themselves in a manner that brings credit to their school and community at all times; and,
- act with due regard to the authority vested by the School Act and the Board in School District Employees.

The Board encourages initiatives in schools to reinforce these responsibilities. Further, the Board authorizes administrative officers, teachers and other appropriate personnel to discipline students when discipline is warranted.

Each school shall, consistent with Board policy, establish written rules regulating student behavior and shall clearly communicate these rules and the consequence of unacceptable behavior to both students and their parents. School rules should give due consideration to the following:

- fostering, appropriate to age, a sense of personal responsibility and self-discipline;
- encouraging and promoting educational opportunities for students;
- maintaining a positive and safe learning environment;
- respecting the dignity of others, their rights and properties;
- providing positive guidelines for student behavior; and,
- fostering cooperation with other students in the achievement of their intellectual, social and career goals.

The Board of School Trustees forbids physical violence and verbal abuse; the possession, use or distribution of illegal drugs, tobacco or alcohol; and the carrying or possession of weapons. (School Board Policy #301 - 302)

SHERWOOD PARK STATEMENT OF PURPOSE

Sherwood Park School is a community of learners valuing and respecting individual excellence, individual differences, academic achievement and responsible citizenship. We are a community that cultivates compassion and teaches children to recognize that rights and responsibilities are interdependent *i.e.* children have the power to be helpful or hurtful. Our code is a core part of the daily life at Sherwood Park and as such, is actively promoted through a wide variety of activities. It speaks of the importance we place on being a safe and caring school with a positive, inclusive school climate. It also speaks of a similar commitment from our parent community. The Sherwood Park Code of Conduct seeks to clarify expectations for appropriate and acceptable student behaviour while at school, at a school –related activity or in other circumstances where engaging in the activity will have an impact on the school environment. Such activities include aggressive behaviours such as bullying, online hate messaging and websites created in the student’s home or other settings. In short, in accordance with School District #44 Policy #302, students at Sherwood Park Elementary School are expected to meet the standards set out in the *BC Human Rights Code* that include the prohibited grounds of discrimination.

The Code of Conduct and its related policy and procedures, aligns itself with the Framework for Social Responsibility published by the B.C. Ministry of Education which highlights four aspects to be developed:

1. Contributing to the class and school community
2. Solving problems in peaceful ways
3. Valuing diversity and defending human rights (as set out in the B.C. Human Rights Code)
4. Exercising democratic rights and responsibilities

The Sherwood Park School Code of Conduct

Be Safe / Soyez prudents

We work and play safely
We help and look after each other

Be Respectful/ Soyez respectueux

We look and listen to each other.
We treat people, things, and the environment gently.

Be Inclusive/ Soyez ouverts

We work and play together ; all the same, all different

Be compassionate/Soyez sensible

We think about how others feel.
We act to make things better.

Act with integrity/Agissez avec intégrité

We believe it...we mean it... we do it!
Nous le croyons... nous le vivons !

SCHOOL RULES

School Entry

Students are requested to arrive at the school not earlier than 8:45 am. There is no supervision provided for students before 8:45 am or after 3:00 pm. Exceptions to this guideline apply to students who are participating in extra-curricular school activities which are supervised by teacher sponsors: *e.g.* band, school sports teams, teacher request for student presence.

Recess And Lunch

Students may not leave the school ground at recess or during lunch without permission from an appropriate school authority. All students are encouraged to go home for lunch. Eating lunch at school is a privilege that students must respect. Students who wish to leave the school grounds at lunch must have written permission from parents or guardians. Students must also make prior arrangements with their parents if they are inviting friends home for lunch and/or will be visiting the house of another family. Both families must provide the school with written notification that students will be either guests or hosts during the lunch hour. **Violation of the above rules may result in the student losing lunchtime privileges and their parents being informed.**

Personal Property

The personal safety of all students on the school grounds is a clear priority. Therefore, students may not bring any personal possessions to the school that might jeopardize their personal safety and the safety of others. The following guidelines apply:

Bicycles, skateboards, rollerblades and scooters may be ridden to and from school for transportation only. They may not be used on school property. Areas around the bicycle storage racks are out of bounds except when arriving or departing. Students are reminded to use safe procedures at all times when riding. **Inappropriate use of bicycles, skateboards, rollerblades and scooters to and from school, and while on school grounds, will result in a warning. Further violations may result in the student being asked not to ride their bicycle to and from the school.**

Prohibited Items

Inappropriate clothing, 'gang' related attire, music with profane or inappropriate lyrics, hardballs, hard rubber balls, weapons, toy weapons, slingshots, items which are intended to be used as a weapon, and valuables are not permitted at the school. Any student who is found in possession of any of these items will have the item confiscated immediately. Items that are not weapon-related will be returned to the student at the end of the school day to take home. Any weapons or items intended to be used as weapons will be held until a meeting with the parent and the school administrator(s) has taken place.

Depending on the severity of a given situation, Sherwood Park will notify and consult with parents, the RCMP and school district officials when students contravene our Code of Conduct.

EXPECTATIONS FOR BEHAVIOUR

Sherwood Park believes children want to be helpful, that positive behaviours can be learned and that teaching socially responsible behaviours require modeling, consistency and practice. As such, Sherwood Park believes in the Positive Behavioural Interventions and Supports (PBIS) approach to school discipline.

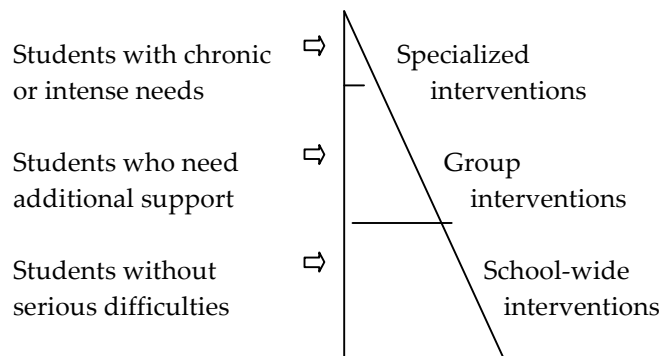
PBIS is a school-wide system of processes designed to prevent and decrease problem behaviours, and to increase and maintain socially appropriate behaviours. Most importantly, it focuses on and emphasizes teaching and re-teaching, recognizing and highlighting positive outcomes, and providing children with every opportunity to learn and experience social success. Like the Framework for Social Responsibility as outlined by the B.C. Ministry of Education, behavioural expectations held for students at Sherwood Park rise as individuals become older, more mature and move through successive grades.

All students must:

- Follow the directions of School District Staff
- Help make the school a safe, caring and orderly environment for purposeful learning;
- Conduct themselves in a manner that does not pose a threat to the physical safety or emotional well-being of others;
- Respect self, others and the school;
- Be inclusive and value diversity; act in non discriminatory ways as set out in the B.C. Human Rights Code;
- Increase personal responsibility and self-discipline; balance individuals' rights with the rights of the Sherwood Park Community;
- Engage in purposeful learning activities and complete all school work to the best of their ability ;
- Demonstrate good sportsmanship;
- Only use personal technology devices such as ipods, cell phones, etc. with express teacher permission. These are not to be used on school grounds at first and second recess;
- Inform a 'tellable' adult in a timely manner (in advance if possible) of incidents of bullying, harassment or intimidation;
- Refrain from taking retribution against a person who has reported incidents;
- Act in a manner that brings credit to the school whether students are on or off site

Generally, problem behaviours occur in a context and on a continuum from occasional and mild to frequent and severe. PBIS is based on this principle and staff responds differentially to behaviours along the continuum. While we expect that some students will display behaviours that are not yet within the widely-held expectations for their age level, our mandate is to work with students so that they are eventually able to meet expectations.

Behaviour is no different from academic capacity in that most children fall into the typical need for support range (80-85%); a few fall into the higher need for support range (10-15%) while a very few children require highly specialized intervention (3-5%). The triangle below outlines the continuum graphically.



Below are some examples of behaviours which meet and do not meet expectations in the four aspects of Social Responsibility as outlined by the B.C. Ministry of Education. Note that in the area of *Valuing Diversity*, behaviour may range from ‘treating others fairly and respectfully’ to the ability to ‘recognize and describe basic human rights’

	Behaviour which is meeting expectations	Behaviour which is not meeting expectations
Contributing to the class and school community	<ul style="list-style-type: none"> • Being friendly and kind • Cooperating with others 	<ul style="list-style-type: none"> • Expressing anger inappropriately • (abusive language, rude body language)
Solving Problems in peaceful ways	<ul style="list-style-type: none"> • Considering others points of view 	<ul style="list-style-type: none"> • Behaving in unsafe or hurtful way (hitting, kicking, verbal put downs)
Valuing diversity and defending human rights	<ul style="list-style-type: none"> • Sticking up for others when there is injustice 	<ul style="list-style-type: none"> • Bullying (repeated physical aggression, name calling, threats or exclusion in a context where there is an imbalance of power and an attempt to harm) • Destroying property
Exercising democratic rights and responsibilities	<ul style="list-style-type: none"> • Following classroom and school rules • Making a difference in the community 	<ul style="list-style-type: none"> • Putting one’s own needs before those of the group • Wasting materials or littering

* In addition, Sherwood Park school has an anti-bullying policy and action plan. See Appendix A.

CONSEQUENCES FOR SOCIALLY UNACCEPTABLE BEHAVIOUR

Inappropriate behaviours include any action that may inhibit a safe, positive learning environment. These include but are not limited to: misbehaviour, insolent or defiant behaviour, fighting, punching, stealing, physical and verbal intimidation, threats, vandalism, and chronic misbehaviour. Interventions and consequences are applied to each situation according to its unique circumstances, and are more severe as the level and/or frequency of these behaviours increases.

Infractions of the Code of Conduct are backed up by a fair, consistent and clear intervention for misbehaviour. Consequences are always considered in the context in which they occur. The age of the child, frequency of the behaviour, its seriousness or intensity, and the intent are taken into account. Maintaining the dignity of all parties remains fundamental to any intervention. Generally, misbehaviours fall into three categories:

Level One: Minor Misbehaviours

- interfere with the learning of others
- interfere with an orderly environment
- create unsafe conditions

Consequences: may include apology, practices of expected behaviours, time out, Code of Conduct discussion with an adult, community service

Level Two: Misbehaviours of Concern

- bullying, harassment or intimidation
- retribution against a person who has reported incidents
- repeated level one behaviours

Consequences: may include parent contact, reconciliation with injured party, some loss of recess and/or lunch privileges, or restriction from extra curricular activities, substantive re-teaching, establishing a behaviour contract, or a form of restorative justice

Level Three: Misbehaviours of Serious Concern

- physical violence/threats of physical violence
- possession, use or distribution of illegal or restricted substances
- possession or use of weapons
- theft of or damage to property

Consequences: formal documentation of incident, parent conference, restitution, behaviour plan; if needed, school suspension in accordance with District Policy 302 and Sections 26 and 85 of the B.C. School Act.

Sherwood Park School's plan of Logical and Progressive Consequences may include, but not be limited to:

- teacher involved in discussions/planning consequences;
- principal involved in discussions/planning consequences;
- removal of student from classroom/situation;
- in-school suspension;
- the development of an action plan by the teacher and/or principal, and the student to identify and contract the appropriate behaviour; and/or,
- 1/2 to 5 day out of school suspension.

All serious disciplinary situations will require:

- restitution to be made if property is damaged;
- a record of the incident to be filed; and,
- contact with the parent or guardian.

Further consequences may be required for continued infractions:

- disciplinary meeting with parents and child;
- removal of privileges for a length of time; and/or,
- the continued suspension from school.

The possession or use of a weapon or any item intended to be used as a weapon, with the intent to inflict injury upon or to intimidate another person on or near school property or at school events is considered to be a criminal act, as well as a serious infraction of the school rules and may lead to severe and immediate disciplinary action and/or criminal charges. (See School Board Policy # 301)

NOTIFICATION

School personnel intervene daily to redirect, re-teach and manage the misbehaviours of children by reminding them of Sherwood Park's Code of Conduct, following our intervention process and procedures, and working with parents to deal effectively with the student. In cases where serious or repeated breaches occur, school officials may have a responsibility to advise other parties of serious breaches of the Code of Conduct, including:

- parents of student offender(s) – in every instance;
- parents of student victim(s) – in every instance;
- school district officials – as required by school district policy;
- police and/or other agencies – as required by law; and,
- all parents – when deemed to be important to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate actions to address it.

One important goal at Sherwood Park is to build a vibrant, caring and inclusive community. As a community within a community, Sherwood Park School embraces the opportunity to work with children and their families to achieve this goal.

PARENTS AS PARTNERS

We ask that parents support their children in building social responsibility by:

- teaching and re-teaching problem solving skills;
- modeling socially appropriate ways of getting along;
- helping their children find safe ways to express anger or frustration;
- listening to children and responding to their needs and concerns in ways that develop social capacity;
- helping their children understand the value of individual differences; and,
- monitoring and discussing screen time.

As well, we ask that parents support the home-school connection by:

- contacting the teacher or administrator over concerns about the behaviour or safety of their child at school;
- learning about the problem resolution process at the school; and,
- using the language of the school's Code of Conduct at home and at school with their child.

CODE OF CONDUCT DEVELOPMENT, MONITORING AND REVIEW

The Sherwood Park Code of Conduct was revised in the year 2013. Currently, community involvement is provided through consultation with the Parent Advisory Council (PAC) and the School Planning Council (SPC) with revisions and changes overseen by a school based committee and reviewed by all staff.

Student input comes through student's council as well as classroom based activities for establishing, implementing and maintaining appropriate expectations for behaviour. Student input is also monitored through the Safe and Caring Reviews and the Intermediate Student Safe and Caring Schools and Social Responsibility Survey.

Student behaviour is tracked through the collation and analysis of discipline information stored in the District's British Columbia enterprise Student Information System (BCeSIS) and through the collection of anecdotal data. Staff seeks trends regarding the triggers that prompt inappropriate behaviours and the locations where these activities most often occur. Similarly, factors that reduce student discipline referrals are closely considered. Statistics are reviewed with staff, the SPC and the PAC. Based on the reviewed information, the Code of Conduct is updated annually to address school wide concerns, changing student dynamics and community norms.

COMMUNICATION AND TEACHING

The Sherwood Park Code of Conduct is communicated and taught in several different ways:

The student's council not only provides feedback about the Code of Conduct but also participates in designing and delivering assemblies that address specific areas of the Code of Conduct. These assemblies are for the entire school population and are intended to highlight and reinforce specific student behaviours.

Sherwood Park's Peer Mediators and Lunchtime Monitors are further examples of communicating and teaching key aspects of our Code of Conduct. Students are trained for these leadership roles which they fulfill on regular basis. Students are also involved in leading school assemblies, sponsoring special events and participating in school and community improvement projects. In doing so, the students are seen as

positive role models by their peers and they make a valuable and significant contribution to the well being of the school community.

To help parents understand and appreciate the details of Sherwood Park's Code of Conduct, a behaviour matrix is emailed at the beginning of each school year. The matrix outlines appropriate conduct in a variety of locations and situations: *e.g.* bathrooms, stairways, assemblies, etc. Students, their parents, teachers and the principal are asked to review this document in order that all parties have a clear understanding of behavioural expectations in place for the school community. In addition, these behaviours are discussed in assemblies and classrooms. When it occurs, inappropriate conduct is compared to the matrix with the intent that, as opposed to a punitive experience, the child benefits from an educational opportunity.

Parents also receive a pamphlet that describes the most important features of our Code of Conduct, including the foundational principles. This item is also posted on our web site. Throughout the school year reminders of both the Code of Conduct and aspects of the Positive Behavioural Interventions and Supports program are published in the school newsletter.

CONCLUSION

Staff at Sherwood Park guides all students in developing a love of learning and a pride in accomplishment. In doing so, we encourage them to develop a spirit of citizenship and to value the diverse nature of community in which we live. This is only possible when a community such as ours cultivates respect and compassion for others through consistent modeling and teaching. As a staff, we also recognize that students choose their own behaviours and therefore are given credit and responsibility for both their positive and negative actions. Students who are struggling to meet Sherwood Park's behavioural expectations receive the support of education aides, administrators, counselors, classroom teachers, district support specialists and parents. Communication between all parties involved is integral to supporting students to meet Sherwood Park expectations. In short, the Sherwood Park staff is committed to the notion that the best way to influence students to act responsibly, to develop their integrity and to make school safe, caring and orderly is to acknowledge and emphasize their positive behaviour.



L'École Sherwood Park Elementary School
North Vancouver School District #44

Code of Conduct - Appendix A Anti Bullying Action Plan

At L'École Sherwood Park Elementary we strive to create a safe, respectful and welcoming school environment by building and maintaining positive relationships between students, staff and parents. We also recognize that bullying and intimidation have a negative effect on the learning climate of the school and therefore, as a learning community, we prefer to address problematic behaviour rather than label a child as a 'bully' or victim'. Our students are actively taught problem solving skills and appropriate responses to bullying from an early age. It is important for them to know that we take bullying seriously and need to know when it occurs.

The B.C. Ministry of Education defines bullying as: repeated physical aggression, name calling, threats or exclusion in a context where there is intent to harm and an imbalance of power. The bullying of members of the school community, by physical, verbal, written or electronic means, is not permitted at Sherwood Park Elementary. Anyone who witnesses bullying is expected to speak with school personnel (teacher, educational assistant, noon hour supervisor, Counsellor, Vice Principal or Principal).

Sherwood Park Elementary School's anti bullying action plan includes the following:

- The staff member will ensure that the students are safe and supported and will communicate with the Principal/Vice Principal
- The Principal/Vice Principal will investigate the incident
- The Principal/Vice Principal will communicate with the parents
- The Principal/Vice Principal will review the District/School Code of Conduct in relation to the violation of another student's right to a safe and secure learning environment
- The Principal/Vice Principal will determine the appropriate consequences and course of action, taking into consideration:
 - The student's age/developmental level
 - The seriousness of the incident
 - The student's history
 - The history of the relationship between the students

The consequence(s) for the student who is bullying will range from:

- Discussion with students involved and proactive solutions decided upon
- Completion of assignment on social responsibility including problem solving sheets, letters of apology, essays, posters etc.
- completion of school service
- loss of recess or noon hour privileges
- loss of extra curricular privileges
- in school suspension with communication to parents
- formal suspension with written notification to parents which will be put in the student's file
- involvement with a Youth Intervention Officer
- Or other consequences as deemed necessary

The bullying incident will be documented and there will be a follow up with the parents. Additional supervision, support and monitoring will be provided as necessary.

The Sherwood Park Anti Bullying Action Plan is designed as a partnership between parents and staff. Bullying should not be kept a secret. It is the secrecy that generally allows bullying to continue unabated and makes dealing with the issue very difficult. As staff and as parents, we need to help all children develop interpersonal skills upon which they build positive relationships with peers. By responding together, we can make a difference.