

Porter Street Elementary Code of Conduct

2023-2024



Introduction to Our Code of Conduct

The purpose of this document is to outline the revised provincial standards for "Codes of Conduct" as detailed below:

According to the School Act, school boards and schools are granted the authority to establish codes of conduct. While respecting the autonomy of these entities and recognizing their existing efforts to promote positive school environments, the following provincial standards are provided to assist them in developing consistent and cohesive policies and practices within their communities. Although many schools already have codes of conduct in place, it is expected that all schools in British Columbia will review their existing codes or create new ones that align with the provincial standards.

Our Code of Conduct aims to inform members of our community about the procedures, policies, protocols, and practices implemented at Porter Street to ensure a safe, caring, and orderly school community. As stated on page 9 of the 'Safe, Caring, and Orderly Schools' guide by the BC Ministry of Education (March 2004), Porter Street is dedicated to cultivating a positive school culture and creating optimal learning environments. All members of the school community share a commitment to maintaining a safe, caring, and orderly school, fostering respect, inclusion, fairness, and equity. Expectations for acceptable conduct are consistent and regularly reinforced. Staff members play a crucial role in teaching, modeling, and encouraging socially responsible behaviors that contribute to the school community and resolve conflicts peacefully, valuing diversity and upholding human rights.

At Porter Street, "bullying" is defined as one-sided, unfair, and/or repetitive negative behaviors, such as physical violence and attacks, verbal taunts, name-calling, put-downs, threats, intimidation, extortion or theft of money/possessions, exclusion from peer groups, racial verbal abuse, and inappropriate internet use that interferes with learning at school (cyberbullying). "Conflict," on the other hand, refers to negative behaviors involving participants who appear to have relatively equal power.

The school avoids using the term "zero tolerance" since its definition and application can be broad and subjective.

The purpose of this document is to provide a fundamental framework and shared expectations for students at Porter Street Elementary. These guidelines align with the new provincial standards for "Codes of Conduct" outlined in Section 85(2)(c) of the School Act.

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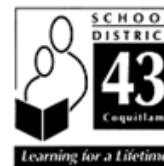
Code of Conduct

Communications

Expectations regarding acceptable conduct are effectively communicated to all students, parents, and school staff, as well as temporary staff and visitors. Additionally, students, parents, coaches, and other community members who represent the school as ambassadors are informed about the protocols they should follow.

The provincial standards for Codes of Conduct are governed by the School Act, specifically sections 85 (1.1) and 168 (2) (s.1), as well as Ministerial Order 276/07 (M276/07) effective from October 17, 2007. Orders from the Minister of Education, particularly Ministerial Order 4 (c) (d), outline the responsibilities of school boards to ensure that codes of conduct are provided to employees assigned to a school during the school year and to students and their parents when they join a school mid-year.

At our school, expectations regarding acceptable conduct are clearly communicated to students, parents, and school staff, as well as volunteers, temporary staff, and visitors.



The principal maintains ongoing communication with Noon-Hour Supervisors to provide support in implementing the Code of Conduct. Volunteers are made aware of the expectations during the volunteer application process and through discussions with staff. Visitors are informed of the expectations as needed. Furthermore, students, parents, coaches, and community members involved with the school are informed about the expectations when representing the school as ambassadors.

To ensure widespread awareness, Porter Street School includes a simplified version of the Code of Conduct in student planners and the Parent Calendar. Regular reinforcement takes place during school-wide assemblies, daily morning messages, staff meetings, school newsletters, the school website, and within the school climate to enhance student learning.

Process:

All BC schools include students, parents, and staff in the development and review of Codes of Conduct. Our Code of Conduct is updated each spring in consultation with our partner groups - Staff, School Planning Council, and District Leadership. All are given an opportunity to provide feedback.

This document is meant to be dynamic, living, meaningful and authentic, so feedback is always welcome.





Code of Conduct

Implementation

Behavioral expectations outlined in codes of conduct are consistently taught and actively promoted. Responses to unacceptable behavior are based consistently on sound principles and are appropriate to the context.

Our Code of Conduct is explicitly taught at the beginning of the school year and promoted and referred to throughout the school year. In addition, we expect parents to read and sign off on our Code of Conduct and expectations accessed through our website.

We reinforce expectations through various home communications as the year progresses. The school often reminds parents and staff of the importance of modeling positive behaviors.

Throughout the year, staff members continue to provide age-appropriate direct instruction and actively promote socially responsible behavior through various strategies which may include:

- class meetings
- circle structures
- HACE
- friendship skills
- direct classroom teaching and discussion
- student group work

- regular Morning Announcements (on the PA)
- Noon-Hour Supervisors, with Administration, review common expectations
- ongoing modeling by all adult members of the school community
- school assemblies and/or large gatherings focused on Social Responsibility
- our staff uses restorative language to help students process incidents.
- SEL/SRL strategies

In April 2015 our staff unanimously adopted Social-Emotional Learning/Self-Regulated Learning as our new Action Plan for Learning school-wide goal. The staff have identified the SEL Core Competencies of Self-Awareness and Self-Management to assess. The 2022 May SEL data collected (please see our 2022-2023 Action Plan for Learning on our Public Website) will be reviewed and discussed to assist our staff guide and plan our SEL efforts for 2022-2023.



Monitoring and Review

Ministerial Order 5

Conduct is continuously monitored to ensure codes reflect current and emerging situations and are contributing to school safety.

Codes of conduct are reviewed and improved in light of evidence gathered and/or relevant research and are revisited as part of a regular cycle of policy review.

Our Code of Conduct is reviewed each Spring by staff and SPC. This review is done in conjunction with our Action Plan for Learning (APL) review. Our review keeps research around best practice, self-regulation strategies and our Safe Schools District Focus in mind.

Our Learning Services Team have regular meetings to review students requiring behavior support. We also record office referrals relating to behavior support, and this data is shared with staff and students when needed. We have on-going contact in various forums with members of the school community to monitor and review the Code of Conduct.

This document is meant to be living and dynamic and most importantly, authentic, and meaningful to all; feedback is always welcome.

Alignment

Codes of conduct are compatible between schools in the community and across elementary, middle and secondary levels.

Porter Street's Code of Conduct is aligned with:

- other elementary schools in the district as well as the family of schools in our geographical area
- our District Code of Conduct and *Safe, Caring and Respectful Schools Focus*

Discussions with the members of our community of schools take place regularly throughout the school year. Structured opportunities to discuss these issues occur during select *Learning Without Boundaries* Meetings.

Standards – Statement of Purpose

Our SD43 (Coquitlam) Board of Education supports School Administrators and staff in the maintenance of proper order and discipline that is consistent with the Board policy and believes that the responsibility for student discipline in school is shared among students, staff, and parents.

Students are expected to conduct themselves responsibly at school, while going to and from school and while attending any school function at any location.

The purpose of the following sections is:

- To establish and maintain a safe, caring and orderly environment for purposeful learning.
- To assist children in developing socially responsible behaviors, showing a developing awareness of their role as ethical decision-makers and moral citizens

Porter Street Elementary School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, color, ancestry, place of origin, religion, marital status, physical or mental disability, sex or sexual orientation – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment.

Ministerial Order 6 (b)

6. Boards must ensure that the following elements are included in their codes of conduct:

(b) a statement of purpose that provides a rationale for the code of conduct, with a focus on safe, caring, and orderly school environments.

The mission at Porter Street is to create a caring, respectful community of learners. The school community is focused on creating a socially responsible school climate to enhance student learning.

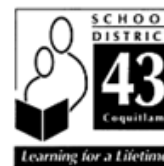
The school motto is:

**“Take care of yourself,
take care of each other,
take care of this place.
Together we are better.”**



Code of Conduct

Conduct Expectations



Porter School promotes the values expressed in the *BC Human Rights Code*:

- *As per Section 8 of Human Rights Code of British Columbia, students shall not discriminate against others on the basis of race, religion, color, ancestry, place of origin, marital status, family status, age, sex, sexual orientation, gender identity or expression, or physical or mental disability. Furthermore, as per Section 7 of the Human Rights Code of British Columbia, no student shall publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the aforementioned bases.*
- **8 (1)A person must not, without a bona fide and reasonable justification...**
- **(b)discriminate against a person or class of persons regarding any accommodation, service, or facility customarily available to the public because of the Indigenous identity, race, color, 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.**
- **students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise.**

Moreover, Porter School follows district policies regarding these conduct expectations as they apply to behavior in all school related activities. This includes behavior at school, during school-organized or sponsored activities, as well as behavior beyond this scope, including on-line behavior, that negatively impacts the safe, caring, and orderly environment of the school, and/or student learning.

School members must be aware of and familiar with the district policy regarding acceptable use of school technology. Students should be aware that they may be subject to discipline for on or off school property misuse of technology if it negatively impacts on the school environment. This includes publishing or displaying anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the basis of any such grounds.

In addition, staff remind and encourage students to inform a “tellable” adult, in a timely manner (in advance, if possible) of incidents of bullying, harassment or intimidation. Staff will engage students in purposeful learning activities in a timely manner so as to bring credit to the school.

Note that special considerations may apply to students with special needs if they are unable to comply with the Code of Conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioral nature.

Acceptable Conduct

Acceptable Conduct Acceptable Behavior May Look Like:

On the playground: Including others when appropriate, playing safely, keeping hands and feet to oneself, using kind and suitable words.

In the hallway: Walking, and staying to the right, using an inside voice, keeping hands and feet to oneself.

In the classroom: Listening carefully to others, working hard to do one’s best, never interfering with other people’s learning, moving safely, respecting the property and space of others, using kind and suitable words.

In formal gatherings: Entering the gym silently, sitting properly and using kind and suitable words, keeping hands and feet to oneself, leaving the classroom when the bell rings.

In the washroom: Flushing the toilet, washing one’s hands (with soap), reporting any problems to an adult, taking care of the facility in short, acceptable conduct is respecting self, others, and the school. This helps keep the school a safe, caring, and orderly place.

At lunchtime in the classroom: Staying seated at one’s desk, eating only one’s own lunch, eating all one’s lunch, and cleaning up after, using an ‘indoor’ voice when speaking.

Rights and Responsibilities

- I have the **RIGHT** to learn in this School.
- It is my **RESPONSIBILITY** to follow instructions, remain on task, and not interfere with the learning of others.
- I have the **RIGHT** to hear and be heard.
- It is my **RESPONSIBILITY** to not talk or make noises when others are speaking.
- I have the **RIGHT** to be treated with respect in this school.
- It is my **RESPONSIBILITY** to treat all others with respect.
- I have the **RIGHT** to be safe from physical and verbal violence in this school.
- It is my **RESPONSIBILITY** not to physically or verbally harm anyone else.
- I have the **RIGHT** to privacy and to my own personal space.
- It is my **RESPONSIBILITY** to respect the personal space and property of others and to accept their right to privacy.



Unacceptable Conduct

Porter Street Elementary School will treat seriously:

- behavior or communication that discriminates based on race, color, ancestry, place of origin, religion, marital status, family status, family status, physical or mental disability, sex or sexual orientation (prohibited grounds set out in the BC Human Rights Code)
- Students whose conduct interferes with the learning, safety or well-being of others or him/herself.

Students should not:

- discriminate against others on the basis of the race, religion, sex or sexual orientation, or disability, or for any other reason set out in the Human Rights Code of British Columbia, nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the basis of any such grounds
- Behave in any way that interferes with the learning of others
- Use behaviors that create unsafe conditions in the school, on the playground or on field trips
- Engage in acts of bullying, harassment, or intimidation

Bullying includes but is not limited to physical or verbal intimidation, verbal harassment, and cyber bullying, occurring on or off our school property. (Policy 17)

- Use any form of physical violence
- Engage in acts of retribution against a person who has reported incidents
- Engage in computer use, on or off the school grounds, that creates a negative learning environment for others
- Possess, use or distribute illegal or restricted substances
- Possess or use weapons
- Engage in theft or damage to property

Rising Expectations

Ministerial Order 6 (e)

6. Boards must ensure that the following elements are included in their codes of conduct:

(e) an explanation that the board will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a code of conduct.

- As students progress through Porter Street Elementary School, they will assume the role of leaders. In addition, it is expected that the level of personal accountability will increase and that leadership skills will develop and progress, in preparation for successful middle school experiences.
- Increasing personal responsibility, self-discipline, and self-regulation
- Increasing consequences for inappropriate behaviors that continue to occur even after staff have communicated with and involved parents.

Solving Conduct Problems

Ministerial Order 7 (b)

7. Further to Section 6 (c), boards must do the following in the statement about consequences of unacceptable behavior:

(b) include an explanation that special considerations may apply to students with special needs if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioral nature.

- The consequences of unacceptable conduct are pre-planned, consistent, and fair.
- Special considerations may apply to students with special needs if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioral nature.

The staff of Porter Street School addresses student behavior as it is observed and reported. The school endeavors to deal with behavior in a restorative, rather than punitive, manner wherever possible and appropriate. In doing so, staff endeavors to match logical consequences or restorative actions with deeds and level of severity. Whenever a student exhibits behavior that is deemed to be inappropriate, the staff member will support the student in the following fashion:

- For a minor deviation from expected behavior, a staff person will speak directly to the child, ask the child to rate their behavior and identify how the behavior could be different by making a different choice. An appropriate consequence may be designed to promote positive behavior choices.
- Should a student deviate from expected behaviors in a more serious or in a repeated manner, consequences may include a time out, community service, a behavior support paper, or a written apology. Parental support in reviewing the school's Code of Conduct may be requested.
- For serious deviations from expected behavior, logical consequences may include meeting with the principal, being asked to eat lunch at home, a meeting with parents, an in-school suspension, or in even more extreme cases, a form of external suspension.
- Special considerations may apply to the imposition of consequences on a student with special needs if the student is unable to comply with this Code of Conduct, due to a disability of an intellectual, physical, sensory, emotional, or behavioral nature.

Notification:

- Staff members involved will exercise their responsibility to inform parents of student offenders when the behavior is deemed to be in serious violation of the Porter Street Code of Conduct or the District Code of Conduct.
- Parents of student victims will also be notified in such instances.
- *Follow-up:* all serious breaches of the Code of Conduct may include but are not limited to:
 - Meeting with the parent before re-entry after a suspension
 - Meeting with the student prior to return to class
 - Where appropriate, follow-up with the victim within 2 weeks and again after 6 weeks to substantiate that negative behaviors have ceased.

Solving problems at Porter School will often be done in a manner that uses **Restorative Practice** as a way to help children "repair" damage done by acts that did not meet expectations. **Restorative Practice** is about restoring relationships and strengthening the children involved.

Certain issues and how they are handled, after consultation with the Assistant Superintendent and when deemed to be significant enough, will be communicated to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it.

Restorative Practice

As a school and District, we recognize the importance of modeling respectful and responsible processes for managing conflict. Whenever possible, we try to use a restorative approach to resolving conflict and teaching pro- social behaviors.

The fundamental premise of restorative practice is that people are happier, more cooperative, productive, and more likely to make positive changes to their lives, when those in authority do things “with them”, rather than “to them” or “for them”. (International Institute for Restorative Practices <http://www.iirp.edu/what-is-restorative-practices.php>). As a result, a focus of behavior intervention should be to help an offender recognize and repair any harm done. Furthermore, the purpose is to teach the offender moving forward, and then reinforce positive behaviors, in order to return the offender to the school community stronger, and more resilient than before the offense.

Every effort will be made to support all students. However, if there are ongoing conduct issues after having implemented restorative interventions, more traditional discipline approaches may be used, separate or in conjunction with restorative interventions. All disciplinary decisions will be made with respect to the individual and context, and responses to conduct issues will take into consideration the student’s age, maturity, and past conduct.

RESTORATIVE PRACTICES PRINCIPLES

- Restorative Practices focuses on harms rather than rules or persons and the consequent needs of both parties and communities.
- Restorative Practices addresses obligations of the student resulting from those harms, as well as the community’s obligations to both parties.
- Restorative Practices uses inclusive, collaborative processes.
- Restorative Practices involves all individuals (victims, offenders, parents, students, staff, and faculty) who have a legitimate stake in each situation.
- Restorative Practices seeks to put right the wrongs that have been done, so that all parties feel safe and valued, and individuals feel restoration to the school community has happened.

Restorative and/or preventative, rather than punitive consequences will be applied in progressively escalating steps, depending on the severity and persistence of the difficulty.

Some possible consequences might be:

- Apologize/fix problem
- Discussion with teacher/discussion with administrator
- Small group(s) discussion
- Student initiated consequences (led by admin)
- Written apology
- School or community counselling
- Alternative to Suspension program
- Behavior plan
- School service
- Parent phone call/ parent meeting/ student timeout with parent guardian
- Loss of noon hour/nutrition break
- In-School Suspension
- Formal suspension Level I, II or III - Restorative Circle
- Out-of-school suspension.

<i>Punitive</i>	<i>Restorative</i>
Misbehavior defined as breaking school rules or letting the school down.	Misbehavior defined as harm (emotional/mental/physical) done to one person/group by another.
Focus is on what happened and establishing blame or guilt.	Focus on problem-solving by expressing feelings and needs and exploring how to address problems in the future.
Adversarial relationship and process include an authority figure with the power to decide on penalty, in conflict with the wrongdoer.	Dialogue and negotiation, with everyone involved in the communication in cooperation with each other.
Imposition of pain or unpleasantness to punish, deter or prevent.	Restitution as a means of restoring both parties, the goal being reconciliation and acknowledging responsibility for choices.
Attention to rules and adherence to due process.	Attention to relationships and achievement of a mutually desired outcome.
Conflict/wrongdoing represented as impersonal and abstract; individual versus school.	Conflict/wrongdoing recognized as interpersonal conflicts with opportunity for learning.
One social injury compounded by another.	Focus on repair of social injury/damage.
School community as spectators, represented by member of staff dealing with the situation; those directly affected uninvolved and powerless.	School community involved in facilitating restoration; those affected taken into consideration; empowerment.
Accountability defined in terms of receiving punishment.	Accountability defined as understanding impact of actions, taking responsibility for choices, and suggesting ways to repair harm.