Code of Conduct

Introduction

Ecole Central School's Code of Conduct is written in consultation with staff, students, and parents. This includes a Vision Statement published inside the school and in our Framework for Enhancing Student Learning. This is reviewed each year to include the perspectives of new staff and to re-affirm our commitment. A school wide review in September 2013 resulted in the A.R.T.S. acronym (see Appendix A). Behaviour matrices were developed for all areas of the school (Appendix B).

Statement of Purpose

Our Code of Conduct includes, but is not limited to, our school-wide system of Acceptance, Respect, Together, Safe (A.R.T.S). It applies in all areas of the school grounds, at all times and to all members of our school community. It also applies to all field trips. It also applies to any technology and supports our District "Acceptable Use Agreement". It also applies outside school hours and grounds, when the school's safe, caring and orderly environment is affected. We understand that the needs of individuals must be balanced with the needs of the school community. With this in mind, we believe in being pro-active and creating an environment in which students are likely to succeed both academically, socially and emotionally.

We understand the importance of student attachment and their need to belong. With this in mind, for the last few years, we have begun our first week in September working with our students on Belonging and Welcoming. Our focus is drawn mainly from "Learning In Safe Schools- creating classrooms where all students can learn," by Faye Brownlie & Judith King (2000). This is re-visited on a school-wide basis weekly on Spirit Days and in February during our Anti-Bullying focus.

Ecole Central Elementary School promotes the values expressed in BC Human Rights code respecting the rights of all individuals in accordance with the law. Ecole Central will treat seriously, behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender, sexual orientation, or age (prohibited grounds set out in the BC Human Rights Code).

Behaviour expectations
Appropriate

In accordance with the BC Human Rights Code, we promote a climate of understanding and mutual respect, "where all are equal in dignity and rights". We also oppose any publication or displaying of material of any kind that discriminates or exposes anyone to contempt or hatred. This includes but is not limited to graffiti, school or student publications and logos displayed on clothing.

Our A.R.T.S document (Appendix A) is prominently displayed in the hallways and classrooms and is published in our school agenda every year. This forms the basis for the teaching of Social Responsibility in our school. It is also used as a reference for support staff, teachers and

administrators when talking with students about pro and anti-social behaviour. Pro-social behaviours, such as letting others' work, walking quietly in the hallway, using an "I" message, are identified and taught. Students are given an opportunity to rehearse them and are given a pre-correction before they transition. They include teaching around personal safety, developing a healthy work ethic and representing the school well.

Of particular interest to the school is how to support the appropriate use of personal devices such as smart-phones. We have found that students lack the self-regulation and maturity to always follow appropriate-use guidelines. We will continue to teach appropriate use as we do other concepts, by the use of general rules, examples, encouragement and practice.

Behaviour expectations
Inappropriate
Although we teach behaviours by identifying what we want our students to do, we recognize that defining anti-social behaviours is necessary. Common examples of these behaviours include name-calling, arguing, disrupting learning. At the school level, this may look like making noise in the hallway so that it disrupts others' learning, rough play outside, making a mess in the washroom. There are more serious behaviours that are dealt with directly by the Principal and Vice-Principal. An example of these may be leaving the premises without permission, bullying (including cyber bullying), fighting or threatening and potentially, the use of drugs and bringing weapons into school. This is also true of inappropriate use of personal devices, where anti-social behaviours may range from use during instructional time or 'screen-free' times to bullying or inappropriate content.

We also recognize that students vary in their level of understanding depending on their age and physical and social maturity. This is particularly true of students with varying learning needs. Our expectations for our students need to be appropriate to their level of understanding. Consequences for anti-social behaviour also need to be appropriate to students' level of understanding. In the case of very young children and children with varying learning needs, we would seek to provide learning opportunities that focus on appropriate social behaviour. We would also seek to provide support for teachers to integrate these teachings into the classroom.

Consequences
Anti-social behaviours are directly related back to our Acceptance, Respect, Together, Safe (A.R.T.S) and any behaviour criteria that individual classes have established. Consequences may include a discussion about which rights were infringed, an act of community service, a playground restriction. We also try to include a discussion about replacement behaviours. Persistent or a sudden change in frequency of behaviours may lead to a School Based Team Meeting around whether we need to have behaviour plans in place. We are also beginning to explore strategies such as 'Solution Focused Strategies". We also recognize that the Principal, Vice Principal and teachers may have a responsibility to inform parents, guardians and/or outside agencies of the more serious breaches of the Code of Conduct.

Procedures in addressing Anti-social behaviours

    When addressing anti-social behaviour, we talk to the students in terms of consequences and restitution. We frequently involve the parents, but are mindful that some disputes are more effectively resolved in school, usually where the home circumstances would inflame a situation. We use our judgement, consider our relationship with that child and make decisions based on that. Where there are significant concerns and the danger of harm between students, we have in the past used district resources, such as Healing Circles to achieve lasting resolutions. We have also accessed District support to develop Safety Plans for individual students. We are mindful that the Principal and her designate have recourse to use extreme consequences such as exclusions and suspensions. However, we understand the need to apply these carefully. We **never** use "zero tolerance" language or consequences because of the damage they do to our students' attachment to the school. Our strategies and evidence is recorded in the Social Responsibility goal of our Framework for Enhancing Student Learning. We include in this behaviours that occur away from school but impact our environment, including cyber bullying (see below, Bullying).

    Our staff has produced a series of Behaviour Matrices for different locations in our building (Appendix B) in which we have specified expected behaviours. Teaching this in classrooms begins during the first week of September with class and school-wide activities and may take the form of exploring what this looks like/sounds like, usually using the question "What's important about … (walking in the hallways/inside lunch)?" The school's SEL team will meet on regular basis in part to help build lessons that link A.R.T.S to everyday instruction. Some teachers have been involved in collaboration around this and developed rubrics with their students so they can assess their own behaviour. There has been a high level of success using this strategy.

    Students' needs, both in terms of their learning and their behaviour, are reviewed and discussed at Learning Services Team meetings, school based team meetings or staff meetings. Where students make errors in their behaviour, we work together to address this.

    The Principal and Vice Principal manage a data-base that collates information on Social Responsibility. This is reviewed by staff and the PAC. This is updated shared in accordance with District guidelines.

Bullying

    We understand that there are specific features of anti-social behaviour that constitute a bullying situation. This includes any bullying and cyber bullying. that happens away from school but impacts school life. We do not take the view that if it happens away from school, we cannot deal with it. We use the definition of bullying from "Developing and Reviewing Codes of Conduct" to help us clarify these situations. Is it frequent, repeated over time, is there an anticipatory fear in the mind of the person being bullied? Is there intent to harm, either physically or emotionally? Is there a power imbalance, whether it is social status, physical size and strength, support from a peer group? We also refer to the same document for our

definition of cyber-bullying; bullying behaviour which is carried out through an internet service such as email, chat room, blog, discussion group or instant messaging. This applies to any cell phone technologies and any such technologies in the future.

We understand that this may require a more comprehensive response than our response to a 'behaviour mistake'. This will in nearly all circumstances, include a meeting with parents/guardians, may include meetings with the School Based Team, a District Based Team, and/or a Multi-Agency team. We will move to protect the victim(s) and work to educate the aggressor. This may include counselling, restitution, meetings with outside agencies, such as RCMP or Social Services.

Consequences

We do not have a system of graduated consequences, as we believe that students do not necessarily benefit from 'Lock Step" consequences. We are, however looking to clarify which behaviours may lead to an office referral and which should be dealt with in class. We are looking to avoid inconsistency in the consequences we use. Consequences for an office referral usually take the form of restitution in service to the adult or to the school. One example of this is a Grade 4 boy who frequently made a mess in the boys' bathroom. After a discussion with the parent, the student met the custodian who had to clean up after him. At the end of every day, the student would work with the custodian for an hour. They developed a good relationship and both gained from the experience.

The PAC is a good representative of, and advocate for, our parents; they often bring issues to the meetings and we work to resolve them together. We communicate any changes in routine or expectation through our website or specific letters home.

Concerns about behaviour outside school

A great many of our students come to school with deficits in social skills. We try to be sensitive to this and balance the need to create a sense of belonging in these students, with the safety and well-being of the school community. We teach that even if problems begin outside school, they can have an impact in school and we will take steps to deal with this. The same applies if a class is on a field trip. They are reminded that they are representing the school and that being outside school is less predictable. We are particularly vigilant concerning higher risk visits and will remove a student from a trip if the risk to the group is too great. We do so with reluctance, in consultation with the district and parents and if all other options have been explored.

Restrictions on Student Use of Personal Internet-Connected Devices

Ecole Central Elementary School of the Arts expects a learning environment with limited distractions and the responsible use of digital technology. It recognizes the research that shows that frequent cellphone interruptions in the classroom, social media platforms with addictive algorithms and an increasing level of cyberbullying and online exploitation of young people, are having a negative impact on instruction, learning, and student mental health.

Definition

"*Personal Internet-Connected Devices*" include, but are not limited to, cell phones, tablet computers, smartwatches, and portable video game systems.

Guidelines/Principles:

- Students will have access to school/district-owned technology at an age-appropriate level that supports learning and the development of digital technology skills and digital citizenship.

- As outlined in an Individual Education Plan (IEP), Learning Support Plan (LSP), or health plan, schools will exempt specific students from restrictions on the use of personal internet-connected devices when they are needed for full inclusion in a specific learning activity.

- At the elementary school level, the use of and access to personal internet-connected devices will not be permitted at any time during the school day.

- At a minimum, access to and the use of, personal internet-connected devices at the middle and secondary levels will not be permitted during instructional time. At the teacher's discretion, an exemption may be made when the use of such devices supports a specific curricular objective and is part of instructional planning.

- The security and storage of personal internet-connected devices is the sole responsibility of the owner/user. The District assumes no responsibility for the safety, security, loss, repair or replacement of such devices.