

ÉCOLE SOUTH PARK SCHOOL CODE OF CONDUCT

At École South Park School, our Code of Conduct outlines a general framework for behavioural expectations for everyone who enters our community. It is expected that everyone within our community will interact in a manner that supports and maintains the values and principles outlined in this document.

The Code of Conduct shall apply to our school community members when any school related activity is being conducted. Any behaviour, or patterns of behaviour, that adversely affects the school climate, operation, or learning of others, will be considered a breach of the Code of Conduct. Appropriate interventions will be used to remedy negative conduct.

At École South Park School, we recognize that expectations for community members increase with the age, experience, learning capacity, and maturity of the individual. It is an expectation that all community members will know the District Code of Conduct and our school Code of Conduct.

I. Guiding Principles:

At École South Park School, we follow “**the Four Bs**”. These simple principles guide our behaviour (and remind us “How to **Be** at South Park”)

- **Be Respectful / Soyez respectueux**
- **Be Safe / Soyez sécuritaire**
- **Be Responsible / Soyez responsable**
- **Be Kind / Soyez gentil**

II. Conduct Expectations:

Acceptable Conduct supports a safe and positive learning environment.

Students are to be treated with respect and dignity. In return, they must demonstrate an ability to know and follow the 4 B's of behaviour with diligent socially and personally responsible conduct.

It is expected that students will:

- *Attend school and classes regularly and punctually*
- *Be respectful of themselves, others, those in authority and “this place” (school property)*
- *Conduct themselves in an appropriate manner when going to and from school, within school, on school grounds, during extended school activities and on school buses*
- *Apply themselves to the best of their ability in all aspects of their education*
- *Be respectful of the thoughts, feelings and heritage of others*
- *Actively contribute to a safe, polite, caring, and orderly school learning environment*
- *Respect the rights and property of others*
- *Behave in an ethical and lawful manner*
- *Report to a responsible adult, incidents of threats, bullying, harassment, violence or intimidation*
- *Communicate honestly, attentively, and in a forthright manner*
- *Solve problems peacefully using strategies encouraged by the school*
- *Take responsibility for his or her own actions and the interventions developed for inappropriate behaviours*
- *Refrain from bringing anything to school that detracts from their or others' learning, the privacy of others, or the safety of others (see section “Electronics at School”)*
- *Dress in a manner which reflects purpose and propriety (see dress guidelines)*

- **Dress Guidelines**

The school's Dress Code supports the general Code of Conduct but is more specific.

When students come to school, they spend their day engaged in learning activities and should consider school as their place of work. Students should come to school appropriately dressed for their day. Students may not come to school wearing clothing with obscene, suggestive or insulting words, pictures or slogans on them. Also, some clothing is more appropriate for recreational activities outside of school. For example, in warmer weather, students are often tempted to wear clothing that is better suited to the beach or pool deck. Students should come to school wearing safe, play appropriate footwear (this is especially important on days they have P.E. class or are participating in athletic activities). Hats are not to be worn inside the building, and students are asked to dress so that no underwear is visible. Strapless, low-cut, midriff-baring, or otherwise revealing outfits are not appropriate for school. Students who come to school wearing clothing that detracts from the learning environment will be asked to change or, if necessary, will be given clothing supplied by the school.

- **Electronics at school:**

Electronics such as handheld games, ipods, etc..., detract from the learning environment.

Students bringing these items to school raises a number of concerns:

- *The ability for hand held games and personal music players to distract students during class time*
- *The potential for lost or stolen valuables and the amount of teaching and learning time lost in an attempt to resolve these matters*
- *The invasion of privacy that can occur with cell phone video taping or photographing*
- *Playing with these devices at school often prevent students from seeking out imaginative activities or pursuing new friendships on the playground*
- *The inappropriate music that is being played on many personal listening devices cannot be monitored effectively*

As such, students are reminded that these items are not to be brought to school.

While we are aware that some families make the decision to provide their children with cellular phones for when children are walking home or for emergency situations, it is not necessary for students to have them out or turned on during the school day. At school, students should be going through the office phone and the office should they require assistance. **Cellphones are to be turned off and kept in the child's backpack or with the teacher for safekeeping for the entire school day.**

Unauthorized use of cellphone cameras or personal cameras can lead to an invasion of privacy. As such, these devices are not to be used on school grounds without permission from the classroom teacher and the subjects in the photos.

Teachers and School Staff, under the leadership of administration and within the bounds of their legal, professional, and ethical responsibilities, are expected to hold those within the school community to the highest standard of socially and personally responsible behaviour. They accomplish this role by:

- *Helping students learn to their full potential*
- *Communicating regularly and meaningfully with parents and administration*
- *Demonstrating respect for everyone within the school community*
- *Maintaining consistent standards of behaviour as outlined within the Code of Conduct*
- *Model and provide guidance and skills for socially responsible conduct*

Administration with the authority provided under the School Act, will take a leadership role by:

- *Acting with care and commitment to facilitate quality learning experiences and a safe environment*
- *Holding everyone under their authority accountable for their behaviours and actions*
- *Communicating regularly, meaningfully, and practicably with all members of the school community*

Parents play the most important role in the education of their children and have the responsibility to support school staff in maintaining a safe and positive learning environment for all members of the school community. Parents accomplish this role by:

- *Learning about the school's expectations and reviewing the Code of Conduct with their children*
- *Monitoring and showing active interest in their child's work, progress, and conduct*
- *Respecting the learning environment of all students by refraining from interruptions to classrooms during school sessions*
- *Communicating regularly with the school*
- *Respecting the confidentiality of matters of discipline*
- *Providing necessities for quality learning such as regular meals, appropriate levels of sleep, hygiene, medical needs, appropriate dress, and classroom materials*
- *Ensuring student punctuality and promptly reporting valid reasons for tardiness or absences*
- *Assisting school staff in dealing with issues of behaviour requiring intervention and discipline*
- *Demonstrating respect for all members in the school community*
- *Modeling expectations of conduct held for students*

Visitors to the school community are essential players in making our schools more positive and safer environments for learning. Visitors need to sign in at the office upon their arrival at school, support and respect the rules of the school and, in return, have an expectation that the school can identify and recognize itself as a part of a much broader community.

III. Unacceptable Conduct:

Unacceptable Conduct interferes with a positive learning environment. Unacceptable conduct is conduct that is in breach of the expectations held above. The district and school reserve the right to determine the acceptability of behaviours in relation to school as guided by the District Code of Conduct and this document.

Some examples of unacceptable behaviours include:

- *Interference with the learning of others*
- *Use of inappropriate or abusive language*
- *Threatening, harassing, intimidating, assaulting or bullying, in any way, any person within the school community including aggressive behaviours such as "cyber" hate messaging and websites created in the student's home, in cyber cafes or other settings*
- *Possessing weapons or dangerous articles*
- *Possession, use, or distribution of illegal or restricted substances*
- *Theft of or damage to property*
- *Any efforts to cause harm or discriminate against* another person based on, but not limited to race, religion, gender, physical or intellectual disability, marital or family status, sexual orientation or age.*
- *Gang related behaviours*
- *Acts of retribution toward a person who has reported incidents*

*The Human Rights Code states: **discrimination** occurs when someone is treated differently and poorly because of their race, colour, ancestry, place of origin, religion, marital or family status, physical or mental disability, sex, sexual orientation, age (19 years and over), criminal conviction (in employment), political belief (in employment), or lawful source of income (in tenancy).

IV. Consequences

Rising Expectations

Age, experience, learning capacity, and maturity all play roles in determining a progression of expectations for members of the school community. As people grow and mature, they are more able to make appropriate decisions and take a greater responsibility for their conduct. Children progressing through the school system are expected to:

- *Acquire greater knowledge and understanding of their behaviour and its impact on others*
- *Learn appropriate decision making strategies*
- *Increase their ability to demonstrate self-discipline*
- *Increase their ability to take personal responsibility for their actions and learning*
- *Be subject to increased consequences for inappropriate behaviour*

Notification and Communication

Communication is essential to the school-home and home-school partnership. Communication may be with one or any combination of the following mechanisms as practicable and appropriate: in person, by phone, by e-mail, by newsletter, by meeting, signage, student planner, written note or letter. Formal letters are provided for warnings of suspension, formal in-school suspensions, and suspensions as per district policy. It is expected that when reasonably requested, all parties will respond in a timely fashion to any received communication.

For all serious breaches of the Code of Conduct:

- *Students will be notified in every instance*
- *Parents of student offenders and parents of student victims will be notified District officials will be notified as required by policy*
- *Police / Outside Agencies will be notified as required by law or for professional advice beyond the scope of school personnel*
- *All Parents will be notified when a need is determined by district or school administration to reassure the school community that action or actions towards serious concerns are or were implemented*

For all emerging patterns of minor breaches of the Code of Conduct:

- *Students will be notified in every instance*
- *Parents will be notified should patterns become serious*

Consequence Continuum

At École South Park School, we take great care to arrive at thoughtful, consistent consequences. Consequences are designed to prevent reoccurrence, teach socially appropriate behaviour to the student who offends and to the school community, provide means for restitution and restorative actions where appropriate, and to ultimately provide for a safe and positive learning environment.

Actions may be progressive, or they may require an appropriate immediate higher level of response. They may be utilized in combination or in isolation increasing or decreasing in seriousness as needed.

Conduct is everyone's responsibility. Minor breaches are handled effectively in an informal manner on a daily basis and may not warrant documentation or communication. Interventions are handled at different levels depending on the seriousness of the breach of conduct and as guided by this document:

- *At the classroom level by any staff member*
- *At the playground level by any staff member or noon hour supervisors*
- *When warranted at the school level by administration*

Factors that are considered when determining an intervention or disciplinary action for a breach of conduct may include:

- *Maintenance of safety and order*
- *Degree of impact on the victim and the community at large*
- *Degree of impact on learning to the individual in question or more importantly the learning of others*
- *Actions/activities prior to a breach that create a larger context of concern*
- *History of previous interventions*
- *Ability (or inability) to use peaceful problem solving and decision making strategies*
- *Frequency, severity, or seriousness of breach. District Code of Conduct may apply. Serious breaches will result in suspension options*
- *Accountability of the student and assistance from the home*
- *Degree of active participation of the student in their own consequence*