

DRAFT #4 - April 29th, 2010

Code of Conduct

Tremblay Elementary School

“A Peaceable Process”

2009-2010

Rationale:

Tremblay School has been working towards a vision of a “Peaceable School”. This is a community that teaches and learns the skills, attitudes, and understandings to allow each of us to work through problems. Through staff training in the techniques and philosophy of Restorative Justice and Circles, members of Tremblay School staff have been broadening our options base for teaching and responding to conflict and breaches to the Code of Conduct. The aim of Tremblay’s Code of Conduct is to create a safe, caring and orderly learning environment in alignment with the BC Human Rights Code and the Canadian Charter of Rights and Freedoms (see appendix).

It has been long understood that responsibility for student behaviour and conduct in schools is shared among students, staff, and parents. The heart of every discipline incident and classroom or office process and solution is the understanding that each incident is an educational and restorative opportunity. Each should be regarded with greater depth than simple revenge, punishment or isolation options can garner. Likewise, participation in restorative processes, by definition, is a choice by those affected. Should one opt out of the process, consequences may be determined based on the circumstances. Success of the process is measured by energy and effort to restore the hurt and responsibility taken as opposed to force to punish.

We understand that all of this is a journey and agree to participate in the process.

Tremblay Community:

School staff will inform volunteers and the school community about the Code of Conduct and its expectations.

All members of Tremblay’s Community are responsible for respecting the rights and dignity of others in learning environments free from discrimination as set out in the BC Human Rights Code and becoming actively and productively involved in their own academic learning and social growth.

Parents/Guardians and all other members of Tremblay’s Community working with students are responsible for knowing and supporting Tremblay’s Code of Conduct, and encouraging students to understand and follow these Codes of Conduct.

Tremblay's Peaceable School Environment

Acceptable Conduct:

“The performance standards provide a broad framework to assist in monitoring and evaluating a variety of school and classroom programs that aim to enhance how students get along and develop responsible behaviours (ie. anti-bullying, multiculturalism, anti-racism, cooperative learning). The standards may also be useful in helping teachers meet the requirement to report on student behaviour attitudes, work habits, and efforts” BC Performance Standards: Social Responsibility.

The Social Responsibility IRP is based on four aspects of human interaction: Contributing to the Classroom and School Community, Solving Problems in Peaceful Ways, Valuing Diversity and Defending Human Rights, and Exercising Democratic Rights and Responsibilities.

Tremblay Students are expected to:

- * be aware of and obey classroom / school expectations;
- * respect the rights of all persons within the school including peers, staff, parents and volunteers;
- * refrain from lying, cheating, stealing;
- * attend classes punctually and regularly;
- * work cooperatively and diligently at their studies and home assignments;
- * respect the legitimate authority of the school staff;
- * respect all school property, including buildings and equipment;
- * respect the diversity of our school community;
- * behave in a safe and responsible manner at all times;
- * refrain from any behaviour that would threaten, harass, bully*, intimidate, assault or discriminate against, in any way, any person within the school community on or off school property; (*Bullying includes but is not limited to physical or verbal intimidation, verbal harassment and cyber-bullying).
- * refrain from being in possession of or under the influence of drugs and/or alcohol in all school facilities or on school grounds or at school sponsored functions and activities;
- * refrain from being in possession of weapons of any kind in school or at school activities;

* comply with district computer usage and/or multi-media devices in accordance with district policies (including personal digital assistants, cell phones, mp3s, and cameras).

Unacceptable Conduct:

Any behaviours or conduct which:

- * disrupts the safety and security of others;
- * disrupts the learning environment;
- * disrespects the rights of any person(s) within the school including peers, staff, parents and volunteers.

Special Considerations:

For each incident, the context and background will be explored. Special considerations may apply to students who are unable to comply with expectations due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.

Consequences & Rising Expectations:

Students will be disciplined in a timely and fair manner and wherever possible, disciplinary action will be preventative and restorative, rather than solely punitive.

Students may be subject to discipline for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District #59 property, at a school sponsored function or activity, or elsewhere.

As students mature through the school system, it is expected that capacity for modeling and assumption of responsibility will increase.

Guidelines:

Please, refer to Tremblay's Yearly Developed Guidelines.

Notification:

The code of conduct will be provided to staff, students, and parents annually.

Under the Freedom of Information and Privacy Protection Act and/or other relevant legislation, it may be necessary to advise other parties of serious breaches of the District Student Code of Conduct.

Retaliation Prevention:

It is essential that all students feel supported without fear of retaliation in reporting unsafe conditions, actions or potential incidents. Review of behavioural

expectations (classroom and school-wide) will include a teaching component regarding safety practices and choices. Tremblay will continue to support the training of Conflict Managers.

Process Elements:

Development:

Each year, Tremblay's Code of Conduct and the process by which it is evaluated, will be reviewed by a committee of students, parents, and staff. This will include: expectations, protocols, and the strategies by which they are communicated and taught.

Active Teaching:

While acting as ambassadors of the Tremblay Elementary School, school protocols are made known to students, parents, coaches, and visitors at the school and at activities away from the school building. In classrooms, reminders will be made of examples of acceptable conduct in various situations. As well, expectations and skills will be actively taught and promoted. These will reflect current situations and to be responsive to arising needs.

Examples: Monthly Character Themes from Student Planners, Second Step program, and participation in Classroom Circles.

Monitoring Conduct and Situations:

Based on Tremblay's code of conduct, data regarding office referrals will be collected and analyzed to inform staff of trends and provide the basis for future actions regarding the development and maintenance of the Code of Conduct.

Appendix:

BC Human Rights Code:

The purpose of the Human Rights Code includes, "(a) to foster a society in British Columbia in which there are no impediments to full and free participation in the economic, social, political and cultural life of British Columbia; (b) to promote a climate of understanding and mutual respect where all are equal in dignity and rights; (c) to prevent discrimination prohibited by this Code; (d) to identify and eliminate persistent patterns of inequality associated with discrimination prohibited by this Code; (e) to provide a means of redress for those persons who are discriminated against contrary to this Code (The BC Human Rights Coalition website).

Canadian Charter of Rights and Freedoms:

“The Canadian Human Rights Act is a statute originally passed by the Government of Canada in 1977 with the express goal of extending the law to ensure equal opportunity to individuals who may be victims of discriminatory practices based on a set prohibited grounds such as gender, disability, or religion. It applies throughout Canada, but only to federally regulated activities; each province and territory has its own anti-discrimination law that applies to activities that are not federally regulated.” (Canadian Charter of Rights and Freedoms - Canadian Department of Justice website)