

East Chilliwack – Code of Conduct 2021-2022

As members of the East Chilliwack school community it is our responsibility to learn and practise appropriate behaviour. It is important that a positive and supportive learning environment is promoted throughout the school: one that encourages mutual respect and expectations to guide conduct in the classroom, the school, and school functions.

East Chilliwack 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, colour, ancestry, place or origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation or gender identity or expression, and age – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment."

We strive for and encourage **SOARS** behaviour:



Self Aware
Organized
Aweesome Attitude
Respect
Safety

SOARS outlines how we treat each other and how we handle ourselves. Following SOARS behaviour will result in acceptable behaviour that will promote a positive and safe learning and working environment for all students, staff and parents.

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BEHAVIOUR EXPECTATIONS

The following outlines some of the expectations that are part of appropriate SOARS behaviour in various situations:

- Politely following the directions of staff
- Following school expectations
- Being prepared for school (arriving on time, having supplies) and taking responsibility for learning
- Keeping hands and feet to self
- Showing safe, polite, friendly and kind behaviour/attitude
- Using polite and appropriate language
- Demonstrating polite/respectful manners
- Respecting each other's personal, as well as school, property
- Being honest and trustworthy
- All SD #33 Elementary school student clothing should be suitable for a school learning environment. Clothing and footwear should be comfortable and appropriate for students to participate safely in all school activities. (P.E., Recess, Lunch activities) Clothing should demonstrate a respect for the school community and the B.C. Human Rights Code. Any person dressed in an inappropriate manner, will be advised personally and discretely, and given an opportunity to meet the school dress guidelines
- Electronic gadgets **are** permitted on the bus to and from school and on field trip bus rides with the permission of the classroom teacher.
- Not using cell phones, including cell phone camera / video options, at any times during school hours (including lunch) unless directed by a staff member.
- SOARS behaviours and expectations apply to behaviours at school, during school and at organized or sponsored activities. They also apply to situations beyond these times (including on-line behaviour) that negatively impact the safe, caring or orderly environment of the school, and/or student learning.

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SOARS	CLASSROOM	OUTDOORS	HALLWAYS	LUNCH	WASHROOM	ASSEMBLY	HAWKS NEST
SELF AWARE	<ul style="list-style-type: none"> • Maintaining personal space • Be aware and follow expectations • Be considerate of others working time • Control voice volume • Sharing 	<ul style="list-style-type: none"> • Keep track of belongings • Use WITS • Be aware of playground boundaries • Keep playground clean • Respond to bell immediately • Dress for weather 	<ul style="list-style-type: none"> • Walk to the right • Walk quietly • Face forward and focus on destination • Be aware of other classes 	<ul style="list-style-type: none"> • Use inside voices • Clean up after yourself • Take home leftover food • Recycle appropriate materials 	<ul style="list-style-type: none"> • Quiet voice • Flush toilet/urinal 	<ul style="list-style-type: none"> • Stay seated • Quiet so others can hear • Leave personal items. in class • Enter and exit quietly 	<ul style="list-style-type: none"> • Work Quietly • Focus on task • Aware of other classes
ORGANIZE	<ul style="list-style-type: none"> • Tools and supplies have a place • Complete and hand in assignments on time • Put things back where they belong 	<ul style="list-style-type: none"> • Line up quickly and quietly after the bell • Return equipment • Put garbage in cans • Take turns 	<ul style="list-style-type: none"> • Walk on the right • Single file • Personal space 	<ul style="list-style-type: none"> • Clean up desk area • Exit classroom quietly • Wear appropriate clothing outside • Stay seated during eating period 	<ul style="list-style-type: none"> • Use washroom quickly and quietly • Clean up after yourself 	<ul style="list-style-type: none"> • Follow direction of speaker • Stay in assigned spot 	<ul style="list-style-type: none"> • Bring supplies with you • Clean up/put away supplies
AWESOME ATTITUDE	<ul style="list-style-type: none"> • Listen to adults • Speak kindly to others • Be helpful to all • Take turns • Focus on learning 	<ul style="list-style-type: none"> • Include others • Help those who are hurt or upset • Be a positive leader • Be a good sport • Share • encourage 	<ul style="list-style-type: none"> • Hats and hoods off • Hold the door open 	<ul style="list-style-type: none"> • Use restaurant manners • Eat healthy food first 	<ul style="list-style-type: none"> • let emergencies go first • report problems to an adult • make sure toilet is flushed and clean 	<ul style="list-style-type: none"> • Listen to speaker • Give positive responses • Respond with appropriate enthusiasm 	<ul style="list-style-type: none"> • Listen to adults • Helpful to all • Speak kindly
RESPECT	<ul style="list-style-type: none"> • Listen to speaker • Take turns to speak • Be on task • Appropriate voice for learning environment • Respect classroom property • No hats worn inside 	<ul style="list-style-type: none"> • Keep hands and feet to yourself • Use appropriate language • Follow instructions of adults and peer helpers • Speak kindly • Play fair 	<ul style="list-style-type: none"> • Use mat to wipe feet • Look at displays while keeping hands to self • Keep area clear 	<ul style="list-style-type: none"> • Chew with mouth closed • Talk quietly • Use appropriate language • Keep hands off others food 	<ul style="list-style-type: none"> • Respect others privacy • Leave door open when done • Wash hands with soap when finished • Respect school property 	<ul style="list-style-type: none"> • Sit quietly and face forward • Sing O'Canada, hands at sides and eyes on flag • Hands and feet to self 	<ul style="list-style-type: none"> • Talk quietly • Respect boundaries of shared space

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SAFETY	<ul style="list-style-type: none"> • 4 on the floor • Walking feet • Push chairs in • Use cloakroom appropriately • Wear inside shoes • Hands off/feet off 	<ul style="list-style-type: none"> • Head up feet down on equipment • Stay within boundaries • Hands and feet to self • Use equipment properly • Tie shoes • Walk on sidewalks • Remain outside in supervised areas 	<ul style="list-style-type: none"> • Walking feet • Wear shoes at all times • Face forward • Watch where you are going • Hands by your side 	<ul style="list-style-type: none"> • Be nut aware • Clean up spills • Choose one activity and stay there 	<ul style="list-style-type: none"> • Feet on ground • 1 at a time in stall • Keep water where it belongs • Wear shoes 	<ul style="list-style-type: none"> • Stay in line up • Allow others to pass 	<ul style="list-style-type: none"> • Push chairs in • Walking feet • 4 on the floor • Hands off/feet off
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UNACCEPTABLE BEHAVIORS

"The Board expects members of the school community to treat others with respect and courtesy and to conduct themselves in a manner worthy of the respect of others in order to promote a safe and positive school climate. This includes resolving conflict in a non-violent and responsible manner, respecting the property of others and not having any involvement with illegal substances."(Board Policy 514P)

The following outlines some specific behaviours that are clearly considered unacceptable behaviour:

- Violent behaviour
- Behaviour that is seriously disruptive to our learning and working environment
- Possession and/or use of banned or illegal substances (alcohol, drugs, cigarettes, etc.)
- Vandalism/Destructive behaviour
- Weapons or items imitating/intended as a weapon (laser pens included)
- Matches/lighters or other incendiary objects/materials
- Rude/disrespectful/inappropriate language
- Defiant/rude/non-compliant behaviour
- Using electronic games during school hours (must remain in backpacks)
- Bullying/Harassment (including cyber bullying)
- Behaviour or communication that discriminates based on race, colour, and ancestry, place of origin, marital status, and family status, physical or mental disability, gender or sexual orientation (prohibited grounds set out in the BC Human Rights Code)

CONSEQUENCES

Consequences range depending upon many factors, including:

- The individual needs and nature of the child
- The nature and severity of the concern
- The frequency of the behaviour
- The maturity/age of the child

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All these factors influence the nature and degree of the consequence for a particular action.

Consequences for chronic and/or severe misbehaviour (dangerous act, bullying, illegal act, damage to property, weapons, substance abuse/possession, disruptive/defiant) may include one or more of the following:

- Verbal warning
- Problem-solving with school community
- In or out-of-class time outs
- Assignment to student support (lunch)
- A discipline form is completed and sent home to be signed by parents. Copies are distributed to the classroom teacher and principal.
- Phone call
- Parent meeting with student and teacher/principal
- Suspension for various lengths of time (in school, home, reduced day, altered start and end time)
- Home assignment for lunch
- Referral to School Based Team (Behaviour Plan, Contracts/Counselling, involvement of outside agencies)
- Referral to District Behaviour Committee

NOTIFICATION

Parents will be notified when an issue arises. In serious cases school district officials, the police and/or other agencies may be informed and involved where appropriate. In cases where multiple children are involved in an incident, the conspirator(s) will remain confidential.

DEFINITIONS:

Bullying behavior: a pattern of repeated aggressive behavior, with negative intent, directed from one person to another where there is a power imbalance.

Bullying behavior is a type of harassment and intimidation. This aggressive behavior includes physical or verbal behavior, and is an intentional and purposeful act meant to inflict injury or discomfort on the other person. There are three critical conditions that distinguish bullying from other forms of aggressive behavior including:

1. *Power:* involves a power imbalance. Individuals who bully acquire their power through physical size and strength, including status within the peer group, and/or by recruiting support of the peer group.
2. *Frequency:* is repeated over time. Bullying is characterized by frequent and repeated attacks. It is this factor that brings about the anticipatory terror in the mind of the person being bullied that can be so detrimental and can have the most debilitating long-term effects.
3. *Intent to harm:* is intended to hurt. Individuals who bully generally do so with the intent to either physically or emotionally harm the other person.

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Cyber bullying: bullying behavior which is carried out through an internet service such as email, chat room, blog, discussion group or instant messaging. It can also include bullying through mobile phone technologies and new internet technologies in the future.

Harassment: any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person is an act of harassment. Of particular concern is such behavior that persists after the aggressor has been asked to stop.

Any of the following behaviours could be considered harassment: condescending treatment that undermines another's self-respect, name-calling, teasing, disrespectful comments, gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment, social isolation ("freezing out" or rejecting others), exclusion from a group, threatening to withdraw friendship, repeated unwanted communication, unwelcome jokes, innuendoes, insults, or put downs; taunts about a person's body, disability, religion, attire, age, economic status, ethnic or national origin; insulting graffiti directed at an individual or group; unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient.

Intimidation: Intimidation is the act of instilling fear in someone as a means of controlling that person.

For example, any of the following behaviours could be considered intimidation: verbal threats: threatening phone calls, threats of violence against a person or property • physical threats: showing a weapon, jostling, threatening to punch, stalking or following • defacing or stealing victim's property • daring or coercing victim to do something dangerous or illegal • extortion (demanding payment or goods for a victim's safety) • inciting hatred toward a victim • setting up a victim to take the blame for an offence

Safe schools: schools in which members of the school community are free of the fear of harm, including potential threats from inside or outside the school. The attitudes and actions of students, staff and parents support an environment that is resistant to disruption and intrusion, and enables a constant focus on student achievement.

Caring schools: schools where it is known that a sense of belonging and connectedness – not just for students, but for everyone in the school community – is a necessary element in the creation and maintenance of a safe learning environment. Caring schools are ones in which members of the school community feel a sense of belonging and have opportunities to relate to one another in positive, supportive ways. All aspects of school life embrace and reflect diversity. The school is an inviting place for students, staff, parents and visitors. Staff members make conscious and concerted efforts to help other members of the school community feel connected.

Orderly schools: Schools that are free from chaos and confusion, and alive with the sights and sounds of purposeful learning activities. Routines for repetitious activities are well established so students' minds and bodies are free to focus on the learning and development work at hand. A businesslike atmosphere exists, yet there is creativity and fun in abundance. Everyone in the school has work to do and does it in a timely way – and in a way that doesn't interfere with the learning and development of others. Everyone feels a sense of meaningful accomplishment, and feels the school is a good place to be. All members of the school community are informed about and exercise their rights and responsibilities as school citizens.

BC HUMAN RIGHTS CODE:

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The *BC Human Rights Code* prohibits discrimination on the basis of an individual's or a group's race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, or sexual orientation.

The *BC Human Rights Code* states that two of its purposes are to

- “foster a society in British Columbia in which there are no impediments to full and free participation in economic social political and cultural life of British Columbia” and
- “promote a climate of understanding and mutual respect where all are equal in dignity and rights.”

Students' feelings of safety and belonging, including freedom from discrimination, can seriously affect their ability to learn in school. As the *Safe Caring and Orderly Schools: A Guide* states, “schools should be places where students are free from harm, where clear expectations of acceptable behavior are held and met, and where all members feel they belong.

CONCLUSION:

This Code of Conduct is sensitive to the fact that some students have disabilities that interfere with their ability to understand or follow the school's expectations. Special considerations may apply to students with special needs who are unable to comply with expectations due to having a disability of an intellectual, physical, sensory, emotional or behavioral nature. Whenever possible and appropriate, consequences for breaches of a code will be restorative in nature rather than punitive. The school will take all reasonable steps to prevent retaliation against a student who has made a complaint about a breach of the Code of Conduct. As students remember and follow the guidelines in this Code of Conduct, they will help to create and maintain a safe, caring and orderly place to learn at East Chilliwack Elementary School.

