

# Fairview Community School

## Code of Conduct 2020-2021



## **I. INTRODUCTION**

Fairview Community School's Code of Conduct is intended to provide a basic framework, common expectations and common understanding for staff, parents and students which mirrors School District 68 policies and procedures including NLPS Inclusion Policy and Administrative Procedures 312, 344, 345, 347 and 350. It is our intention to maintain a safe, caring, orderly environment for our students. In short, our Code of Conduct is:

### **Statement of Purpose**

Fairview Elementary School strives to develop a safe, caring, inclusive, and welcoming environment that promotes the rights and responsibilities of all who learn and work in our school and community.

### **Defining the Vision**

#### *Our Community*

Fairview Community School is an inclusive, safe, and welcoming community of students, staff, parents and families where:

- The focus is to create a caring, creative and intelligent school.
- The community is founded on a common set of core beliefs and a common language.
- There is a commitment to learning about teaching and modeling social responsibility.
- Accountability and reporting are holistic.

Fairview Community School is committed to excellence, innovation and on-going change.

### **Our Core Beliefs**

Fairview Community School operates on the basis of the following core beliefs that are consistently embedded in all school activities:

- The differences among members of the Fairview community that reflect diverse cultural backgrounds are respected and embraced, and seen as a source of learning and creativity

- Children need to be able to grow and develop in holistic ways: physically, mentally, emotionally, socially and creatively.
- Attention to the social, emotional, creative, and physical developmental needs of children has positive benefits for their academic achievements.
- Focusing on building children's strengths and natural interests and competencies, is as important as ensuring that children learn academics.
- Learning needs to be a lifelong activity.

**Being socially responsible means:**

- Accepting differences
- Respecting, and advocating for, the rights of others
- Taking care of oneself
- Listening respectfully to, and communicating forthrightly with, others
- Expecting, and supporting others, to take care of themselves
- Expressing emotions appropriately
- Solving problems together
- Participating in classroom, staff, parent, and school activities
- Taking a leadership role in the community where appropriate

Communities need common beliefs, a common language, and common activities to build internal strength, cohesion, and synergy.

Everyone in the Fairview community needs on-going resources to be able to continue to learn, grow, and develop expectations within the school and the school community. These need to be age, developmentally and culturally appropriate. The relationships within the community, between staff and students, staff and parents, among students, among staff and among parents need to be positive, constructive and joyful.

**Our Commitments**

*Fairview Community School is committed to:*

- Being educative, preventative and restorative in practice and response
- Establishing a code of conduct for all members of our community and reviewing this yearly
- Solving problems in peaceful ways

- Ensuring there is no shame when behaviour does not meet expectations; rather each opportunity is used to teach, reflect and goal set for next time.
- Ensuring that everyone is included and has a voice
- Building student involvement and leadership
- Involving parents as partners
- Maintaining regular whole school activities
- Providing resources for on-going learning

## **Our Expectations**

*All members of the Fairview Community School are expected to:*

- Take care of themselves
- Support others in taking care of themselves
- Participate in taking care of the school and the broader school community
- Model the core beliefs of the school community

The staff, PAC and SPC continues to support our Fairview Code of Conduct for the school year. We are continuing to grow and fulfill the expectations of the document and will demonstrate this throughout the school year.

## **2. COMMUNICATION**

Expectations regarding acceptable conduct are made known to all students, parents and school staff, as well as to temporary staff or visitors. Protocols, while acting as ambassadors of the school, also are made known to students, parents, coaches and involved members of the greater community.

At Fairview we explicitly teach, communicating our code of conduct through conversations and lessons on social responsibility. We use the BC Performance Standards for Social Responsibility to guide our students learning and to give them guidance in self-assessment with their behaviour. We have students reflect on their behaviour/choices, the decisions they make, and the results of those decisions.

Classroom teachers communicate any issues that require behaviour support with parents through notes, student planners and/or telephone. Administration contact parents when student behaviours are not yet within expectations.

Our Code of Conduct is provided to all families via the student planner at the beginning of every school year. It is also available to the greater community at large on our Fairview website.

### **3. IMPLEMENTATION**

Social responsibility is explicitly taught by staff through the following methods:

#### **One primary way we do this:**

- *Bounce at the Bell* in the gym to start each week together. In these morning meetings we discuss aspects of social responsibility using the contexts of ‘what does it look like/sound like/feel like?’ and build on the concept of “what you do matters.” Through Bounce at the Bell we are able to encourage and celebrate behaviours of students/groups/whole school who contribute and meet expectations. It is also a time, when needed, where the whole school reviews various expectations in relation to conduct and expectations. Finally, Bounce is a time to meet together to build community which we believe develops relationships. At Fairview Community School we believe caring, positive relationships between students and adults in the building can reduce behaviour challenges.

Staff will help with Bounce at the Bell by:

- Leading and participating
- Encouraging children to move quickly into the gym
- Encouraging participation and follow through with students who aren't yet “meeting expectations”
- Our daily messages which have provided opportunity for follow up for classroom teachers

#### **We also reinforce social responsibility**

- At gatherings
- By outlining our Code of Conduct in our student planner
- Through Common language used school-wide and acknowledging socially responsible behaviours every day
- Using behaviour support which is set up in such a way that the students reflect on their behaviour in terms of our code of conduct

#### **Parents:**

Our aim is to have our children internalize our code of conduct through the varied methods of instruction, such as role playing, using specific language and phrases,

identifying emotions and empathy, etc. The language of "expectations" is explicitly taught and demonstrated to our students so that they can give feedback to teachers when asked to rate their behaviour as not yet within, meeting, fully meeting or exceeding expectations; and when asked the students can assess and identify evidence to support their self-assessment or give feedback to others.

#### **4. MONITORING AND REVIEW**

At Fairview monitoring is conducted by all responsible adults in the school, including support staff, teachers and parents. Adults are encouraged to use the social responsibility language, modeling philosophies in the school when inappropriate behaviours are encountered. This optimizes the modeling to students and others on how to resolve conflicts, to speak respectfully, to self-reflect and provide feedback.

#### **5. STANDARDS**

Fairview Community 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 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.

At Fairview Community School our statement of purpose is as follows:

In order to prepare our students to be contributing members of a global society we guide them by Fairview's Code of Conduct:

*Take care of yourself  
Take care of others  
Take care of this place*

We do this by remembering the 5 Keys to Success:  
***be safe, be peaceful, be kind, be respectful, be cooperative***

All members of Fairview School Community are expected to behave in a socially responsible manner. This expectation extends from the classroom, to the hallway, to the washrooms, to school gatherings, to the playground and to the extended learning environment of field trips. At all times students and staff are expected to demonstrate socially responsible behaviour and make moral and ethical decisions which fully meet or exceed expectations. We teach the students respectful behaviour in our whole community, choosing not to be responsible for the students within specific classrooms only.

Members of the school community include all students and all adults affiliated with the school and its activities. Members of the community are guided by referencing the BC Performance Standards for Social Responsibility.

### **Code of Expectations**

Fairview Elementary School's Code of Conduct expects that all students, staff, parents, and other members of our community demonstrate responsible behaviours that reflect respect, safety, and inclusiveness while attending any school function whether on the school grounds or at any other location.

#### **a) Conduct Expectations**

The expectations outlined in the Code of Conduct apply to behaviour at school, during school-organized or sponsored activities, and behaviour beyond these times (including online behaviour) that relates to the safe, caring or orderly environment of the school and/or student learning.

#### **Acceptable Conduct:**

#### **Students are expected to:**

- Treat all students and staff with care and respect
- Act in a safe and responsible manner
- Respect personal space and property
- Act in a manner that brings credit to their school, their class and themselves
- Inform a 'tellable' adult in a timely manner (in advance, if possible) of incidents of bullying, harassment or intimidation
- Follow the rules, guidelines and instructions of staff

At Fairview our acceptable conduct is conveyed through all of our daily conversations and expectations around social responsibility, acceptable and unacceptable behaviour, and will serve to build upon our school culture.

Fairview strives to embrace compassion and empathy. Adults are encouraged to take advantage of every teachable moment to model, teach and exemplify socially responsible behaviours.

Diversity is valued at Fairview to minimize exclusion, aggression and inappropriate behaviours.

## **Unacceptable Conduct:**

All staff has authority and responsibility to encourage appropriate student behaviour.

Students shall not discriminate against others on the basis of race, religion, sex, sexual orientation, disability or for any other reason set out in 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 basis of any such grounds. (Inclusion Policy 2.10 <https://www.sd68.bc.ca/wp-content/uploads/Policy/2.0/2.10-Inclusion-Policy-.pdf>).

The following statements are cited as examples only and are not intended to be an all-inclusive list.

### **Students should not:**

- Initiate or participate in acts of bullying (*bullying includes, but is not limited to, physical or verbal intimidation, verbal harassment and cyber-bullying, occurring on or off school property*). Administrative Procedure 312 – Harassment, Intimidation, Bullying, and Discrimination <https://www.sd68.bc.ca/documents/2017/01/ap-312-harassment-intimidation-and-bullying-student.pdf/>)
- Be involved in any illegal acts
  - Possession or use of weapons
  - Possession, use or distribution of illegal substances
  - Theft or vandalism
- Interfere with the learning of others
- Interfere with an orderly environment
- Create unsafe conditions
- Retaliate against a person who has reported incidents of inappropriate behaviour to staff

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.

At Fairview student misbehaviour is dealt with using restorative, preventative and educative practices and students are asked to identify or state unacceptable conduct as behaviour that was not yet within expectations. Students are asked to self-assess and in the case of unacceptable behaviour the conversation includes reflecting on what went wrong and how has this behavior impacted the student that was harmed. We commonly ask, "What might you do to make restitution?" Students are asked to reflect on their behaviour and to use our code of conduct as a frame of reference for comparison. At Fairview we believe in the intrinsic goodness of all children and do not focus on them

being "bad". Positive language such as "unwise decisions" or "being not yet within expectations" is used. Our focus is on the positive and our reflections ask students to tell us what behaviour would be within the scale of fully meeting to exceeding expectations.

A restorative justice 'frame' challenges school's practices and interventions to consider what is valued, how success is measured, and how to reallocate resources, as well as speaking to the obligation to move towards wholeness, health and restoration. When students take responsibility for the harm they have caused, the focus will be on acceptable conduct, alternative choices a student might have made, and a plan to make things right. Interventions are designed to identify and redress the harm caused by an incident and develop a plan to heal and correct the situation. Discipline becomes a cooperative process where students share their perspective and have input into conflict resolution and solving problems in peaceful ways.

## **Rising Expectations**

As students progress through Fairview Community school they continue to develop and mature. It is expected their level of self-discipline and personal responsibility will increase based on their individual development. Expectations and consequences rise throughout their development. These rising expectations are reflected in the Social Responsibility Performance Scale. The bar of expectations is raised through adult modeling of socially responsible behaviours, recognizing students in their positive moments and increasing parent awareness to increase community involvement and support.

### **b) Consequences**

Consequences to unacceptable behaviours need to take into consideration the age, maturity and special needs (intellectual, physical, sensory, emotional, or behavioural disability) of a child. The severity and frequency of an unacceptable behaviour shall also be considered.

At Fairview consequences for children who are not yet within expectations are considered behaviour support. This support will vary for children of different ages and maturity. At early primary, students may have reflection time in their classrooms for a few minutes or shown what acceptable behaviours may look and sound like. At upper grades students may lose part of, or their entire social time, recess or lunch time, to allow them to quietly reflect on their behaviour or to purposefully write about their behaviour and how they could make restitution. Guidance will be given to students as needed.

All reasonable steps will be taken to ensure no student who files a complaint or provides information regarding a breach of the code of conduct will not endure retaliation.

(Ministerial Order 276/07 6(e))

Communication regarding incidents varies in accordance with the severity of the incident. Classroom teachers manage most communication with home and parents by reporting of incidents through face to face conversations, in student planners, via the telephone or e-mail.

In more serious breaches of the school or district code of conduct, the principal makes direct contact with the child's home. Communication with outside agencies (MCFD, Police, others as required by policy or law) may also be necessary. At all times with moderate to severe behaviour we would include the parents to work in partnership with the school. ( Please see Administrative Procedure 345 – Student Suspension <https://www.sd68.bc.ca/wp-content/uploads/Administrative-Procedures/300/AP-345-Student-Suspension.pdf>)

