



EAGLE HARBOUR MONTESSORI SCHOOL

CODE OF CONDUCT

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The Code of Conduct of Eagle Harbour Montessori School was developed in collaboration with staff, parents and students, and is based upon the BC Ministry of Education Standards for student codes of conduct as outlined in the *Safe, Caring and Orderly Schools Guide*.

Expectations regarding acceptable conduct is communicated directly to parents through staff and a copy of the code is posted on the school's web site.

The student code of conduct is displayed in areas throughout the school in language elementary children can understand.

The school code of conduct is consistently taught and actively promoted through student assemblies, morning messages, congratulation notes, class meetings and direct interventions by all staff including support staff, teaching staff and administrators.

Conduct is monitored and reviewed on a regular basis through an established system of incident reports, staff meetings, reporting periods and School Based Team Meetings.

Statement of Purpose

Eagle Harbour Montessori 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, family status, physical or mental disability, sex, gender identity and expression or sexual orientation and age – in respect of discriminatory publication and discrimination in accommodation, service, and facility in the school environment.

At Eagle Harbour, staff, parents and students work together to create an environment that is conducive to purposeful learning. All students at Eagle Harbour can expect consistency, fairness and support from staff members while learning behavioural expectations. To this end, we have developed the Eagle Harbour Code of Conduct as follows:

Eagle Harbour Montessori School Code of Conduct

Eagle Harbour Montessori School is committed to creating and maintaining a safe, caring and productive learning environment where students accept personal responsibility for themselves and the school community.

Respect

Grace

Courtesy

Responsibilities and Expectations

Our students are taught to view the school as their work place and take pride in their learning environment. To maintain a purposeful, safe and caring atmosphere at the school, it is necessary though to have a clearly articulated infrastructure which grows out of guiding principles and out of general day to day practice at the school. These principles and practice define acceptable standards of behaviours which impact on our relationships.

The procedures for intervention are to be implemented at the school level. Having them in place and articulated for students and parents ensures that due process is followed at the school for all stakeholders. When determining a plan for intervention that may include consequences, the age of the child and circumstances related to the behaviour are taken into consideration. As students become older and more mature, there is a progression in our expectations of appropriate behavior in terms of personal responsibility and self-management.

Rights and Responsibilities

Students will be responsible for:

- Attending school regularly and on time;
- Being prepared for all classes by bringing required material and completing assignments;
- Developing self-discipline;
- Showing courtesy and respect for self, for all people in the school community and for property;
- Making the most of educational opportunities through active classroom participation and involvement in other school activities;
- Taking pride in their work and in their accomplishments;
- Resolving interpersonal conflicts and difficulties through discussion with others or through seeking assistance from school personnel;
- Respecting and observing all general school rules and their classroom rules of conduct;
- Dressing appropriately and respectfully.

Students have the right to expect:

- To participate in clear, relevant lessons along with explanations for the evaluation procedures;
- To receive an evaluation that is fully explained and fair;
- That they will be able to work in a school atmosphere which is safe, pleasant, orderly, respectful and conducive to learning;
- To be able to participate in a wide range of activities;
- Extra help concerning school and/or personal matters;
- Well prepared lessons and relevant and timely feedback;
- To be considered as individuals.

Staff will have the responsibility for:

- Planning and teaching assigned courses;
- Establishing and maintaining a learning environment which is safe, pleasant, orderly, respectful, and conducive to student learning;
- Evaluating student achievement and explaining the evaluation procedures;
- Communicating information about student progress, attendance, and behaviour to students, parents, and administrators;
- Providing mutually convenient times for supporting students;
- Providing an environment that will promote self esteem;
- Being role models and establishing a positive tone in the school;
- Ensuring that students are referred to special services (when necessary).

Staff has the right to expect that:

- Students will attend classes regularly and on time, with appropriate materials and complete assignments;
- Students will respect and observe all school rules of conduct on school property and at school activities so as not to interfere with the learning and rights of others;
- School administrators will provide leadership and support;
- They will have the constructive support and cooperation of students, parents and colleagues in the performance of their duties;
- Everyone associated with the school will be treated with respect, grace and courtesy.

Parents and Guardians will be responsible for:

- Being role models in order to reflect positive attitudes concerning achievement, and respect for fellow students, school personnel, and property;
- Maintaining regular communication with their child(ren) about school matters;
- Requiring their child(ren) to attend regularly and punctually, and to complete all school assignments;
- Providing time, encouragement and an area for doing homework;
- Contacting the teacher if there are areas of concern;
- Attempting to attend school events and meetings and give positive input and support to the school;
- Ensuring proper nutrition, adequate sleep, personal hygiene and healthy activities;
- Ensuring appropriate, respectful and weather-wise clothing for their children to wear at school;
- Raising issues of concern with staff in a respectful way;

Parents and Guardians have the right to expect that:

- Teachers will provide effective instruction and evaluation for students;
- Staff will communicate with the home as necessary;
- Administrators will exhibit leadership, provide support, and monitor programs and instruction in the school.

Behavior Management and Building Self-Discipline

Our practice at Eagle Harbour Montessori is to inform our students and parents about our philosophy regarding student discipline, our expectations of behaviour and the process of intervention we tend to follow. (Please refer to our “Code of Conduct/Behavioural Expectations Matrix.”)

At Eagle Harbour Montessori every attempt will be made to provide logical, firm and restorative consequences which cause students to reflect on their behaviour and learn alternative forms of approaching and handling situations. Our approach has been designed based on a belief that all students have control over their own behaviour and that consequences and self-discipline are a part of the learning process. At times, any students could make inappropriate choices which would diminish rather than enhance the desired classroom or school environment. The following plan has been designed to allow students the opportunity to make choices to self-correct and to learn from errors in judgment. The plan is incremental allowing the student to move forward or backward along the continuum of consequences. The goal of the plan is to restore the student to the routines of the regular classroom and school setting as quickly as possible. If the needs of the child and/or the school indicate a need to vary from the plan, other responses may occur. There is no corporal punishment used at the school.

Consequences

The school will treat seriously any behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, gender identity and expression or sexual orientation (prohibited grounds set out in the BC Human Rights Code). The school will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of the code of conduct. Responses to unacceptable conduct will be applied on a consistent basis taking into consideration:

- age and maturity of student
- severity and frequency of unacceptable conduct
- disciplinary action, which wherever possible, is preventable and restorative, rather than merely punitive
- students, as often as possible, are encouraged to participate in the restorative process and development of meaningful consequences, for behaviour not following the established code of conduct

Intervention Strategies

Level 1

1. If a minor infraction occurs, the students will be given feedback on the behaviour and given the opportunity to self-correct, with one reminder.
2. If the student chooses not to self-correct and has to be addressed on the same behavior, one of the following intervention strategies may be used:
 - Time Out
 - Loss of privileges
 - Informal interview with the teacher
 - Parent involvement (e.g. telephone call home, interview)

Level 2

1. Level 2 strategies occur when there is a major infraction or ongoing multiple minor infractions and level 1 strategies are deemed unsuccessful.
2. If the student is moved from the classroom to an alternative learning environment, he/she will be asked to reflect on the incident, or series of incidents, either in writing or verbally, under the supervision of either the teacher, the vice-principal or other school personnel. Parents/Guardians may be notified. If the available staffing does not permit the necessary supervision and support, parents may be asked to take the child home.
3. Following an independent time for reflection, the student will debrief the situation with the classroom teacher, the principal or designate, or other personnel. The debriefing will follow the format of negotiating an agreement by:
 - A factual description of what occurred from the student(s)' perspective
 - Identifying the student(s)' emotional state
 - Identifying goals and outcomes
 - Identifying pivotal points of decision making, intent and outcomes
 - Identifying alternative solutions for the problem that could have been tried
 - Identifying actions to be taken to restore relationships
 - Identifying natural/logical consequences if the Code of Conduct has been violated (e.g., apologies, making up out of class time, making up work missed, time out, contact with the parent, involvement of School Based Team for on- going intervention)

Level 3

For severe violations to the code of conduct or ongoing unresolved issues that affect the safe, orderly and caring school environment, one to three day school suspension protocols may be instituted. Duration and level of suspension (in school or at home) will be determined by the principal or designate. Parents will be notified and parent input may be sought.

The range of consequences outlined in Levels 1,2 and 3 may include the development of a personal contract or Behavior Plan. The goal of the contract will be to help the student make better choices to improve his or her problem behaviors.

Suspensions

There may, from time to time, be certain situations involving dangerous or long term disruptive behaviors which will require a suspension. Should this occur there would be a meeting with the parent

to develop a plan for re-entry and for addressing the problem behaviour. This action will occur at the discretion of the principal or designate, and will follow the procedures outlined in the School Act.

Family Group Conferencing

A family group conference may be used as an intervention when students reach Level 2 or 3 interventions. A family group conference is designed to assist the child in recognizing how his/her behavior has impacted on others.

The conference is facilitated by a member of the staff. The offender describes what happened and what they have thought about the incident. The victim and everyone else in the circle have an opportunity to describe how they have been impacted and what they see as a logical consequence. An agreement may be written, signed by all parties and monitored by the administration.

Family group conferencing may be used as an alternative to a suspension or in conjunction with it.

Timeout

Timeout is preventative. It can be suggested by either the teacher or the student, if the student is unable to focus or participate appropriately. The duration for the timeout will generally be discussed with the student. At times, children are unable to cope with the demands of the classroom and need quiet and privacy in order to get focused, or to regain their composure. Support will be provided for students in timeout, as resources permit.

Unacceptable Behaviors

Behaviours that interfere with the student(s)' right to learn and the teachers' right to teach will not be permitted. Any form of verbal, social, physical or cyber abuse will not be tolerated. These expectations apply to behaviour at school, during school hours, during school-organized or sponsored activities, and behaviour beyond these times (including on-line behaviour) that negatively impacts the safe, caring, or orderly environment of the school, and/or student learning. Special considerations may apply to students with special needs if they are unable to comply with the Code of Conduct due to having a disability of an intellectual, physical, sensorial, emotional, or behavioural nature.

Examples of unacceptable behaviour include, but are not limited to:

- Behaviours that:
 - negatively impact the learning of others
 - create unsafe conditions
 - are impolite and hurt others' feelings
- Acts of:
 - bullying, harassment or intimidation
 - physical violence
 - retribution against a person who has reported incidents
- Illegal acts, such as:
 - possession, use or distribution of illegal or restricted substances

- possession or use of weapons
- theft of or damage to property

Rising Expectations

As students become older and more mature, there is a progression in expectations related to appropriate behaviour, personal responsibility, and self-management.

Bystander Expectations

Students at Eagle Harbour are encouraged to help each other and take responsibility for themselves and their actions in order to create a safe and respectful learning community. Students witnessing inappropriate behaviour – verbal, physical, social or cyber are reminded to use conflict management strategies and to tell an adult.

Serious Offences

A school must provide a safe environment for its students. Consequently, certain actions will be dealt with severely by the school and may involve the school liaison officer from the WVPD. Violence is considered to be any act which *violates, denigrates or hurts another person*. Acts of violence will be dealt with reasonably and proportionally. Serious offences include:

- The use of physical violence or verbal threats or intimidation;
- The willful disobedience towards teachers and other school personnel;
- The setting off of a false fire alarm or making prank phone calls;
- The causing of vandalism or willful damage to school property, the property of teachers or other students;
- Being under the influence of, or in the possession of alcohol or drugs while at school or at a school function;
- Being in possession of a weapon or an object that resembles a weapon;
- Vandalism of any degree.

In the event of a serious breach of the code of conduct, the staff at Eagle Harbour will notify the parents of the children involved. The incident will be recorded and parents will be notified. Depending on the severity and nature of the situation, school district officials will also be notified as per district policy and local police agencies will be contacted, as required by law.

School officials may have a responsibility to advise the following parties in the event of a serious breach of code of conduct:

- parents of student offender(s)
- parents of student victim(s)
- school district officials – as required by school district policy
- police and /or other agencies – as required by law

- all affected parents – when deemed to be important to reassure members of the school community the school officials are aware of a serious situation or incident and are taking appropriate action to address it