



**West Bay
Elementary School
IB World School**

Code of Conduct

**West Vancouver School District
(S.D. #45)**

Revised September, 2016

CODE OF CONDUCT

WEST BAY ROKS!!!

- * RESPECTFUL**
- * OPEN-MINDED**
- * KIND**
- * SAFE**

Purpose

At West Bay, parents and students believe that learning best takes place in a safe, orderly and positive environment. West Bay is a “choice” IB Authorized World School and thus is consciously creating an internationally-minded school culture through the International Baccalaureate Learner Profile. The learning community is committed to communicating behavior expectations through a common language. Students act responsibly when they clearly understand the expectations and when their feelings and opinions are respected.

The Grade Six/Seven West Bay leadership students worked through a process in the fall of 2006 to come to consensus on our core values in a student-friendly code that all students could understand and remember. The students used the official Code of Conduct that had been updated in 2005 and the IB Learner Profile as resources for coming to consensus on the most encompassing words. In May of 2010 a committee of staff, parents, and students reviewed the document and suggested changes that reflect our current access to technology, our growing school population, and the need for a ‘common language’ across all Grades.

Acceptable Conduct

To this end, each of us agrees that we will:

- respect the right of teachers to teach and of students to learn.
- be kind and caring towards others.
- respect the property of others.
- conduct ourselves in a manner that ensures the safety of others.
- include others in all activities.
- support each other in learning and playing.
- resolve conflicts peacefully.
- do our personal best in all endeavors.
- take responsibility as diligent bystanders to actively stop situations of bullying.

These expectations apply to behavior at school, during school-organized or sponsored activities, and behavior beyond these times (including on-line and cell phone behavior) that negatively impacts the safe, caring or orderly environment of the school, and/or student learning.

The West Bay Elementary School learning community 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, sexual orientation, gender identity or expression, and age – in respect of discriminatory publication and discrimination in accommodation, service, and facility in the school environment. Please note that special considerations may apply to specific students if they are unable to comply with a Code of Conduct expectation due to having an identified disability of an intellectual, physical, sensory, emotional or behavioural nature.

Unacceptable Conduct

Students will not be involved in bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment.

School Personnel intervene immediately when they observe bullying behavior or when a student reports bullying (i.e., social, emotional, physical, technological).

The school will treat seriously behavior or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age (prohibited grounds set out in the **BC Human Rights Code**).

Unacceptable conduct that triggers intervention includes:

- **behaviors that:**
 - interfere with the learning of others
 - are disrespectful of or offensive to others
 - create unsafe conditions
 - demonstrate bystander behavior that contributes to an unsafe situation
- **acts of:**
 - threatening or intimidating
 - exclusion
 - physical violence

- technological bullying
- swearing, using offensive language
- **illegal acts, such as:**
 - possession or use of weapons
 - theft or damage of property
 - possession, use or distribution of illegal or restricted substances

Rising Expectations

As students become older and more mature, there is a progression in the expectations related to appropriate behavior.

Response Plan/Intervention Strategies

Our practice at West Bay is to inform our parents and students about our philosophy regarding student discipline, our expectations of behavior, and the process of intervention we follow.

Our **response plan** includes **restorative** intervention strategies for students who have acted in an inappropriate manner towards another. The school believes in a restorative approach that brings students together to talk about the situation and to find a resolution. Our restorative justice approach has been designed based on the belief that all students have control over and responsibility for their own behaviour and that consequences are a part of the learning process. At times students make inappropriate choices that diminish, rather than enhance, the positive school or classroom environment. The following plan has been made to allow students the opportunity to make choices to self-correct and learn from their errors in judgment. The plan is incremental and is intended to move students along a continuum of consequences, while educating them about each increment at the same time. The **goal** of this plan is to restore students to the routines and environment of the classroom and school settings as quickly as possible. If the needs of the child and/or the school indicate a necessity to vary from this plan other responses may occur.

Level I – Classroom Plan

1. If an infraction occurs, the students will be given feedback on the behavior and given the opportunity to self correct, with one reminder.
2. If the student chooses not to self correct and has to be re-addressed based on the same behavior, one of the following intervention strategies may be used:
 - in class time out*
 - loss of privileges
 - time after school
 - informal interview with the teacher
 - parent involvement (e.g. telephone call home, conference)
 - withdrawal from classroom*

Level II – School Plan

1. If classroom intervention strategies are unsuccessful, the student will move from the classroom plan to the school plan.
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, both in writing and verbally, under supervision of either the teacher, the principal or other school or District personnel. Parents/Guardians may be notified.
3. Following an independent time for reflection, the student will debrief the situation with a staff member. The debriefing will follow the format of negotiating an agreement by:
 - Focusing on the impact of the behavior or action on others.
 - Showing concern for children who are bullied and the children who are bullying.
 - Providing support and accountability to all children involved.
 - Working towards making things as right as possible, rather than simply punishing the “offender”.
 - Supporting the “offender” while encouraging him/her to understand, accept and carry out responsibility for their actions and build back trust.
 - Encouraging collaboration and reintegration rather than coercion and isolation.

Level III

If Level I and Level II plans are unsuccessful, a one to three day in-school suspension may follow the third debriefing. Duration of the in-school suspension 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 I, II and III may include the development of a written contract. The goal of the contract will be to help the student make better choices to improve his or her behaviors.

Level IV

There may, from time to time, be certain situations involving dangerous or long-term disruptive behaviors, which will require an out of school suspension. Should this occur there would be a meeting with the parent to develop a plan for re-entry and for addressing the problem behavior. This action will occur at the discretion of the principal or designate, and will follow the procedures outlined in the School Act.

***Timeout**

Timeout may appear similar to suspension but it is intended for a different purpose. Suspension is a consequence earned for inappropriate behavior at Level III (above). Timeout is preventative. It can be suggested by either the teacher or the student, if the student is unable to focus or to participate appropriately. The duration for the timeout will generally be determined 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.

Notification

In extreme cases the principal will advise other appropriate personnel and agencies, other than only parents and staff. This includes: School District Personnel (counselor, Threat Assessment Team), Police, and the Department of Child and Family.

Retaliation Prevention

West Bay Elementary School will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of this Code of Conduct. We encourage bystanders to report unsafe behavior confidentially to figures of authority to safeguard against retaliation.

West Bay's Strategies for instilling a strong Code of Conduct and International-Mindedness:

- Recognition and continuous learning of the IB Learner Profile and Attitudes within our classrooms. These will be directly taught to all students at the beginning of each school year and constantly referred to and discussed throughout each term.
- All teachers are responsible for instruction of the Code of Conduct, reinforcing it in a positive way, and intervening when necessary using the language of the Code of Conduct and a problem-solving approach.
- Consistent expectations that are simply worded and align with our Code of Conduct. Teachers will deliver the same message.
- Parents and students have the expectations of the Code of Conduct clearly communicated on Curriculum Night and throughout the school year.
- Specific empathy training for NEW BUDDIES as part of the NEW BUDDY PROGRAM, and all teachers will teach empathy throughout the school year.
- Buddy classes will connect and work together so that connections are made between the various age groups.
- To ensure student input, regular Classroom Meetings will occur and will evolve from the Learner Profile, Attitudes and the Code of Conduct, as well as a problem solving component.

- All classes provide service to their school.