

PROMONTORY HEIGHTS ELEMENTARY COMMUNITY SCHOOL CODE of CONDUCT

revised Oct. 2018

Purpose

As members of the Promontory Heights school community it is our responsibility to learn, know and practice appropriate behaviours. It is important that a positive and supportive learning atmosphere is promoted throughout the school. One that promotes mutual respect among staff, students and parents, and establishes consistently reinforced standards and expectations to guide conduct in the classroom, the school, and school functions (in or out of the building), or in other circumstances (including on-line behavior, or other activities beyond these times where engaging in the activity negatively impacts the safe, caring or orderly environment of the school, and/or student learning.

Safe, Caring and Orderly Schools: A Guide 2008)

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/student-safety/scoguide.pdf>

We teach and expect **STARS Behaviour**

Safety is: Working, playing and moving carefully

Teamwork is: Working and playing well together

Attitude is: Being positive, polite and doing your best.

Respect / Responsibility is: Treating others in a fair manner & making smart choices

Success is: Showing STAR Behaviour

Acceptable Behaviours

"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."(Board Policy 514)

"In accordance with the Canadian Charter of Rights and Freedom, the British Columbia Human Rights Code and the district's collective agreements, the Board of Education values all of its students and employees without discrimination "because of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age (Ad. Reg 514.1)

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

A Behaviour Matrix has been developed that outlines specific behaviours that reflect our STARS behaviour in various situations/locations at Promontory.

The following outlines some of the expectations that are part of following STARS behaviour. These include, **but are not limited to:**

- Following school expectations
- Politely following the directions of staff
- Being prepared for school (arriving on time, having supplies)
- Taking responsibility for learning
- Keeping Hands and Feet off

Acceptable Behaviours Continued:

- Showing safe, polite, friendly and kind behaviour/attitude
- Using polite and appropriate language
- Demonstrating polite/respectful manners
- Respecting each other's personal items as well as school property
- Being honest and trustworthy
- Leaving fancy toys(Electronic gadgets) at home
- Not using cell phones or other such communication/texting devices at any time during school time, on school grounds, including cell phone camera/video options (cameras are included in this expectation)
- Wearing clothing that is appropriate to our learning/working place (Dress Code)

PROMONTORY ELEMENTARY'S DRESS CODE

- *Head gear is to be worn outside only (Hats, toques, hoods etc.)*
- *Clothing is to be free of Alcohol and course language/images*
- *Appropriate footwear must be worn at all times - sandals with back are preferred. Flip Flops and crocks are not safe for school.*
- *Cover-up clothing – 2 finger shoulder width on sleeveless tops, midriffs covered, shorts/skirts should be a moderate length*

Rationale

- *Helps set the tone for our school as a positive, respectful place to learn*
- *Consistent with Mount Slesse Middle School Dress Code*
- *Students arriving dressed inappropriately will be asked to change or may borrow a Promontory T-Shirt.*

Unacceptable Behaviours

The following outline some behaviours unacceptable behaviours.

These include, **but are not limited to: Behaviours that:**

- Interfere with the learning of others, including their emotional well-being
- Interfere with an orderly learning/working environment
- Are rude, disrespectful, defiant or non – compliant
- Create unsafe conditions

Acts, such as:

- Bullying, harassment or intimidation
- Aggressive, rude, disrespectful online behaviours on any type of online source no matter where it was sent from (Home, friends, etc.)
- Physical violence
- Retribution or retaliation 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 or anything that could be considered a weapon (sharp stick, pencil etc)
- Theft of or damage to property

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

Recognition

Recognition at Promontory Elementary can take many forms:

- Recognition Draws
- STARS certificates
- School wide activities/assemblies that reinforce STARS and other positive behaviours
- Various classroom recognition programs
- Monthly Virtues Focus
- Recognizing behaviour/attitude/achievement/participation in clubs and teams/positive contributions

Consequences

Consequences will apply but range depending upon many factors:

- 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

Special considerations may apply for students having special needs of an intellectual, physical, sensory, emotional or behavioural nature.

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

Consequences for not showing STARS behaviour (Unacceptable Behaviours), may include one or any of the following:

- Verbal Warning
- Problem solving/school community service/Restorative Justice
- In or out of class time outs
- Assignment for Playground Support(recess/lunch)*
- Phone call/note/email home
- Parent meeting
- Classroom/school formal communication
- 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/Counseling, involvement of outside agencies)
- Referral to District Behaviour Committee as part of a long term suspension

Playground Support for inappropriate recess/lunch behaviour may include assignment with an Education Assistant or Supervision Assistant for alternate play or alternate assignment off the field for a period of time.