

EDGEHILL ELEMENTARY CODE of CONDUCT

Edgehill Elementary School strives to achieve a safe and caring environment where all students can be successful and where students, parents and staff members work collaboratively for the benefit of children.

Children of all abilities are integrated into their peer group classrooms, and all students are encouraged to work to the best of their ability. One focus of ours for our students is Social Responsibility. Our Code of Conduct contributes to a positive school culture by helping to create a rich and caring learning environment for all our students.

Our staff works collaboratively with students and families throughout the school year. We welcome families as partners and encourage them to become involved in all aspects of their children's school lives.

The Edgehill School Code of Honour

**We Take Care of Ourselves
We Take Care of Others
We Take Care of Our Place**

a) Statement of Purpose

We provide Edgehill students with a safe and secure learning environment.
We expect Edgehill students to take responsibility for their own behaviours.
We expect Edgehill students to solve problems respectfully.
We expect Edgehill students to take care of themselves, others, and their place.

b) Conduct Expectations

Acceptable conduct supports a safe, positive learning environment.

While at school, going to and from school and while attending any school function at any location, it is expected that students will:

- Keep their hands and feet to themselves.
- Be kind.
- Act in a safe and courteous manner on their way to and from school.
- Play on the school grounds in a safe way consistent with school rules.
- Treat all people with consideration and respect including quickly following directions given by adults.
- Throw no objects other than playground balls.
- Wear clothing without offensive words, slogans or pictures.

- Speak and behave in a positive way towards each other.
- Remain on the school grounds during the day unless they have permission from a parent or teacher to leave the grounds.
- Show respect for the building, playground and playground equipment.
- Treat the property of others with care.
- Demonstrate care for their environment.
- Follow the school guidelines laid out personal digital devices.

Unacceptable conduct *interferes with a positive learning environment*

Some examples of unacceptable behaviours include:

- Hitting, kicking and uncalled for physical roughness,
- Intimidating behaviours – threats, harassment, verbal abuse, bullying, spitting, spreading rumours
- Throwing objects (rocks, sticks, snowballs, etc.),
- Damaging or stealing property.
- Disobeying adults – defiance of an adult's instructions
- Acts of retaliation against a student who has reported incidents where the code of conduct has been broken.
- The Human Rights Code states: Students shall not discriminate against others on the basis of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons, or for any other reason set out in the Human Rights Code of B.C.; nor shall a student 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.

Rising expectations

As students' progress through school, they are expected to:

- Acquire greater knowledge and understanding about their personal behaviour and its impact on others
- Learn and use appropriate problem-solving strategies (identify the problem, brainstorm solutions, evaluate each solution, choose a solution and use it, evaluate if it is working)
- Demonstrate increasing self-discipline (WITS)
- Take increasing personal responsibility for their actions and learning
- Be subject to increasing consequences for inappropriate behaviour

c) Consequences

Consideration is given to the age and maturity of students along with the nature and frequency of the unacceptable behaviour. 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 behavioural nature.

- Minor behaviour concerns are dealt with immediately through discussion and natural or logical consequences by a staff member.
- Inappropriate behaviours that are repeated will result in disciplinary action at the administrative level.
- Inappropriate behaviour that endangers a student's safety, the safety of others or compromises classroom learning will result in disciplinary action at the administrative level through suspensions both in and out of school. Examples are:
 - physical assault of another student
 - possession of a dangerous weapon, or use of an object to inflict bodily injury, or using a weapon to threaten injury
 - possession of an explosive device
 - possession or use of prohibited substances (cigarettes, alcohol)
 - abusive language or physical aggression towards an adult
 - continued refusal to carry out reasonable requests made by an adult, after being reminded of the consequences

d) Personal Digital Devices

Personal Digital Devices (PDDs): refer to any personal electronic devices that can be used to communicate or access the internet, including but not limited to: cell phones, tablets, smartwatches, and handheld video games systems.

- PDDs are to be stored in silent mode during instructional time from “bell to bell” to ensure a focused learning environment. At the teacher's discretion, an exemption may be made when the use of such devices supports a specific curricular objective and is part of instruction. It is generally expected that the use of PDDs, will be extremely limited during the elementary years.
- As outlined in an Individual Education Plan (IEP,) Learning Support Plan (LSP) or health plan, schools will exempt students from restriction on the use of personal internet-connected device when they are needed for full inclusion in a specific activity.
- Students who refuse to comply, will be subject to progressive disciplinary measures which may include parent contact; confiscation of the PDD; refusal to have PDD at school; and other progressive consequences.

e) Role of Parents and Notification

Communication between home and school is important. Parents are responsible for establishing positive growth and a learning atmosphere in the home. Parents are responsible to know school procedures associated with our school and to encourage their child to understand and respect these procedures. When students violate the Code of Conduct the school may contact:

- The parents of the student who behaved in an unacceptable manner.
- The parents of the student victim(s).