

George Jay's CODE OF CONDUCT

2020 - 2021

A caring, respectful environment that supports learning for all

Our multicultural school population comes to us with a wide range of beliefs and assumptions with respect to socially responsible behavior. A respectful, orderly, and safe school is the foundation for a successful learning environment and at the same time honors all.

Code of Conduct – Our Guiding Principles for Working Together

- Establish and maintain safe, caring and orderly environments for purposeful learning
- Establish and maintain appropriate balances among individual and collective rights, freedoms, and responsibilities
- Clarify and publish expectations for positive student behaviour while at school, while going to and from school, and while attending any school function or activity at any location that is consistent, fair and respectful.

The students at George Jay Elementary are expected to be responsible citizens. All students have the right to receive an education in a positive, caring environment and to have these rights, there must be responsibilities. We expect students and staff to demonstrate their understanding of their rights and their responsibilities. Our Guiding Principles for Working Together are:

- **Be Kind to Myself**
- **Be Kind to Each Other**
- **Be Kind to This Place**

How is the Code of Conduct implemented?

Behaviour expectations outlined in the Code of Conduct are consistently taught and actively promoted. Teachers introduce/review the Code of Conduct with their students at the beginning of the school year and refer to it throughout the year, using a variety of strategies and programs, including:

- Co-constructing criteria for what: taking care of myself, each other and this place looks like at George Jay.
- Modelling the behaviours expected from students
- Listening actively and openly
- Using our common language (take care of myself/each other/this place) for problem-solving
- Collaborating around solution-oriented problem-solving
- Acting with compassion

Unacceptable Conduct

Our guiding principles for working together at George Jay align with the BC Human Rights Code, which prohibits discrimination on the basis of an individual's Race, Colour, Ancestry, Place of Origin, Religion, Marital Status, Family Status, Physical or Mental Disability, Sex, Sexual Orientation, Age. George Jay's Code of Conduct promotes a climate of understanding and mutual respect where all are equal in dignity and rights.

Unacceptable Conduct at George Jay is defined as:

- *Interferes with the learning of others*
- *Creates unsafe conditions*
- *Acts of physical violence*
- *Theft or damage to property*
- *Possession of anything illegal*
- *Possession or use of weapons*

Special consideration may apply to students who are unable to comply with expectations because of complexity due to an intellectual, physical, sensory, emotional or behavioural nature.

Rising expectations – Guiding children to make good choices by:

- *Applying appropriate resolution strategies*
- *Increasing personal responsibility and self-discipline.* Teachers review our guiding principles with students and develop strategies and skills that lead to children making appropriate behaviour choices.
- *Involving parents with the school to plan the necessary strategies and skills to support the child in making good behaviour choice.* When incidents are repeated, teachers, administration, school counselor and parents will come together to form plans to assist the child.

Consequences – Guiding principles of a school consequence are to identify the inappropriate behaviour, to bring understanding as to how the behaviour affects self and others, and to develop strategies and skills that change the child's behaviour.

Consequence for violating the code of conduct will vary according to the severity and frequency of actions. Whenever possible, restitution approaches will be applied to support children affected by inappropriate behaviour. The focus of restitution is to change behaviour, fix the problem, restore relationships and maintain the dignity of the child. The restitution model emphasizes working with the student, rather than doing something to the student. Examples of consequences are:

- *incident debriefing/restitution*
- *one-to-one conference with the child (with teacher, counselor, educational assistant, supervisor or administrator)*
- *meeting with all parties concerned to develop a plan of appropriate restitution*
- *incident report home, phone call home and/or conference with parent(s) and student*
- *loss of privileges*
- *suspension (in school/out of school)*

Notification – The school community and school district will be made aware of serious situations or incidents and will be communicated to about how these issues are being addressed.

- *police and/or other agencies within the school community will be informed and team together with the school to best address the conflict*
- *District Crisis Incident Response Team may also be called upon to form a partnership with the school as an intervention resource*

Retaliation – the school district will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of a code of conduct.