



# LANGLEY SCHOOL DISTRICT CODE OF CONDUCT

## **Purpose and Rationale :**

The Langley School District Board of Education believes that, based on discussions with staff, parents and students, each Principal should establish the general school rules and discipline practices which reflect the school and District's expectations for students. These rules will be consistent with this District Code of Conduct, District Graduate Profile and related policies, and will be filed on an annual basis with the zone Assistant Superintendent for their school

Through the writing of a District Code of Conduct, The Board expects school communities to maintain and develop a positive climate in which:

- the District Graduate Profile is understood by students and staff which guides the development of the District's behaviour expectations
- all students and staff feel safe, valued, and trusted, and have the opportunity to develop, assume and maintain responsibility and self-motivation
- there is a collaborative effort to learn and a feeling of mutual respect among staff, students and parents
- an on-going communication exists with parents that both encourages and provides increased opportunities for developing active and constructive parental involvement in their children's education

The Board supports school administration and staff in the maintenance of proper order and discipline that is consistent with Board policy, and believes that the responsibility for student discipline in school is shared among students, staff and parents.

**Students** have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth.

**Educators** have a responsibility to establish a positive school climate in which structure, support and encouragement assist the students in developing a sense of self-discipline and responsibility.

**Parents** have a responsibility to establish a positive learning atmosphere in the home, to be aware of school policies and procedures to support the school in the development of restorative practices and a peaceful community.

The Code of Conduct applies to behaviour both on school premises and off school premises where the activities are organized or sponsored by the school, or activities will have an impact on the school environment.

## **How Our Graduate Profile Directs Our Expectations for Acceptable Behaviour:**

The Graduate Profile is the vision statement for the District. Its purpose is to describe the attributes of students graduating from Langley schools. All curriculum, administrative and teacher practice, assessment, evaluation and reporting processes, will be directed toward the achievement of this vision.

### **Progression of Expectations**

It is recognized that discipline is learned over time with the modeling and support of the family and school community. Therefore, the youngest and least mature of our students require more time to learn how to behave in acceptable ways. Every situation has unique circumstances. As students mature it is expected that students demonstrate greater self-discipline and increasingly better performance aligned with the Graduate Profile.

### **Ethical and Respectful Citizens**

Who act in caring, principled and responsible ways, respecting the diversity, gender, age, race, ability and cultural heritage of all people and the rights of others to hold different ideas and beliefs.

#### **What this looks like...**

- respecting self, others and the school
- helping to make the school a safe, caring and orderly place
- appreciating the impact of technology (e.g. cell phones) upon others
- “Making a Big Deal” with the purpose of accessing help for those in need (e.g. helping a classmate access counselling support)
- informing a “trusted” adult in a timely manner (in advance, if possible) of incidents of bullying, harassment, intimidation, discrimination or other BC Human Rights Code contraventions

#### **What this doesn't look like... A Respectful Citizen would not...**

- disrupt the learning of others and learning environment
- directly or indirectly cause harm to the physical or emotional well-being of others
- bully, harass or intimidate others
- interfere with an orderly environment creating unsafe conditions
- use threats, physical violence, retribution against a person who has reported the incidents
- participate in or knowingly associate with illegal acts, such as:
  - possession, use or distribution of illegal or restricted substances (e.g. drugs, alcohol, tobacco, fireworks)
  - possession or use of weapons (e.g. knives, chemical sprays, handmade weapons or implements to harm others)
  - theft of or damage to property (e.g. stealing of iPods, vandalizing lockers writing on someone's textbook)

- promoting hatred or discrimination (e.g. wearing clothing with a “hate groups” logo, laughing at racial jokes, encouraging isolation of someone because of their ethnicity)
- threats or intimidation (i.e. verbal, text -messaging, gestures)
- use technology tools for the purpose of harm to others or the community (e.g. e -mail, internet use, text –messaging, social networking sites, phones, etc.)
- use technology tools (eg. phones, internet) that would place others at risk (e.g. using a cell phone during school lockdowns)

## **Democratic Participants**

Who, as Canadian and global citizens, make knowledgeable decisions, and take actions which consider the needs of others, show historical awareness and are in accordance with the principles, laws, rights and responsibilities of a democracy.

### **What this looks like...**

- solving conflict in peaceful ways
- understanding behavioural impact on others
- being knowledgeable of types of “Discrimination” ,advocates non -discriminatory practice and report s concerns to administration

### **What this doesn’t look like... A Democratic Participant would not...**

- ignore illegal acts or inappropriate behaviour
- purposely exclude or ostracize others with ill intent
- discriminate on the basis of gender, race, sexual orientation, culture, etc
- publish (print or electronic) or display any notice or symbol that indicates discrimination or is likely to expose a person or group to hatred or contempt
- discourage restorative resolutions or the seeking of help
- knowingly avoid social learning opportunities (e.g. skipping school assemblies)
- ignore their responsibilities for the impact of their actions in the local community and global community

## **Self-directed Individuals and Skilled and Knowledgeable Learners**

Who in pursuit of personal and career goals display a strong work ethic, initiative, responsibility and a commitment to life -long learning while maintaining a balance in their lives.

Who demonstrate high standards of performance in reading, writing, listening and speaking; mathematics; the natural, applied and social sciences; the Fine Arts; the Applied Skills and information technologies.

### **What this looks like...**

- attending school or work on a consistent basis without tardiness
- engaging in purposeful learning or training activities and applying efforts to the best of their abilities

- attending to learning or training in a timely manner and without distraction
- dressing in respectful and appropriate ways for a learning environment
- catching up on work missed due to illness or absence
- performing at an acceptable level in core subject areas

**What this doesn't look like... A Self -Directed Learner would not...**

- miss school or work without a valid reason (e.g. illness or family emergency)
- disrupt classroom instruction and work (e.g. late, classroom misbehaviours, avoid or disengage from their learning activities, opportunities or obligations (e.g. off task, work completion or participation) )
- dress in disrespectful and inappropriate ways
- avoid personal responsibility for the Code of Conduct
- use technology tools (eg. cell phones, MP3) during instructional time, unless with the consent of a teacher

**Collaborative and Quality Contributors**

Who demonstrate communication skills and commitment in pursuing group goals and purposes. Who contribute to the development of quality ideas, products and performance through learning, talent, creativity, flexibility, critical thinking and problem solving skills.

**What this looks like...**

- positively participating in the classroom and school community
- actively creating a climate of mutual respect and responsibility
- acting in a manner that brings credit to the school or local community

**What this doesn't look like...A Quality Contributor would not...**

- use inappropriate communication (put -downs, swearing, gestures, etc.)
- disrupt a working team or environment
- obstruct the opinion, ideas or efforts of others
- sabotage group goals and commitments
- use the work environment for self -serving reasons
- discredit the reputation of people, the school or community (e.g. poor field trip behaviour, gossip, littering or vandalism)

# Consequences for Unacceptable Conduct:

## Discipline is...

**TEACHING...** Any consequences will always be planned, thoughtful and fair while being aimed at educating therefore being preventative and restorative, rather than merely punishing. There is a responsibility to actively teach expectations as a regular, cultural part of our community.

**LOGICAL...** All members of the community must understand that when they behave in unacceptable ways, there will be a logical and fair response.

**INDIVIDUAL...** The response will depend on the frequency, severity, and special circumstances of the incidence, and the age and maturity of the individuals involved.

**MAINTAINING AND NURTURING RELATIONSHIPS...** The desire is to ensure the development of goodwill positive relationships and dignity for all individuals impacted and for their community.

**ADVOCACY...** Whenever possible or appropriate, an advocate or mentor (e.g. parent, special education case manager, aboriginal representative, etc. ) will be present with the youth during the discipline process.

## Progression of Interventions

Interventions will be utilized and progress in relation to the seriousness and frequency of behaviour. Where behaviour escalates over a period of time, reasonable attempts to involve parent discussion and notice will precede any formal suspension.

The types of interventions will be varied, the following list is not inclusive but are examples of , remedial and discipline interventions:

### IN SCHOOL -

- Warnings
- Parent phone calls or meetings
- Classroom interventions
- School-Based Team interventions
- Letters to communicate concerns and strategies with parents
- Counsellor interviews or assessments
- Confiscation of items
- Strategic In-School Suspension/ Detention (focused opportunities to work on offending behaviours)
- Strategic Out of School Work Package (to be completed with family, external counsellors or other support agencies)
- School or Community Service (service learning related to the Code of Conduct)
- Acts of Kindness

- Community Agency Support (e.g. Food Bank service)
- Reimbursement/Replacement (resolution gesture related to Restorative Justice concepts)
- Removal/Modification of School Activities/Programming

**OUT OF SCHOOL (In District)**

- Specialist Referrals
- Intervention Programs
- School Specialists
- Outside Community Agencies (e.g. Ministry of Children and Families , Langley Community Service, etc.)
- Specialized Intervention Program for education and support
- Project Resiliency Day Treatment
- Restorative Action
- Suspension from the educational environment for a reasonable amount of time to ensure appropriate safety and planning of a future intervention

**OUT OF SCHOOL (Out of District)**

- RCMP Victim Services and Restorative Justice Program
- Criminal Code Charges

**JAMES KENNEDY ELEMENTARY SCHOOL  
 ECOLE ELEMENTAIRE JAMES KENNEDY  
 CODE OF CONDUCT**

**Our Code of Conduct Motto**

I am responsible.  
 I respect myself, others and the environment.

**Conduct Expectations**

At James Kennedy Elementary emphasis is placed upon promoting and developing our PAWS program:

**POLITE    ACCOUNTABLE    WILLING    SAFE**

**POLITE:**

- Using good manners
- Actively listening through turn taking and position of body language
- Being non-disruptive

**ACCOUNTABLE:**

- Being responsible for actions and how they impact others; both social and academic
- Being prepared for school and not using excuses
- Completing assignments fully and on time
- Being responsible for the environment

**WILLING:**

- Including others through developing a sense of belonging
- Accepting individual differences
- Understanding the needs of others
- Being prepared for school work
- Accepting consequences for behaviour

**SAFE:**

- Using equipment safely and responsibly
- Looking after equipment and resources
- Following school rules
- Thinking before you act

**DRESS CODE**

School is a place of work and the expectation is that everyone will dress in clothing appropriate to school, weather, and learning. We do not allow low cut tops, bare midriffs, short shorts or muscle shirts. Logos on clothes that refer to sexual, violent or drug related behaviour are not permitted. Inside the building the wearing of hats is not allowed except under specific circumstances.

**CELL PHONES**

Some students are provided with phones by their parents as a safety measure where students phone their parents to notify them that they have arrived safely at school. Phones must then be turned off and stored away when on the school grounds.

## Consequences

At James Kennedy our approach to discipline is based upon the following:

- That misbehaviour on the part of students will occur
- That misbehaviour for the most part can be effectively dealt with through positive interaction and intervention
- That unacceptable behaviour will not be tolerated

Each case of misbehaviour will be dealt with individually. The severity and frequency of unacceptable conduct as well as the age and maturity of students is considered in determining appropriate disciplinary action. Students participate in the development of meaningful consequences for misbehaviour. Generally, recognition of the inappropriateness of the behaviour and commitment to improve is all that is required.

Minor infractions will be handled on the spot in the classroom, halls and playground. The consequences for unacceptable behaviour range from:

- “Time Out” to think about the behaviour
- Loss of privileges
- Development of a plan for improvement
- Performance of special services to the school
- In-school suspension
- Development of a behaviour contract
- Out of school suspension

Certain actions must be dealt with severely by the school, the school board and the law. These include:

- Being under the influence of, or in the possession of, alcohol or drugs while at school or at a school function
- The use of physical violence or verbal threats in or around the school
- The causing of willful damage to school property
- Smoking on school property
- The willful disobedience of lawful directives issued by a teacher or other employee of the board
- Verbal, sexual or physical harassment

### **Notification**

On occasion, school officials may have responsibility to advise other parties of serious breaches of conduct. The following may be contacted:

- Parents
- School District officials as required by School Board policy
- Police and/or other agencies as required by law

**Together we can make a difference in a child's education.**