

2021/22

Greendale Elementary Community School's Code of Conduct

(Updated September 2021)



S: Safety

O: Outstanding Effort

A: Achievement

R: Respect

GREENDALE EAGLES
"SOARING HIGHER"

INTRODUCTION / PURPOSE:

This Code of Conduct is intended to support the Mission and Vision of Greendale Elementary School. Expectations for each area will be discussed with our students early in September and will be reinforced regularly throughout the year. Students will receive information on how to behave responsibly in these different settings and will have an opportunity to ask questions about the Code of Conduct to clarify exactly what is expected. If students remember and follow these guidelines, they will help to create and maintain a safe, caring, and orderly place to learn. There is a need for an appropriate balance between individual and collective rights, freedoms and responsibilities.

Consequences will be applied as necessary, using the least serious consequence that will have the intended result. Thus, consequences will be progressive and increase in severity (start at #1 unless the behavior is severe). Severe behavior includes such things as open defiance, violence (or potential violence), uncontrollable behavior, or any behavior that is a potential danger to the student or other students. In all cases, it is essential to remember that each student is unique, and individual considerations may influence expectations and consequences (ex. IEP, behavior plan, student's age, etc.). "Age-appropriate" expectations will be considered when consequences are considered; in other words, expectations may be different according to students' age levels.

Each class will have its own classroom expectations and guidelines that may vary slightly from class to class. Within each classroom, however, it is expected that all students will follow the school-wide Code of Conduct and the Eagles' Guidelines.

Greendale Elementary is a safe, caring and orderly school.

Safe schools: schools in which members of the school community are free of the fear of harm, including potential threats from inside or outside the school. The attitudes and actions of students, staff and parents support an environment that is resistant to disruption and intrusion, and enables a constant focus on student achievement.

Caring schools: schools where it is known that a sense of belonging and connectedness – not just for students, but for everyone in the school community – is a necessary element in the creation and maintenance of a safe learning environment. Caring schools are ones in which members of the school community feel a sense of belonging and have opportunities to relate to one another in positive, supportive ways. All aspects of school life embrace and reflect diversity. The school is an inviting place for students, staff, parents and visitors. Staff members make conscious and concerted efforts to help other members of the school community feel connected.

Orderly schools: schools that are free from chaos and confusion, and alive with the sights and sounds of purposeful learning activities. Routines for repetitious activities are well established so students' minds and bodies are free to focus on the learning and development work at hand. A businesslike atmosphere exists, yet there is creativity and fun in abundance. Everyone in the school has work to do and does it in a timely way – and in a way that doesn't interfere with the learning and development of others. Everyone feels a sense of meaningful accomplishment, and feels the school is a good place to be. All members of the school community are informed about and exercise their rights and responsibilities as school citizens.

BASIC NOTIFICATION PRACTICES:

The school has a responsibility to advise other parties of serious breaches of the Code of Conduct. At Greendale, notification of serious breaches include:

- Parents of student offender(s)
- Parents of student victim(s)
- Consistent breach of the Code of Conduct would require a referral to school district officials, as required by school district policy.

- Police and/or other agencies – as required by law
- All parents – when deemed to be important to reassure all members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it

1.0 DRESS CODE

GENERAL:

- All [SD #33](#) Elementary school student clothing should be suitable for a school learning environment. Clothing and footwear should be comfortable and appropriate for students to participate safely in all school activities. (P.E., Recess, Lunch activities) Clothing should demonstrate a respect for the school community and the [B.C. Human Rights Code](#). Any person dressed in an inappropriate manner, will be advised personally and discretely, and given an opportunity to meet the school dress guidelines.

2.0 PLAYGROUND

GENERAL:

Students will show safe, responsible and respectful behavior while on the playground. The general rule to follow are: “Use appropriate language” and “hands off, feet off.” All staff members have the authority to deal with all students.

SPECIFIC:

- Use playground equipment for its intended use, and share with others.
- To avoid injury to fellow students, always wait your turn to go down the slide.
- Students will not play tag on the playground. They may play tag on the grassed areas.
- Students can come into the school at recess/lunch time for washroom breaks, as long as they ask permission from a supervising adult.
- Rough or dangerous play is not allowed in any play area. This includes throwing items that could cause damage, such as snowballs, sharp or hard items, acorns, etc.
- Older students will treat younger students kindly and fairly.
- Students will practice using their **WITS** for “Minor Behaviours” (**W**alk away, **I**gnore, **T**alk it out, **S**eek help from an adult)
- Students will leave unsafe objects at home Electronic equipment stays in at Recess and Lunch and needs to be used in class with the permission and supervision of an adult.
- Students will play away from the front entrance way, car parking areas, sides of the school and the bicycle racks, all of which are “out of bounds” during the school day.
- When the bell rings, pupils will line up as quickly as possible. While in the line-up, students will display appropriate hands-off behavior.
- Students will keep the school grounds and building free from litter. Pick up litter whether it is yours or not. Use the proper bin for your trash. or recycling.
- Students are to arrive at school no earlier than **7:45 a.m.** (when supervision begins) and are to remain outside the building until **7:55 a.m.** unless it is a designated “In Day.” Bus students arrive at 7:30 and supervision will be provided for these students outside until regular supervision begins at 7:45am.

- Students will leave the school immediately after dismissal unless they have after-school sports or club activities, or if they are working with supervision. Students are allowed to stay and play on the playground with parent supervision.
- During school, students will remain on the school grounds unless they have a note signed by their parents or discussion with principal. Parents are to notify the school if their child is going to be absent or late for school.
- If a parent/guardian is delayed in picking up their child, the student is to wait inside of the school's front entrance way and notify an adult when their ride has arrived.

3.0 SCHOOL BUS LOADING ZONE/PARKING LOT

GENERAL: Students will act in a safe and orderly manner when arriving at, and leaving, school.

SPECIFIC:

- Students will "Walk their Wheels" from school to the road and in all other areas on the school grounds.
- Bicycles will be kept at the bike racks and out of the entrance areas. Scooters and skateboards etc. need to be placed inside in a designated area.
- Students are to wear a helmet when riding a wheeled device to and from school.
- After dismissal, students will walk in a safe manner to the designated bus loading zone area or the agreed meeting area for their parent/guardian.
- While waiting for the school bus, students will wait in an orderly line within the designated waiting area.
- Students are expected to follow the School District's "School Bus Rules and Regulations" when riding the school bus (sitting at all times with eyes forward and hands off)
- Students will not cross Sumas Prairie Road **without an adult**, and **will not cross** between buses.

4.0 REPRESENTING THE SCHOOL

GENERAL:

Students will have opportunities to represent our school when students go off the property as part of a school group. This may be as part of a team, club, or field trip. Whenever students go as representatives of Greendale, they are ambassadors for the school and they represent us all. They are expected to maintain our high standards of behavior as outlined in this Code of Conduct.

SPECIFIC:

- Students will follow the directions given by the adults, including any adults who are involved in running or supervising the activities, and the adults involved in transporting students.
- Students will behave in a respectful manner with other students, regardless of whether they attend Greendale or another school.
- Students will use respectful and appropriate language at all times.
- Students will clean up after themselves, and will try to leave a place better than they found it.
- Students will always remain with their assigned groups, unless specific plans have been made. At no time will students be off the school grounds alone or unsupervised. Students need to be within hearing distance of an adult (eg. "call back zone" – adult can call for a student to come back with them).

- If a school group goes to a place that has its own set of expectations, students will follow those rules as well as their own.

5.0 OVERALL UNACCEPTABLE CONDUCT:

Behaviors that:

- interfere with the learning of others, including their emotional well-being
- interfere with an orderly environment
- contradict the BC Human Rights Code (Listed below)
- create unsafe conditions

Acts of:

- bullying, harassment or intimidation including cyber bullying. (at home or school device)
- physical violence
- retribution against a person who has reported incidents

(All behaviors are not listed in this Code of Conduct, but these cited are examples.)

Illegal acts, such as:

- possession, use or distribution of illegal or restricted substances
- possession or use of weapons
- theft of or damage to property

DEFINITIONS:

Bullying behavior: a pattern of repeated aggressive behavior, with negative intent, directed from one person to another where there is a power imbalance.

Bullying behavior is a type of harassment and intimidation. This aggressive behavior includes physical or verbal behavior, and is an intentional and purposeful act meant to inflict injury or discomfort on the other person. There are three critical conditions that distinguish bullying from other forms of aggressive behavior including:

1. **Power:** involves a power imbalance. Individuals who bully acquire their power through physical size and strength, including status within the peer group, and/or by recruiting support of the peer group.
2. **Frequency:** is repeated over time. Bullying is characterized by frequent and repeated attacks. It is this factor that brings about the anticipatory terror in the mind of the person being bullied that can be so detrimental and can have the most debilitating long-term effects.
3. **Intent to harm:** is intended to hurt. Individuals who bully generally do so with the intent to either physically or emotionally harm the other person.

CYBER BULLYING: Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing

embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, and Twitter
- SMS (Short Message Service) also known as Text Message sent through devices
- Instant Message (via devices, email provider services, apps, and social media messaging features)
- Email

Special Concerns

With the prevalence of social media and digital forums, comments, photos, posts, and content shared by individuals can often be viewed by strangers as well as acquaintances. The content an individual shares online – both their personal content as well as any negative, mean, or hurtful content – creates a kind of permanent public record of their views, activities, and behavior. This public record can be thought of as an online reputation, which may be accessible to schools, employers, colleges, clubs, and others who may be researching an individual now or in the future. Cyberbullying can harm the online reputations of everyone involved – not just the person being bullied, but those doing the bullying or participating in it. Cyberbullying has unique concerns in that it can be:

- **Persistent** – Digital devices offer an ability to immediately and continuously communicate 24 hours a day, so it can be difficult for children experiencing cyberbullying to find relief.
- **Permanent** – Most information communicated electronically is permanent and public, if not reported and removed. A negative online reputation, including for those who bully, can impact college admissions, employment, and other areas of life.
- **Hard to Notice** – Because teachers and parents may not overhear or see cyberbullying taking place, it is harder to recognize.

HARASSMENT:

Harassment is a form of discrimination. It includes any unwanted physical or verbal behaviour that offends or humiliates you. Generally, harassment is a behaviour that persists over time. Serious one-time incidents can also sometimes be considered harassment. Of particular concern is such behavior that persists after the aggressor has been asked to stop.

Harassment occurs when someone

- makes unwelcome remarks or jokes about your race, religion, sex, age, disability or any other of the grounds of discrimination;
- threatens or intimidates you because of your race, religion, sex, age, disability or any other of the grounds of discrimination;
- makes unwelcome physical contact with you, such as touching, patting, or pinching.

Intimidation: Intimidation is the act of instilling fear in someone as a means of controlling that person.

For example, any of the following behaviours could be considered intimidation: verbal threats: threatening phone calls, threats of violence against a person or property
physical threats: showing a weapon, jostling, threatening to punch, stalking or following

- defacing or stealing victim's property
- daring or coercing victim to do something dangerous or illegal
- demanding money or goods for a victim's safety
- inciting hatred toward a victim
- setting up a victim to take the blame for an offence

Prevention of retaliation: all reasonable steps will be taken to prevent retaliation against a student who makes complaint of a breach of a code of conduct

POSITIVE BEHAVIOUR SUPPORT

Our school is participating in an important initiative. It is called Positive Behaviour Support (PBS). It is clear that people, children and adults alike, function best in a positive climate, where expectations are clearly understood.

PBS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behaviour support systems. The process focuses on improving a school's ability to teach and support positive behaviour for all students. Rather than a prescribed program, PBS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. PBS includes school-wide procedures and processes intended for all students and all staff in all settings. PBS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn. Visit www.pbis.org for more information on this approach to school-wide behaviour support systems.

GREENDALE MATRIX

We have adopted a unified set of behavioural expectations, called the "SOAR Behaviour Matrix" with four major headings: SAFETY, OUTSTANDING EFFORT, ACHIEVMENT and

RESPECT. Similar to the Code of Student Conduct, the matrix defines our expectations for behaviour in our school. You will see the matrix posted throughout the school and in your child's classroom. Teachers will explicitly teach these expectations on an on-going basis. We ask that you, too, familiarize yourself with these expectations, and talk about them with your child.

As part of our PBS process, teachers and other staff members use evidence-based practices to increase student learning and decrease classroom disruptions. To maintain a positive learning climate, we do the following when teaching academics and behaviour:

- Regularly teach and refer to our school-wide expectations.
- Provide students with more praise than correction.
- Talk to students with respect using positive voice tone.
- Actively engage everyone in the class during instruction.
- Use pre-correcting, prompting, and redirecting as we teach.
- Look for the positive first and provide positive, immediate, frequent, and explicit feedback.

We also have a school-wide system for dealing with misbehavior. The first step is to document the incident on an AIDE Form. AIDE stands for *assistance, intervention, discipline, and education*. PBS is a data-driven system, and these forms provide valuable information for our PBS Committee. The key to a successful, positive school climate is the ability to predict possible problems, and to develop plans that promote success.



GREENDALE ELEMENTARY MATRIX

	PLAYGROUND AND SCHOOL GROUNDS	CLASSROOMS	HALLWAYS	BATHROOM	GYM	FIELD TRIP	ASSEMBLY	LUNCH HOUR / INSIDE DAYS	BUS
S AFETY	<ul style="list-style-type: none"> slide feet first sit on swing and slide tag on field hands off, feet off one at a time swing back and forth 2 on spinner, self-spin dress for the weather 	<ul style="list-style-type: none"> walking keep coat area clean shoes on, laces tied carry belongings and equipment safely 	<ul style="list-style-type: none"> face forward on right walking hands on side hands off, feet off carry belongings properly single file, together 	<ul style="list-style-type: none"> wash hands do your business and leave 	<ul style="list-style-type: none"> gym strip on stage wear indoor shoes use equipment properly e.g., benches 	<ul style="list-style-type: none"> stay with group let adult know where you are stay within eyesight of adult follow bus rules 	<ul style="list-style-type: none"> personal space sit hands off, feet off 	<ul style="list-style-type: none"> sit at own desk while eating wait to throw garbage away at end of lunch period hands off / feet off stay in own classroom wash your hands before eating 	<ul style="list-style-type: none"> Stay in your seat. Use quiet voices Keep hands inside the bus
O UTSTANDING E FFORT	<ul style="list-style-type: none"> help others pick up garbage report issues show kindness take turns share do the right thing, even when no one is watching 	<ul style="list-style-type: none"> try your best complete homework help others be prepared ready to learn do the right thing, even when no one is watching 	<ul style="list-style-type: none"> pick up garbage keep the hallway clean and tidy wipe feet and take off shoes when entering the building 	<ul style="list-style-type: none"> report issues to an adult 	<ul style="list-style-type: none"> try your best 	<ul style="list-style-type: none"> represent Greendale well be respectful to others 	<ul style="list-style-type: none"> clap politely plan ahead for washroom use 	<ul style="list-style-type: none"> choose quiet activities on inside days 	<ul style="list-style-type: none"> Clean Up after yourself Make the trip a great experience for everyone
A CHIEVEMENT	<ul style="list-style-type: none"> be a leader be a good sport and play with <u>honour</u> 	<ul style="list-style-type: none"> try your best achieve goals be an active learner arrive on time, ready to learn 		<ul style="list-style-type: none"> change quickly bring out gym bags 	<ul style="list-style-type: none"> demonstrate good sportsmanship 	<ul style="list-style-type: none"> be an active learner 	<ul style="list-style-type: none"> be an active listener 	<ul style="list-style-type: none"> eat whole lunch or take extras home choose healthy food first 	
R ESPECT	<ul style="list-style-type: none"> put waste in proper container listen to peer leaders return equipment appropriate language include everyone and invite others to play listen to NHS, EA'S, and Peer Leaders put recycling compost and garbage containers 	<ul style="list-style-type: none"> inside shoes inside voices raise hand stop and listen for announcements follow Green Team guidelines follow the Green Team guidelines wear indoor shoes 	<ul style="list-style-type: none"> remove hats off heads silently close door hold door open for others walk around conversations wait to talk use manners use appropriate door and close it stop and listen for announcements Hands off displays 	<ul style="list-style-type: none"> silently flush toilet clean up after yourself respect privacy 	<ul style="list-style-type: none"> enter quietly adults only in equipment room stop and listen for announcements go on stage only with adult supervision hands off curtain 	<ul style="list-style-type: none"> listen to all adult leaders use your manners e.g., say thank you 	<ul style="list-style-type: none"> enter and leave silently acknowledge speaker hands in lap sit on bottom hands at side for O Canada, respect the flag remain quiet between presentations 	<ul style="list-style-type: none"> use a quiet voice listen to the NHS / lunch monitors chew with mouth closed follow the Green Team guidelines for recycling and compost use good manners wash your hands clean up after yourself 	<ul style="list-style-type: none"> Use appropriate language Keep hands and feet to yourself Listen to the supervising adult and bus driver

BC HUMAN RIGHTS CODE:

The *BC Human Rights Code* prohibits discrimination 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 that group or class of persons.

The *BC Human Rights Code* states that two of its purposes are to

- “foster a society in British Columbia in which there are no impediments to full and free participation in economic social political and cultural life of British Columbia” and
- “promote a climate of understanding and mutual respect where all are equal in dignity and rights.”

Students’ feelings of safety and belonging, including freedom from discrimination, can seriously affect their ability to learn in school. As the *Safe Caring and Orderly Schools: A Guide* states, schools should be places where students are free from harm, where clear expectations of acceptable behavior are held and met, and where all members feel they belong.

CONCLUSION:

This Code of Conduct is sensitive to the fact that some students have disabilities that interfere with their ability to understand or follow the school’s expectations. 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 behavioral nature.

Whenever possible and appropriate, consequences for breaches of a code will be restorative in nature rather than punitive. The school will take all reasonable steps to prevent retaliation against a student who has made a complaint about a breach of the Code of Conduct.

As students remember and follow the guidelines in this Code of Conduct, they will help to create and maintain a safe, caring and orderly place to learn at Greendale Elementary Community School.

Thank you to the parents, students, and staff of Greendale for helping to develop Greendale Elementary Community School’s Code of Conduct.