# FAIRVIEW ELEMENTARY CODE OF CONDUCT

**Our mission** is to support all individuals in their development as successful learners, and as respectful, caring, and responsible members of society.

Fairview’s Code of Conduct has been created to maintain a safe, caring, and orderly school environment. The purposes of the Code of Conduct are:

1. To encourage the development of socially responsible behaviour resulting in a positive reputation for students and the school community.
2. To foster a safe, respectful, and welcoming learning environment for all students, staff and parents.
3. To clearly communicate behavioural expectations to the school community.

The Code of Conduct applies to all members of the school community at school, traveling to and from the school, at any school-related activity at any location, or any circumstance/activity that will have an impact on the school environment. As members of the school community, we believe in supporting our children and developing their compassion, respect, and care. We believe children want to be helpful, that positive behaviours can be learned, and that teaching socially responsible behaviours requires modeling, time, consistency, and practice. Behavioural expectations held for students rise as they become older, more mature, and move through successive grades.

**Respect for Human Rights**

In fostering a community of respect, inclusion, fairness, and equity, we expect persons to not discriminate based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age.

The following **Human Rights Codes [RSBC 1996, c210]** will be respected:

**Excerpt from Section 7 Discriminatory publication**

1. A person must not publish, issue or display, or cause to be published, issued or displayed, any statement, publication, notice, sign, symbol, emblem, or other representation that:
2. indicates discrimination or an intention to discriminate against a person, a group, or class of persons, or
3. is likely to expose a person or a group or class of persons to hatred or contempt

**Excerpt from Section 8 Discrimination in accommodation, service, and facility**

1. A person must not, without a bona fide and reasonable justification,
2. deny to a person or class of persons any accommodation, service or facility customarily available to the public, or
3. discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public.

**GUIDING PRINCIPLES:**

At Fairview students show that they are **ROCKS**:

Respectful

Respectful of everyone’s feelings

Respectful of everyone’s property

Respectful of everyone’s bodies and personal space

Respectful of everyone’s learning

Ownership

Taking ownership for actions

Taking ownership for learning

Taking ownership for the classroom and school community

Cooperation

Cooperation with others and being friendly, kind and welcoming

Cooperation with adults and others in authority

Kindness

Kind to our friends and to everyone in the school community

Kind and welcoming to those who might be different than we are

Kind to those who need help

Safety

Safe in work and play

Safe arriving and leaving school

Safe in the halls, classrooms, playground and activities.

**Dress Code:**

The school district is committed to providing students with learning environments that are safe, responsive, and inclusive. The district recognizes that decisions about dress reflect individual expression of identity, socio-cultural norms, and that they are personal.

Students may attend school and school-related functions in dress of their choice provided that their choices:

* Conform with established health and safety requirements for the intended activity;
* Do not represent or promote weapons, gang culture, alcohol or drugs;
* Use respectful language;
* Do not depict or promote violence, racism, sexism or discrimination; and
* Are not intimidating to others.

Ultimately, the school administration has the responsibility to apply the dress guidelines when necessary. If any person dresses in an inappropriate manner, the student should be advised personally and discretely and given an opportunity to meet school district guidelines.

**ELECTRONIC DEVICES:**

The use of electronic games, MP3 players, pagers, cell phones, and watches with alarms should not deter from the learning of students while at school. The school will assume no responsibility for their loss or damage when at school. Some parents do want students to have a cell phone for safety reasons. We encourage the use of the school phone for emergency purposes. If cell phones need to be brought for use after school they are not to be brought out during school hours and should be turned to silent during class time. Teachers can request from time to time that students use hand-held devices for specific learning objectives.

**WITS:**

We encourage students to use their **WITS** when someone is bothering them or they are faced with a problem. WITS stands for:

* Walk Away – students are encouraged to avoid problems before they have a chance to develop.
* Ignore – students can defuse situations by not responding to the inappropriate behavior of others.
* Talk it out – students state how others’ behaviours are making them feel and ask them to stop.
* Seek help – students tell an adult at any stage and can get assistance for any problem.

We have been impressed with how our students remember and use the WITS strategy. This website has excellent resources <https://witsprogram.ca> The picture books and lessons can be very valuable.

Certain behaviour will be considered unacceptable, including but not limited to:

* Unsafe behaviour (such as physical violence, possession or use of weapons or replicas, possession, use or distribution of drugs and/or alcohol, tobacco or fireworks or explosives, smoking, sexual abuse)
* Violent behavior in any form, physical, verbal, written, electronic,
* Disrespectful or threatening language or behaviour (such as racist, homophobic, or derogatory comments to those who identify as “LGBTTIQ” or discriminatory comments, threatening/intimidating language or behavior, cyber bullying, harassment of any kind)
* Disrespectful behaviour toward property or the environment (such as damage, vandalism or theft)
* Deliberate defiance, disrespect towards or misleading adults in authority
* Bullying of any form.

**Bullying:**

Bullying is defined as: **repeated physical aggression, name-calling, threats or exclusion in a context where there is intent to harm and an imbalance of power.** The bullying of members of the school community, by physical, verbal, written or electronic means, is not permitted at Fairview School, on any school event and with any student from the school via the internet on or off school hours.

Bullying and Intimidation have a negative effect on the learning climate of the school. Every student has the right to an education and the right to be and feel safe in and around the school. Therefore, everyone has rights and responsibilities in cultivating and maintaining a safe environment where all have the right to belong. Although the nature of the school community is a very positive one and we have very few incidents of bullying, it may still exist.

Bullying is defined as “a pattern of repeated aggressive behaviour, with negative intent directed from one person to another where there is a power imbalance” (Focus on Harassment and Intimidation: Responding to Bullying).

Bullying may include:

* Physical Intimidation or Assault;
* Extortion or stealing money or possessions;
* Oral or written threats, teasing put-downs, name calling;
* Threatening looks, gestures or actions;
* And, cruel rumours, false accusations and social isolation.
* Anyone who witnesses bullying is encouraged to respond safely, promptly and appropriately. Any member of the school community who has concerns is encouraged to speak with school administration, teacher, counselor, etc.

**Consequences** may include:

* discussion with all students involved with proactive solutions decided upon.
	+ Discussions with students’ parents or guardians. a letter of apology, acts of kindness, community or school service referral to school counselor, behaviour plan development, additional supports/supervision
* a regular, formal review of behaviour together with parent/student/teacher conferences
* completion of a problem-solving paper
* time away from class, an in-school or formal suspension (Parents receive written notification regarding formal suspensions. A copy of the letter for a formal suspension is kept in the student’s file). Police can be included when the incident presents significant risk to the safety of others.
* RCMP involvement

**Consequences for Unacceptable Behavior:**

Responses to unacceptable conduct will be thoughtful, consistent and fair. Staff regularly encourage and recognize students who act safely, respectfully and responsibly. When a student’s behaviour infringes upon the rights of others there will be follow-up so students understand the rules of our community. Staff strive to teach students to make positive decisions and peacefully resolve conflicts.

**Rising expectations**: Expectations for student conduct for younger students differ from those for older students as they do for students with special needs. Consequences for student misbehaviour are determined on an individual basis. Responses will take into consideration the student’s age / developmental level, the seriousness of the incident, and past conduct. Special considerations may apply to students with special needs if they are unable to meet expectations due to a disability of an intellectual, physical, sensory, emotional, or behavioural nature. It is expected as students move through successive grades, become older and more mature, they will be more socially responsible.

**Restorative Approach**: The focus of interventions will be restorative in nature. Interventions will not discriminate against a student who cannot meet an expectation because of a disability. Reasonable steps will be taken to prevent retaliation against the person who reported a code of conduct issue. Every effort will be made to support students. However, if there are ongoing conduct issues after having implemented interventions, progressive discipline may include, but is not limited to, referral to an intervention committee, suspension, change of program, change of school, or involvement of the police when behaviour includes a criminal code violation. Serious rule infractions may result in withdrawal of privileges or suspension from school.

**Minor Misbehaviour** will be handled immediately by a staff and consequences appropriate to the misbehavior will be given. Consequences may include loss of privileges, recess/lunch suspension, school community service, apology or problem-solving.

**Moderate Misbehaviour** will be referred to school administration and recorded in a student file in the office. Moderate behaviour is sometimes difficult to define and typically requires a closer examination of the specific situation, the past history of the student and repeat offenses. As a result, infractions will be both situation specific and appropriate to the infraction and may result in a phone call to parents/guardians, the loss of school/classroom privileges, the completion of appropriate essays, problem solving sheets, recess/lunch suspension, and/or school based community service.

**Major Misbehaviour** is defined as the most serious of behaviour infractions and will be dealt with by the school administration. Examples of major misbehavior are: physical harm or threatening behaviour towards others, open opposition towards authority, stealing, vandalism, or continuous repetitive disruptive behaviour, bullying / cyber bullying. This misbehavior may result in an in-school suspension or an out of school suspension. The parents/guardians will be contacted and work will be assigned for the duration of missed class time. With documented cases of bullying there will be follow-up with the victim’s parents. The victim may be given additional support through counseling and a proactive plan.

Parents/Guardians are reminded that the school district practices a violence free policy with regards to weapons, drugs and alcohol. Infractions of this policy may result in an out of school suspension, or indefinite suspension, where a child and parent appear before a committee to decide on re-entry.

**Parent support**: Parents play an important role in the education of children and can help support school staff in maintaining a safe and positive learning environment for all members of the school community:

* Monitor and show active interest in their child’s work, progress, and conduct.
* Communicate regularly with the school, respecting the confidentiality of others.
* Provide necessities for quality learning: regular meals, appropriate levels of sleep, hygiene, medical needs, appropriate dress, and classroom materials.
* Ensure student punctuality and promptly reporting reasons for tardiness or absences.
* Review the Code of Conduct with their children.
* Assist school staff in dealing with issues of behaviour requiring intervention and discipline.
* Demonstrate respect for all members in school community.
* Model expectations of appropriate conduct.

References: BC Social Responsibility Performance Standards, Safe Caring and Orderly Schools: A Guide, BC Ministry of Education, March 2004 (Updated: October 2021)