



Jessie Lee Elementary School Code of Conducts

At Jessie Lee Elementary School, we believe that all children have the right to learn in a safe, caring and orderly environment. Our expectations are that students will maintain an attitude that is respectful, co-operative and safe. Students are expected to follow the guidelines outlined in the Code of Conduct in classrooms, in the school building, on school grounds, and at school functions, regardless of their location. The staff assists students in developing skills for resolving conflict, problem solving and decision making appropriate to their age for healthy learning and living. The school will notify parents of any serious breaches of the code of conduct.

BEHAVIOUR EXPECTATIONS

Acceptable and unacceptable behavior while at school, attending school related activities (both on and off school grounds) or in any other circumstances where engaging in the activity will have an impact on the school environment. There will be rising expectations of behaviour as students mature.

It is important to note that the acceptable and unacceptable behaviours that follow are not all-inclusive lists.

Acceptable Behaviour:

THE JESSIE LEE CODE OF CONDUCT:

- BE RESPECTFUL • BE COOPERATIVE • BE SAFE

BE RESPECTFUL

- in the classroom – *use manners and a quiet voice; hands to self*
- in the washrooms – *keep it clean; use a quiet voice; ask permission before leaving the group*
- in the hallways – *use a quiet voice and a “hallway hello”; enjoy wall displays with your eyes; wear hats and hoods outside*
- at lunch – *while in the classroom: use inside voices; try to include others in conversations; use the correct compost and recycle bins; eat the food that was packed for you*
- in the gym – *use and put equipment away in its place under adult supervision; be aware of personal space*
- on the playground – *use appropriate manners and language; keep school grounds clean; problem solve together*
- in assemblies – *enter and sit quietly with class; show respect; gift of attention to the speaker*
- with technology – *have permission; treat others online as you would in person; model appropriate use*



BE CO-OPERATIVE

- in the classroom – *follow expectations; try your best; be helpful*
- in the washrooms – *report problems to classroom teacher; wait your turn; use the washroom and return to class right away*
- in the hallways – *stay to the right so others can pass*
- at lunch – *follow directions from supervisors and monitors; tidy your lunch space after eating; follow expectations from teacher*
- in the gym – *encourage others and play for fun*
- on the playground – *include and value others; follow directions from all school staff*
- in assemblies – *follow assembly expectations and directions*
- with technology – *put away device when asked to in its place; use your assigned device; use devices properly*



BE SAFE

- in the classroom – *move safely; use materials as expected; clean up*
- in the washrooms – *wash hands with soap and water; keep water in the sink*
- in the hallways – *move safely; have purpose and permission*
- at lunch – *sit down while you are eating; clean up spills right away; speak after you have finished chewing; stay in your own classroom; keep food inside*
- in the gym – *wear proper shoes; follow instructions and play by the rules; be in control of yourself*
- on the playground – *share and use equipment appropriately; respect school boundaries properly*
- in assemblies – *sit “criss cross applesauce”; keep your body to yourself*
- with technology – *use inside classroom or under direct adult supervision; ask permission before taking photos*



Unacceptable Behaviour:

Unacceptable behaviour can consist of, but is not limited to:

- lack of respect for others
- stealing
- vandalism
- teasing/bullying/cyber bullying
- swearing or using obscene gestures
- snowballing or face washing
- fighting, playfighting
- violence of any form
- refusal to comply or rudeness
- intimidation, making threats, harassment, discrimination
- being out of bounds
- destruction of school or personal property

SAFE & CARING SCHOOLS ARE:

FREE FROM ACTS OF:

- Bullying (including cyber-bullying)
- Harassment, threat, intimidation and marginalization
- Violence in any form
- Abuse in any form (verbal, physical, sexual)
- Intolerance and discrimination in any form, i.e. based on an individual or group’s race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, or age.
- Retribution against a person who has reported incidents

DO NOT TOLERATE THE PRESENCE OF:

- Intoxicating or banned substances (including alcohol, cigarettes and drugs).
- Theft and vandalism (or damage to personal property).
- Weapons or replica (toy) weapons (including laser pointers); explosives (including fireworks) and pepper or other obnoxious sprays.
- Intruders or trespassers (all visitors must first report to the office).
- Inappropriate clothing or unacceptable slogans imprinted on clothing.

MISUSE OF ELECTRONIC DEVICES/COMPUTERS:

- School computers and other electronic devices are only to be used for school/education related activities. They are not permitted for social networking, gaming, illegal, obscene or inappropriate purposes. Inappropriate use includes, but is not limited to, attempts to vandalize, gain unauthorized access to data or another person's account or resources, and sharing of data without personal or parental consent as appropriate.
- Recording of visual images is not permissible at school unless permission has been received by the classroom teacher with respect to a classroom project.
- Students are to be aware that they may be subject to discipline (or, if applicable, confiscation of personal property) for misuse of any technology, if it negatively impacts the school environment.
- Misuse of district technology services will lead to suspension of user privileges and possible disciplinary or legal action.

CONSEQUENCES:

Consequences will take into account the age, maturity and special needs (e.g. intellectual, physical, sensory, emotional or behavioural disability), severity and frequency of actions.

Consequences will be progressive and will focus on being restorative rather than punitive in nature. Depending upon these and other factors, one or more of the following actions may be taken:

- Verbal warning
- Problem solving discussion
- Time-out
- Recess/Lunch restriction
- Parent contact/meeting
- Apology/ restorative justice
- Formal documentation
- Practice of expected behaviour
- Referral for school based resources (counselling, CYCW, etc)
- Referral for school district resources
- School/Community service
- Problem Solving Sheet
- In-school suspension
- Out of school suspension

Rising Expectations

All staff at Jessie Lee Elementary understand that as students rise through the grades, they mature and are able to take more responsibility for their behaviour. Incidents are approached on an individual basis and take into account students' development, level of maturity and experiences.

Behaviour Interventions

Student behaviour is always considered in the context in which it occurs. The age of the child, special needs, frequency of the behaviour, its seriousness or intensity, and the circumstances are all taken into account. Consequences may include, but are not limited to those listed below:

- Code of Conduct discussion with staff, an apology, practice of expected behaviour, reflection and problem solving;
- Parent contact, loss of privileges until improved behaviour is seen, substantive re-teaching
- Formal documentation of the incident, parent conference, restitution, behavioural plan, or referral to school counsellor;
- In-school or out-of-school suspension in accordance with Section 26 & 85 of the BC School Act and Surrey School Policy 9410.

NOTIFICATION:

School administration will advise parties as follows:

- Parent/guardian of student exhibiting major behavior problem - every instance.
- Parent/guardian of student on the receiving end of an incident - every instance.
- Assistant Superintendent, Safe Schools Department and/or other District Staff
- Ministerial agencies and/or School Liaison Officer (RCMP)

REFERENCES

This Elementary Code of Conduct has been structured to align with, and adhere to the standards outlined in:

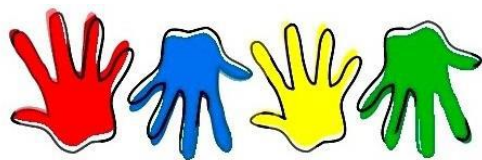
- The School Act 85 (1.1); 168 (2) (s.1); Provincial Standards Ministerial Order 276/07 (m276/07), effective October 17, 2007.
- BC Human Rights Code, as depicted in Surrey Schools Anti-Discrimination and Human Rights Policy No.10900; and Regulation No. 10900.1
- BC Ministry of Education: Safe, Caring and Orderly Schools, A Guide (November 2008) and Developing and Reviewing Code of Conduct: A
- Companion (August 2007), both found at <http://www.bced.gov.bc.ca/sco/>
- Surrey Schools – Safe and Caring School Handbook – policies, procedures and guidelines for schools found on <http://www.surreyschools.ca>
- Ministerial Order No. M 208: (a) a reference to each of the prohibited grounds of discrimination set out in section 7 (*discriminatory publication*) and section 8 (*discrimination in accommodation, service and facility*) of the *Human Rights Code*, RSBC 1996, c. 210;

OTHER

Parents as Partners

Support your child in building social responsibility by:

- Teaching and re-teaching problem-solving skills
- Modeling socially appropriate ways of getting along.
- Helping your child find safe ways to express anger or frustration.
- Listening to your child and responding to their needs and concerns in ways that develop social capacity.
- Helping your child understand the value of individual differences.
- Monitoring and discussing screen viewing activities, choosing age-appropriate screen experiences.
- Monitoring computer and game use at home, ensuring a healthy balance of social activities.
- Accessing community supports and medical consultation and assessment as needed.



It takes a village to raise a child