

Pender Islands School Code of Conduct 2022-2023

The vision of Pender Island Elementary Secondary School is to encourage learners to develop a love of learning and their full potential as confident, compassionate, and responsible citizens.

Statement of Purpose

At PINESS, we work collaboratively with students, staff, parents and community to provide a safe, caring and orderly school where strengths are honoured and learning is engaging. PINESS students will acquire and demonstrate academic, social, and behavioral skills that will enable them to act as positive, contributing citizens in our ever-changing world.

Introduction

This document reflects PINESS's commitment to providing educational opportunities in a safe, kind and respectful environment that encourages academic excellence.

Communication

We believe that the *Code of Conduct* (and its implementation) is one of the cornerstones of a school-wide program developing social responsibility in students. The *Code of Conduct* will be clearly communicated to students, staff and the parent community in the following ways:

- Staff will use class time and school-wide assemblies to discuss and implement the behavioural expectations outlined in the school's *Code of Conduct*.
- The modeling of socially responsible behaviour is expected of all adults in the school, both employees and volunteers.
- In addition to student review, The *Code of Conduct* will be posted on the school website.
- Paper copies of the document for various grade levels will be sent home in September to be signed each year.

Implementation

The *Code of Conduct* shall apply to all students during any school activity and may hold students responsible for their conduct on the way to and from school, at a school activity or in other circumstances where engaging in the activity will have an impact that adversely affects the school climate or operation, including disruption of the learning environment. Such behaviour or actions shall be considered a breach of the *Code of Conduct*, warranting appropriate forms of intervention. The *Code of Conduct* recognizes that as children grow and mature, they are more able to make appropriate decisions and to be responsible for their actions.

Monitoring and Review

The *Code of Conduct* is reviewed annually by staff and the Parent Advisory Council. Revisions are made accordingly. Office referrals are reviewed by the Principal and School-Based Team, and monitored as appropriate.

Alignment

The PLESS Code of Conduct is aligned with District policies, administrative procedures and the BC Human Rights Code. *As per Section 8 of Human Rights Code of British Columbia, students shall not discriminate against others on the basis of the race, religion, colour, ancestry, place of origin, marital status, family status, age, sex, sexual orientation, gender identity or expression, or physical or mental disability. Furthermore, as per Section 7 of the Human Rights Code of British Columbia, no student shall publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the aforementioned bases.*

ACCEPTABLE CONDUCT

The three main tenets of Pender Islands School are:

1. Be Safe - learn and follow the school rules

Some examples include:

- Move safely through the halls
- Respect personal space, ask before touching or hugging
- Report dangerous situations to staff

2. Be Kind – have a positive effect and influence on the people and the environment

Some examples include:

- Make encouraging, positive comments
- Act kindly and have a positive effect
- Offer help to people in need
- Work to resolve challenges as immediately as possible

3. Be Respectful – Respect Yourself, Others and the Environment

- Respect Yourself – be kind to yourself, and challenge yourself

Some examples include:

- Aim for your personal best
- Nurture a growth mindset (No put-downs)
- Be on-time, organized and ready to engage

- Respect Others – be considerate of others’ personal feelings and properties

Some examples include:

- Be polite and wait your turn
- Use whole body listening
- Be a friend
- Be honest
- Be accountable to your classmates – be on time and participate
- Respect other’s property

- Respect the Environment – be a steward of the classroom, school, school grounds, island, and environment beyond

Some examples include:

- Clean up after yourself
- Reuse, recycle, compost or use the garbage
- Take good care of materials and limit your use of resources
- Do your part – participate in leadership
- Be a caretaker
- Ask before borrowing

Technology Use

PIESS is committed to developing and expecting a high level of digital citizenship from all students. Students in Grades 4-9 are permitted personal technology devices as outlined in the *PIESS Mobile Device Use Policy*. Use of personal devices is a privilege. Any concerns arising will be addressed by school staff and Administration.

Rising Expectations

The *Code of Conduct* recognizes that as children grow and mature, they are more able to make appropriate decisions and to be responsible for their actions. As students progress through school, they are expected to increase their personal responsibility and self-management. The following graphic shows the expectations at the beginning and end point of this continuum.

Primary

Be Safe
-Walk, don't run

Be Kind
-Help others

Be Respectful
-Take turns



Upper Years

Be Safe
-Explain in detail and provide specific examples

Be Kind
-Explain in detail and provide specific examples

Be Respectful
-Respect Yourself
-Explain in detail and provide specific examples

-Respect Others
-Explain in detail and provide specific examples

-Respect the Environment
-Explain in detail and provide specific examples

Unacceptable Behaviour

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

- interference with the learning of others
- use of inappropriate, racist or abusive language
- excluding others
- fighting (or play fighting)
- aggressive behavior toward others (verbal or physical)
- lack of respect for others, teasing
- throwing objects (rocks, stick, snowballs, etc.)
- intentional littering
- theft and vandalism
- disregard for others' personal space
- bullying, cyber-bullying, or harassing others
- discrimination in any form based on race, gender, physical and intellectual disability, religious beliefs, sexual orientation, ancestry or national origin
- retribution against a person who has reported incidents
- unauthorized leaving of the school grounds

Consequences

At Pender Islands Elementary Secondary School, consequences will be applied in a fair and consistent manner, respecting individual rights, responsibilities, age and maturity. Wherever possible, disciplinary action is preventative and restorative rather than punitive. Consequences will allow the student to make amends for their actions. Consequences are consistent, fair and meaningful to help students learn to make better choices for themselves in the future. Special considerations may apply to students with special needs if these

students are unable to comply with the *Code of Conduct* due to having a disability of an intellectual, physical, sensory, emotional or behavioral nature.

Restorative Practices focus on creating conditions for students to learn self-discipline, fix mistakes and return to the group/class/school strengthened. At PLESS, we emphasize the importance of positive relationships in building community and speak to the obligation we all have to each other to move towards wholeness, restoration and belongingness.

Participating in a meaningful consequence may include:

- a review of expectations and quiet, think time
- a 'do over' opportunity
- group or classroom circles to restore equity, balance and respect
- an act of service to make a positive contribution to the class, school or community
- school/community support to learn and practise problem solving or conflict resolution strategies
- reflective/think process that includes the opportunity to create a plan to restore the harm done
- meeting with the parents

Notification

If students experience difficulties following the PLESS *Code of Conduct*, their parents will be informed in a number of ways, dependent on the time, circumstance and nature of the incident. Notification is on a case by case basis. Whether parents are contacted is determined by the nature and circumstances of the incident, the age and capacity of the child (victim and/or offender), any injury or potential for injury, whether the incident was isolated or part of a pattern.

As circumstances warrant, administrators will advise other parties following a behaviour(al) incident:

- Parent of student exhibiting major behaviours (in every instance)
- Parent of student on the receiving end (in every instance)
- Superintendent, Safe Schools team member and/or District Staff
- Ministerial agencies and/or School Liaison Officer (RCMP)

Retaliation Prevention

No student, school employee, parent or volunteer may engage in reprisal or retaliation against a victim, witness, or other person who brings forward information about an act of harassment, intimidation, bullying, prejudice or discrimination. Reprisal or retaliation is prohibited and will result, where appropriate, in discipline and/or in the filing of a complaint with other appropriate authorities.