

ÉCOLE QUARTERWAY SCHOOL

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CODE OF CONDUCT

Revised October 2015

A. Purpose

- To establish and maintain safe, caring and orderly environments for purposeful learning
- To clarify and publish expectations for student behaviour while at school, during school-organized or sponsored activities, and beyond these times (including on-line behaviour) that impact the safe, caring or orderly environment of the school and/or student learning

B. Conduct Expectations

Acceptable Conduct

- Respect self, others and the school
- Help to make the school a safe, caring and orderly place
- Report to an adult, in a timely manner, incidents of bullying, harassment or intimidation
- Accept responsibility for your own learning
- Act in a manner that brings credit to the school

Unacceptable Conduct

The following points are examples only and are not an all-inclusive list,

- Behaviours that:
 - interfere with the learning of others
 - interfere with an orderly environment
 - create unsafe conditions
- Acts of:
 - bullying, harassment or intimidation
 - physical violence

- retribution against a person who has reported incidents
- Illegal acts, such as:
 - Theft of or damage to property
 - Possession, use or distribution of illegal or restricted substances such as firecrackers
 - Possession or use of weapons

Bullying

École Quarterway School believes that all students, staff and volunteers should be provided a safe, secure and welcoming learning and working environment. To that end, acts of bullying and harassment will not be tolerated. Bullying is defined as an intentional action on the part of an individual, which causes emotional or physical distress of a victim. Bullying implies a power difference of one individual over another. It many involve a single incident or a series of incidents over time. Barbara Coloroso, author of *The Bully, The Bullied and The Bystander*, says: *“bystanders are the supporting cast who aid and abet the bully through acts of omission and commission. It is important that kids recognize that they are all responsible for helping to create a safe, caring, respectful and bully-free environment.”*

Bystanders will have consequences if they don't accept the responsibility of reporting incidences to teachers or supervisors.

Bullying takes three main forms:

- **Physical bullying** – involves hitting the victim in some way or taking or damaging a victim's property.
- **Verbal bullying** – using words to hurt or humiliate others.
- **Relational bullying** – trying to convince their peers to exclude or reject a certain person or people, and cut the victims off from their social connections.

Discriminatory publication

In accordance with the BC Human Rights Code, 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 (a) indicates discrimination or an intention to discriminate against a person or a group or class of persons, or (b) is likely to expose a person or a group or class of persons to hatred or contempt because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age of that person or that group or class of persons.

Discrimination in accommodation, service and facility

In accordance with the BC Human Rights Code, a person must not, without a bona fide and reasonable justification, (a) deny to a person or class of persons any accommodation, service or facility customarily available to the public, or (b) discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of persons.

C. Rising Expectations

Expectations will increase for students as they become older and more mature, and as they move through successive grades. Students are expected to exhibit increased personal responsibility and self-discipline and there will be increasing consequences for inappropriate behaviour.

D. Consequences

- responses to unacceptable conduct are pre-planned and consistent e.g., 3 steps(below)

- disciplinary action, wherever possible, is preventative and restorative, rather than merely punitive
- students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct, e.g., participating in working through a “Problem-solving sheet”

Step 1

Discussion between student and staff member. When students choose not to meet behavioural expectations, there will be natural, logical and consistent consequences. Minor indiscretions are handled by staff. Frequently the consequence will be in the form of a time-out. It may also involve completion of a "Problem Solving Sheet" where students can reflect upon their actions and consider better choices next time. Parents are often informed and are required to sign the “Problem Solving Sheet”.

Step 2

Office Referral Forms are issued for major offences (i.e. rough play, bullying, fighting, physical abuse of others, throwing objects, defiance of authority, disrespectful/abusive language) and continual defiance of school rules. Students are referred to the Principal. Parents are informed.

Step 3

Parents are contacted for serious incidents of misbehaviour or if minor incidents persist beyond step two. Depending on the severity or frequency of the misbehaviour, students are given in-school or home suspensions for:

- persistent inappropriate behaviour, which disturbs, interrupts or disquiets the usual, orderly operation of the school
- inappropriate behaviour judged to have a harmful effect on the safety of other pupils
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For the following, students can expect to be suspended immediately, from between one to five days: fighting, overt rudeness, alcohol and/or drug use, stealing, vandalism and any action that deliberately endangers the health and safety of others. In addition to applying natural and logical consequences for misbehaviour, our discipline procedures include such methods as developing behaviour contracts and counseling for pupils.

E. Notification

In cases of serious breaches of the Code of Conduct, the school will advise other parties, including:

- Parents of student offender(s) – in every instance
- Parents of student victim(s) – in every instance
- 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 members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it.

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École Quarterway PBIS School Climate Matrix

		Hallway	Washroom	School Yard	Assembly	Classroom	Inside for Recess	Field Trips	Electronics
Expectations	Respectful	<ul style="list-style-type: none"> • Quiet • Stay in line • Walk with eyes front, hands to side, feet quiet 	<ul style="list-style-type: none"> • Be quiet • Stay private 	<ul style="list-style-type: none"> • Take turns • Share the playground • Listen to Supervisor 	<ul style="list-style-type: none"> • Enter quietly • Listen with whole body • Appropriate applause & audience participation • Sit properly 	<ul style="list-style-type: none"> • Listen to person speaking • Raise hand & wait • Get up at appropriate times • Inside voices 	<ul style="list-style-type: none"> • Quiet • Take turns • Share 	<ul style="list-style-type: none"> • Listen to facilitator • Be extra polite • Raise hand & wait 	<ul style="list-style-type: none"> • Cell phones turned off during the day • Messages are handled through office
	Responsible	<ul style="list-style-type: none"> • Keep right • Hands to self • Use correct entrance/exit 	<ul style="list-style-type: none"> • Use correct washroom • Go straight there and back • Flush • Report concerns to teacher 	<ul style="list-style-type: none"> • "Think before you act" • Use garbage cans • Help those in need • Line up promptly at bell 	<ul style="list-style-type: none"> • Hands to self • Use washroom before / after performance 	<ul style="list-style-type: none"> • Be on time • Be prepared • Take care of belongings • Neat & tidy 	<ul style="list-style-type: none"> • Choose a quiet activity • Clean up when you've finished or when the bell rings 	<ul style="list-style-type: none"> • Return permission slips on time • Be a good ambassador for our school 	<ul style="list-style-type: none"> • For educational purposes with teacher permission and supervision • Appropriate content (song lyrics, images)
	Safe	<ul style="list-style-type: none"> • Walk • Eyes forward • Be polite, stay to right 	<ul style="list-style-type: none"> • Practice proper hygiene by washing hands with soap 	<ul style="list-style-type: none"> • Play in designated areas • Report all unsafe situations • Meeting place 	<ul style="list-style-type: none"> • Follow teacher direction • Use all 4 exit doors 	<ul style="list-style-type: none"> • Walk • Sit appropriately • Keep hands and feet to self • Follow classroom rules 	<ul style="list-style-type: none"> • Stay where you are for the entire time • Permission for washroom given by supervisor only 	<ul style="list-style-type: none"> • Stay with the group • Listen to teacher • Follow rules 	<ul style="list-style-type: none"> • Visit only teacher-approved internet sites • Photograph and record people only with prior consent