



École Glenrosa Elementary School

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Code of Conduct

The purpose of our school's Code of Conduct is to outline expectations for student behaviour to help ensure a safe, happy, and orderly learning environment for all. This Code of Conduct must be followed at school, to and from school, as well as during any school activity/event, including riding the bus. Each student contributes to the well-being and success of everyone at École Glenrosa Elementary. For more detailed information, please refer to the Handbook, the ÉGRE Newsletter and the website. Please check the website for any updates to the Code of Conduct.

Student Rights and Responsibilities

Rights	Responsibilities
Students have the right to learn.	Students have the responsibility to actively participate and be responsible learners. Some examples include: • Always trying their best • Arriving on time, prepared and ready to learn • Staying focused and not distracting or disturbing the learning of others
Students have the right to be respected.	Students have the responsibility to respect others (not to bully, tease, pick on, or harass others). Some examples include: • Using kind, respectful words • Being polite and waiting your turn • Listening with the whole body • Being honest and telling the truth
Students have the right to be safe.	Students have the responsibility to behave in a safe manner and to protect the safety of others. Some examples include: • Moving safely, calmly and in control • Staying in designated areas • Keep hands and feet to yourself; Playing games safely • Reporting dangerous situations to staff
Students have the right to privacy and security of personal space.	Students have the responsibility to respect the property and privacy of others (students, staff and community). Some examples include: • Not touching other people's property without permission • Respecting personal boundaries • Asking before photographing/recording someone on a school iPad
Students have the right to use student equipment and property.	Students have the responsibility to use the equipment and property according to all rules and with care and respect. Some examples include: • Cleaning up after yourself • Using equipment as it is intended • Returning materials promptly and neatly

At ÉGRE, our students are **responsible, respectful and ready!**

	Responsible – for my actions and learning	Respectful – of others and the surroundings	Ready – to learn and do my best!
All Settings Everywhere and Always	- I follow directions the first time - I take responsibility for my words and actions - I am aware of my surroundings and situation - I treat others the way I want to be treated - I am honest and tell the truth	- I use polite and respectful language - I have a respectful tone and voice - I keep my hands, feet, body and objects to myself - I treat others the way I want to be treated - I leave things better than I found them	- I have the supplies I need - I try to have a growth mindset - My actions are appropriate to my surroundings and situation
Classroom, Library All Learning Areas	- I focus on the task and what I should be doing - I use technology appropriately and with the teacher's permission to do school work only	- I follow the routines, procedures and expectations - I act in a way that has a positive effect on the learning of others	- I have my homework completed, agenda and other supplies my teacher wants me to have - I use my inside voice
Gym	- I enter and leave only with a teacher's permission - I use equipment correctly and safely - I report any injuries to the teacher	- I follow procedures and expectations - I show good sportsmanship - I play by the rules of the game - I help set up or put away equipment properly	- I have appropriate clothes and shoes for physical activities - I wear indoor gym shoes/runners
Playgrounds and Fields	- I use the playground equipment correctly and safely - I line up with the bell rings - I return any equipment that I signed out	- I keep my hands, feet, body and objects to myself - I leave nature (including snow) on the ground - I take turns - I show good sportsmanship - I play by the rules of the game - I act in a way so everyone has fun	- I am dressed for the weather - I include everyone - I try to solve problems appropriately - I report true problems and injuries
Office	- I wait to be invited to go beyond the counter - I wait patiently until it is my turn	- I am quiet - I am polite and respectful	I ask to use the phone or have a phone pass
Hallway	- I quickly walk to where I need to go - I am in control of my body and voice - I know that running/jumping is unsafe	- I walk in the hallways - I am quiet - I enjoy and appreciate other students' work with my eyes only - I respect that other classes and students are learning	- I am in the hallway for a purpose - I have permission
Entrances and Exits	- I stay outside until the bell and quickly line up when it rings - I use the door assigned to my class - I remove my outdoor shoes - I acknowledge others - I am polite and welcoming	- I give others personal space - I use line manners when I enter and leave the building by walking and holding open doors	- I have the materials I need when I arrive - I have the materials I need when I leave - I use my inside voice - I am on time and ready to learn
Washroom and Water Fountains	- I ask permission to leave the classroom - I flush/wash/leave - I report any problems immediately to an adult	- I keep the washrooms tidy and clean - I respect the privacy of others - I use my inside voice - I leave the area better than I found it	- I wait quietly and patiently for my turn - I return to class quickly and quietly - I am not there to socialize
Lunchtime	- I make healthy food choices - I keep my area neat and clean - I focus on eating	- I stay in my spot, seated to eat - I clean up after myself - I use my inside voice - I listen to lunch monitors and supervisors	- I bring everything to my desk - I use good table manners - I choose a quiet activity when I am done eating

Dress Code

École Glenrosa Elementary school and students take pride in their school and the community they work, learn, play, and live in. We encourage students to dress in a manner that promotes a positive image of self and the school. Consideration should be given to the health, safety, and welfare of the school community. Consistent with this perspective, and our Code of Conduct, the dress code is based on the following principles: Respect for learning, human rights and dignity of others; Safety of persons and property; Promotion of a drug and alcohol-free environment; Parents to play an active role in helping to promote appropriate dressing practices for their children; The careful balance of an individual's right to self-expression and the school's responsibility to ensure an appropriate learning environment.

To maintain a safe learning environment, students are expected to:

- Wear footwear while in and around the school (note: roller blades, roller skates and shoes with built-in roller(s) are not appropriate within the school site)
- Wear appropriate clothing for learning and playing, including dance, running, jumping
- Wear closed toed shoes for outside play

Some examples of inappropriate items of dress include clothing items that:

Have inappropriate words or graphics that are racist, sexist, profane, and/or are intimidating or demeaning to another person; depicts or advocates violence, racism or other discrimination; promote or depict use of alcohol or illegal drugs.

Personal Belongings

Students should not bring unnecessary items, toys, valuables, or large amounts of money to school. The school cannot be responsible for damaged, lost, or stolen items. Students are asked to leave personal electronic devices at home, as they will not be needed or allowed at school. If a student needs to bring a device (i.e. cell phone), it will be kept in the backpack, with the teacher, or in the office. Students are NOT ALLOWED to use their own personal phones or devices while at school.

Responsible Student Use of Personal Digital Devices, School Technology, and District Network Services

Student use of personal digital devices (any device used to communicate and/or access the internet), school technology, and district networks at school is for educational purposes. Students must abide by the school's Code of Conduct and procedures, as well as Central Okanagan Public Schools Policy 486: Student Use of Network Services and Digital Technologies.

Students will:

- Secure, power off and store personal digital devices during instructional (i.e. class time) and non-instructional time (i.e. breaks/lunch) at Elementary schools unless instructed by the Principal or school staff;
- Use digital devices during instructional time for instructional purposes and digital literacy skills as instructed by the Principal or school staff;
- Ensure digital devices are not used in areas where privacy is expected, such as restrooms and change rooms;
- Be permitted to use personal digital devices to support accessibility, accommodations, medical and health needs;
- Always take precautions to ensure online safety, privacy, and security;
- Treat others with respect and kindness when using digital devices and district network services;
- Always use digital devices and district network services responsibly and with academic integrity.

Schools will ensure that all students have equitable and developmentally appropriate access to technology to meet curricular requirements. Students are not required to have their own personal digital device or cellphone at school.

The use of personal digital devices, school technology, and district networks is a privilege. Staff may revoke a student's access to devices because of inappropriate student conduct. Violations of the school code of conduct could result in appropriate restorative processes or disciplinary actions including suspension and police intervention.

At ÉGRE, students will not be using their personal devices. It is preferred that they leave them at home. If they are brought to school, they must remain in backpacks for the entire day. We may store them safely in the office.

Behaviour Response Plan

École Glenrosa Elementary is committed to developing students who learn through and from their mistakes and we are here to help solve problems. Living and learning together all day creates many opportunities for students to grow in the skills necessary to play together, and to work through conflict. We are committed to a respectful problem-solving process with students that builds their capacity and skills for dealing with conflict in life. If consequences are necessary, they will be logical and fair, involve the student and respect their individual rights, abilities, and maturity. We believe an apology is important to restore the relationship. Responses to behaviours consider the development stage and ability of the child, number of infractions and intent. Special consideration may apply to a student with special learning needs who may not be able to comply due to a disability.

The school will treat seriously behavior or communication that discriminates based on race, colour, ancestry, place of origin, religion, gender, gender identity and expression, marital status, family status, physical or mental disability, sex or sexual orientation – all prohibited grounds set out in the BC Human Rights Code.

INCIDENTS OF INAPPROPRIATE BEHAVIOUR

Level 1: Mild Misbehavior

Mild misbehavior disrupts a positive and orderly school environment. Examples may include:

- disruption of learning
- inappropriate manners
- unsafe conduct
- minor vandalism
- teasing
- misuse of washroom
- inappropriate language
- inappropriate tone of voice
- inappropriate physical contact
- dishonesty
- bringing inappropriate items to school (i.e. electronics, trading card, cellphones)

Possible consequences: Problem solving conversations will occur with the child/children involved; written problem-solving process; loss of privilege; time-out; item taken away; parents contacted.

Level 2: Moderate Misbehaviour

Moderate misbehaviour may threaten the learning or physical/emotional safety of others. Examples may include:

- repeated mild misbehaviours
- cheating
- graffiti
- stealing
- bullying
- unsafe/dangerous behaviour
- swearing at others
- lying to an adult
- slamming doors
- sexually explicit comments
- throwing objects
- bringing unsafe items to school (i.e. lighters, lasers)
- defiance to authority; non-compliance with staff
- misbehaviour during safety drills
- inappropriate computer use, cell phone use
- inappropriate conduct on field trips

Possible consequences: Meeting with the Principal; parents contacted; coaching/direct instruction of skills and appropriate behaviour; loss of privilege; extended time-out (loss of recess or lunch; item taken away and picked up by caregiver; restorative justice (compensation, paying for damages); work station in an alternate space.

Level 3: Serious or Major Misbehaviour

Serious misbehaviour may be dangerous or threatening for students and staff. Examples may include:

- repeated moderate misbehaviours
- intentional fighting
- truancy
- threats (verbal, electronic, written)
- harassment
- use of drugs/alcohol
- blatant defiance
- physical violence
- repeated incidences of bullying
- damage to property
- fire lighting/misusing fire equipment
- major theft/vandalism
- swearing at staff
- discrimination
- possession/use of a weapon or toy replica

Possible consequences: Meet with the Principal and parents; in-school workspace at office; suspension (in-school or at home); 1-10 day definite suspension; restorative justice (compensation, paying for damages); notification of other authorities (i.e. RCMP). Steps should be made to restore the relationship. Parents will be contacted. The principal has the right under the School Act to discharge discipline as necessary. This includes the right to suspend a student.