

## **STUDENT CONDUCT AND SUPERVISION POLICY** **(Safe Schools)**

(BC Safe and Caring Schools and Communities Policy, 2004)

### **PREAMBLE**

The Board expects members of the school community to treat others with respect and courtesy and to conduct themselves in a manner worthy of the respect of others in order to promote a safe, caring, orderly and positive school climate specifically.

### **POLICY**

The Board believes that schools provide safe, caring and orderly environments for purposeful learning activities. As required by the School Act, a school must develop its own code of conduct. These codes are monitored and reviewed on an annual basis and clearly communicated to staff, students, and parents.

In order to allow students to fully participate in their educational program, schools must meet the standards set out in the BC Human Rights Code, that include the prohibited grounds of discrimination in respect of discriminatory publication and accommodation.

### **ADMINISTRATIVE PROCEDURES**

#### 1. Behaviour Expectations

The behavior expectations covers students' behaviour while at school, at a school-related activity such as an outdoor education trip, or in other circumstances, where engaging in an activity will have an impact on the school environment. Special considerations may apply if a student is unable to comply with the expectations due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

Codes of Conduct for Maria Montessori Academy align with the "Provincial Standards for Codes of Conduct Order and the School Act".

##### 1.1 Examples of acceptable behaviour for students include:

- Attend school punctually, apply oneself to learning, and follow staff instructions
- Respect of self, others, and the school
- Helping to make the school a safe, caring and orderly place
- Informing an adult in a timely manner (in advance, if possible) of incidents of bullying, harassment or intimidation

- Engaging in purposeful learning activities in a timely manner
- Acting in a manner that brings credit to the school.

- 1.2 Examples of unacceptable behaviour for students include behaviours that
- Interfere with the learning of others, including their emotional well-being
  - Interfere with an orderly school environment
  - Create unsafe conditions (e.g., unauthorized gatherings on school grounds)
  - Discriminate against a person, as defined by the BC Human Rights Code
  - Aggressive acts, such as
    - Bullying (e.g., physical, verbal, cyber, social), harassment, intimidation, or threatening behaviour
    - Physical violence
    - Retribution against a person who has reported incidents
  - Illegal acts, such as
    - Possession, use, or distribution of illegal or restricted substances (for example alcohol, non-prescribed drugs, etc.)
    - Possession or use of weapons or replicas
    - Libel, slander or defamation
    - Theft of or damage to property.

1.3 The purpose of discipline is to create a positive learning experience that helps the child learn to control, modify, change behaviour and ultimately maintain positive behaviour. Consequences for unacceptable conduct are:

- Planned, consistent, and fair, and
- Whenever possible and appropriate, preventative and restorative, rather than punitive. [SEP]

## 2. Communication

School administrators have a responsibility to advise other parties of serious breaches of the code of conduct; e.g., parents, school district officials, police and/or other agencies.

## 3. Student Supervision

- 3.1 Everything possible should be done to ensure a safe and suitable playground.
- 3.2 At the beginning of the school year, a clear understanding of the rules by the children must be reinforced in the classroom. This should continue throughout the year. There must be consistency in rules that are being applied.
- 3.3 Children must be under adult supervision at all times, including lunchtime and on the playground. Supervisors must be on duty during all scheduled play times. Supervisors on duty should have the safety of the children first and foremost on their minds. Supervisors should place themselves so that they can see all the areas being used. Conversations between supervising adults must be done in such a way that adequate supervision is still possible.

3.4 Aggression and rough play should not be allowed at any time and should be dealt with in an appropriate manner. Rules are to be posted in strategic locations throughout the school.

3.5 Any serious injury must be reported to the office and an accident report written up. The Principal must also be notified to decide on further action.

#### 4. Unsafe Equipment- Due to Damage

It is the duty of all staff to report any damaged or unsafe equipment to the Administration and to keep children off and/or away from the equipment until the repairs have been completed. A form entitled "Request for Playground Repair" is available and will be used for record keeping purposes.

#### 5. Missing Child Policy

In the event that a child is discovered to be missing, the following procedures are to be initiated:

- 5.1 The Principal or the designated Person in Charge and the Administrative Assistant will be notified immediately of the circumstances surrounding the disappearance of the child.
- 5.2 The Office will supply a picture of the missing child, if available, to the Principal, or Person in Charge, to confirm his or her identity.
- 5.3 All staff will be discreetly notified, questioned and shown the picture as necessary.
- 5.4 An appointed person will stand at the front door to act as a central communicator.
- 5.5 A room-by-room and playground search will be done simultaneously.
- 5.6 If after 10 minutes, the missing child is not found, a decision to inform the police and parents will be made by the Principal or the Person in Charge.
- 5.7 After the child is found an incident report will be written and a meeting will be held to decide what remedial action should be taken to avoid future incidents of a similar nature.