

# Family Handbook

2025~2026



## Mission Statement

*At English Bluff, we believe that with the support of school, home and community, students become inquisitive, thoughtful and caring learners with a strong sense of integrity. Our aim is to nurture global citizens, equipped to solve problems with the ability to realize their full potential through the engagement of life-long learning. 'SOARING TOWARD SUCCESS'*

### STATEMENT OF PURPOSE:

English Bluff's Code of Conduct is created to provide guiding principles of conduct for all students enrolled in the school district and is in accordance with Section 6 (1) (a) and (b) of the School Act, which states:

6 (1) A student must comply:

- (a) With the school rules authorized by the principal of the school or Provincial school attended by the student, and
- (b) With the code of conduct and other rules and policies of the board or the Provincial school.

The Purpose of the Code of Conduct, as referenced in Delta School District Policy #1131, Student Conduct and Discipline, is to:

- Provide and maintain a safe, caring and orderly environment for students to develop to their full potential.
- Ensure that the rights and responsibilities of individuals are appropriately balanced to uphold the collective well being of all.
- Communicate the expectations of student behaviour to all members of the school community.

### SUPERVISION

There is supervision from 8:30-8:50 a.m., at recess, lunchtime & from 3:00 – 3:15 p.m. Outside of these times, it is a parent's responsibility to make arrangements for the care and supervision of their child.

### ENTRANCES AND EXITS

All visitors and parents are required to sign in at the office and wear a "VISITOR PASS". Parents are asked to report to the office every time you enter the building. The staff will ask you to come to the foyer to sign in if you do not have a pass, so we can ensure your safety in the event of an earthquake or fire.

Students are to enter through their assigned entrances – under-covered area or west-side entrance. Kindergarten students will use the front entrance. At recess and lunch, students are expected to:

- Line up by division in designated areas
- Enter the building in an orderly manner
- Move through the hallways quietly
- Stay to the right side when passing oncoming traffic

## STUDENT SAFETY

**ABSENCE:** Please contact the school 604-943-0201 before 8:50 am to report a child's absence. Leave a message with the student's name, teacher's name with the reason for their absence or delay. Otherwise, the school administrative assistant will try to contact your home to make sure the child is safe.

**LATE ARRIVAL:** Students must report to the office directly and pick up a late slip. Students are expected to be in their desks ready to learn by 8:50 each morning.

**EMERGENCY CONTACT:** If you move or if any information changes (phone numbers, work information, etc.) please contact the office as soon as possible. Students must not leave the school grounds during the lunch hour unless their classroom teacher has received a note from their parent. No child will be dismissed during the school day without permission from his/her parent/guardian.

**BIKES, SCOOTERS & HELMETS:** Protective helmets are mandatory when riding bicycles in British Columbia and must be worn on the school grounds. We also recommend proper protective gear such as wrist guards, elbow pads and kneepads when skateboarding or skating. It is illegal for a person under 14 years of age to operate an electric kick scooter or e-bike. Bikes & scooters should remain outside and be locked up at the bike rack.

**STRANGER DANGER:** Students and parents need to be aware of their surroundings, especially if they are walking or biking alone. We recommend students;

- Try to buddy up.
- Keep a good distance from any unknown adults.
- Do not go with strangers even if they ask for your assistance

## Personal Digital Devices

We understand that some students have cell phones, or other devices, for safety reasons when walking to and from school. However, these devices **MUST BE TURNED OFF AND NOT USED** at school. This is in accordance with District policy regarding the use of a PDD (Personal Digital Device). A PDD refers to any personal electronic device that can be used to communicate or to access the internet such as a cell phone, a tablet, smart watches, gaming devices, and electronic toys. Students **MUST** go through the OFFICE PHONE and the OFFICE if they require assistance to call home. It is important that the office is kept aware of any emergency need.

- If a PDD is brought by a student to school, they will not be given permission to use the device and are required to keep it in their backpack and turned off.
- We are concerned about the safety and privacy of our students. PDDs are not to be used around the school, without the permission of the classroom teacher by students and/or parents, during school hours.
- Parents will be notified if their child is not following our guidelines on PDD use.

## PARENT ADVISORY COUNCIL

All parents/guardians of EB students are members of the PAC, which meets about once a term. All parents are invited to attend meetings and reminders will be posted on the PAC page of our website. There is also a PAC bulletin board located in the entrance & Library window. We are very grateful for the work the PAC does on our behalf to enhance programs here at EB and to help build community. Our PAC can be reached through the office or by email at [chair.ebpac@gmail.com](mailto:chair.ebpac@gmail.com)

## PLAY AREAS

Students have several options for free play during recess and lunchtime. There are at least 2 supervisors at these times. Students are expected to play with respect and responsibility, being kind, safe and fair. Off-limit areas for play are at the front of the school, on the bike racks and anywhere near or in the parking lot.

### LUNCH GUIDELINES

At noon, children who bring their own lunches are expected to eat in their classrooms respectfully:

- Sitting down to eat
- Using inside voices
- Not talking with one's mouth full
- Walking (not running) to dispose of litter
- Cleaning up after, etc.

Students will be dismissed at 12:20 pm for outside play. We have provided a table in the foyer for lunches that arrive after the am bell, but do not encourage lunches being dropped off. It is important to note that children who do NOT go home for lunch are expected to stay on school grounds during the lunch hour, unless they bring a note from their parents authorizing off-site activities, this includes going with a friend for lunch.

### LOST AND FOUND

Part of demonstrating respect and responsibility is being able to look after our own things. Students should pay attention to the items they wear or bring to school and make sure these are returned home at the end of the day. Small found items should be turned into the office and found articles of clothing will be placed in the Lost and Found. Any pieces left unclaimed at the end of each term will be donated to charity.

### PARENT-TEACHER COMMUNICATIONS

Each year, three written report cards are sent home in December, March, and June. In addition, there are 2 informal reports in the form of Parent/Teacher and Student-Led conferences.

Occasionally, parents may have concerns about issues in the classroom, which may include educational programs or trying to find information about something that may or may not have happened. Parents are to make an appointment to speak directly with the teacher to clarify the issue.

The Delta School District policy states that parents are expected:

1. To play a supportive role in affirming District and school expectations
2. To maintain contact with the school
3. To ensure care and appropriate supervision of their children when parents are absent from the District.
4. To be available on short notice to attend a school interview when deemed necessary.

### NEWSLETTERS AND OTHER HANDOUTS

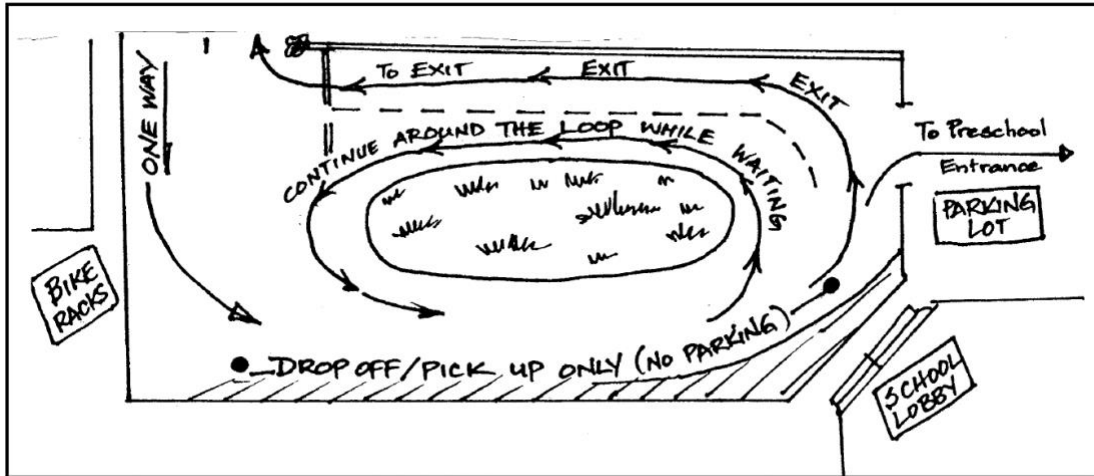
Most newsletters and field trip notices will be sent home electronically. We encourage you to read your school emails frequently. Please bookmark our website (<https://eb.deltasd.bc.ca>). Every family should provide us with their email address to keep the communication lines open.

### DRIVEWAY HAZARDS

Our most important concern is safety in our community. Please follow these guidelines carefully:

- The traffic circle is for drop off and pick up only. It does not provide room for parking! Please pull up as far ahead as you can within the drop off area for you to exit.
- When picking up, continue to drive around, so as to prevent "gridlock" Do not block the circle.
- Students SHOULD NOT RUN ACROSS THE CENTER OF THE CIRCLE. They are to use the pick-up zone only.
- PLAYDATES: should be arranged before coming to school - do not hold up other families in the traffic circle.
- If a child requires the driver's assistance to enter your vehicle and/or get into booster seats, please park in the parking lot. There is usually space in the back half. DO NOT GET OUT OF YOUR CAR to open doors. This will hold up the flow of traffic. Please park instead.
- Walk or bike to school – it helps our environment and gets you exercising.

- See traffic flow diagram:



### EXTENDED VACATIONS

While we appreciate that families cannot always plan and work around the same schedule as the school, the teacher is not expected by the School District to provide work for a student to do while he/she is away. Most lessons that teachers do in class involve explanation, discussion, group work and handouts cannot adequately cover the many layers of planning that are involved in teaching. Sometimes, lesson plans change. It will be the student's responsibility to find out what was covered while he/she was away. We suggest instead that students take along age-appropriate reading material and they write a daily journal in order to apply their literacy skills.

### SCHOOL DRESS CODE

Students should come to school appropriately dressed for their day. Clothing should not promote drugs or alcohol or display offensive language or images that denigrate a person or persons or encourage discrimination. Students should come to school wearing safe, activity appropriate footwear (this is especially important on days they have P.E. or are participating in athletic activities). All students must have a pair of gym shoes with soles that have traction and do not leave marks on the floor. Shoes should fit properly so that students are able to run.

## **At English Bluff, we S.O.A.R.**

EB's **Code of Conduct** has been established to maintain a safe, open-minded, accountable & respectful learning environment at school, and in the community. Students & adults at English Bluff are expected to be:

- S - Safe** to oneself, others, and in our surroundings
- O - Open-Minded** by considering and respecting the views, values, culture, and traditions of others
- A - Accountable** by working respectfully and collaboratively with others & owning one's actions
- R - Respectful** by demonstrating empathy, respect, and consideration for others

In accordance with the with the Delta School District Code of Conduct, students at School are expected to meet the standards set out in the *BC Human Rights Code (sections 7 & 8)* that include the prohibited grounds of discrimination, behaviours that discriminate against a person or class of person by publishing or displaying a statement, publication, notice, sign, symbol, emblem or other representation that indicates discrimination based on the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender, sexual orientation, or age of that person or that group or class of persons. Anti-bullying measures will ensure all students, regardless of their sex, race, religion, culture, sexual orientation and gender identity or expression, enjoy a safe, inclusive and welcoming learning environment.

Students at English Bluff are expected to act according to their classroom expectations and the school-wide code of conduct. Every effort is made by staff members to emphasize a problem solving approach. Students are encouraged to first try to solve problems independently by **using their W.I.T.S:**

**Walk** Away

**Ignore** the person

**Talk** it out

**Seek** Help

If there is a problem that requires resolution, students will be asked to fill out a **S.O.A.R. Report**. Essentially, this is a reflection page that will have the student considering their actions, how others were impacted and what can be done to make up for this action. This sheet will go home with the student, with the expectation that it is discussed at home, signed and returned to school. This sheet will not replace additional important conversations between the Parent and the Teacher or Principal.

When attempts to solve problems independently are not successful, students should talk to an adult to get support and help in dealing with the situation.

### **Intervention and Problem Solving**

When students fail to adhere to the Code of Conduct, disciplinary action will be preventative and restorative rather than merely punitive. Decisions about consequences or restitution for actions are made considering the context, severity and frequency of the misbehaviour, and the ability and age of the child. We also track and note any worrisome behaviours and escalation in or patterns of behaviour. Following through with a fair and consistent approach to dealing with violations of the Code of Conduct is important.

Investigation into any issue involves taking time to hear from all involved. Various perspectives and points of view are considered in the problem-solving process and the information gathered is then carefully examined and reflected upon when making disciplinary decisions. Students are held accountable for the impact of their words or actions when conflicts arise. As part of the conflict resolution, students take an active role in determining how to make amends. Students who are negatively affected or impacted by others' actions are supported by school staff members, as well as community supports as deemed appropriate.

### **Responding to Bullying Situations**

When bullying occurs it is addressed early and specifically. In addition to addressing the situation with student(s) perpetrating the bullying and the bystanders, attention is given to supporting the person(s) bullied as well as witnesses.

Bullying is a pattern of repeated aggressive behaviour meant to hurt or cause discomfort to another. There are various types of bullying: Physical, verbal, social/relational, and cyber bullying. If you suspect your child has been bullied, discuss the situation with your child's teacher. Situations will be investigated, and when it is deemed bullying has occurred, the school will respond quickly and accordingly. At EB, the goal of providing an effective response to bullying behaviour rests on the desire to work with children and families to encourage communication, develop empathy, promote accountability, and enhance pro-social skills in students.

Our hope is that all students at English Bluff can identify one or more trusted adult they can talk to if faced with a bullying or other troubling situation. We aim to create a caring support network that listens to and responds effectively to student concerns. We understand there may be times students do not feel they want to or can approach a trusted adult at school. In such cases, we encourage students to communicate with other trusted adults outside of the school or use the ERASE bullying anonymous

reporting system.

For **further information on ERASE bullying**, please refer to: <http://www.erasebullying.ca>

### **Clear Expectations for Students**

Staff members at English Bluff communicate expectations to students through conversations, assemblies, presentations, posters, classroom agreements & learning through curriculum learning engagements.

### **Parents as Partners**

Parents are encouraged to review and model the Code of Conduct with their children. Parents can support their children in building social responsibility by:

- Teaching and modelling appropriate ways of dealing with conflict
- Developing problem-solving skills, with an emphasis on effective use of communication
- Helping children find safe and appropriate ways to express and deal with anger or frustration
- Listening to children and responding to needs and concerns in ways that develop social capacity:  
*What was the problem/issue? How did the problem or issue affect you? Others? What did you do to solve the problem? Did your strategy work? Why or why not? What would you do differently?*
- Helping children understand the value of reflecting on individual differences and **seeing “both sides” of a story** or situation (develop child’s empathy skills)
- Focusing on the development of the attributes of the International Baccalaureate PYP Learner Profile and Attitudes as well as the IB Action Cycle (**choose-act-reflect**)
- Monitoring and discussing television viewing, playing of videos, and on-line games
- Ensuring a healthy balance of social activities; involving children in games and activities that develop collaboration and cooperation
- Providing opportunities for children to develop the vocabulary to effectively communicate about issues and to practice the language of problem solving
- Encouraging and explicitly expressing value for cooperative fair play in competitive situations

### **Support the home-school connection by:**

- Take some time before contacting the teacher or principal with concerns about the behaviour at school. ***Consider thoughtful responses over emotional and reactive responses***
- Reviewing and extending problem solving processes initiated by the school, at home

***Parents are reminded to respect the privacy of students and their families when discussing consequences for Code of Conduct violations. For privacy reasons, school staff members will provide parents with details pertaining to their child/children but will not provide details pertaining to disciplinary actions relating to other students.***

### **Get involved with our school and learn more about the IB PYP!**

**IB Learner Profile** <http://www.ibo.org/>

Caring, Principled, Inquirer, Knowledgeable, Communicator, Open-minded, Balanced, Reflective, Risk-taker, Thinker