



Serpentine Heights Elementary School

Code of Conduct

Updated: June 17, 2024

The purpose of this code of conduct is to create a respectful, safe, and Inclusive learning environment, which supports students in developing socially responsible behaviours and attitudes.

Student Behavioural Support

All children have the right to learn in a safe, caring and orderly environment. We expect that students will maintain an attitude that is cooperative, courteous and respectful. **When behavioural mistakes occur, we help them learn the skills to change their behaviour and have better strategies to manage situations.** The following framework helps students understand and meet these expectations.

Behaviour Guidelines/School Rules

Take Care of Yourself

Caring about your learning and yourself, including safety.

- be safe - walk calmly, stay in designated areas, report dangerous situations, play safely
- be on time and ready to work
- always do your best
- wash your hands
- do your homework and use your planner

Take Care of Others

Being considerate of others' personal feelings and properties.

- be polite and wait your turn
- treat others with respect
- use good listening skills
- be honest and tell the truth

Take Care of This Place

Caring about your school and your environment.

- clean up after yourself
- pick up litter when you see it
- take good care of materials
- ask before borrowing

Behaviour Expectations

Acceptable and unacceptable behavior while at school, attending school related activities (both on and off school grounds) or in any other circumstances where engaging in the activity will have an impact on the school environment.

It is important to note that the acceptable and unacceptable behaviours that follow are not all-inclusive lists.

Acceptable Behaviour

Serpentine Heights students are given many class-wide and school-wide opportunities to learn what our motto, *“Take Care of Yourself, Take Care of Others, and Take Care of this Place”* feels like, looks like, and sounds like. Expectations are taught and reinforced through modeling and reteaching. Common language is used (Take Care of ...). Student leaders act as role models for our desired behaviours in a number of school activities and events.

- Walking and playing safely inside and outside.
- Using respectful language with everyone.
- Being an active learner in all classes.
- Doing their best on all schoolwork.
- Arriving at school on time and attending daily.
- Solving conflicts in a respectful and calm way.
- Cooperating with all adults in the school.
- Looking after school property and keeping the school and grounds clean.
- Treating themselves with respect and dignity.

Unacceptable Behaviour - including, but not limited to:

- Disrupting the learning of others.
- Disrespectful behaviour to anyone at the school.
- Unsafe play (play fighting, wrestling, throwing objects) or physical aggression.
- Swearing, name-calling, teasing or harassment of others.
- Gossip, exclusion, or other forms of social bullying, including via technology.
- Intentional destruction of or damaging property.
- Theft or dishonesty.
- Use of tobacco, alcohol or drugs.
- Possession of any weapon or replica.
- Making threats, including retribution towards someone making a complaint.

Intervention and Consequences

Consequences will take into account the age, maturity and individual needs (e.g. intellectual, physical, sensory, emotional or behavioural disability), severity and frequency of actions. Consequences will be progressive and will focus on being restorative rather than punitive in nature. Depending upon these and other factors, one or more of the following actions may be taken:

For **minor** misbehaviours: a problem-solving discussion with an adult, an apology, practice of expected behaviour, reflection and problem solving.

For **more serious or repeated misbehaviours**: parent contact, reconciliation with the other party, removal from activities until safety is ensured, loss of privileges, re-teaching of expectations and skills, or behaviour support with school staff.

For **serious offences**: formal documentation of the incident, parent conference, restitution, behavioural plan, or referral to school counsellor; if needed, school suspension in accordance with Section 26 & 85 of the BC School Act and Surrey School Policy 9410.

Notification

In the case of serious offenses, a school administrator will notify parties as follows:

- Parent of student (in every instance) exhibiting serious behavior difficulties
- Parent of student (in every instance) who is the target of another student's serious behavior difficulties
- Associate Superintendent and/or other District Staff as necessary
- Ministerial Agencies and/or School Liaison Officer (Police) as necessary

Rising Expectations

Although our expectations apply to all students, there is a progression of expectations held for students as they gain experience and develop a deeper understanding of our Guiding Principles and our Code of Conduct.

Serpentine Heights staff members expect students to become increasingly responsible for monitoring their own decisions and therefore, developmentally appropriate interventions and/or consequences are applied as they move up through the grades.

Safe & Caring School Environments

Are free from acts of:

- Criminal behaviour
- Bullying, cyber-bullying, harassment, threat, intimidation
- Violence in any form
- Abuse in any form
- Discrimination in any form
- Theft
- Vandalism
- Retribution against a person who has reported incidents

Do not tolerate the presence of:

- Intoxicating or banned substances (including alcohol, cigarettes and drugs).
- Weapons or replica (toy) weapons (including laser pointers); explosives (including fireworks) and pepper or other obnoxious sprays.
- Intruders or trespassers (all visitors must first report to the office).
- Inappropriate clothing or unacceptable slogans imprinted on clothing.

Dress Code

Each school shall adopt a dress code that attempts to balance individual liberty, social convention, functionality, community standards and school community values.

Staff and students are expected to dress in ways that are appropriate for their particular roles in the school and that show respect for themselves, for others and for the school.

In the case of student dress, there should be a partnership between student, parent and school that provides sufficient, but not excessive, guidance so students not only dress appropriately, but also learn to make good independent decisions regarding dress.

Electronic Devices/Technology

- School computers, networks and other devices are only to be used for school related activities. They are not permitted for social networking, gaming, illegal, obscene or inappropriate purposes. Students must not attempt to vandalize, gain unauthorized access to data or another person's account or resources, or share data without personal or parental consent as appropriate.
- Students must not photograph or record anyone at school, unless permission has been received by the classroom teacher with respect to a classroom project.
- Students may be subject to discipline and/or confiscation of personal property for misuse of any technology that negatively impacts the school environment.
- Misuse of district technology services will lead to suspension of privileges and legal action if appropriate

Personal Digital Devices

Personal Digital Devices are defined as any personal electronic device that can be used to communicate or to access the internet, such as a cell phone, tablet, laptop, or smartwatch. These devices are important tools which can be used to enhance learning and prepare children for the world in which they will work and live. Personal digital devices provide support for children who rely on these tools to access learning through services such as translation, adaptations for Individual Education Plans, medical support, health needs, or to provide equity of access to resources. The classroom teacher is responsible for the learning environment in the classroom, for guiding children to use personal digital devices appropriately, and for determining when personal digital devices should be used.

The safe and responsible use of personal digital devices is expected by all Surrey School District students, employees, volunteers, parents, guardians, and community members who are on school district property or interacting with students or staff. This includes the following:

- Those using personal digital devices need to abide by the school code of conduct as well as all Provincial and Federal laws and the British Columbia Human Rights Code. This includes not using personal digital devices to engage or participate in bullying or harassment, discrimination, or defamation of character.
- At both elementary and secondary schools, personal digital devices can be used during class time to enhance learning at the direction of the classroom teacher. These devices should be used in a way that is respectful of other's learning and does not distract others in terms of light, sound, or by other means.
- At elementary schools, it is expected that personal digital devices are to be put away during non-class time such as recess and lunch. Exceptions to this are for students who need digital devices for medical or health reasons, translation, accessibility, or other student-specific reasons.
- Personal Digital Devices should not be used during lock down procedures or drills. The use of personal digital devices during this time may impact the emergency safety response.
- Surrey School District staff and students should not be recorded, visually or audibly, for any reason without their prior consent.
- The Surrey School District is not responsible for lost, missing, or damaged personal digital devices that students choose to bring to school.