



Code of Conduct 2024-2025

STATEMENT OF PURPOSE

Rationale for the Code of Conduct with a focus on safe, caring, and orderly school environments.

BEHAVIOUR EXPECTATIONS

Acceptable and unacceptable behaviour 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. There will be rising expectations of behaviour as students mature. It is important to note that the acceptable and unacceptable behaviours that follow are not all-inclusive lists.

Acceptable Behaviour:

At our school, we believe that all children have the right to learn in a safe, caring and orderly environment. Our expectations are that students will maintain an attitude that is cooperative, courteous and respectful.

Be Respectful to Yourself – caring about your learning and yourself, including safety

- always do your best
- make good choices
- be on time and ready to work
- do your homework and use your planner

Be Respectful to Others – 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

Be Respectful to Property – caring about your school and your environment.

- clean up after yourself
- take good care of materials
- ask before borrowing.

Be Safe – keep yourself and others safe from harm

- walk calmly
- stay in designated areas
- follow the directions of the safe use of school equipment
- report dangerous situations to staff

Unacceptable Behaviour: Inappropriate behaviour can consist of, but is not limited to:

- rudeness, swearing
- fighting (or play fighting)
- lack of respect for others
- throwing objects (rocks, sticks, snowballs, etc.)
- defiant behavior, insolence
- running in the halls
- unauthorized leaving the school grounds
- damaging school property or equipment

SAFE & CARING SCHOOLS:

ARE FREE FROM ACTS OF:

- Bullying (including cyber-bullying)
- Harassment, threat, intimidation and marginalization
- Violence in any form
- Abuse in any form (verbal, physical, sexual)
- Intolerance and discrimination in any form, i.e. based on an individual or group's race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, or age.
- Retribution against a person who has reported incidents

DO NOT TOLERATE THE PRESENCE OF:

- Intoxicating or banned substances (including alcohol, cigarettes, e-cigarettes (vaping) and drugs)
- Theft and vandalism (or damage to personal property)
- 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

MISUSE OF ELECTRONIC DEVICES/COMPUTERS:

- School computers and other electronic devices are only to be used for school/education related activities. They are not permitted for social networking (except as directed by a teacher), gaming, illegal, obscene or inappropriate purposes. Inappropriate use includes, but is not limited to, attempts to vandalize, gain unauthorized access to data or another person's account or resources, and sharing of data without personal or parental consent as appropriate.
- Recording of visual images is not permissible at school unless permission has been received by the classroom teacher with respect to a classroom project.
- Students are to be aware that they may be subject to discipline (or, if applicable, confiscation of personal property) for misuse of any technology, if it negatively impacts the school environment.
- Misuse of district technology services will lead to suspension of user privileges and possible disciplinary or legal action.

CONSEQUENCES

Consequences will take into account the age, maturity and special needs (e.g. intellectual, physical, sensory, emotional or behavioural challenges), 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:

- Verbal warning
- Problem solving discussion
- Review of expectations and a time-out
- Recess/Lunch restriction
- Parent contact/meeting
- Short-term (in-school or at home) suspension up to 5 days
- Long-term suspension over 5 days or referral to a district program
- Consultation with police and/or fire department
- In-school suspension
- Out of school suspension
- Problem Solving sheet and/or loss of privileges
- School/Community service
- Referral for Counselling or behaviour support

NOTIFICATION:

In a breach of the Code of Conduct, the school administration will advise parties as follows:

- Parent/guardian of student exhibiting a major behaviour problem
- Parent/guardian of student on the receiving end of an incident
- Assistant Superintendent, Safe Schools Department and/or other District Staff – **as needed**
- Ministerial agencies and/or School Liaison Officer (RCMP) – **as needed**

REFERENCES:

This Elementary Code of Conduct has been structured to align with, and adhere to the standards outlined in:

- The School Act 85 (1.1); 168 (2) (s.1); Provincial Standards Ministerial Order 276/07 (m276/07), effective October 17, 2007.
- BC Human Rights Code, as depicted in Surrey Schools Anti-Discrimination and Human Rights Policy No.10900; and Regulation No. 10900.1
- BC Ministry of Education: Safe, Caring and Orderly Schools, A Guide (November 2008) and Developing and Reviewing Code of Conduct: A Companion (August 2007), both found at <http://www.bced.gov.bc.ca/sco/>
- Surrey Schools – Safe and Caring School Handbook – policies, procedures and guidelines for schools found on <http://www.surreyschools.ca>
- Ministerial Order No.M 208: (a) a reference to each of the prohibited grounds of discrimination set out in section 7 (*discriminatory publication*) and section 8 (*discrimination in accommodation, service and facility*) of the *Human Rights Code*, RSBC 1996, c. 210;