School Code of Conduct

(Date Reviewed September 8, 2026)

COMMITMENTS AND PURPOSE

Surrey School District is committed to providing a safe, welcoming, inclusive, and equitable learning and working environment in all school and district sites in Surrey. At **Princess Margaret Secondary**, we focus on cultivating and supporting positive membership of a community through co-constructed norms and routines. By doing so, we promote and uphold expectations of respectful and responsible citizenship that leads to cultural safety, caring and respect amongst everyone in the school and in programs and at all school-events and activities. For students and staff to be successful, school must be free of bullying, harassment, racism, discrimination, intimidation, hateful words and actions, as well as physical violence in any form. Together staff and students, have developed rising expectations that demonstrate a commitment to our school community, healthy relationships, as well as positive learning environments for all students.

CODE OF CONDUCT

In collaboration with staff, students, parents/ guardians, the School Code of Conduct is reviewed annually, in compliance with the Ministry of Education & Child Care regulations and the District Code of Conduct. The School Code of Conduct will be communicated through the school's website, distributed to the school community and displayed in the school.

The following School Code of Conduct applies at school (including virtual learning environments), during school-organized or sponsored activities, on school buses, and any behavior outside of school or school hours, (including on-line behavior), that negatively impacts the safe, caring, or orderly environment of the school community, relationships and/or student learning.

A. Rising Expectations

1. **School Community and Relationships**

   All members of the school community must:

   - Respect their self, the rights of others, respect the differences in people, their ideas, and their opinions; show proper care and regard for school property and property of others.
   - Demonstrate honesty and integrity.
   - Contribute to a safe, caring, positive, inclusive, and peaceful environment.
   - Seek to prevent violence and potentially violent situations and demonstrating social responsibility by reporting such situations.
   - Respect and comply with all applicable federal, provincial, and municipal laws;

2. **Student Learning Environment**

All members of the school community must:

- Engage in purposeful learning activities;
- Respect the needs of others to work in an environment that is conducive to learning and working, including by ensuring that personal mobile technology (ie. cell phones) are only used during instructional time for educational purposes as directed by an educator.
- Demonstrate honesty and integrity throughout the learning process.
- Focus on attendance and be open to positive reinforcement, demonstrating a shared commitment to care and concern for student well-being.
- Encouraging and welcoming all students into school and classrooms, keeping in mind personal circumstances outside the control of students.

3. **Use of Technology**

- Our school district recognizes the value of using digital tools and devices to enhance student learning throughout the K-12 curriculum.
- Students are permitted to use district supported technology and their personal digital tools or devices for educational purposes in classrooms/learning spaces, as directed by an educator, and other spaces where students gather to do their work.
- Inappropriate use of technology and/or personal digital tools and devices may result in the removal of these devices from the above-mentioned spaces and the suspension of the use of devices in the school.
- Internet use, including the use social media sites, which is contrary to the intent of a school's Code of Conduct is strictly prohibited. This includes all forms of violence, threats, and harassment and discrimination directed at staff members, students, or any member of the school community. This applies to school, work and personal internet use.

4. **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.

Note:

A Principal or Vice Principal may conduct or authorize a search of a student, personal property or locker if there are reasonable grounds to believe that policy has been or is being violated and that evidence of the violation will be found in the location or on the person of the student searched. The search should be conducted in a sensitive manner and be minimally intrusive.

5. **Cultural Safety**
   - In a culturally safe learning environment, each learner and staff member feel and know their unique cultural background is respected and they are free to be themselves without being judged, put on the spot, or asked to speak for all members of their group.
   - Cultural safety is also intended to prevent harm caused to students, staff, and community members.
   - All staff and students have a right to feel safe and a right to culture and religion. Discrimination of others' culture or religion is unacceptable.

6. **Appropriate Dress**
   - Each school shall adopt a dress code that attempts to balance individual liberty, social convention, functionality, and community standards. (Policy 9410 – Safe and Caring Schools)
   - Inappropriate dress or appearance is defined as dress that is either obscene, promotes alcohol or drugs, displays offensive language or images, encourages racism or bigotry, presents a health or safety problem, or causes a disruption to the educational process.

B. Unacceptable Conduct

*All members of the school community must **not**:*

- Participate in or encourage plagiarism, misrepresentation of original work, lying, or the false representation of identity.
- Engage in acts of bullying (including cyber-bullying), harassment, intimidation, violence, or abuse of any form (verbal, physical, sexual)

- Discriminate against others on the basis of Indigenous identity, race, religion, color, ancestry, place of origin, marital status, family status, age, sex or sexual orientation, gender identity/expression, or physical or mental disability/ability, or for any other reason set out in the Human Rights Code of B.C., nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the basis of any such grounds." **Racism and discrimination are not permitted in our school by students, staff, and/or any community members.** (i.e., including but not limited to the N-word and other racial slurs and insults, homophobic and transphobic slurs and insults, and other exclusionary behaviors and/or language.)
- Engage in Illegal acts, such as possession, use or distribution of illegal or restricted substances.
    - Weapons or replica (toy) weapons (including laser pointers); explosives (including fireworks) and pepper or other obnoxious sprays.
    - Intoxicating or banned substances (including alcohol, cigarettes, e-cigarettes (vaping), and drugs).
- Engage in theft or damage to property.
- Wear offensive clothing or unacceptable slogans imprinted on clothing, including the showing of weapons, violence and/or drugs.
- Engage in behaviours that interfere with the learning of others, interferes with an orderly environment, or create an unsafe environment.
- Intruders or trespassers are not permitted on school property (all visitors must first report to the office).

Serious breaches of conduct include but are not limited to:

- Physical assault
- Sexual assault
- Possession of weapons or replica weapons or threatening to use weapons
- Threats to a student or staff member
- Acts of hate
- Retaliation against a student

Progressive Consequences

Progressive consequences are an approach that makes use of a continuum of interventions, supports, and learning consequences, building upon strategies that promote positive behaviours, while taking into account considerations or diverse abilities. When inappropriate behaviour occurs, strategies or measures are applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective, restorative and supportive of the harm that is caused. It provides an individualized approach supportive of each student. With all student conduct and information, confidentiality of individuals is strictly adhered to.

Restorative Practices

We encourage students to reflect upon, take responsibility for their behaviour, and to restore and repair incidents which cause hurt and harm. A progressive consequence approach will be used to intervene and support appropriate behaviour. This may include, but is not limited to: verbal reminders, review of expectations, co-constructed behaviour commitments & agreements; conferencing with parents/guardians; loss of privilege(s); conflict mediation and resolution, peer mentoring, differentiated instruction, social and emotional learning interventions to promote positive prosocial student behaviour; and/or referral for support to a community agency or supportive services.

The school district will respond to any behaviour that discriminates based on Indigenous identity, race, religion, colour, ancestry, place of origin, marital status, family status, age, sex or sexual orientation, gender identity/expression, or physical or mental disability/ability.

Suspensions

In accordance with the School Act, Sec. 85 (2) (ii) and (d), the Board authorizes the principal or designate of any school in the district to suspend a student from attendance at school for up to five days.

Suspensions over five days are made in consultation with the appropriate Director of Instruction as per District Student Code of Conduct, AP 350. As per AP 350 7.7 an educational program must be provided to the student.

If an Assessment of Risk to Others (ARTO) is initiated, prior to which, Fair Notice will be issued to the individual student ,their parents/ guardians and the outcome of the assessment could result in suspension from school.

Further information regarding how suspensions are determined can be found in the above **Progressive Consequences** section.

Notifications

The principal or designate has a responsibility to inform other parties of serious breaches of the code of conduct. These parties include:

- Parent(s)/Guardian(s) of student offender(s) and parent(s)/guardian(s) of student victim(s) – in every instance;
- Assistant Superintendent, Safe Schools Department and/or other District Staff as appropriate;
- Ministerial agencies and/or School Liaison Officer (local police agency);
- School community, when deemed necessary, to reassure members that school officials are taking appropriate action.

C. REPORTING INCIDENTS OF BULLYING, HARASSMENT, AND/OR DISCRIMINATION (INCLUDING RACISM)

All students are encouraged to report all incidences of bullying, harassment, and/or discrimination directly to their teacher, counsellor, vice-principal and/or principal. Students can also report any incidences using the Protecting Surrey Schools Together (PSST) website, (http://www.psst-bc.ca) which can be done anonymously. Interrupting and preventing all forms of bullying, harassment, discrimination and violence is a priority of all staff members of our school community and school district.

Students are encouraged to report concerns of relating to physical, emotional and/or cultural safety as it relates to themselves or others.

D. REFERENCES

This 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;

E. DEFINITIONS

Bullying behaviour: a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance.

Bullying behaviour is a type of harassment and intimidation. This aggressive behaviour includes physical or verbal behaviour and is an intentional and purposeful act meant to inflict injury or discomfort on the other person. There are three critical conditions that distinguish bullying from other forms of aggressive behaviour including:

1. *Power*: involves a power imbalance. Individuals who bully acquire their power through physical size and strength, including status within the peer group, and/or by recruiting support of the peer group.

2. *Frequency*: is repeated over time. Bullying is characterized by frequent and repeated attacks. It is this factor that brings about the anticipatory terror in the mind of the person being bullied that can be so detrimental and can have the most debilitating long-term effects.
3. *Intent to harm* is intended to hurt. Individuals who bully generally do so with the intent to either physically or emotionally harm the other person.

Cyber bullying: bullying behaviour which is carried out through an internet service such as email, chat room, blog, discussion group or instant messaging. It can also include bullying through mobile phone technologies and new internet technologies in the future.

Harassment: any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person is an act of harassment. Of particular concern is such behaviour that persists after the aggressor has been asked to stop.

Any of the following behaviours could be considered harassment:

- condescending treatment that undermines another's self-respect, name-calling, teasing, disrespectful comments
- gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment
- social isolation ("freezing out" or rejecting others), exclusion from a group, threatening to withdraw friendship
- repeated unwanted communication
- unwelcome jokes, innuendoes, insults, or put downs; taunts about a person's body, disability, religion, attire, age, economic status, ethnic or national origin
- insulting graffiti directed at an individual or group
- unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient.

Intimidation: Intimidation is the act of instilling fear in someone as a means of controlling that person. For example, any of the following behaviours could be considered intimidation:

- verbal threats: threatening phone calls, threats of violence against a person or property;
- physical threats: showing a weapon, jostling, threatening to punch, stalking or following;
- defacing or stealing victim's property;
- daring or coercing victim to do something dangerous or illegal;
- extortion (demanding payment or goods for a victim's safety);
- inciting hatred toward a victim;
- setting up a victim to take the blame for an offence.

Safe schools: schools in which members of the school community are free of the fear of harm, including potential threats from inside or outside the school. The attitudes and actions of students, staff and parents support an environment that is resistant to disruption and intrusion, and enables a constant focus on student achievement.

Caring schools: schools where it is known that a sense of belonging and connectedness – not just for students, but for everyone in the school community – is a necessary element in the creation and maintenance of a safe learning environment. Caring schools are ones in which members of the school community feel a sense of belonging and have opportunities to relate to one another in positive, supportive ways. All aspects of school life embrace and reflect diversity. The school is an inviting place for students, staff, parents and visitors. Staff members make conscious and concerted efforts to help other members of the school community feel connected.

> **Orderly schools:** schools that are free from chaos and confusion, and alive with the sights and sounds of purposeful learning activities. Routines for repetitious activities are well established so students' minds and bodies are free to focus on the learning and development work at hand. A businesslike atmosphere exists, yet there is creativity and fun in abundance. Everyone in the school has work to do and does it in a timely way – and in a way that doesn't interfere with the learning and development of others. Everyone feels a sense of meaningful accomplishment, and feels the school is a good place to be. All members of the school community are informed about and exercise their rights and responsibilities as school citizens.

Discrimination: refers to negative treatment that is based on a personal characteristic that is protected by the Human Rights Code.

It includes negative treatment based on any of the following:

- Indigenous identity
- Race
- Colour
- Ancestry
- Place of origin
- Religion
- Family status
- Marital status
- Physical disability
- Mental disability
- Sex
- Age
- Sexual orientation
- Gender identity or expression
- Political belief
- Conviction of a criminal or summary conviction offence unrelated to employment

Hate-based Behaviour

Hate crimes are criminal acts done by a person who is motivated by an extreme bias or hatred towards a particular social group (CRRF 2020). Hate crimes may be directed at physical, symbolic targets (such as a mosque) or at individuals or groups of people. Research studies show that hate crimes cause "disproportionate harm" to individual victims as well as other members of the community belonging to the targeted social group. These crimes send a message of rejection towards both the target of the crime and their community.

Government of Canada: www.justice.gc.ca

School Community: Including those who contribute to the school: Staff, students, parents/guardians/ caregivers.