



Regent Road Elementary

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2024

STATEMENT OF PURPOSE

Our Code of Conduct is designed to provide guidelines for appropriate student behavior while under the jurisdiction of the school or at any school- sponsored event. Our Code of Conduct is based on four areas:

- 1. Safety** – learn and follow school safety rules
- 2. Respect For Self** - caring about your learning, your safety and yourself
- 3. Respect for Others** – being considerate of others’ feelings, properties and their right to learn
- 4. Respect for Property** – caring about your school and your environment

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.*

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:

Students are expected to:

- be respectful of themselves
- be respectful of others
- be respectful of their school property and environment
- work and play safely
- be co-operative by listening and talking to find solutions

- be supportive of others
- learn to the best of their abilities

Unacceptable Behaviour:

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

- aggressive behaviours
- abuse
- violence in any form
- threats of violence (intimidation, harassment, or bullying / cyber bullying), retribution against a person who has reported incidents
- swearing

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, age, sex, sexual orientation, gender identity or expression.
- 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.

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.

CONSEQUENCES

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

- Review of expectations and a timeout
- Review of expectations, written assignment and/or loss of privileges
- Parents informed
- Meeting with parents
- Short-term (in-school or at home) suspensions up to 5 days
- Long-term suspension over 5 days or referral to a district program
- Consultation with police and/or fire department
- Suspension/Expulsion

NOTIFICATION:

School administration have a responsibility to advise parties as follows:

- Parent/guardian of student exhibiting major behavior problem - every instance.
- Parent/guardian of student on the receiving end of an incident - every instance.
- Assistant Superintendent, Safe Schools Department and/or other District Staff
- Ministerial agencies and/or School Liaison Officer (RCMP)

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;