

**Maple Grove Elementary
Code of Conduct
~Reviewed April 2023**

- **RESPECT Yourself**
- **RESPECT Others**
- **RESPECT This Place**

Statement of Purpose

The goal of this Code of Conduct is to establish and maintain a caring and safe learning environment in which all children can achieve their potential for greatness. The purpose of the Code of Conduct is to state in clear terms the expectations of behaviour that enable the members of the school community to achieve a safe, caring, and orderly learning environment.

Maple Grove School promotes the values expressed in the BC Human Rights Code

respecting the rights of all individuals in accordance with the law-prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender, or sexual orientation. Simply put, **racism and discrimination will not be tolerated in our school.**

When students demonstrate behaviour that is not in keeping with the ideas described above, a discipline response that is based on learning and restoration or reparation of harm is implemented.

The Code of Conduct applies applies at school, during school-organised or sponsored activities, on

school buses, and any behaviour even if outside of school or school hours, (including on-line behaviour), that negatively impacts the safe, caring, or orderly environment of the school, and/or student learning.

Acceptable Conduct

It is up to all members of our school's community - students, staff, and parents - to ensure that our actions:

- Protect our own learning and the learning of others
- Create safe conditions
- Ensure that everyone is treated kindly and fairly
- Bring pride to our school
- Reflect that we conduct ourselves in an orderly, respectful, and courteous manner while at school, while traveling to and from school, or attending any school function.
- Reflect that we use appropriate language in our school community.
- Use social media in a manner that is consistent with the district Acceptable Use Policy (AUP). All families are required to agree to this guideline before students may use VSB networks

Examples of behaviours that do not demonstrate socially responsible behaviour but are not limited to:

Physical Behaviour

- Aggressive play (involving hitting, kicking, pushing)
- Disruptive behaviour that interferes with the learning and play of others.
- Bullying (purposeful physical intimidation or injury) retaliation

Verbal Behaviour (spoken, written or “on-line”)

- Insulting, demeaning or offensive language
- Disruption of the learning environment (loud, intrusive speech, cell-phone use)
- Bullying – threatening language, retaliation aggression (exclusion, isolation of others)
- Inappropriate/bullying behaviour which is carried out through an internet or cell phone services such as text, email, chat room, blog, discussion group or instant messaging.

Consequences, Notification and Rising Expectations

Disciplinary action, wherever possible, is restorative rather than merely punitive. The school will treat seriously 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, or for any other reason set out in the Human Rights Code of British Columbia.

Repetitive or severe unacceptable behaviour may result in increased severity of subsequent disciplinary action. The age and maturity of students are considered when determining appropriate consequences.

Special considerations may apply to students with special/diverse needs if these students are unable to comply with a code of conduct due to having a disability/challenge of an intellectual, physical, sensory, emotional, or behavioural nature.

Stage 1

When a behaviour concern is first reported to an adult, that person will work within Stage 1

- a **verbal warning and problem-solving discussion** with an adult which reviews the code of conduct and the expected and taught behaviour expectations of the school
- the child **identifies the problem and best solution** for approaching this situation in the future
- **situations for apology and discussion to repair relationships** are facilitated
- **determine if a restriction is necessary**, for example having a particular area or activity temporarily restricted, or another logical consequence for the behaviour

Stage 2

In addition to the above, office referrals involving intentional verbal or physical insult, or injury require Stage 2 responses. When a behaviour concern is reported for the second time, the child is referred to the office for a Stage 2 response. After future referrals to the office, parents are contacted.

- **calling parents** to report the consequence and to request home follow up and support, especially when self-correction of misbehaviour is not evident and/or a child is seen again for a similar situation
- determining a recess/lunch **restriction, or in school suspension. Meeting with the parents and child, or telephoning the parents to devise a plan and to follow up on progress**, possibly involving SBT or the counsellor

Stage 3

In the event of compromised school safety, a third stage is involved:

- **informing area superintendent and/or police and other agencies** of serious breaches of conduct
- **involving the counsellor or other school personnel** to assist the child and family
- **informing staff and school community** as appropriate

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 5 days.

Suspensions may be for the following reasons:

- a) because a student is wilfully and repeatedly disrespectful to a teacher or any other employee of the Board carrying out responsibilities approved by the Board.
- b) because the behaviour of a student breaches the District Code of Conduct or policy and/ or has a harmful effect on others or the learning environment of the school.
- c) because the student has failed to comply with the School Code of Conduct

Suspensions over 5 days are made in consultation with the appropriate Director of Instruction as per the District Student Code of Conduct, [AP 350](http://www.vsb.bc.ca/district-policy/jgd-r-district-student-code-conduct-regulation).
<http://www.vsb.bc.ca/district-policy/jgd-r-district-student-code-conduct-regulation>)

Retaliation Prevention:

All reasonable steps will be taken to prevent retaliation against a student who has made a complaint of a breach of code of conduct.

Notification:

As circumstances warrant, any or all of the following may be notified: Classroom Teacher, Counsellor, Principal, Vice-Principal, Staff, Parents, District Staff, Ministerial Agencies or School Liaison Officer.

How Parents and Guardians Can Help:

1. Discuss this pamphlet with your child.
2. Talk to your child's teacher or call the school if you have any concerns.
3. Provide ongoing support to your child's teacher.
4. Help your child to resolve issues peacefully and with respect for others.
5. Supervise online communication at home