

Sir Wilfrid Laurier Elementary School
Code of Conduct



(Date Reviewed June 20, 2023)

Statement of Purpose

Sir Wilfrid Laurier Elementary School is committed to uphold a safe, inclusive, equitable, welcoming, nurturing, and healthy school environment.

- Promote clear behavioural expectations of respectful and responsible citizenship that lead to a culture of safety, caring and respect amongst everyone in the school and programs and at all school-events and activities
- The School Code of Conduct applies at school, during school-organized 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.

At Sir Wilfrid Laurier Elementary School we believe that character development through the proactive teaching of positive social skills is paramount to the success of any student. At Laurier the staff have adopted a School Wide Positive Behaviour Support (S.W.P.B.S) approach to supporting behaviour. The staff explicitly teach and model what it means to S.O.A.R in all locations in the school and at home.

Supportive means:

- we welcome everyone
- we include others
- we are helpful
- we are kind

Open Minded means:

- we are flexible
- we try new things
- we make new friends
- we are brave

Awesome means:

- we try our best
- we are cool (we know how to self-regulate)
- we have fun
- we are proud to be ourselves

Respectful means:

- we respect ourselves
- we respect others
- we respect the environment
- we respect our school

Conduct Expectations

- **Acceptable Conduct**

- Respecting self, others, and the school
- Contributing to a safe, caring, positive, inclusive, and peaceful environment
- Seeking to prevent violence and potentially violent situations, and demonstrating social responsibility by reporting such situations
- Engaging in purposeful learning activities
- [Click or tap here to enter text.](#)

- **Unacceptable Conduct**

“Students shall not discriminate against others on the basis of 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, 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 will not be tolerated in our school.**

- Behaviours that interfere with the learning of other, interfere with an orderly environment, or create an unsafe environment
- Acts of bullying, harassment, intimidation, or physical violence
- Illegal acts, such as possession, use or distribution of illegal or restricted substances
- Theft or damage to property
- [Click or tap here to enter text.](#)

Note: Behaviours (both acceptable and unacceptable) cited in the code of conduct are examples only and not an all-inclusive list.

- **Rising Expectations**

Students are expected to learn and mature as they move through successive grades, and as such the expectations progress towards increasing personal responsibility and self-discipline, as well as increasing consequences for inappropriate conduct/unacceptable behavior.

- **Retaliation Prevention**

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

Consequences

- 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.
- 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.
- Responses to unacceptable conduct are consistent and fair.
- Students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct.

Minor Misbehavior:

- staff member will speak directly to the student to review appropriate behaviour
- the student will be reminded of the school Code of Conduct and prompted to identify his or her breach of the Code. The expectation will be retaught, role-modeled and positively reinforced.

Serious or Repeated Misbehavior:

- reported to teacher/principal
- discussion and reflection with the student, reminding student of our Code of Conduct
- alternative choices the student could have made
- record of the incident and action taken
- parents will be contacted to review the Code of Conduct with their child
- may include loss of privileges (playground, classroom or school privileges)
- may include some type of restorative justice

Very Serious Misbehaviour:

- reflection on past behaviour
- discussion with staff involved
- parents contacted
- officials or other agencies contacted as needed
- School Board Officials, the Police, MCFD or other community agencies may be contacted if deemed necessary.

Unacceptable Conduct:

The following are examples of conduct that must be reported as soon as possible to a staff member or

supervising adult:

- Bullying*, harassment, intimidation or exclusion
- interfering with an orderly environment
- interfering with the learning of others

Please note that the behaviors cited above are examples only and not an all-inclusive list.

*The difference between Bullying and Conflict:

Bullying is a persistent pattern of unwelcome behaviour that often includes an imbalance of power and /or the intention to harm or humiliate someone. Conflict on the other hand, is a general disagreement or difference of opinion between peers who typically have equal power in their relationships. It is usually an inevitable part of any group dynamic.

- **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) of student offender(s) and parent(s) of student victim(s) – in every instance
- School district officials
- Police and/or other agencies, as required by law
- School community, when deemed necessary, to reassure members that school officials are taking appropriate action

- **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 may be for the following reasons:

- a) because a student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board;
- b) because the behaviour of the student breaches the District Code of Conduct or other 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. will

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.

School Moto



**LAURIER
EAGLES
SOAR**

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