



# Queen Mary Elementary School - Code of Conduct FOR EVERYONE IN OUR SCHOOL COMMUNITY

At Queen Mary, we build a respectful community of lifelong learners. We work towards becoming caring, accomplished and cooperative citizens. We aim to provide an enriched environment in which children are encouraged to think, question, create and wonder.

**Statement of Purpose:** Our Code of Conduct establishes and maintains a caring, respectful, safe learning environment where all children, staff, parents and caregivers try their best, treat others with kindness, and respect the environment. Our Code of Conduct aligns with the Vancouver School Board's District Code of Conduct and adheres to BC's Human Rights Code.

Queen Mary Elementary promotes the values expressed in the BC Human Rights Code – 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.**

## Respect for everyone's learning at Queen Mary Elementary School happens when ...

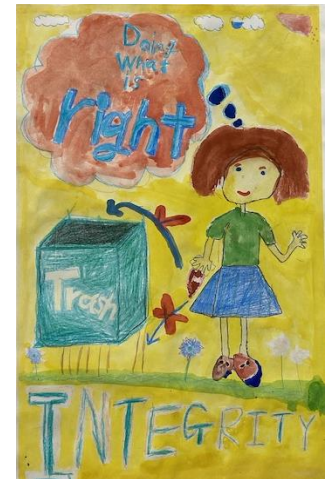
### WE RESPECT OURSELVES



### WE RESPECT OTHERS



### WE RESPECT OUR SURROUNDINGS



#### Examples of Expected Behaviour Include:

- I come to school ready to engaged and ready to learn
- I am on time for school
- I go to class on time/when the bell rings
- I listen and try my best
- I do my homework
- I am respectful when asking questions and learning
- I stay on the school grounds
- I play safely
- I walk safely in the halls and stairwells, keeping on the right-hand side
- I use the washroom quickly and quietly and keep the area clean
- I exercise and eat healthy foods
- I wash my hands
- I tell an adult when I feel unsafe

#### Examples of Expected Behaviour Include:

- I speak politely and listen carefully
- I share with and help others
- I tell the truth
- I use words to solve problems
- I look for peaceful solutions
- I am cooperative
- I take turns
- I encourage others
- I include others
- I treat others with respect
- I respect different points of view
- I tell an adult when someone else may need help, be unsafe or feel unsafe
- I respect the right for others to have what they need to learn

#### Examples of Expected Behaviour Include:

- I respect other people's belongings
- I take care of school supplies and equipment
- I recycle all materials that can be recycled
- I keep the school clean and put garbage and recycling in the appropriate bins
- I respect our environment and do my part to be "green"
- I tell an adult when I know that my surroundings are unsafe

**Expectations for conduct** apply to behaviour at school, during school organized or sponsored activities and behaviour beyond these times (including online behaviour) that impacts the safe, caring and/or orderly environment of the school and/or student learning. Behaviours (both acceptable and unacceptable) cited in the code of conduct are examples only and not an all-inclusive list.

## Queen Mary Elementary Code of Conduct (continued)

### Unexpected Behaviour

The following are examples of incidents that must be reported to a staff member as soon as possible (behaviours cited are examples only and not an all-inclusive list):

- 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 an orderly environment, or create an unsafe environment
- Physical aggression or violence
- Offensive language, actions or behaviours
- Actions/objects that put oneself or others in danger
- Willful damage/disrespect for property and/or the environment
- Encouraging or pressuring others to engage in unexpected behaviours
- Spreading gossip or rumours
- Illegal acts, such as possession, use or distribution of illegal or restricted substances
- Bullying\*, harassment, intimidation, exclusion

**\*Bullying versus Conflict** Bullying is a targeted, often repeated pattern of behaviour that usually involves an imbalance of power and/or the intention to harm or humiliate. Conflict is a general disagreement or difference of opinion between peers who typically have equal power in their relationships.

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

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. There is a progression of expectation held for students as they become older, more mature and move through successive grades. As students mature, it is understood that they will show increasing self-responsibility, decision-making ability and leadership. When considering consequences for uncaring and/or unsafe behaviour, the school will take many factors into consideration including severity and frequency of unexpected conduct as well as the age, maturity level and personal history of the child. Special considerations may apply to students with special needs if a student is unable to comply with a code of conduct due to having a disability/challenge of an intellectual physical, sensory, emotional or behavioural nature. Whenever possible and appropriate, consequences will be restorative rather than punitive.

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

### Minor Misbehaviour

- staff member will speak directly to the student
- student will be asked to identify and reflect upon their behaviour, decision or choice
- 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. Where possible, restorative consequence will be used to encourage positive behaviour and mend relationships

### Serious or Repeated Misbehaviour

- reported to teacher/principal
- discussion and reflection with the student, reminding student of our Code of Conduct

- incident and consequence recorded
- care giver contacted via phone or email
- possible loss of privilege (playground, classroom or school)
- may include restorative justice

### **Very Serious Misbehaviour**

- reported to the principal
- discussion and reflection on behaviour
- discussion with staff and students involved
- caregiver contacted and meeting arranged
- where possible, restorative consequences will be used however an informal or formal suspension may also be necessary.
- officials or other agencies will be contacted as needed - School Board Officials, VPD, MCFD or other community agencies

### **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.

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 360 7.7 an educational program must be provided.