



Collingwood Neighbourhood School - Code of Conduct

FOR EVERYONE IN OUR SCHOOL COMMUNITY

All student codes of conduct are created in alignment with VSB [AP 350-District Code of Conduct](#).

At Collingwood Neighbourhood School we are committed to upholding a safe, inclusive, equitable, welcoming, nurturing and healthy school environment.

Statement of Purpose: Our Code of Conduct promotes clear behavioural expectations of respectful and responsible citizenship that lead to a culture of safety, caring and respect amongst everyone in the school community including Out of School Care and Strong Start.

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.

Conduct Expectations

Acceptable and Expected 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

Unacceptable and Unexpected Conduct

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 exhaustive 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
- Bullying*, harassment, intimidation, exclusion
- Illegal acts, such as possession, use or distribution of illegal or restricted substances
- Theft or willful damage/disrespect for property and/or the environment

Bullying vs. 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.

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.

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 as students 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 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/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. Whenever possible and appropriate, consequences will be student developed and 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 students 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 consequences will be used to encourage positive behaviour and mend relationships

Serious or Repeated Behaviour

- Repeated to teacher/vice-principal
- Discussion and reflection with the student, reminding student of our Code of Conduct
- Incident and consequence recorded (ThinkSheet)
- Care giver informed
- 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 350 7.7 an educational program must be provided.

As outlined in the District Code of Conduct, effective July 1, 2024,

Personal Digital Device Usage

To foster a safe and focused learning environment for students, the use of personal digital devices, that distract from learning, such as cell phones, tablets and electronic devices, are restricted during school hours and on school property. Educators and school staff will continue to model digital citizenship in the classroom and avoid the use of personal digital devices for non-instructional purposes.

Personal digital devices are restricted for the instructional day. This includes class time, recess and lunch during school hours of 9:00am to 3:00pm. Personal digital devices must be turned off or placed on silent mode and out of sight for the entire school day.

The use of personal devices is permitted under the following circumstances:

- For educational purposes, as directed by the educator in the classroom.
- For health and medical purposes as outlined in an Individual Education Plan or Student Safety Plan.
- To support special or diverse educational needs, such as assistive technology related to Individual Education Plans or Student Support Plans.

The expectation is that students will follow the direction of the educators. Students who repeatedly do not follow the personal digital device policy may be asked to store their personal digital devices with an administrator for the remainder of the day.

The Vancouver School Board is not responsible for the loss, damage, or disappearance of personal digital devices that students decide to bring to school.

A regular review of the school's Code of Conduct guidelines for personal digital devices are essential to ensure their effectiveness and relevance in addressing current issues and meeting the evolving needs of students, teachers, and parents. Adjustments to the Code of Conduct may be necessary to ensure that school guidelines remain relevant and effective in promoting a conducive learning environment. Changes may be prompted by emerging incidents that highlight the need for enhanced measures to protect student well-being and privacy.

School Motto:



“Taking Care of Yourself, Others and The Community”