



**L'Ecole Élémentaire  
Lord Tennyson  
Lord Tennyson Elementary  
School**

**Code of Conduct**

2650 Maple Street  
Vancouver, BC  
V6J 2B2



The purpose of our Code of Conduct is to help provide a safe, caring, supportive, and stimulating environment that will enable students to be successful.

**At Lord Tennyson, we practice the "3 R's":**

I respect myself

Je me respecte

I respect others

Je respecte les autres

I respect the environment

Je respecte l'environnement

## ECOLE LORD TENNYSON CODE OF CONDUCT



As students move through successive grades, becoming older and more mature, they are expected to demonstrate increasing personal responsibility and self-control.

Appropriate student behaviour is essential to the development of responsible and self-disciplined citizens and essential to the operation of a safe and caring school.

Special considerations may apply to students with special needs.

Our code of conduct outlines expected student behaviour while in the school building and on the school grounds, and while attending school functions/excursions at any location, including travelling to and from the school. It also applies to student interactions online and through social media.

### BC HUMAN RIGHTS CODE

Our 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, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation- in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment.

### EXAMPLES OF RESPECT FOR SELF ARE:

- Doing your best to be a good learner by finishing your homework, bringing it on time, and bringing all materials to school when needed
- Choosing a safe activity so you do not get hurt
- Staying on the school grounds unless an adult gives you permission to leave
- Practicing good health habits by not coming to school sick, by washing your hands and by taking time to eat a healthy lunch
- Speaking French during school hours
- Being honest and original by not cheating or copying
- Dressing appropriately for a place of learning
- Keeping one's hands and body to self
- Choosing to follow our Technology Code of Conduct

## EXAMPLES OF RESPECT FOR OTHERS ARE:



- Making kind choices: treating others the way you want to be treated
- Using words respectfully to resolve conflicts
- Telling others politely, “I don’t like that, stop it” when you do not like their actions
- Listening; not ignoring people who are talking
- Taking turns
- Saying “please” and “thank you” and being polite to others
- Admitting and apologizing if you are wrong
- Not hurting others by bullying, gossiping, or making unkind or inappropriate comments
- Leaving dangerous items and toys at home
- Including and sharing with others in play, making sure no one feels left out
- Respecting the feelings, rights and bodies of others (“Keeping hands and body to oneself”)
- Giving people their space when they need it for thinking, learning and working
- Walking calmly at all times on the right-hand side of the stairs and hallways; waiting respectfully when in a line-up
- Asking permission before touching the property of others
- Understanding that racism, sexism, and homophobic or other discriminatory actions are not OK

## EXAMPLES OF RESPECT FOR THE ENVIRONMENT ARE



- Respecting and being proud of the building and the yard at school as if it were your own home
- Recycling, reusing, and composting whenever possible
- Taking care of school materials
- Not vandalizing or putting graffiti on school property, trees and fences
- Playing in appropriate areas, not in washrooms and hallways
- Appreciating the trees and plants by letting them be

## UNACCEPTABLE CONDUCT

Behaviour that negatively impacts the safety and learning of others will be addressed through the School and District Code of Conduct.

### EXAMPLES OF BEHAVIOURS OF CONCERN (NOT A COMPREHENSIVE LIST):

- Physical behaviour; aggressive play (pushing, hitting, kicking), disruptive behaviour
- Verbal behaviour; insulting or offensive language, disruption of learning (loud, intrusive speech, cell phone/technology use)
- Other behaviour, such as: excluding others, damaging school or community property, wearing inappropriate clothing (clothing with offensive language on it, clothing that is discriminatory, clothing not suitable for a learning environment)
- Not following our School Technology Code of Conduct

### EXAMPLES OF BEHAVIOURS OF SERIOUS CONCERN (NOT A COMPREHENSIVE LIST):

- Repeated occurrences of any of the above examples of behaviours of concern
- Inappropriate physical or verbal behaviour; bullying (purposeful physical intimidation or injury, threatening language including electronic, retaliation or harassment)
- Other behaviour: bullying (purposeful and repeated exclusion of others), defiance (non-compliance with instructions from staff), bringing items to school that create risk
- Any actions or comments which are racist, sexist, homophobic, or discriminatory; racism is not tolerated at our school.
- Not following our School Technology Code of Conduct.

## CODE OF CONDUCT - CONSEQUENCES

We as a community have agreed upon the following to address student misbehaviour. The severity and frequency of unacceptable conduct, as well as the age and maturity of students, are considered when determining appropriate consequences. Consequences, wherever possible, are preventive and restorative rather than punitive.

### 1. Initial Behaviours of Concern

- Problem solving activity with staff (discussion); Restorative actions are a focus
- May result in loss of privilege; eg. Time away from classroom or away from less-structured time (recess, lunch recess, etc.)
- Parents/Guardians notified

## 2. Repeated Behaviour of Concern

- These behaviours will be reported to the classroom teacher and the principal or vice-principal and a record will be maintained for a period of time
- Problem solving activity with staff (discussion or written); restorative actions are a focus
- May result in a loss of privilege; eg. Time away from classroom or away from less-structured time (recess, lunch recess etc.), community service (giving back to the community) and/or appropriate removal of possession(s) such as a cell phone
- Parents/Guardians will be contacted to discuss ways to reinforce appropriate behaviour

## 3. Very Serious or Chronic Behaviour of Concern

- These behaviours will be reported to the principal or vice-principal, and a record will be made, and parents/guardians will be contacted
- Problem solving activity with administration
- May result in the loss of a privilege development of a behaviour plan, or an in/out of school suspension

**Please Note:** In case of elementary students whose behaviour warrants their removal from class, administrators will work with parents and sometimes with school district office staff to resolve the situation which may include an in-school suspension or asking for the cooperation and agreement of parents to keep the child at home for a determined period of time. The school may need to notify other parties, including district or ministry staff, the VPD, health officials, etc.

**Special Considerations:** Special considerations may apply to students with special needs if these students are unable to comply with a code of conduct due to having a disability/learning challenge or difference of an intellectual, physical, sensory, emotional or behavioural nature. The specific needs of the students such as the age, special education designation and maturity of the student is taken into account when determining consequences.

**Suspensions:** The BC School Act and the Vancouver Board of Education Trustees authorize the principal or vice-principal to suspend a student from attendance at school for up to five days. Please note that if there is a violation of a very serious nature, suspension will be immediate. Parents will be contacted by phone and a letter.

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 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 the District Student Code of Conduct (AP 350). As per AP 350.6.7.1, an educational program will be provided.