

# Fleming Elementary School's Circle of Courage Code of Conduct

Date reviewed: June 19, 2024

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

## Statement of Purpose

Fleming 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 Code of Conduct exists to allow the school to be a safe, healthy, happy and productive place to learn and live.
- Our Code applies to behaviour at school, during school-organized or sponsored activities, and behaviour beyond these times (including online behaviour) that negatively impact the safe, caring and orderly environment of the school, and/or student learning.



Our Code has adopted an Indigenous medicine wheel concept called the Circle of Courage which emphasizes social and emotional growth in one's life. As the Circle of Courage proposes, it is important for children to grow and develop through the spirit of belonging, mastery, independence and generosity.

<p><b>Belonging</b> I can be a respectful part of a group.</p>	<p>Belonging is an understanding that you are significant and that relationships of trust are important, so that the child can say, <b>“I am loved.”</b></p>
<p><b>Mastery</b> I can set and achieve goals.</p>	<p>Mastery is an understanding that you are capable and that you are learning to cope with the world, so that the child can say, <b>“I can succeed.”</b></p>
<p><b>Independence</b> I can be independently responsible.</p>	<p>Independence is an understanding that you are powerful on the inside and that you have the will to make choices, so that the child can say, <b>“I have the power to make decisions.”</b></p>
<p><b>Generosity</b> I can contribute positively to others.</p>	<p>Generosity affirms that you are a genuine human, and that your character is nurtured by concern for others, so that the child can say, <b>“I have a purpose for my life.”</b></p>

## 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

- **Unacceptable Conduct**

**Fleming students shall not discriminate against others on the basis of the 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.**

Therefore, 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. **Racism or discrimination will not be tolerated in our school.**

- **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**

#### **Students Who Do Not Exhibit Socially Responsible Behaviour:**

- At Fleming we reflect upon our choices, take responsibility for our actions, and make amends through a restorative action plan with consideration of the developmental levels, age, maturity and special needs of students. Whenever possible, consequences will be preventative and restorative (such as writing a letter of apology for hurting someone's feelings, cleaning up when littering, etc). 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.
- 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.

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.

The following guidelines are used for dealing with students who are not being socially responsible, or whose behaviour interferes with learning or safety beginning with those for more minor issues.

### **Initial, Minor Incidents:**

Sometimes kids make mistakes -- it's a natural part of the learning process. At these times, we aim to take responsibility and learn from these mistakes through:

- A discussion with an adult
- A referral to classroom teacher, which may involve small group or class meeting
- Time for reflection, review of the Circle of Courage spirits, appropriate restorative action (apology, act that gives back to the individual/school).

### **Repeated Behaviour:**

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.

- Incident recorded on behaviour form (which has reflective questions) to be sent home for parent information and signature
- Loss of privileges (e.g. re-gaining playground privileges through the Playground Level System)
- Staff and parents informed, potential meeting requested, possible Behaviour Agreement established

### **Serious Problems/Refusal to change:**

- Completion of form (as above)
  - Discussion with administration
  - Parents informed-behaviour plan developed
  - Possible in school/out of school suspension
- **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

### **Serious Breaches of the Code of Conduct - 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 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.

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.

**Please Note:** It may be necessary to contact others outside of the school such as VSB district staff, police and Ministerial Agencies.

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:**

### **Family Involvement**

Fleming's Code of Conduct was established to ensure each child and staff member's safety. We ask for student and parental support in honouring our commitment to ensuring the safest learning environment for all. Parents can help in the following ways:

1. Discuss the Code of Conduct with your child.
2. Be in close contact with your child's teacher -- e-mail or phone them with any concerns.
3. Questions? Please email [fleming@vsb.bc.ca](mailto:fleming@vsb.bc.ca) or phone the school at 604-713-4723.

### **Also, we ask parents to:**

- Value school start time and end time  
Report your child's absence by using the Fleming Elementary App or by phoning the school
- Send healthy lunches and snacks
- Encourage your child to be physically active (walk to school to minimize traffic concerns)
- Support your child with obtaining adequate sleep each day
- Support your child's learning
- Read with your child (if your child is older, model the value of reading)

### **Expected Behaviour of our students: (not an all-inclusive list)**

#### ***In the classroom and library***

- Be on time, prepared for class and on task
- Listen and speak to others with respect and with kindness
- Your teacher should always know where you are
- Take care of yours and other people's belongings
- Respect the Online agreement

***During Lunch Time***

- Sit responsibly at your desk with quiet voices
- Eat nutritious food and clean up after yourself
- Do not bring nut products
- Get lots of exercise
- Use please and thank you

***On the playground***

- Include others in your play. Make sure no one feels left out.
- Play safely, and use calming strategies when feeling frustrated/angry before returning to play
- Care about the feelings of others
- Give people their space if they need it
- Take responsibility for your actions
- Stay on school grounds and in designated areas
- Keep hands, feet and unkind words to yourself
- Solve problems peacefully by talking or seeking help
- Stand up against behaviour that is unsafe, disrespectful or bullying

***In the washroom***

- You are there to go to the washroom
- Flush the toilet, wash your hands for 20 seconds and turn off the taps
- Throw paper towels in the garbage only
- Report problems to an adult

***Everywhere***

- Demonstrate respect and manners
- Be proud of your school and community
- Treat all equipment, materials and the environment with care
- Always respect other people's property
- Dress appropriately for school
- Do not discriminate based on race, colour, ancestry, etc.

**The behaviours cited are examples only and not an all-inclusive list.**

**Racism and discrimination will not be tolerated and students at Fleming will not stay silent when acts of hatred occur.**

**Expectations Explained through Fleming's Circle of Courage**

<b>Spirit</b>	<b>What it looks like . . .</b>
Belonging	Be generous with your time, materials, and talents Care about the feelings of others and help those who are hurt or in need Respect the feelings, rights, and bodies of others Give people their space when they need it for thinking, learning, and working Be inclusive and welcoming, make sure no one feels left out Treat others as you want to be treated

Mastery	<p>Come to school ready to learn and always prepared to do your best</p> <p>Eat nutritious food, get lots of exercise, and plenty of rest</p> <p>Set personal goals and make plans to achieve them</p> <p>Achieve through a growth mindset</p> <p>Take pride in your achievements and celebrate growth</p> <p>See mistakes as opportunities to learn</p>
Independence	<p>Take responsibility for your actions and lead by example</p> <p>Know yourself - be a self-regulated learner</p> <p>Be a creative, critical, and flexible thinker</p> <p>Be aware, choose, act, and reflect</p>
Generosity	<p>Respect and take care of our environment</p> <p>Be helpful and cooperative with adults and other students at school, at home, and in our community</p> <p>Stand up against injustice - report behaviour that is unsafe, disrespectful, or bullying</p> <p>Solve problems in a fair and peaceful manner</p>