

Gordon Elementary School **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

Gordon 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.

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**

“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

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.

STUDENTS WHO DO NOT EXHIBIT SOCIALLY RESPONSIBLE BEHAVIOUR

The First Nations Education Steering Committee (FNESC) Principles of Learning states that “learning involves recognizing the consequences of one’s actions”. Gordon Elementary students take

responsibility for their actions, reflect on their choices, and heal their relationships through restorative actions. By being supported in learning these skills, students will develop the ability to effectively manage different social and emotional situations. Students are expected to learn and mature as they move through their educational journey, and as such the expectations progress towards greater personal responsibility and self-regulation, as well as increasing consequences for unexpected behaviours. Students with diverse abilities will be supported in this learning by providing supports, resources, and accommodations according to their needs and abilities.

Initial and /or Minor Incidents:

At times, children make unexpected choices and we accept this as a natural part of the learning process. We strive to acknowledge and learn from these unexpected behaviours.

These could include but are not limited to:

- Interfere with the learning of others
- Creating unsafe conditions (e.g., running in the halls, rough housing, throwing snowballs, using school supplies unsafely)
- Not respecting property (littering, ripping, or writing on others' work or school property, causing a mess that requires the Building Engineer to clean up)

Most of these incidents are minor and we will use restorative practices to resolve the problem. This might involve having a conversation between the teacher and student where they discuss the impact of their behaviour, review our *Circle of Care* expectations, and identify ways to make amends to prevent the behaviour from happening again.

Repeated Behaviour:

In reference to the behaviour mentioned above, when a student presents a repeated pattern of poor choices, we could then involve more adults in the restorative practice to resolve the issue. A discussion could take place between the student, teacher or Principal or other staff members (counsellor, SSA). The qualities from the *Circle of Care* are reviewed with the student so they can assess their mistakes. A collaborative decision will be made about appropriate restorative action and the teacher or Principal may request a meeting with the parent (or vice versa).

Serious Behaviour/ Refusal to Change*:

Gordon Elementary values children in the highest regard and it is our desire to educate the whole child. At times, children face conflicts that they are not equipped or emotionally capable of dealing with in an effective manner. This can lead to a child acting in a way that is inappropriate, unsafe, or unacceptable. Our *Circle of Care* strives to teach children socially responsible behaviour so they can learn how to deal with conflict in their lives.

These could include, but are not limited to:

- Bullying, harassment, intimidation, or threat (including online)
- Ignoring others who bully, harass, intimidate or threat rather than seek help
- Non-compliance, willful disrespect
- Very unsafe behaviour or using physical violence
- Theft, vandalism or destruction of property

Restitution may take place by way of communication between the teacher(s), parent(s), student, and Principal to plan for next steps (e.g., behavioural plan) in order for the student to be successful in

school. A decision will be made about the appropriate restorative action which will include consultation between the school and home. This will ensure the student is supported in having the necessary tools to move forward and be successful.

- **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.

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:

The wolf, to the x^wməθk^wəy əm (Musqueam) people, symbolizes community, cooperation, and family. The elements (crescents, trigons, and circle/oval) resemble the flowing continuity of elements found on traditional tools such as a spindle whorl. The repeated trigons and crescents reflect movement. The centre of the wolf depicts the sun rising which parallels our R.I.S.E. to success model: through Relationships and Belonging, Intellect, Spirit, and Emotional Well-being. The colours, white and black, are very traditional to Musqueam culture and are associated with spirituality. The red, orange, and yellow colours represent the sunrise but also part of Musqueam's nature-based colour palette that is inspired by the connection to the land and waters.

Our *Circle of Care* is designed to foster a safe, inclusive, equitable, welcoming, nurturing, and healthy school environment. This applies to all members of the Gordon community—students, educators, parents, and caregivers — at school, traveling to and from school, at school-related activities at any location, or any circumstance or activity that will have an impact on the school environment (including online behaviour). The staff explicitly teach and model what it means to **R.I.S.E.** in all locations of the school and the community.

GORDON'S CIRCLE OF CARE

We encourage all students to **R.I.S.E.** to success through their **Relationships & Belonging, Intellect, Spirit, and Emotional Wellbeing.**

The Medicine Wheel is a symbol of healing, growth, life, learning and balance in many Indigenous communities. Through this lens, Gordon's *Circle of Care* emphasizes a child's social and emotional growth. Research shows that children who are both socially and emotionally healthy are the best learners and the most successful in school. Our *Circle of Care* seeks to support our understanding of our students' needs and how we can best teach them the skills they need to thrive both socially and academically.

RELATIONSHIPS & BELONGING

I can include others
I can be kind, safe, patient, and fair I can be helpful
I can be respectful of others, their belongings, and their personal space
I can take care of my school
I can be generous and share with others

EMOTIONAL WELLBEING

I can solve some problems on my own, but I know when to get help from an adult
I can use calming strategies
I can demonstrate compassion and recognize how I impact others
I can take responsibility for my actions, words, and behaviour
I can demonstrate a positive attitude

INTELLECT

I can be a flexible and creative thinker I can demonstrate a growth mind-set I can persist on challenging tasks
I can demonstrate active listening, manage my time, and focus on my work
I can set goals and work towards achieving them

SPIRIT

I can encourage others and persevere when things are hard for me
I can accept people for who they are
I can stand up and advocate for myself I can demonstrate pride in my heritage
I can identify and describe my strengths and feel proud of my accomplishment



