

Henry Hudson 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

The purpose of our code of conduct is to promote the continued success of all learners. Hudson School promotes the values expressed by the **BC Human Rights Code** respecting the rights of all individuals in accordance with the law: 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, 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.

The Code of Conduct applies while at school, during school-related or sponsored activities, on school buses or in other circumstances where engaging in the activity will have impact on the school environment and/or student learning.

Hudson Hawk Conduct Expectations:

- **be safe**
- **be mindful**
- **acknowledge and own actions**
- **participate in the process of designing and applying strategies as solutions**

Acceptable conduct – Students are expected to be safe, accountable, inclusive and supportive towards all learners.

- 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- impacting others in a negative way, the following behaviours cited are examples only and not an all-inclusive list.

- impacting others in a negative way (name calling, pushing, unsafe)
- disrespecting property (personal, school items, school property)
- **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-when students demonstrate behaviour that is unacceptable, a discipline response that is based on learning and restoration (making amends) is implemented. At Hudson 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. These expectations apply to behaviour at school, at school-related activities, and in other circumstances that impact the safe, caring and orderly environment of the school.

Examples of levels of dealing with students that impact others in a negative way:

Level 1: sometimes children make mistakes; it's a natural part of the learning process. At times, we aim to acknowledge and learn from these mistakes. Often dealing with it on the spot, with peers and adults using some of the guiding questions.

Level 2: we believe that choices are an important part in a child's development and regrettably, sometimes children make poor choices. When a student presents a repeated pattern of poor choices, admin may become part of the process using the guiding questions with the students individually then together. The goal is to design an age appropriate response and solution through a restorative lens using the guiding questions. The teacher or admin may also request a meeting or call the parent/guardians or vice-versa.

Level 3: Hudson aims to educate the whole child. Sometimes children face conflicts to which they are not equipped or emotionally capable of effectively dealing with. The guiding questions are an opportunity to develop critical thinking skills on how to be part of a solution. It is often during conflict that children act in ways that are inappropriate or unacceptable. Restitution may take place by way of communication between teachers, parents/guardians, students and administration to design the next level of intervention for the student to succeed in school. The teacher or admin may also request a meeting or call the parent/guardians or vice-versa.

Special considerations may apply to students with special needs, if they are unable to comply with a Code of Conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

Students are expected to be critical thinkers and reflect. With guidance, students are part of the process when the timing is appropriate.

Process to support students:

Each person impacted has an opportunity to share their view without interruption. Each person may share more than once to add to the story.

(learn the story, acknowledge, and own actions, make amends, apply strategies)

Guiding questions to support students through the process:

- **What happened?**
- **What were you thinking at the time?**
- **Was it safe?**
- **How or who did it impact?**
- **How will you make it right?**

- **Do you feel safe moving forward? What do you need to feel safe moving forward?**
- **What strategies will you use moving forward?**

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:

- because a student is willfully and repeatedly disrespectful to a teacher or to any other employee carrying out responsibilities approved by the Board.
- 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.
- because the student has failed to comply with the School Code of Conduct.

It may be necessary to advise other parties of serious breaches of the Code of Conduct. When possible and appropriate, the focus of consequences will be restorative rather than punitive. Special considerations may apply to students with special needs if they are unable to comply with the Code of Conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

The severity and frequency of unacceptable conduct, as well as the age and maturity of students are considered when determining appropriate disciplinary action.

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 6.7.1 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.