

# KERRISDALE ELEMETARY 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**

Kerrisdale 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**

Our school is a safe learning community where students and staff are welcoming and inclusive. Students are asked to think of the following in regards to what they say or do: “Is it safe? Is it fair? Is it kind?” Students are expected to demonstrate responsible behaviour, good citizenship, and to show empathy and respect for others.

## **Acceptable Behaviour**

- 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

At Kerrisdale, our Code of conduct is:

We strive to reach our full potential

We respect ourselves and others

We are well mannered and cooperative

<https://vsbworld.sharepoint.com/sites/AdminManagementCommunity/Shared Documents/Elementary Administrators/Schools/Kerrisdale/202425KerrisdaleCofC.docx>

We take care of our environment

## Responsibilities and Rights

We are responsible for our behaviour.

1. We have the responsibility to listen to others, to work quietly and cooperatively, and to complete assignments

We have the right to learn

2. We have the responsibility not to talk, shout or make loud noises when others are speaking

We have the right to hear and to be heard

3. We have the responsibility not to tease or bother others or to hurt their feelings

We all have the right to be respected

4. We have the responsibility to respect the personal property of others, to accept their right to privacy, to respect their culture.

We all have the right to privacy and our own personal space

We respect the rights of others

### CHOOSE TO BE KIND

- Care for yourself, others and your world
- Be respectful
- Include others in your activities
- Hold doors open for others
- Say "Please" and "Thank you"
- Help others
- Leave things better than you found them

### CHOOSE TO BE SAFE

- Follow safe adults' instructions
- Solve problems with words
- Wait your turn
- Use equipment appropriately
- WALK inside the school on the right of staircases/halls
- Get help if you need it

### CHOOSE TO BE FAIR

- Be helpful to visitors
- Stop, look and listen when people talk
- Share equipment and materials
- Pick up after yourself
- Let others play with you
- Respect privileges
- Follow the rules

**In the Hallways**  
Walk on the right  
Wait to eat  
Speak quietly

**In the Basement**  
Use recycle bins and garbage cans  
Walk and use inside voice

**In the Washroom**  
Respect privacy  
Wash hands with soap  
Use paper properly  
Flush

**In the Lunchroom**  
Talk quietly  
Sit to eat  
Clean up your lunch space  
Recycle  
Wait to be dismissed

**On the Playground**  
Use equipment safely  
Stick to time limit  
Be polite to everyone.  
Use garbage cans

**In the Community**  
Make way for others  
Speak calmly  
Don't litter  
Remember to put forth your best face

### **Unacceptable Behaviour**

**Minor Infractions**  
Littering in the school or on the grounds.  
Running inside the school buildings.  
Uncooperative or rude behaviour.  
Excluding others.  
Repeated minor infractions will be treated as serious if the behaviour persists.

**Serious Infractions**  
Acts of physical violence, Physical or verbal threats of violence.  
Bringing a weapon to school - knives.  
Racism will not be tolerated in our school  
Disruption in class or disrespectful behaviour towards staff members  
Verbal or physical bullying - bullying occurs when threatening or harmful behaviour is repeated and persistent.  
Vandalism of any kind.

- 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

### **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.

Kerrisdale School promotes the values expressed in 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 Indigenous identity, race, religion, colour, ancestry, place of origin, marital status, family  
<https://vsbworld.sharepoint.com/sites/AdminManagementCommunity/Shared Documents/Elementary Administrators/Schools/Kerrisdale/202425KerrisdaleCofC.docx>

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.**

Note: Behaviours cited are examples only and not an all-inclusive list.

The school will treat seriously, behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation (prohibited grounds set out in the BC Human Rights Code). **“Racism will not be tolerated in our school”** Before deciding on an action, student’s age, maturity and developmental level will be taken into consideration.

### **Possible Responses to Behavioral Problems**

Wherever possible and appropriate, at Kerrisdale we focus on consequences that are restorative rather than punitive. 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.

- 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.

Step 1 -Report/ discussion with an adult - supervision aide, classroom teacher, Principal and Vice Principal.

#### Possible Actions

- Time out for reflection (could be in or out of instruction time)
- Or logical consequences (example: for littering - garbage duty during recess break)
- Problem solving worksheet to be signed by the teacher and the parent.

Step 2 - Repeated or Serious Infractions

- To Principal for discussion and assessment of the seriousness of the situation

#### Possible Actions

- Loss of logical privileges (playground, field trips etc)
- Confiscate inappropriate items
- School will notify parents

Step 3 - Very Serious behaviour or persistent negative behaviour

- Suspension - Formal or Informal - In school or at home
- School officials have a responsibility to advise other parties of serious breaches of the Code of Conduct.

### **Notification**

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

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.

### **Formal Student Suspension Policy**

In accordance with the School Act, Sec. 85(2)(ii) the Vancouver School Board of Trustees authorizes the Principal or designate to suspend a student from attending at school for up to five days. Suspension may be for the following reasons:

- Because a student is willfully and repeatedly disrespectful to a teacher or to any other employee of the board carrying out the responsibilities approved by the board.
- Because the behavior 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

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 AP350 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.

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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.*