

Sir Charles Kingsford-Smith 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:

Sir Charles Kingsford-Smith Elementary School's Code of Conduct is intended to provide a basic framework, common expectations and common understanding for staff, parents and students. It is our intention to maintain a safe, caring, orderly environment for our students at school and at school related events. This Code of Conduct applies to going to and from school, at school and while attending any school function. In short, our Code of Conduct is:

- Take Care of Yourself
- Take Care of Others
- Take care of this Place

Ultimately, our Code of Conduct is based on the premise that we care about Kingsford-Smith Elementary. We take care of ourselves and others by learning and practicing kindness. We take care of this place by doing our part to make this school beautiful and take care of the environment.

Sir Charles Kingsford-Smith staff intend to ensure the freedom from harm, which includes freedom from discrimination in public or service, based on the prohibited grounds as set out in the BC Human Rights Code (race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation).

There will be a response to behaviours that interfere with the learning of others, or create unsafe conditions, and the response will take into considerations the age, maturity, or developmental level of the student(s). Special considerations will be given to students with special needs, if they are unable to comply with our Code of Conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

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

Examples of the KSM Code of Conduct:

Take Care of Yourself

- show respect for ourselves
- try our best
- use good manners
- report unsafe or mean behaviour to staff immediately
- walk away from dangerous situations and report to staff
- cooperate on “first ask” when asked to do something by staff
- take responsibility for your own actions and be honest
- act safely at all times
- express emotions appropriately and ask staff for help
- find opportunities to take a leadership role
- leave personal devices (phones, tablets and handheld video games) in backpacks unless invited by the teacher to use in class

Take Care of Others

- act and speak respectfully to and about staff and other students at school, extra-curricular events (field trips, tournaments etc) and on social media
- ask before using something that does not belong to you
- treat borrowed items as your own and return them when finished
- use kind words with staff and students
- solve problems by talking about it; physical violence is an unacceptable way to solve problems
- respect the learning of others (quiet working voices in the hallways and move quietly through the hallways)
- walk in hallways and hold equipment (ex: do not bounce balls in hallways)
- accept and celebrate differences, all student should be proud of their unique heritage and identity
- listen to others with care and respect
- cooperate and solve problems together
- respect other student’s personal space
- bring all found items (equipment, jackets etc.) to lost and found

Take care of this Place

- leave school areas tidier than you found them
- put away equipment and supplies after use

- respect the public and shared space of the bathrooms; no "pranks" or intentional messes left in the washroom
 - put garbage and recyclables in the appropriate container (recycling, garbage can etc.)
 - pick up garbage and clean it up - even if it isn't yours
 - participate in classroom, school, parent and community 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.

Process:

Staff at Kingsford-Smith Elementary take a problem solving approach to solving behaviour issues. Students are encouraged and supported to solve problems in responsible and respectful ways. The staff will work with all those involved in the problem to ensure understanding, empathy, and appropriate solutions are in place and enacted. Parents and Guardians are encouraged to participate in problem solving with their children and to communicate with the Kingsford-Smith staff regarding on-going concerns.

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.

Stage 1

When a behaviour concern is first reported to school staff, they will review Code of Conduct and meet with the students involved to discuss the problem.

At this level:

- students and staff identify the problem and best solution for approaching this situation in the future
- situations for apology and discussion to repair relationships are facilitated,
- staff determine if a restriction is necessary, for example: having a particular area or activity temporarily restricted, or another logical consequence for the behavior
- we are teaching students to self-regulate and we may offer students an opportunity to decide when they are ready (calm, focused and alert) to join an activity again

Stage 2

In addition to the above, office referrals involving intentional verbal or physical insult or injury require Stage 2 responses. An office referral might take place for repeated disrespectful behaviour or repeated disrespect of rules.

At this level:

- When a behaviour concern is reported to the office, the child may be asked to fill in a Thinksheet. The Thinksheet is a record of discussion and solution to the problem. In some cases, the Thinksheet is sent home to the parents for signature and home discussion. Parents will be informed if this is the case. All Thinksheets are filed and recorded.
- Consequences at this stage might include a recess/lunch restriction, or an in-school suspension. We might also request a meeting with the parents and child, or telephone the parents to devise a plan and to follow up on progress.

At this level, for repeated problematic behaviour, the staff will work as a team with the families to help support the child to meet behaviour expectations. We will work with the classroom and resource teachers to explore consequences, supports, programs and adaptations to help support the student and help them meet expectations. This support will vary for children of different ages and maturity.

Stage 3

In accordance with the British Columbia School Act, the Vancouver School Board authorizes the principal to suspend a student if the student is willfully disrespectful, the behaviour of the student is harmful to others, threatens the safety of others and if students vandalize the school or personal property.

In the event of compromised school safety, a third stage is involved:

- Informing area superintendent and/or police and other agencies of serious breaches of conduct
- Involving the counsellor or other school personnel to assist the child and family
- Informing staff and school community as appropriate

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 of the Board 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.

Suspensions over five days are made in consultation with the appropriate Director of Instruction as per District Policy.

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.

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