

Maple Grove 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](#).

- **RESPECT Yourself**
- **RESPECT Others**
- **RESPECT This Place**

**Statement of Purpose**

Maple Grove 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

- Protect our own learning and the learning of others
- Create safe conditions
- Ensure that everyone is treated kindly and fairly
- Bring pride to our school
- Reflect that we conduct ourselves in an orderly, respectful, and courteous manner while at school, while traveling to and from school, or attending any school function.
- Reflect that we use appropriate language in our school community.
- Use social media in a manner that is consistent with the district Acceptable Use Policy (AUP). All families are required to agree to this guideline before students may use VSB networks

- **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

### **Physical Behaviour**

- Aggressive play (involving hitting, kicking, pushing)
- Disruptive behaviour that interferes with the learning and play of others.
- Bullying (purposeful physical intimidation or injury) retaliation

### **Verbal Behaviour (spoken, written or “on-line”)**

- Insulting, demeaning or offensive language
- Disruption of the learning environment (loud, intrusive speech, cell-phone use)
- Bullying – threatening language, retaliation aggression (exclusion, isolation of others)
- Inappropriate/bullying behaviour which is carried out through an internet or cell phone services such as text, email, chat room, blog, discussion group or instant messaging.

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.

### **Stage 1**

When a behaviour concern is first reported to an adult, that person will work within Stage 1

- a **verbal warning** and **problem-solving discussion** with an adult which reviews the code of conduct and the expected and taught behaviour expectations of the school
- the child **identifies the problem** and **best solution** for approaching this situation in the future
- **situations for apology and discussion to repair relationships** are facilitated
- **determine if a restriction is necessary**, for example having a particular area or activity temporarily restricted, or another logical consequence for the behaviour

### **Stage 2**

In addition to the above, office referrals involving intentional verbal or physical insult, or injury require Stage 2 responses. When a behaviour concern is reported for the second time, the child is referred to the office for a Stage 2 response. After future referrals to the office, parents are contacted.

- **calling parents** to report the consequence and to request home follow up and support, especially when self-correction of misbehaviour is not evident and/or a child is seen again for a similar situation

- determining a recess/lunch **restriction, or in school suspension. Meeting with the parents and child, or telephoning the parents to devise a plan and to follow up on progress**, possibly involving SBT or the counsellor

### **Stage 3**

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

- **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.*

### **How Parents and Guardians Can Help:**

1. Discuss the Code of Conduct with your child.
2. Talk to your child's teacher or call the school if you have any concerns.
3. Provide ongoing support to your child's teacher.
4. Help your child to resolve issues peacefully and with respect for others.
5. Supervise online communication at home