

Queen Elizabeth Elementary

Code of Conduct



COOPERATION

COURTESY

CARE

Students must behave according to the Code of Conduct which recognizes the rights of:

- All students to learn
- Students & staff to work & learn in a safe environment
- Students, staff, and parents to be treated respectfully

At Queen Elizabeth we respect the rights and safety of

- Self
- Others
- Environment

Revised June, 2023

<ul style="list-style-type: none"> • Parent involvement • Self-Reflection problem-solving sheet • Apology, loss of privileges, confiscation, restorative consequences
Level 3 <ul style="list-style-type: none"> • Discussion with adult • Classroom Teacher/Principal involvement • Parent involvement; student removed from the situation • Self-Reflection problem-solving sheet • Outside agencies/district officials may be involved • Possible informal/formal suspension, loss of privileges, confiscation, restorative consequences

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 5 days. Suspensions may be for the following reasons:

- Student is willfully and repeatedly disrespectful to a teacher or to any employee of the Board carrying out responsibilities approved by the Board.
- Student breaches the District Code of Conduct or policy and/or has a harmful effect on others or the learning environment of the school.
- 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, AP350. As per AP350 7.7 an educational program must be provided.

Notification

As circumstances warrant, the Principal or designate has a responsibility to inform others of serious breaches of the Code of Conduct. These parties may include any or all of the following:

- 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

Parent Involvement

Ways parents can support our Code of Conduct

- Talk to your child about this brochure; Help your child talk about problems or issues; Encourage your child to take responsibility for their learning, belongings, work, and actions; Help your child to resolve issues with others peacefully and respectfully; Support your child with their schoolwork and activities

At Queen Elizabeth, positive behaviour is acknowledged and recognized. Social emotional learning (SEL) strategies are implemented in our classrooms. Students are provided opportunities to regularly participate in activities designed to enhance their SEL, as well as their awareness of the school's Code of Conduct and the desirable behaviour it suggests. Student behaviour is always considered in the context in which it occurs. These general guidelines are used and intended to be consistent, preventative, fair and restorative, rather than merely punitive.

The school will treat seriously any behaviour that discriminates 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. All reasonable steps will be taken to prevent retaliation against a student who has made a complaint of a breach of the Code of Conduct. **Racism and discrimination will not be tolerated in our school.**

Consequences of Misbehaviour

The sequence and nature of consequences may vary depending upon the severity and frequency. 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. 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. Special considerations may apply to students with special/diverse needs, if they are unable to comply with the 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. Levels, not all-inclusive, but serve as a guide.

Level 1 <ul style="list-style-type: none"> • Classroom teacher involvement • Discussion with staff member • Reminder of expectations • Consequences may include one or more of the following: restorative consequences, warning, apology
Level-2 <ul style="list-style-type: none"> • Discussion with adult • Classroom teacher and other staff notified • Principal or Counsellor involvement

Statement of Purpose

The Queen Elizabeth Code of Conduct is committed to uphold a safe, inclusive, equitable, welcoming, nurturing and healthy school environment supporting engaged learners and caring communities.

The school promotes clear behavioural expectations of respectful and responsible citizenship that leads to a culture of safety, caring and respect amongst everyone in the school, its programs and at all school events and activities allowing everyone to reach their full potential.

Our school community includes students, staff, parents, family members and volunteers. The school 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.

All members of our school community:

- assume responsibility for themselves, others, and the school community
- contribute to a safe, caring, positive, inclusive and peaceful environment
- protect their own learning, the learning of others, and engage in purposeful learning activities
- seek to prevent violence and potentially violent situations and demonstrate social responsibility by reporting such situations

Queen Elizabeth Elementary promotes the values expressed in the BC Human Rights Code.

Students are taught the five domains of the Heart-Mind Well-Being and have a responsibility to:

GET ALONG WITH OTHERS – develop and foster positive and healthy relationships with peers and adults

BE COMPASSIONATE AND KIND – be aware of their emotions and other people's emotions and have a desire to help when a person is in need

SOLVE PROBLEMS PEACEFULLY – act in a peaceful and respectful way in a variety of situations and relationships

BE SECURE AND CALM – take part in daily activities and approach new situations without being overwhelmed with worries, sadness or anxiety

BE ALERT AND ENGAGED – stay calm, focused and alert; to demonstrate self-control and to slow down and think before acting

Students' Rights and Responsibilities

At Queen Elizabeth students have:

- The **Right** to be safe and the **Responsibility** to act safely, not to hurt, harm or threaten anyone
- The **Right** to fairness and the **Responsibility** to treat other with fairness
- The **Right** to be treated with kindness and the **Responsibility** to be kind towards self, others and the environment
- The **Right** to learn and the **Responsibility** to listen to instructions, work quietly, complete assignments, and not disturb others
- The **Right** to hear and be heard and the **Responsibility** to listen quietly and attentively, consider others' perspectives and viewpoints
- The **Right** to be treated respectfully and the **Responsibility** to treat others respectfully

Be Respectful to:

- **Self** – Be active, stay healthy, eat well, get a good sleep, take care of your body and mind
- **Others** – Be caring, compassionate, empathetic, polite, thoughtful, solve problems peacefully, play fairly, use good manners, ask for help, include others, celebrate differences
- **Environment** – Take care of all our beautiful surroundings, respect nature and our school, reduce, reuse, recycle

Acceptable Behaviour/Expectations

- Use a respectful tone of voice and body language, use positive and encouraging language, be responsible and take ownership for actions, words and learning, be truthful, walk in the hallways, transition quietly
- Play safely, share, include others; dangerous, rough play is not allowed
- Remain on the school grounds, in boundaries, during school hours
- No unapproved cell phone/electronic devices from 8:40 am – 3:20 pm
- Candy and chewing gum is not permitted at school
- No wheels (eg: bicycles, rollerblades, skateboards, heelys, scooters) and/or baseballs, footballs on school property from 8:40 am – 3:20 pm
- Students must not bring toy or replica guns, knives, or other weapons to school. "Anything that is commonly used or designed to hurt someone or to put someone in fear." VSB policy.

Misbehaviours (Unacceptable Behaviours)

Types of Misbehaviour – Misbehaviour is generally regarded on a three-point scale of severity. Below is a list of examples of unacceptable behaviour, to indicate how misbehaviours may be categorized. This list is not all-inclusive, but can serve as a guide.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Classroom disruption • minor behaviour that interferes with the learning of others • interfere with an orderly environment or creates an unsafe environment • Swearing • Teasing • Uncooperative behaviour 	<ul style="list-style-type: none"> • Multiple-level 1s • Pushing, kicking, hitting • Spreading gossip or rumors • excluding others • Cheating • Non-compliance • Theft • Discrimination • Repeated teasing, rude or hurtful words • Inappropriate internet/electronic device use 	<ul style="list-style-type: none"> • Multiple level 2s • Acts of bullying • Intimidation, • Retaliation, threats, • physical violence or aggressive behaviour • Possession of a weapon • Possession, use or distribution of illegal or restricted substances • Vandalism- destruction, damage to property