

Queen Elizabeth Elementary School  
Code of Conduct



(Date Reviewed June 26, 2024)

All student codes of conduct are created in alignment with VSB [AP 350-District Code of Conduct](#).

**Statement of Purpose**

Queen Elizabeth 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.

***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

### **Conduct Expectations**

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 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

- 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
- 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.

**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

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

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.

<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Classroom teacher involvement</li> <li>• Discussion with staff member</li> <li>• Reminder of expectations</li> <li>• Consequences may include one or more of the following: restorative consequences, warning, apology</li> </ul>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Discussion with adult</li> <li>• Classroom teacher and other staff notified</li> <li>• Principal or Counsellor involvement</li> <li>• Parent involvement</li> <li>• Self-Reflection problem-solving sheet</li> <li>• Apology, loss of privileges, confiscation, restorative consequences</li> </ul>
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• Discussion with adult</li> <li>• Classroom Teacher/Principal involvement</li> <li>• Parent involvement; student removed from the situation</li> <li>• Self-Reflection problem-solving sheet</li> <li>• Outside agencies/district officials may be involved</li> </ul>

- Possible informal/formal suspension, loss of privileges, confiscation, restorative consequences

- **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.*

#### **Parent Involvement: Ways parents can support our Code of Conduct**

- Talk to your child about the Code of Conduct; 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