

# CODE OF CONDUCT

(Date reviewed: June 19, 2024)



## Shaughnessy Elementary

### Safe, Caring & Orderly Schools

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

#### **Mission Statement**

The Shaughnessy School community is committed to providing a safe, respectful, learning environment where students are challenged academically and are encouraged to be responsible learners and productive citizens.

#### **Statement of Purpose**

Shaughnessy 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.
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#### **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

ACT RESPECTFULLY ACT

RESPONSIBLY ACT

SAFELY

## Examples of Respectful, Responsible & Safe Behaviour

### Acting Respectfully means:

- treating others the way you would like to be treated
- listening carefully and responding appropriately when asked
- speaking politely to others
- solving problems in peaceful ways
- recognizing that all staff members are supervisors

### Acting Responsibly means:

- being on time for school and ready to learn
- helping yourself and others to learn by following classroom expectations
- speaking truthfully and accepting consequences
- using recycling and garbage containers
- following appropriate dress code expectations

### Acting Safely means:

- thinking before acting
- walking inside
- leaving dangerous or valuable items at home
- no toy guns or weapons at school
- enjoying 'hands-off' play
- riding bikes, boards or blades after school hours (3:30 pm)
- climbing on the adventure playgrounds not on other objects

## Opportunities for Excellence

Students are recognized for kind and generous acts around the school through Social Responsibility assemblies, by Staff members, Peer Helpers and Supervision Aides. Students also have the opportunity to participate in a number of community building activities including Peer Helpers, School Monitors (Library, Lunchroom), Safety Patrol, and fundraising events (Terry Fox, Canuck Place, Food Bank).

### • **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.

### **Consequences for Misbehaviour & Parent Notification**

Consequences for misbehaviour are considered in three stages with the overall goal of improved student learning and behaviour.

- 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.

### **Minor Misbehaviours**

Staff will ask the student to identify the inappropriate behaviour, to explain and make a better choice including apologies, restitution and brief 'time-outs'. These are 'reminder' situations and parents are often but not always notified at this stage.

Examples: running or jumping inside; rough, unwanted 'hands-on' play; not listening to staff requests or instructions, talking back, littering, disrupting learning for others.

<p>The Code of Conduct applies while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment.</p>
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### **More Serious Situations/Repeated Difficulties**

Staff will make a record of the incident and set in-school consequences such as restitution through

community service, loss of appropriate privileges, or problem solving meetings with the Counselor, Principal or Vice-Principal. Parents are regularly contacted at this stage.

Examples: using disrespectful language such as swearing, name-calling, teasing; using communications technology to insult or be disrespectful to others, vandalism, stealing

### **Serious Infractions**

Formal and logical consequences will be used including meetings with parents and school staff, formal and informal loss of school privileges or suspensions according to the provisions of the School Act and Vancouver Board of Education Policy.

Examples: dangerous or very unsafe behaviour likely to cause physical harm to self or others; bringing dangerous items to school (weapons, lighters etc); vandalism, fighting, showing willful disrespect or non-compliance, using racist, sexist or other derogatory language.

In accordance with the School Act, the Vancouver School Board of Trustees authorizes the principal to suspend a student from attendance at school for five days or fewer.

The Parent or Guardian will be asked to return with their child to make a commitment to improve behaviour.

- **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.*

School Motto:

### **School Code of Conduct — Act Respectfully, Act Responsibly, Act Safely**

We have clear and simple expectations for behaviour at Shaughnessy. Everyone who is part of the Shaughnessy school community is expected to act in accordance with the Code of Conduct. We actively teach programs about personal safety and problem solving. Students are taught to use 'Second Step' language on the playground and to understand that getting an adult's help for problem solving is not 'telling on someone', it is helping to solve a conflict and also helping someone else learn an important lesson about being respectful, responsible and safe.

Students are expected to demonstrate and develop respect for themselves and others, show and take responsibility for their actions to benefit their classroom and school community, and always act safely. We prefer to call on common sense rather than formalize a long list of do's and don'ts although there are specific School and Classroom Rules which are developed and reviewed annually in classrooms and in the school. At Shaughnessy we reflect upon our choices, take responsibility for our actions, and make amends through a restorative action plan with consideration of the developmental levels, age, maturity and special needs of students, if any.

If you are concerned about an incident your child tells you about, please let the teacher, support staff or principal know so we can get the full story, find the appropriate resolution and learn from the experience.

## **Parent Support**

Parents have a major part in supporting the school's Code of Conduct by:

- talking with your child about their school experiences
- informing the teacher or the principal if you have any concerns or questions
- ensuring your child comes to school well rested and on time
- checking your child's agenda and homework
- using Code of Conduct language and expectations at home in relations with siblings and peers
- enabling independence and responsibility through accountability
- modeling good citizenship (especially when driving children to school)
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- It is important for parents to note that in case of a serious breach of the Code of Conduct, it may be necessary to inform school district officials, the Vancouver Police and /or Ministry of Children and Family Development.

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). The school will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of the Code of Conduct.

Racism will not be tolerated in our school.







