



Code of Conduct

At Sir Wilfrid Laurier we encourage all student to S.O.A.R. with success. (Supportive - Open Minded - Awesome - Respectful)

Purpose:

Laurier's Code of Conduct has been created to help maintain a safe, caring and orderly school environment. The Purpose of the Code of Conduct is:

- 1) To encourage the development of socially responsible behaviour resulting in a positive reputation for students and the school community.
- 2) To foster a safe, respectful and welcoming learning environment for all students, staff and parents.
- 3) To clearly communicate behavioural expectations to the school community.

The Code of Conduct applies to all members of the school community at school, traveling to and from the school, at any school-related activity at any location, or any circumstance/activity that will have an impact on the school environment. At Sir Wilfrid Laurier Elementary School we believe that character development through the proactive teaching of positive social skills is paramount to the success of any student. At Laurier the staff have adopted a School Wide Positive Behaviour Support (S.W.P.B.S) approach to supporting behaviour. The staff explicitly teach and model what it means to S.O.A.R in all locations in the school and at home.

Supportive means:

- we welcome everyone
- we include others
- we are helpful
- we are kind

Awesome means:

- we try our best
- we are cool (we know how to self-regulate)
- we have fun
- we are proud to be ourselves

Open Minded means:

- we are flexible
- we try new things
- we make new friends
- we are brave

Respectful means:

- we respect ourselves
- we respect others
- we respect the environment
- we respect our school

Racism will not be tolerated in our school.

The BC Human Rights Code states that three of its purposes are to:

- “(a) foster a society in British Columbia in which there are no impediments to full and free participation in economic social political and cultural life of British Columbia
- (b) promote a climate of understanding and mutual respect where all are equal in dignity and rights.
- (e) to provide a means of redress for those persons who are discriminated against contrary to this Code.”

Minor Misbehavior:

- staff member will speak directly to the student to review appropriate behaviour
- the student will be reminded of the school Code of Conduct and prompted to identify his or her breach of the Code. The expectation will be retaught, role-modeled and positively reinforced.

Serious or Repeated Misbehavior:

- reported to teacher/principal
- discussion and reflection with the student, reminding student of our Code of Conduct
- alternative choices the student could have made
- record of the incident and action taken
- parents will be contacted to review the Code of Conduct with their child
- may include loss of privileges (playground, classroom or school privileges)
- may include some type of restorative justice

Very Serious Misbehaviour:

- reflection on past behaviour
- discussion with staff involved
- parents contacted
- officials or other agencies contacted as needed
- School Board Officials, the Police, MCFD or other community agencies may be contacted if deemed necessary.

Unacceptable Conduct:

The following are examples of conduct that must be reported as soon as possible to a staff member or supervising adult:

- Bullying*, harassment, intimidation or exclusion
- interfering with an orderly environment
- interfering with the learning of others

Please note that the behaviors cited above are examples only and not an all-inclusive list.

***The difference between Bullying and Conflict:**

Bullying is a persistent pattern of unwelcome behaviour that often includes an imbalance of power and /or the intention to harm or humiliate someone. **Conflict** on the other hand, is a general disagreement or difference of opinion between peers who typically have equal power in their relationships. It is usually an inevitable part of any group dynamic.

Consequences:

When considering the consequences for unacceptable conduct, the school will take into consideration the severity and frequency of the behaviour as well as the age and maturity of the student. Special considerations may apply if a child is unable to comply with the Code of Conduct due to having a disability of

an intellectual, physical, emotional and/or behavioural nature. The disciplinary process will emphasize prevention and restorative justice rather than merely punitive measures.

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 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 the District Student Code of Conduct, AP 350. As per AP 350 6.7.1 an educational program must be provided.