

NVSD Code of Conduct

Queen Mary Community Elementary

North Vancouver School District's Code of Conduct has been established to maintain a safe, caring, accessible, and healthy learning environment.

It is the shared responsibility of students, staff, parents/guardians, and the broader community, to demonstrate positive conduct while attending any school or district related activity, at any location.

All members of the school community are expected to:

- Support learning and attendance.
- Demonstrate safety.
- Respect property, environment, personal space, and privacy.
- Model courtesy, compassion, and respect.
- Value diversity.
- Treat self and all other members of the school and broader community respectfully.

All members of the school community must refrain from engaging in any in-person or digital communication or participating in behaviour that is considered to be:

- Interfering with the learning and working of others.
- Bullying, harassing, intimidating, retaliating, discriminating, or violent.
- Unsafe or illegal, including the possession, use, or distribution of illegal or restricted substances, or the possession of weapons or replicas.

All members of the school community are expected to:

- Comply with the purpose and spirit of the BC Human Rights Code, including not engaging in discriminatory conduct based on Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or that group or class of persons.
- Wear clothing that does not promote or symbolize illegal substances or activities, hate or discrimination, profanity, pornography; or that incites violence, harassment, or threatens safety.

Personal Digital Devices

We recommend leaving personal digital devices (PDD) at home, however, if bringing them to school, students must leave them in their bag/backpack during instructional time. Allowances for use, appropriate for age and developmental stage, may be made by the staff members, for instructional purposes, digital literacy, accommodations within a student's Individualized Education Plan, accessibility, medical and health needs, and/or equitable support for learning outcomes.

Specifically for Elementary School Students: Across all NVSD elementary schools, there is no student access to or use of PDD at any time on the school campus during the school day. This is essentially a "bell-to-bell" restriction from the beginning of school to the end of the day. Parents are reminded that elementary students are always under direct supervision and that the school will communicate with home for emergent needs if they arise.

Excerpt from: [Superintendent's message on Personal Digital Devices for the 2024-2025 School Year](#)

Every effort will be made to support individuals and to determine the root causes of behaviour. If the safety or educational program of others is compromised, or if there is an ongoing failure to meet the expectations of the Code of Conduct, a range of consequences will follow. Whenever possible, incidents will be resolved by discussion, community service, restorative processes, referral to counselling and/or support services, mediation, and restitution, but may involve loss of privileges, detention, suspension from school, and/or collaboration with community partners. Confidentiality will be maintained, however, school officials may have a responsibility to advise other parties of serious breaches of the Code of Conduct (e.g. school district officials, law enforcement, and/or other agencies, etc.).

The school will take all reasonable steps to prevent any form of retaliation against a student or staff member who has brought a complaint forward of a breach of the Code of Conduct.

Factors such as the severity and frequency of the concerning behaviour(s), as well as the age, maturity, and ability of the person(s) involved, will be considered. In most cases, as people mature, there is the expectation of increased responsibility and self-discipline, therefore, progressively increasing consequences for concerning behaviour may apply.

Considerations apply to those who may not be able to adhere to the Code of Conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.

All members of the North Vancouver School District community have the right to be treated fairly and consistently and should know and understand this Code of Conduct.

Details Specific to Queen Mary

Queen Mary Community Elementary is committed to communicating clear behavior expectations through use of consistent language and terms of reference, and school-wide programs of support for social emotional learning. The Code of Conduct is reviewed by staff members annually and shared with students through assemblies, presentations, signs and posters, and curriculum learning engagements and supporting/associated resources.

The acronym **SMILE** will be used school-wide as a reminder of key aspects of expected behavior. This acronym was created by and voted on by all students and staff members.

S = Safe

M = Mindful

I = Inclusive

L = Loving

E = Equitable

A fundamental part of the Queen Mary Code of Conduct is for all members of the Queen Mary community (students, parents, guardians, and all staff) to model, support, encourage, and teach behavior and attitudes based on the attributes of the IB (International Baccalaureate) Learner Profile.

As IB learners, we strive to develop the following attributes:

- Caring
- Principled
- Communicator
- Open-minded
- Balanced
- Inquirer
- Knowledgeable
- Reflective
- Risk-taker
- Thinker

In addition to the IB Learner Profile, we use the **WITS** program to teach problem-solving strategies, and the **Zones of Regulation** program to help students develop self-regulation and empathy. <https://witsprogram.ca>

When problems or conflicts arise, students are encouraged to “use their WITS” (witsprogram.ca), by following these steps:

W = Walk away

- Walk away, take deep breaths, calm down, and regain self-control; Reflect on the situation and consider what action, if any, to take next.

I – Ignore

- Is it worth a response? Take time to time to think about how to handle the situation.

T = Talk it out

- Calmly use “I messages” to express the effect of others’ words/actions; clearly communicate how you expect to be treated.

S = Seek help

- Go to a trusted adult and tell them what has happened. Ask for their assistance in working through the problem.

The **Zones of Regulation** curriculum (zonesofregulation.com) is used school-wide at Queen Mary. It provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve when experiencing conflict.

At Queen Mary, the goal of providing an effective response to bullying behaviour rests on the desire to work with children and families to encourage communication, develop empathy, promote accountability, and enhance pro-social skills in students. Our hope is that all students at Queen Mary can identify one or more trusted adult they can talk to if faced with a bullying or other troubling situation. We aim to create a caring support network that listens to and responds effectively to student concerns. We understand there may be times students do not feel they want/need to, or cannot approach a trusted adult at school. In such cases, we encourage students to communicate with other trusted adults outside of the school or use the ERASE bullying anonymous reporting system.

For further information on ERASE bullying, please refer to <http://www.erasebullying.ca>

Support the home-school connection by:

- Contacting the teacher, principal, or vice principal with concerns about the behaviour or safety of children at school
- Reviewing and extending problem-solving processes initiated by the school, at home

Parents as Partners

Parents are encouraged to review and model the Code of Conduct with their children. Parents can support their children in building social responsibility by:

- Teaching and modelling appropriate ways of dealing with conflict.
- Assist children in developing problem-solving skills, with an emphasis on effective use of communication.
- Providing opportunities for children to develop the vocabulary to effectively communicate about issues and to practice the language of problem solving.
- Helping children find safe and appropriate ways to express and deal with anger or frustration.
- Listening to children and responding to needs and concerns in ways that develop social capacity: *What was the problem/issue? How did the problem or issue affect you? Others? What did you do to solve the problem? Did your strategy work? Why or why not? What would you do differently next time?*
- Helping children understand the value of reflecting on individual differences and seeing “both sides” of a story or situation (develop child’s empathy skills).
- Focusing on the development of the attributes of the International Baccalaureate PYP Learner Profile and IB Action Cycle (choose-act-reflect).
- Monitoring and discussing what your child is viewing/playing (online/streaming/TV) on devices, and their engagement with social media
 - Helpful resources:
 - Raising Digitally Responsible Youth – A Parent’s Guide (www2.gov.bc.ca/assets/gov/erase/documents/raising-digitally-responsible-youth.pdf)
 - protectkidsonline.ca, operated by Canadian Centre for Child Protection
- Ensuring a healthy balance of social activities; involving children in games and activities that develop collaboration and cooperation.
- Encouraging and explicitly expressing value for cooperative fair play in competitive situations.