



# Code of Conduct

## Queensbury Elementary

North Vancouver School District

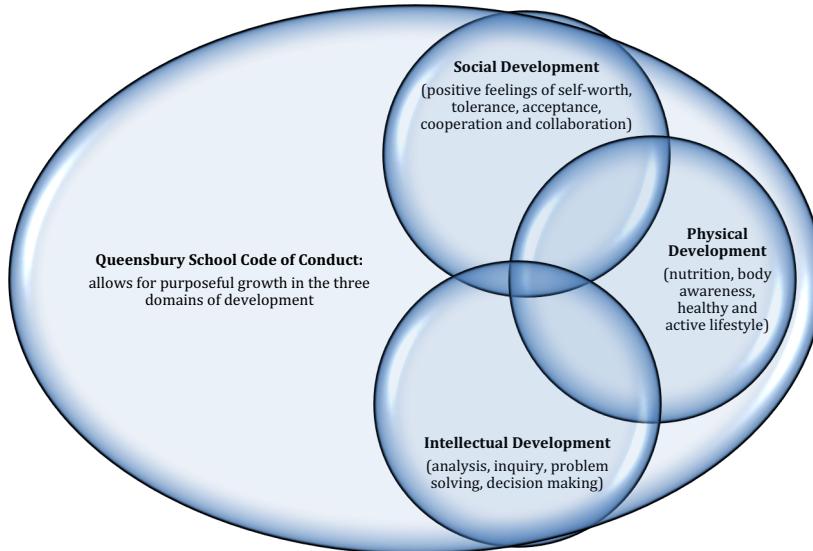
The Board of Education Trustees believes that all schools should be secure places for safe, purposeful learning. Appropriate student conduct, which is based on respect for oneself and for others, is essential to the development of responsible citizens. Appropriate behaviour is a shared responsibility among the students, their parents and the school system.

### The Queensbury School Code of Conduct

The Queensbury School Code of Conduct was developed with input from the staff, students, and parents. The code follows Ministry guidelines. It was developed in alignment with the prohibitive grounds of discrimination as set out in sections 7 and 8 of the BC Human Rights Code as these relate to the school environment. Anti bullying measures are in place to ensure all students can enjoy a safe, inclusive and welcoming environment regardless of their race, ancestry, religion, family status, physical or mental disability, sexual orientation, and gender identity or expression. The code is compatible with North Vancouver School District Policies and the Sutherland family of schools. The code is reviewed with students regularly, and is posted on the school website for parent reference. The school community is expected to follow the Code of Conduct at all times at school or at any school related function. The Queensbury Code of Conduct is reviewed and updated periodically.

### The Queensbury School Code of Conduct – Statement of Purpose

Education at Queensbury is directed towards providing all children an equal opportunity to acquire the knowledge, skills and attitudes needed to maximize their potential in intellectual, social, and physical development. These three are completely interdependent in the school program.



The school is in partnership with parents and the community in nurturing children in an appreciation of the cultural dimensions of society and the role they play in the quality of life. The purpose of the Code of Conduct is to establish and maintain a safe, caring, orderly environment for purposeful learning in the three domains of development.

The school code of conduct helps support the Queensbury School Plan. One of the goals of the School Plan is to ensure students feel safe, secure, and respected at school. Improving their sense of belonging will allow students to flourish academically, socially, and emotionally.

**The Queensbury Code of Conduct is based on the following three fundamental behavioural expectations:**

**We are:**

- 1. Respectful**
- 2. Responsible**
- 3. Resourceful**

All Staff at Queensbury School will be responsible for the implementation of the School Code of Conduct through fairness, consistency, and clarity. It is the intent of this code to always encourage and reinforce positive behaviour.

**Conduct Expectations—Acceptable Conduct:**

The following list provides examples of acceptable and expected behaviour, which will enable students to engage in purposeful learning opportunities.

**Respectful**

- Use kind words and actions
- Be an active listener
- Take turns
- Follow instructions
- Be positive and encouraging
- Respect the property of others
- Respect the environment
- Share with others
- Respect others

**Responsible**

- Be safe with our words and actions
- Follow rules and instructions
- Keep work space and school environment clean
- Take care and use equipment and materials carefully
- Do your best work and hand it in on time
- Report problems to adults – ask for help
- Be on time and ready
- Be an active and thoughtful citizen
- Take responsibility for your actions

- Help others in need

### **Resourceful**

- Cooperate, communicate, and collaborate
- Find ways to promote a positive working environment
- Practice problem solving skills
- Understand yourself and your learning
- Think critically and creatively
- Think of ways to contribute at the school, community, and beyond

We encourage all members of the Queensbury community to practice their problem solving skills. Students, parents, and staff who have concerns regarding student conduct have a number of options available. For minor problems, we have Peer Leaders, senior students trained by our school staff in problem solving. Peer Leaders are out at recess and lunch and can be identified by their green jackets. For more serious issues, students may bring their concerns to any of our supervision staff (wearing the yellow STAFF jackets and equipped with radios); classroom teachers; the school counselor; office staff, the school administration; or their parents.

### **Conduct Expectations – Unacceptable Conduct**

Inappropriate behaviours are actions that may inhibit a safe, positive learning environment. Behaviours are grouped below according to their severity. Interventions and consequences are applied to each situation according to its unique circumstances, and are more severe as the level and/or frequency of these behaviours increases.

Unacceptable behaviours include, but are not limited to the following examples.

#### **Level One Behaviours**

- Teasing
- Inappropriate language
- Lack of respect for others, environment, or property
- Unsafe use of equipment
- Unsafe conduct
- Inappropriate physical contact
- Inappropriate clothing
- Cheating
- Lying
- Disruption of learning environment

#### **Level Two Behaviours**

- Repetition of same "Level 1" behaviours
- Inappropriate use of technology
- Physical/verbal/social/cyber aggression
- Inappropriate sexual behaviour
- Non-compliance
- Theft
- Threats and intimidation related to talking to an adult
- Off school grounds (without permission)

- Chronic disruption of learning environment

### **Level Three Behaviours**

- Chronic behaviours (frequency of level 1 and 2 behaviours)
- Possession of and/or under the influence of drugs & alcohol
- Destruction of property (vandalism)
- Serious theft
- Violence, fighting, threats
- Serious harassment
- Severe bullying (physical/verbal/ social/cyber)
- Threats and intimidation
- Weapons
- Blatant defiance
- Swearing at staff
- Deliberate harm to self and/or others
- Express intent to harm self and/or others
- Chronic tardiness and/ or absenteeism

### **Rising Expectations**

As students get older, they are expected to increase their standards for responsibility and self-discipline. The severity and frequency of unacceptable conduct, and the age and maturity of students are considered in determining appropriate disciplinary actions. Special consideration may apply if a student is unable to comply with the expectations due to needs that may be stated in an Individualized Education Plan.

### **Consequences/ Interventions**

Consequences are intended to be preventative and restorative. They should help to prevent future occurrences of unacceptable behaviour. They are not designed to be punitive. Students are involved in the development of consequences, whether it be an apology, a letter, or some other means of restitution. The intent is for them to take ownership and responsibility for their behaviour. Consequences may be administered by school staff members after thorough investigation and discussion with the parties involved.

Consequences, follow-up, and supports may include, but are not limited to the following:

- Reminders/ warnings
- Problem solving
- Apology (verbal and/or written)
- Restitution
- Time out
- Loss of privilege
- Community service
- Discussion with parent/ guardian
- In-school suspension, home suspension
- Behaviour plan

- Threat assessment
- Involvement of other school district personnel and/or community agencies

**Notification and Documentation**

Level 1 incidents will be dealt with at school. A succession of Level 1 and Level 2 incidents may require parental support. For Level 3 incidents, we are required to notify additional people and agencies such as affected students and parents, senior school district officials, our Youth Liaison Officer (RCMP), Coastal Health, and/or the Ministry of Children and Families. Level 2 and 3 incidents will be filed and saved for future reference. Incidents of a severe nature will be recorded in the Student Information System.