

Queen Elizabeth Annex Elementary School

Code of Conduct

Revised October 2020

Queen Elizabeth Annex Elementary School has a set of guidelines for conduct. These guidelines reflect our school's philosophy of a safe and caring place, where everyone tries his/her best, treats others with kindness, and respects the environment.

Queen Elizabeth Annex's Code of Conduct is designed to promote cooperation among students, encourage respect for others and safety. It emphasizes:

I take care of myself	Je prends soin de moi
I take care of others	Je prends soin des autres
I take care of my environment	Je prends soin de mon environnement

Behaviour Expectations

At Queen Elizabeth Annex School, high standards of behaviour and attitude are fostered. Each student is expected to be responsible for his/her behaviour and learning. Staff expect students to:

1. Be cooperative, considerate, and courteous in all situations
2. Act in a way that is safe for themselves and others
3. Respect the right of all students to learn
4. Follow all staff instructions promptly and cooperatively
5. Respect personal and school property

These expectations apply to behaviour at school, during school-organized or sponsored activities, and behaviour beyond these times (including on-line behaviour) that negatively impacts the safe, caring, or orderly environment of the school, and/or student learning.

Bullying is a pattern of repeated aggressive behaviour, with negative intent, directed from one child to another where there is a power imbalance. Queen Elizabeth Annex has zero tolerance for bullying. Any student who is being bullied or witnesses bullying should report it immediately to classroom teachers, Supervision Aides, and/ or to the school administration.

Queen Elizabeth Annex Elementary School promotes the values expressed in the **British Columbia Human Rights Code**, respecting the rights of all individuals in accordance with the law - prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation or gender identity in respect of discriminatory publication and discrimination in accommodation, service, and facility in the school environment. Racism will not be tolerated in our school. Queen Elizabeth Annex School will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of our code of conduct.

Unacceptable Behaviour

Queen Elizabeth Annex students are expected to adhere to our Code of Conduct of “I respect myself; I respect others; I respect my environment” in all situations at school, online with school mates and at school events such as sports meets while representing our school. Any behaviour not adhering to the Code of Conduct will be considered unacceptable.

Examples of not respecting myself include, but are not limited to:

- playing dangerous games or with dangerous items (ex glass, knives, pointy sticks, etc.)
- sliding, climbing or jumping dangerously
- running out of school grounds unsupervised
- cheating on my school work

Examples of not respecting others include, but are not limited to:

- hurtful words or rude body language
- excluding others in play purposefully
- any behaviour that discriminate based on race, ethnicity, colour, ancestry, gender identity, place of origin, family status, physical or mental disability, sex or sexual orientation
- pushing, kicking, hitting
- lack of cooperation with school staff, including visiting staff

Examples of not respecting my environment include, but are not limited to:

- polluting, littering, purposely not picking up after myself
- graffiti, destroying school or grounds property
- behaviour that results in breaking school supplies, books, school furniture, ipads, etc.
- hurting the garden, trees, creatures and animals living on our school grounds

Consequences for Unacceptable Behaviour

Queen Elizabeth Annex School strives for consistency and fairness with consequences for unacceptable behaviour as staff endeavours to teach students to make positive decisions and resolve conflicts in peaceful ways.

It is expected that, as students develop with age, they will demonstrate increasing maturity, self-regulation, decision-making ability, and leadership in their decisions and actions. Special considerations may apply to students with Special Needs if they are unable to comply with the Code of Conduct because of a disability of an intellectual or physical nature.

Consequences for student misbehaviour are determined on an individual basis. Restorative rather than punitive consequences will be assigned whenever possible. In the process of restorative justice, students:

1. Take responsibility for what they do
2. Make restitution to the individuals involved
3. Engage in reconciliation efforts and reparation of damaged relationships

Restorative circles and groups offer opportunities for students to share their feelings, build relationships and problem solve, and when there is wrongdoing, to play an active role in addressing the wrong and making things right. Each situation is treated individually and preserves the safety and dignity of all.

Supervision Aides are responsible for students at recess and lunch and have the authority to make decisions regarding problems. The teacher and / or administrator will be notified if concerns are frequent or serious.

In determining appropriate responses for unacceptable behaviour, staff and administration take into consideration the following:

- the type and frequency of incident
- the degree of harm caused to the victim or school community
- the age and personal history of the individuals involved
- the involvement of a group with one individual as a target
- the special needs of students
- the presence of a weapon

Queen Elizabeth Annex staff has agreed upon the following process to address student behaviour that is not yet meeting expectations:

1. Most problems are minor and infrequent and can be resolved through the following steps:
 - a) Staff member speaks directly with the student(s).
 - b) Student(s) will be asked to identify their inappropriate behaviour or poor decisions.
 - c) Student(s) will be asked to think about and verbalize what would have been a better decision and behaviour.
 - d) A mild consequence may be assigned that is designed to encourage more positive actions in the future.
 - e) Intervention at this level may involve a class meeting (teacher and students).

2. If additional intervention is required to solve the problem, the following steps are employed until the problem is resolved:
 - a) Staff contact parents and inform them of the problem.
 - b) Staff and student meet with parents; an administrator may be involved. The problem and behaviour intervention plan will be documented.
3. For behaviour that is more serious or is a repeat of previous minor violations, the following consequences may be assigned:
 - a) Student(s) will be asked to write a written apology.
 - b) Student(s) will be asked to perform community service.
 - c) Student(s) will lose privileges such as a recess, a lunch play time or a fun activity
4. 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, sexual orientation or gender identity (prohibited grounds set out in the B. C. Human Rights Code).

In accordance with the **School Act**, the Vancouver Board of Education authorizes the principal/vice-principal to suspend a student from attendance at school for up to five days for serious offences.

Suspensions may be for the following reasons:

1. Because a student is wilfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board.
2. 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.

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.

In the case of a suspension, the following steps will be taken:

- a) Parent(s) will be called.
- b) Student(s) may receive an in-school suspension. (Student works in the Office for a specified length of time.)
- c) Student(s) may receive a formal suspension from school and be sent home. (Parents will be contacted and a suspension letter emailed.) Before returning to school, the student and parent will be required to meet with administrator(s).
- d) As circumstances warrant, any or all of the following may be notified:
 - Classroom Teacher
 - Principal / Vice-Principal
 - Parents / Guardians
 - School Staff, including Area Counsellor
 - District Staff
 - Ministerial Agencies
 - School Liaison Officer (VPD)
 - Other Schools

How Parents and Guardians Can Help

1. Review and discuss the School Code of Conduct with your child.
2. Support the Queen Elizabeth Annex Code of Conduct throughout the year.
3. Contact your child's teacher if you have any concerns or questions.
4. Supervise online communication at home.