

James Park Elementary

Code of Conduct

2026/2027



School Mission:

“As a community of learners, we are committed to providing a safe learning environment where we think critically, care deeply, act wisely and see ourselves as lifelong learners.”

Our school values and beliefs are Safety, Kindness, Respect, Trust and Learning

This Code of Conduct (the “Code”) outlines school expectations and acceptable school behaviour as directed by the School Act 85(2)(c). The Code exists to facilitate a safe, caring, and orderly environment for learning and working, and it recognizes the need for an appropriate balance between individual and collective rights, freedoms, and responsibilities. Students are subject to both the District Code of Conduct for students and the school rules established by the principal, at any time they are attending school and school sponsored functions and activities away from the school. Students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise.

1. Process

Each year the Code is reviewed to reflect the school’s community needs, and to align with district and provincial school safety initiatives. All British Columbia schools include students, parents and staff in the development and review of codes of conduct. At James Park, we have identified a student-friendly statement of values/conduct for the school which we reinforce on an ongoing basis during class discussions, assemblies and announcements. Our school motto is “Together we Can ... Learn, Be Safe, Belong and Take Care of this Place.” Through a process of collaboration and sharing, the school community has identified five essential school values and beliefs: Safety, Kindness, Respect, Trust and Learning. Our school logo (designed by a grade 5 student) reflects these values and beliefs.

2. Communication

Expectations regarding acceptable conduct are made known to all students, parents and school staff, as well as to temporary staff or visitors. Protocols while acting as ambassadors of the school also are made known to students, parents, coaches and involved members of the greater community in the following ways:

- The student planner contains the sections of the Code that deal with acceptable and unacceptable conduct. Parents are referred to the website for a full copy. If students are not using a planner, the Code is distributed to their family as a separate document. Parents are asked to discuss the Code with their child and to acknowledge online that they have done so.
- Lessons are taught to students, and discussions held throughout the year, as the need arises.

- All staff members, including noon hour supervisors, receive a copy of the Code each year, and it is discussed at an early staff meeting. Staff model the behaviours expected, and they intervene actively if they see students behaving inappropriately towards each other.
- Temporary staff is made aware of expectations, as required.
- Parents who volunteer are made aware again of the Code as appropriate.
- The Code is discussed at a PAC meeting
- Aspects of the Code are highlighted in correspondence to parents, as required.
- School web site

3. Implementation

Behavioural expectations outlined in the Code are consistently taught and actively promoted. Responses to unacceptable behaviour are based consistently on sound principles and are appropriate to the context. Parents are asked to read the Code of Conduct in the student planner, and to discuss it with their children before acknowledging it online.

- At James Park, the Code is taught and reinforced throughout the year.
- Adults at James Park model appropriate conduct at all times.
- When students are referred to the office, the principal refers to acceptable and unacceptable conduct, and students are encouraged to “make it better”
- PAC is apprised of implementation events as they occur

4. Monitoring and Review

Conduct is continuously monitored to ensure codes reflect current and emerging situations and are contributing to school safety. The office keeps a record of recurrent behaviour issues and works with individual students through the principal, counselor and/or youth worker, all in cooperation with the parent, with a goal to successfully correcting the behaviour. The Code is extremely thorough and generally supports our efforts with students and their families, as well as with adults in the school. The Code is reviewed and improved in light of evidence gathered and/or relevant research and is revisited as part of a regular cycle of policy review. However, should it become necessary through circumstance to make an addition or improvement to the Code, it will be done by May/June of that year. Staff and PAC will discuss the Code in May/June and make any changes necessary for the following year.

5. Alignment

The Code aligns with District policies, administrative procedures and the BC Human Rights Code. It is also compatible between schools in the community and across elementary, middle and secondary levels. Principals from our Family of Schools grouping meet regularly to ensure shared values and to plan community-wide education and community building events.

6. Standards

James Park Elementary School promotes the values expressed in the BC Human Rights Code. As per Section 8 of Human Rights Code of British Columbia, students shall not discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the 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 class of persons. Furthermore, as per Section 7 of the Human Rights Code of British Columbia, no student shall publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the aforementioned bases.

Standards: Statement of Purpose

- To establish and maintain safe, caring and orderly environments for purposeful learning.
- To clarify and publish expectations for student behaviour while at school, while going to and from school and while attending any school function or activity at any location.

Standards: Conduct Expectations**Acceptable conduct includes:**

- Respecting oneself, others and the school facility.
- Engaging in responsible behaviour in all learning and school activities.
- Helping to ensure the school environment is a safe and caring place for all to learn.
- Informing an adult of unsafe behaviour.
- Modeling respectful and responsible behaviour at school and while acting as school ambassadors.

In addition:

- Students shall not discriminate against others on the basis of the Indigenous identity, race, colour, ancestry, place of origin, marital status, family status, age, religion, sex or sexual orientation, or physical or mental disability, or for any reason set out in the Human Rights Code of British Columbia (Section 7 and 8), 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
- Students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise

7. Digital Devices

All cellular phones or similar personal communication devices are to be appropriately stored during the school day. Digital devices of any kind are only to be used at the discretion of your teacher when identified as appropriate for your learning environment or because of unique circumstances.

Exceptions to restrictions are provided at the discretion of the school principal or designate where the device is:

- Designated as the primary learning device of a student
- Identified as being necessary for medical, accessibility or equity reasons
- Identified as useful for specific instructional activities

*Any use of personal digital devices at school is subject to all other expectations for conduct and use of technology, including AP 140.2 – Digital Responsibility for Students

Unacceptable conduct includes:**Behaviours that**

- Interfere with the learning of others
- Interfere with an orderly environment
- Create unsafe conditions

Acts of

- Bullying*, harassment or intimidation
- Physical violence
- Retribution against a person who has reported incidents

Illegal Acts such as

- Possession, use or distribution of illegal or restricted substances. This includes possession, use, distribution of electronic cigarettes, vaporizers, marijuana and other drugs including alcohol
- Possession or use of weapons
- Theft of or damage to property

Cyberspace Misconduct

- All school members must be aware of and familiar with the District *acceptable use policy* while using school technology
- Students may be subject to discipline for on or off campus misuse of technology if it negatively impacts on the school environment

* **Bullying** is a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance; **harassment** is any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person, particularly if the behaviour persists after the aggressor has been asked to stop; **intimidation** is the act of instilling fear in someone as a means of controlling that person. Behaviours cited are examples only and not an all-inclusive list.

Standards: Rising expectations

At James Park, there is a progression of expectations held for students as they become older, more mature and move through successive grades.

Students are expected to:

- model positive behaviours for their peers and younger students
- support and reinforce appropriate behaviours with one another
- help in peaceful resolutions to problems and seek adult help regarding unacceptable conduct.

Standards: Consequences

Consequences will be applied to unacceptable student conduct in a timely, fair, judicious and responsible manner, with consequences for unacceptable behavior that take into account the student's age, maturity and special needs, if any*. The severity and frequency of unacceptable conduct is also considered in determining appropriate disciplinary action.

Responses to unacceptable conduct are pre-planned, consistent, and fair. Disciplinary action, wherever possible, is preventative and restorative, rather than merely punitive. Some of these methods could include one or more of the consequences below:

- Students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct.
- School or community counseling
- Conflict resolution strategies
- Small group mediations
- Informal suspensions or "timeouts" at school or at home
- Community service
- Partial day school programs
- Behaviour plans
- Formal suspension: District Code of Conduct: Suspension Process – Level I, II or III (for serious or dangerous behaviours).

The School and the Board of Education will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a Code.

***Special considerations may apply to the imposition of consequences on a student with special needs if the student is unable to comply with this Code of Conduct due to a disability of an intellectual, physical, sensory, emotional, or behavioural nature.**

A search by school officials of a student under their authority or a search of student property may be undertaken if the school has reasonable grounds to believe a school rule has been or will be violated, and that the evidence of that violation will be found in the location or on the person of the student being searched. Students know that their teachers and other school authorities are responsible for providing a safe learning environment and maintaining order and discipline at school. As a result, they must know that, where reasonable grounds exist, this may require searches of students, their lockers and their personal effects and the seizure of prohibited items.

Students should also be aware that the schools may collect, use and disclose personal information about students for the purposes of investigating and addressing student misconduct, safety and maintaining order and discipline in school. Such collection and use of student information may include information that is obtained from witnesses or collected from other secondary information sources (e.g. social media). All personal information of students collected by the school will be collected in compliance with and under the authority of the Freedom of Information and Protection of Privacy Act (ss. 26(a), (b), and(c)) and the School Act. Questions about the collection, use or disclosure of student personal information should be directed to the Director of Instruction and Chief Information Officer Stephen Whiffin, at swhiffin@sd43.bc.ca.

8. Notification

Depending on the nature of the unacceptable behaviour, the school staff will contact the following people:

- Parents of the student offender(s) will be contacted
- Parents of the student victim(s) will be contacted
- Coquitlam School District officials will be contacted as required by school district policy. E.g., Level I, II and III suspensions
- Police and other agencies as required by law
- School staff and school community as deemed appropriate by the school and/or district administration.