

Code of Conduct 2026 - 2027



A N M O R E
ELEMENTARY

....a caring community working and learning together...

School Mission: To be good learners by practicing good habits, and building trust, respect, and independence. All members of our community will take care of themselves; take care of each other; and take care of this place – the school and the beautiful surrounding environment.

Anmore Elementary Code of Conduct

I. INTRODUCTION

The purpose of this document is to provide a basic framework and common expectations for Anmore Elementary. The guidelines reflect the new provincial standards for “Codes of Conduct”, as stated below:

School boards and schools are entrusted through the School Act with authority to establish codes of conduct. While recognizing the autonomy of these bodies and acknowledging the efforts they have already undertaken to ensure school climates are as positive as possible, the provincial standards described below are provided to assist them in developing consistent and coherent policies and practices in their communities. Although most schools have codes of conduct in place, it is expected that all British Columbia schools will revisit existing codes and/or develop new codes of conduct reflecting the provincial standards.

At Anmore, we are committed to providing educational opportunities in a safe, caring, orderly, and respectful environment that encourages students to practice good habits and foster trust, respect and independence. Featured in our school planner and posted on our school website, with the District Code of Conduct and School Policies, our Code is accessible to students, parents and staff.

II. CODE OF CONDUCT: KEY ELEMENTS

1. Process

All British Columbia schools include students, parents, and staff in the development and review of codes of conduct. Our code is reviewed annually by administration and teachers during staff meetings. In addition, we consult with parents via communication in school emails and updates, through our school website and at PAC meetings. Finally, student input is gathered in classrooms, assemblies, and continuous interactions.

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 are also made known to students, parents, and involved members of the greater community. The two main themes in our Code of Conduct are Respect and Safety. These two themes form the context of all our communications about the Code of Conduct. Our Code of Conduct is published in our planner, accessible on our website, reviewed by administration, staff teams, individual teachers, with students and our PAC.

3. Implementation

Behavioral expectations outlined in the Codes of Conduct are consistently taught and actively promoted. Responses to unacceptable behavior are based on sound principles and are appropriate to the context. At the beginning of the school year, it is expected that parents read and sign consent/understanding to the Code of Conduct. Parents are asked to reinforce the school’s expectations with students. Key behavioral expectations are reviewed with students throughout the year. Anmore staff is committed to modeling socially responsible behavior across the school. Principal’s discussions with individual students about specific behavior or discipline issues can include references to the Code of Conduct and resolving conflicts peacefully.

4. Monitoring and Review

Conduct is continuously monitored to ensure codes reflect current and emerging situations and are contributing to school safety. These are reviewed and improved in light of evidence gathered and/or relevant research, and are revisited as part of a regular cycle of policy review.

This review involves:

- Meetings with classes. These involve a review of the themes and content of the Code of Conduct.
- Spring PAC meeting with parents
- Discussion at staff meetings about the Code of Conduct and what conduct is deemed acceptable and what conduct is deemed unacceptable.

5. Alignment

Our Code of Conduct is compatible between schools in the community and across elementary, middle, and secondary levels. Additionally, it aligns with Anmore Elementary's Action Plan for Learning "APL" under the context of Human and Social Development, which aims to cultivate social-emotional well-being through personal and social awareness and responsibility, empathy, and resilience, and provide opportunities for our students to practice skills on how to recognize and manage feelings and conflicts.

6. Standards

Anmore Elementary School "promotes the values expressed in the BC 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, physical or mental disability, sex or sexual orientation – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment." Min. Or. 6 (a)

7. Statement of Purpose

The rationale and goals for the code of conduct within School District 43 and Anmore's "Family of Schools" are:

- To establish and maintain safe, caring, and orderly environments for purposeful learning and teaching,
- To establish and maintain appropriate balances among individual and collective rights, freedom, and responsibilities,
- To clarify and outline expectations for student behaviour while at school, while going to and from school, and while attending any school function or activity at any location,
- To ensure a positive human rights environment that cherishes openness, diversity, fairness, and equality.

8. Conduct Expectations

a) Acceptable conduct

We encourage all students to behave in safe, kind, and respectful ways. This includes engaging in these responsible behaviours in all learning and school activities (attend classes regularly, be prepared for class, complete all assignments, and use good manners and good common sense)

- Respecting self, others, and the school
- Helping to ensure the school environment is a safe and caring and orderly place for all to learn,
- Informing an adult, in a timely manner (in advance, if possible) of incidents of bullying, harassment, or intimidation
- Engaging in purposeful learning activities in a timely manner

- Modeling respectful and responsible behavior at school, in the community and while acting as school ambassadors.
- 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 basis.”
- As per Section 8 of the Human Rights Code of British Columbia, a person must not, without a bona fide and reasonable justification discriminate against a person or class of persons regarding accommodation, service, or facility customarily available to the public because of 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.
- 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
- 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 school 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 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 Assistant Superintendent, Stephen Whiffin, at swiffin@sd43.bc.ca

b) Unacceptable conduct

Clear and concise descriptions of unacceptable conduct include the behaviours listed below. These cited behaviours are only some examples and are not an all-inclusive list.

- Interfere with the learning and teaching environment at Anmore Elementary,
- Result in the learning environment becoming unsafe or dangerous,
- Demonstrate a lack of caring and respect for oneself, others, and the environment,
- Are unkind, hurtful, bullying, harassing, intimidating, violent, or vengeful,
- Vandalize school or another’s property,
- Take items from another or from the school that do not belong to the individual taking them.

c) Cyberspace Misconduct

All school members must:

- Be aware of and familiar with the District *digital responsibility AP 140.2* while using school technology,
- Students should be aware that they may be subject to discipline for an on-campus or off-campus misuse of technology **if** it negatively impacts on the school environment or community.

- 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 Assistant Superintendent, Stephen Whiffin, at swhiffin@sd43.bc.ca.

d) Personal Digital Devices and Technology use at School

We strongly encourage students and families to not send any smartphones or electronic devices to school. However, if they are brought to school, they need to be appropriately stored in their backpacks for the entire school day—when dropped off at school until picked up from school. Moreover, the school does not accept responsibility for any items should they be lost, stolen, or damaged. Digital devices of any kind are only to be used at the discretion of the classroom teacher when identified as appropriate for student learning or because of unique circumstances. Any use of personal digital devices at the school is subject to all other expectations for conduct and use of technology including AP 140.2—Digital Responsibility of Students.

9. Rising expectations

Expectations for students will change over time, as children age and mature, to reflect increased expectations for personal responsibility and self-discipline as we grow older. Consequences also change to address students' learning needs as they become older.

10. Restorative Practice

Disciplinary action, whenever possible, is preventative and restorative, rather than merely punitive.

- As a school and District, we recognize the importance of modeling respectful and responsible processes for managing conflict. Whenever possible, we try to use a restorative approach to resolve conflict and teach pro- social behaviors.
- The fundamental premise of restorative practice is that people are happier, more cooperative, productive, and more likely to make positive changes to their lives, when those in authority do things “with them”, rather than “to them” or “for them”. (International Institute for Restorative Practices <http://www.iirp.edu/what-is-restorativepractices.php>). A focus of behavior intervention should be to help an offender recognize and repair any harm done. Furthermore, the purpose is to teach the offender moving forward, and then reinforce positive behaviors, in order to return the offender to the school community stronger, and more resilient than before the offense.
- Every effort will be made to support all students. However, if there are ongoing conduct issues after having implemented restorative interventions, more traditional discipline approaches may be used, separate or in conjunction with restorative interventions. All disciplinary decisions will be made with respect to the individual and context, and responses to conduct issues will take into consideration the student's age, maturity, and past conduct.

11. Consequences

From time to time, it is necessary to reinforce proper student conduct through social consequences. The severity and frequency of unacceptable conduct, as well as the age and maturity of students, is considered in determining appropriate disciplinary action. Students, as often as possible, are encouraged to participate in the development of meaningful consequences for violation of the established Code of Conduct. Some examples are:

- Time owed: A student may be asked to spend time during non-instructional time to clarify and resolve the situation.
- A student may be asked to write about what happened and give a plan to avoid it in the future.
- Service time: A student may be asked to help with an aspect of school service (i.e. extra clean up around the school, assisting the teacher, working in the library, etc.)
- Time out: A student may be asked to work away from the regular class setting until the situation has been clarified and can be resolved.
- Parents may be asked to remove the child from the school for part of a day, a whole day or longer. Parents are informed of the details and reasons when they receive the request for their child to be away from school.
- In accordance with the School Act, The Coquitlam School Board authorizes the principal to suspend a student for five days or fewer. If there is a violation of a serious nature the suspension is immediate.
- Suspension may be for the following reasons:
 - *Willful disobedience towards a teacher or another staff member;*
 - *violent acts including threats, bullying, intimidation, or physical aggression;*
 - *or vandalism.*
- The principal will contact parents by phone/and or letter. The parent or guardian will be asked to return to school with their child to make a commitment to improve behaviour.
- If concerns are unresolved, School District personnel are notified as required by District Administrative Procedures.
- 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 behavioral nature.

12. Notification

- The school will notify parents when a child behaves in a way to incur a serious breach of this Code of Conduct.
- The school will also keep staff up to date on a student's behaviour that may create a risk to others in the school community.
- The school will communicate with district and public officials as required by legislation and policy.

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