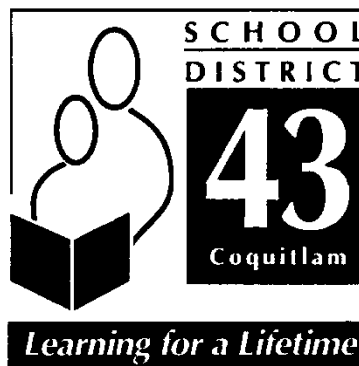


Code of Conduct 2025 - 2026



**June 2025
Meadowbrook**

Meadowbrook Code of Conduct

School Mission The community of Meadowbrook builds on the strengths of all students, helping them to develop socially, intellectually, and physically to become responsible members of society. We believe education is the shared responsibility of the home, school, and community.

I. **INTRODUCTION**- School boards and schools are entrusted through the School Act with the authority to establish codes of conduct. Recognizing the autonomy of these bodies and acknowledging the effort they have already undertaken to ensure that 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 the communities. It is expected that all British Columbia schools will revisit the existing codes and/or develop new codes of conduct reflecting the provincial standards.

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." This Code of Conduct is a result of collaboration between all members of our community including learners, parents, and staff. It is designed to reflect and communicate what our school community values and expects in terms of student behavior. Each year the code of conduct is presented to the staff, parents, and students for input. Specifically,

- Discussions and input to and from staff at Meadowbrook Elementary
- Revisions shared with the parent community and specifically the Meadowbrook PAC (Parent Advisory Council)
- Students intentionally as we review our Code of Conduct and our Concentric Rings of Care model at the beginning of the school year and throughout the year during authentic learning opportunities

2. Communication

The Meadowbrook Code of Conduct is made available to the public on the school website and is sent home at the start of the school year to all families.

3. Implementation

At the beginning of the year, the code of conduct is reviewed in each class. Throughout the year, behavioural expectations are consistently taught and actively promoted. Restorative language is modeled by all staff. Restorative meetings are held on an 'as needed' basis allowing purposeful learner dialogue in addition to encouraging learners to examine their own personal responsibility to be a good citizen of Meadowbrook Elementary School. Within classrooms, calming strategies and tools are used by students as needed. Parents are actively involved in the implementation of the code through their understanding and support of its use.

4. Monitoring and Review

Conduct is continuously monitored to ensure the Code of Conduct reflects current and emerging situations. "Codes of conduct 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". The code of conduct is reviewed at the beginning and end of each year by the staff and at PAC meetings.

5. Alignment

At Meadowbrook we recognize that our Code of Conduct must be aligned with the principles of restorative practices. Our educators are focused on promoting self-regulatory capacity in our learners to help them make choices that benefit their well-being and their learning. It is our intent that learners are given opportunities to develop understanding and strategies which will help them becoming increasingly capable of choosing positive, pro-social behaviours. The code of conduct is reviewed by district staff to ensure alignment across all district schools.

6. Standards

In 2025-2026 we will continue to focus on learning strategies that will promote the development of self-regulation and socially responsible behaviour so that everyone can enjoy a safe, caring and orderly environment for purposeful learning.

a) Statement of Purpose

Meadowbrook Elementary School recognizes that optimal learning occurs in an environment that is safe from threat or harm or emotional distress. We use a restorative approach to resolving conflict and teaching pro-social behaviors. The fundamental premise of *restorative practices* is that people are happier, more cooperative, and productive, and more likely to make positive changes when those in authority do things with them, rather than to them or for them. (International Institute for Restorative Practices).

b) Conduct Expectations

As per Section 8 of Human Rights Code of British Columbia, students shall not discriminate against others on the basis of Indigenous identity, the race, religion, colour, ancestry, place of origin, marital status, family status, age, sex, sexual orientation, gender identity or expression, or physical or mental disability.

(1) A person must not, without a bona fide and reasonable justification,

(a) deny to a person or class of persons any accommodation, service or facility customarily available to the public, or (b) 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." Interventions will not discriminate against a student who cannot meet an expectation because of a disability. 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.

Acceptable conduct

Learners will demonstrate a sense of care – for themselves, others, and the environment. This includes but is not limited to:

- taking responsibility for their choices
- playing in a safe manner and following playground rules
- using appropriate language
- taking care of our school and its property

As our learners move through the grades, we expect that they will show increasing personal responsibility and self-discipline.

Unacceptable conduct:

We will treat seriously all behaviour that has a negative impact on self and others. Such behaviour may include but is not limited to:

- Bullying, cyber-bullying, harassment and marginalization
- Threats, intimidation or violence in any form
- Discrimination in any form including race, colour, gender, religious beliefs, sexual orientation, ancestry or national origin
- Theft or damage to property
- Possession or use of weapon
- Possession, use or distribution of illegal or restricted substances
- Misuse of...Cyberspace/cell phones/electronic devices/computers – students are to be aware that they may be subject to discipline (or, if applicable, confiscation of personal property) for misuse of technology if it negatively impacts on the school environment.

Electronic Devices:

At Meadowbrook Elementary, we understand personal devices (phones, watches,...) are a part of everyday life, but it is important that they do not become a safety or privacy issue or disrupt the learning environment. Students who bring their personal devices to school must keep them stored in their backpack during the school day, from their arrival at school until dismissal and they should not be used inside the building.

Pictures or recordings are not to be taken at school on personal devices. Students who do not follow these guidelines will be required to turn their phones into the office upon entering the school and pick them up on their way out or keep them at home.

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.

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.

Rising expectations

At Meadowbrook we understand that as students mature, they are capable of rising to higher expectations. Thus, we expect that as students mature and progress from Kindergarten to Grade 5, there is a rising expectation of personal conduct and positive behaviour, and an increasing level of personal responsibility and self-regulation. Students are expected to:

- increase personal responsibility and self-discipline
- have increased consequences for inappropriate behaviour

c) Consequences

Meadowbrook follows a restorative practices approach to discipline which:

- Acknowledges that relationships are central to the building of the school community. As such, consequences will be corrective and restorative, not punitive in nature, taking into account the frequency and nature of the unacceptable conduct.
- Focuses on harms done rather than rules broken.
- Gives voice to the person who has been harmed.
- Engages in collaborative problem solving.
- Empowers change and growth for all involved.
- Enhances responsibility for actions and attitudes for all involved. Learners are disciplined in a timely, fair, judicious and responsible manner with consequences for unacceptable behavior that take into account the student's age, maturity and special need, if any (Policy 17, no. 2, no 2.4)
- Consequences may involve input from parents

(adapted from Amstutz and Mullet(2005) Restorative Discipline for Schools pp. 25-26. pp. 26-29)

When harm has occurred the following four restorative questions will be discussed:

- What happened?
- What were you thinking at the time?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

When the incident in question inflicted harm on another person, four additional questions will be asked on behalf of the person(s) harmed:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Finally, students will be asked to reflect on their behaviour with respect to the Concentric Rings of Care –

- Which ring of on the Concentric Rings of Care were you having difficulty with?
- How will you show care in the future?

The goals of these restorative practices are that Meadowbrook will:

- be a safe, friendly and enjoyable learning environment.
- foster an environment where everyone feels valued, respected, and included.
- be a school where students are motivated to learn and staff enjoy meaningful and fulfilling work.

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

d) Notification

Parent Involvement

Ongoing communication between home and school will be facilitated through email, documentation and/or an alternate system as agreed upon by the classroom teachers and parents.

When inappropriate behaviour is deemed to be of a serious or repetitive nature, parents will be notified and will be expected to be involved in planning interventions to support modification of the concerning behaviour. Parents of the victim(s) will also be notified when appropriate. Depending on the situation, intervention in these cases may include the use of suspension. Depending on the situation, other parties (School District Officials, Police, other agencies) may also need to be notified.