

Code of Conduct 2026 - 2027



School Mission:

“To provide safe academic, social and physical learning to all students with the support of the community.”

Glen Elementary School Code of Conduct

I. INTRODUCTION

Glen Elementary welcomes a diversity of learners and, in partnership with the community, is committed to creating a mutually supportive environment which fosters a positive attitude towards learning, self-esteem, and personal and social responsibility.

The purpose of this document is to provide a basic framework and common expectations for Glen Elementary students and parents. Our Code of Conduct complies with the School Act 85 (2c), the Safe, Caring, and Orderly Schools Guide, and the Ministerial Order 276/07. In addition, the district expects that our School Code of Conduct is aligned with the District Code of Conduct for Students (Policy 17), “Violence, Intimidation and Possession of Weapons” (Policy 18), and “Suspension of Students” (Administrative Procedure 355).

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.

- Glen's Code of Conduct was developed through a collaborative and communicative process that involved members of the school community: students, parents, and staff.
- Discussions, presentations, input to and from staff at Glen School
- Discussions, presentations, input to and from PAC
- Discussions and input to and from representative students from student leadership
- Discussions, presentations and confirmation from the School Planning Council (SPC)

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.

The Code of Conduct is communicated formally and continually through:

- Posting to our website, emailing to all families, displaying in school
- Implementing class meeting structures
- Sending newsletters
- Explicitly teaching to behaviours and expectations
- Maintaining a focus on strategies regarding self-regulation and parent education
- Incorporating into individualized planning for student support

- Annually undergoing the Code of Conduct review process
- Discussing at staff and PAC meetings.
- Reviewing with temporary and casual staff and volunteers

3. Implementation

Behavioural expectations outlined in codes of conduct are consistently taught and actively promoted. Responses to unacceptable behaviour are based consistently on sound principles and are appropriate to the context. Actions to support social-emotional learning, student safety, and inclusion are the foundation of prevention and responses to behavioural issues within our learning community. Some strategies implemented are:

- “Take care of yourself”, “Take care of each other”, “Take care of Glen Elementary” used as organizational tool for school wide Safe School Plan Recognition programs and assemblies
- Climate and culture building activities throughout the school year
- Annual formal Spring Student-Led Conferences
- Interactive lessons and cross-classroom structures
- Targeted social skills groups
- Three-way conferencing and communication (student-parent-teacher)

4. Monitoring and Review

Conduct is continuously monitored to ensure codes reflect current and emerging situations and are contributing to school safety. Codes of conduct are reviewed and improved considering evidence gathered and/or relevant research and are revisited as part of a regular cycle of policy review. Teachers’ observations and staff contributions are reviewed at staff and SBT (School-Based Team) meetings and feedback is solicited from parents both informally and through formalized structures.

5. Alignment

Glen’s Code of Conduct aligns with our school-wide and district focus on self-regulation. Codes of conduct are compatible between schools in the community and across elementary, middle, and secondary levels to ensure compatibility and district support for collaboration regarding safe and caring communities unifies our wider community. Glen’s Code of Conduct aligns with the community of schools, district policies, administrative procedures and the BC Human Rights Code. Revisions occur as part of a process involving all stakeholders and changes can occur to respond to the needs of our learning community in consultation with neighbouring schools.

6. Standards

Glen Elementary School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law 8(1): *“A person must not, without a bona fide and reasonable justification... (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.”*

a) Statement of Purpose

- to establish and maintain safe, caring and orderly environments for purposeful learning
- to establish and maintain appropriate balances among individual and collective rights, freedoms and responsibilities
- 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

b) Conduct Expectations

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.

Acceptable conduct

- Respect Self, Respect Others, Respect Place
- help to make the school a safe, caring and orderly place
- inform a trusted adult – seek help, in a timely manner of incidents of bullying, harassment or intimidation
- be ready to learn; engage in purposeful learning activities in a timely manner
- act in a manner that brings credit to the school
- Follow the appropriate use guidelines for the internet as outlined in AP 140.2
- Students shall not discriminate against others on the basis of the race, colour, ancestry, place of origin, marital status, family status, age, religion, sex or sexual orientation, or physical or mental disability, or for any other 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

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

Cell Phone and Personal Communication Device Use

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.

Unacceptable conduct (not all-inclusive):

- Behaviours that:
 - interfere with the learning of others
 - interfere with an orderly environment
 - create unsafe conditions
- Acts of:
 - bullying (bullying includes but is not limited to physical and verbal intimidation, verbal harassment and cyber bullying occurring on or off school property) as per District Policy 17, District Code of Conduct
 - physical violence/targeted intentional aggression
 - retribution against a person who has reported incidents

- using/naming a physical illness, disability or condition to threaten, harass or intimidate others in the community.
- Illegal acts, such as:
 - possession, use, distribution of electronic cigarettes, vaporizers, marijuana and other drugs including alcohol under the "banned substances" section
 - 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 (AP 140.2) while using school technology- students should be aware that they may be subject to discipline for on or off campus misuse of technology if it negatively impacts on the school environment
- Students shall not discriminate against others on the basis of the race, colour, ancestry, place of origin, marital status, family status, age, religion, sex or sexual orientation, or physical or mental disability, or for any other 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

Rising expectations

As the students in elementary school mature and progress from kindergarten to Grade 5, there is a rising expectation of personal conduct and positive behaviour. Students are expected to:

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

c) Consequences

Responses to unacceptable conduct are pre-planned, consistent, fair and whenever possible restorative in nature. Disciplinary action, wherever possible, is preventative and restorative, rather than merely punitive. Students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct. 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.

Some of these methods could include one or more of the consequences below:

- students participating in meaningful consequences for the unacceptable behaviour
- school or community counselling
- conflict resolution strategies and/or restorative practices
- small group mediations
- informal suspension or “timeouts” at school
- behaviour plans

Classroom

1. reflection activity
2. time out
3. restoration
4. parent communication
5. office visit (see below)
6. possible re-entry/behaviour plan

Playground

1. explicit statement of understanding regarding behaviour
2. time out
3. report to classroom teacher & logical consequence
4. parent communication
5. referral to office (see below)
6. possible re-entry/behaviour plan

Office

1. First offense – consequence (refer to section Rising Expectations)
2. Second (like) offense – parent communication (when appropriate)

Rising Consequences:

- missed recess(es) and/or lunch(es)
 - reflection activity/restoration
3. Repeated offenses – parent meeting
 4. Counselor referral
 5. Re-entry/behaviour plan

d) Notification:

At the elementary school level, many students benefit, on occasion, from adult intervention and guidance as they learn to make better decisions about their behavior. Parents will often be asked to assist in encouraging positive behaviour. School officials are responsible for advising parents of breaches of the Code of Conduct. (Examples of serious breaches of the code of conduct are bullying, harassment or intimidation, physical violence, stealing, graffiti,

cheating, and unsafe behaviours). Notification in the context of serious breaches will include:

- parents of student offender(s) – in every instance
- parents of student victim(s) – in every instance
- school district officials – as required by school district policy
- police and/or other agencies – as required by law
- all parents – when deemed to be important to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it

The elementary school setting is a social-learning environment and Glen Elementary School values ongoing communication to support students in this area of development.

A comparison between a punitive vs. a restorative perspective:

<i>Punitive</i>	<i>Restorative</i>
Misbehavior is defined as breaking school rules or letting the school down.	Misbehavior defined as harm (emotional/mental/physical) done to one person/group by another.
Focus is on what happened and establishing blame or guilt.	Focus on problem-solving by expressing feelings and needs and exploring how to address problems in the future.
Adversarial relationship and processes include an authority figure with the power to decide on penalty, in conflict with the wrongdoer.	Dialogue and negotiation, with everyone involved in communication and cooperation with each other.
Imposition of pain or unpleasantness to punish, deter or prevent.	Restitution as a means of restoring both parties, the goal being reconciliation and acknowledging responsibility for choices.
Attention to rules and adherence to due process.	Attention to relationships and achievement of a mutually desired outcome.
Conflict/wrongdoing represented as impersonal and abstract; individual versus school.	Conflict/wrongdoing recognized as interpersonal conflicts with opportunity for teaming.
One social injury compounded by another.	Focus on repair of social injury/damage.

School community as spectators, represented by members of staff dealing with the situation; those directly affected uninvolved and powerless.	School community involved in facilitating restoration; those affected taken into consideration; empowerment.
Accountability defined in terms of receiving punishment.	Accountability is defined as understanding impact of actions, taking responsibility for choices, and suggesting ways to repair harm.

Resolution of Student or Parent School Concerns – AP 380

The district encourages students and/or parents to discuss their questions or concerns regarding the education of their children with school personnel as early and as directly as possible.

Procedures: Students or parents who disagree with or wish to question decisions or actions that are taken by teachers and/or administrators are expected to seek a resolution by pursuing the following steps:

A. Teacher or Classroom Level Problem

1. Discuss the matter directly with the teacher whose judgement or decision is being questioned.
2. If not resolved, discuss your concern with the principal.
3. If still unsatisfied with the outcome, discuss your concern with the Assistant Superintendent (contact the Board office at 604-939-9201 or email information@sd43.bc.ca).
4. Unresolved matters may be referred to the Board.

B. Principal or School Level Problem

1. Discuss directly with the principal the action, policy, procedure or practice being questioned.
2. If not resolved, refer to the Assistant Superintendent (see contact information above).
3. If not resolved, refer to the Board as per Board Policy 13

It is expected that School District personnel will seek a resolution to the problem as quickly as possible.