

HERITAGE MOUNTAIN Elementary



Code of Conduct 2026-2027



Mission Statement

Our mission at Heritage Mountain Elementary is to pursue academic excellence and promote life-long learning, respect, and responsibility in a safe, caring and cooperative environment.

**Mr. Brian Leonard
Principal**

Heritage Mountain Elementary Code of Conduct

I. INTRODUCTION

The purpose of the Code of Conduct is to provide common expectations for the behaviour of all students at our school. At Heritage Mountain Elementary, all members of our school community - students, parents and staff - are committed to ensuring that we provide a safe, caring and orderly environment. Community members share the goal of promoting and enhancing socially responsible behaviours that contribute positively to the school community, solving problems in peaceful ways, and value diversity and defending human rights. Our expectations are that students will maintain an attitude that is cooperative, courteous and respectful.

The Heritage Mountain Elementary Code of Conduct outlines school expectations and acceptable student behaviours as directed by the School Act #85 (2c). As per School District Policy 17, our Code of Conduct aligns with the SD43's Code of Conduct and British Columbia's Human Rights Code.

The Board believes it has a responsibility to establish expectations of students as part of its governance role for the district. The Board further believes that the responsibility for student discipline in school is shared among students, staff and parents. Students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth. Educators are responsible for establishing a positive school climate in which structure, support and encouragement assist the students in developing a sense of self-discipline and responsibility. Parents are responsible for establishing a positive learning atmosphere in the home, knowing school policies and procedures, supporting the school in the enactment of these policies and procedures, and encouraging their children to understand and respect these policies and procedures. To support these aims, the Board has established a District Code of Conduct for Students, which should be followed in all schools.

Specifically

The Board believes that appropriate student conduct, based on respect for oneself, respect for others, and respect for property, is essential to the development of responsible citizens. To this end students are expected to:

- be aware of and obey all school rules.
- attend classes punctually and regularly.
- work cooperatively and diligently in their studies and with home assignments.
- respect the rights of all people within the school including peers, staff and parents.
- respect the legitimate authority of the school staff.
- respect the school's physical school facilities.
- respect the ethnic diversity of our school community.
- always behave in a safe and responsible manner; and
- not threaten, harass, bully, intimidate or assault, in any way, any person within the school community
- not be in possession or under the influence of drugs and/or alcohol

II. CODE OF CONDUCT: KEY ELEMENTS

1. Process

Heritage Mountain Elementary's Code of Conduct was developed through a collaborative and communicative process that involved members of the school community: students, parents, and staff. Review discussions occur during PAC meetings, staff meetings, school-based team meetings, as well as with our students each year at assemblies.

2. Communication

A variety of methods are used to share our Code of Conduct with the larger school community through the following:

- In September teachers instruct and review strategies that help students understand expectations.
- School Planner Information Package
- Parent sign-off form on website with parent e-forms – school policies
- Regular Newsletters with associated topics and updates on meetings for PAC input
- Monthly PAC meetings
- Assemblies organized around school goals and Social Responsibility
- Parent Interviews with teachers, support staff and principal involving positive behaviour support
- Staff review at staff meetings and Pro-D days the WITS strategy for dealing with minor conflict, and Self-Regulation strategies for personal struggles, and Restorative Practices for larger conflict resolution concerns as common methods and language for use throughout the larger school community.

3. Implementation

The Code of Conduct will also be a major focus of our opening week activities by reviewing our school-wide expectations, WITS strategy, Self-Regulation strategies, and conflict resolution strategies, and will be used as a reference point on an ongoing basis as needed throughout the year in assemblies and staff meetings, and be reviewed with all students as part of the Self-Regulation focus throughout the year.

4. Monitoring and Review

The Code of Conduct is reviewed through PAC meetings, classroom meetings, circle activities, assemblies, and teacher staff meetings involving the following:

- Focusing on developing self-regulation strategies and techniques for students to use when dealing with stress and inappropriate conduct. Self-regulation strategies and dealing with anxiety will be continued in small group work for some students with our counselor and/or youth worker.
- Restorative Practices are used for students who cause harm or have been harmed in the classroom and at the office through restorative conversations and actions to make things right.
- The process of monitoring student behaviours and reviewing school wide expectations is one that involves all staff. Teachers can refer students to the Principal for behavioural and discipline infractions. These incident referrals are reviewed by the Principal and/or School-Based Team to note their number, frequency and severity of misconduct. This data will be reviewed on an ongoing basis to find patterns or areas that need special attention or focus and then used to guide instructional programs.
- Referrals call for an action plan for learning that involves parental communication with the involved parties and several other key steps using Restorative Practices written responses and positive behavior support.

5. Alignment

Heritage Mountain Elementary's Code of Conduct is in alignment with neighbouring elementary and middle schools; and aligns with the SD43's Code of Conduct Policy 17 of improving students' safety and sense of belonging.

6. Standards

Heritage Mountain Elementary promotes the values expressed in the British Columbia Human Rights Code respecting the rights of all individuals in accordance with the law which prohibits discrimination based on Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, physical or mental disability, sex or sexual orientation, gender identity or expression – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment.

A) Statement of Purpose

The purpose of the Code of Conduct is to establish and maintain a safe, caring, welcoming environment for a positive learning and teaching climate. The Code of Conduct assists children in developing more socially responsible behaviours.

B) Conduct Expectations

We expect acceptable conduct at Heritage Mountain Elementary while going to and from school and while attending any school activity at any location, 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. Students may be subject to discipline under the School Code of Conduct and the District Code of Conduct for any breaches in this code of conduct. Students are expected to use their **W.I.T.S.** to solve problems in peaceful ways.

Appropriate Behaviour

Heritage Mountain Elementary students are expected to:

- Respect each other's feelings, bodies, property and each other's right to learn.
- Engage in responsible behaviour in all learning and school activities by arriving at school on time, being ready to learn, listening to instructions, following directions, staying on task and completing all work to the best of their ability.
- Help to ensure that the school environment is a safe and caring place for all to learn by including everyone and by reporting unsafe or unkind behavior to staff.
- Model responsible problem-solving skills at school and in the community by using W.I.T.S. to solve problems in peaceful ways.
- Exercise safe play during unstructured times immediately before and after school, and at recess and lunch; including not bringing additional sports equipment to school unless by permission from school staff. This includes but is not limited to hockey sticks/ balls, baseball bats/balls, field hockey sticks/balls, lacrosse sticks/ balls.
- Show awareness for safety for all community members when entering the school property by dismounting from transportation and walking, including but not limited to scooters, bikes, skateboards, and roller blades. It is recommended that students wear helmets while riding to and from school. Sharing of these items is not permitted under any circumstances. Students must also walk these items to the edge of the property before riding when leaving at the end of the day.

Inappropriate Behaviour

- Any conduct which has the effect of negatively impacting the school environment; students may be subject to discipline under the school and/or District Code of Conduct (**Policy 17**) for any conduct whether that conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise.
- Demonstrating a lack of respect for the feelings of others by not following the school or district code of conduct or by demonstrating behaviours that may include: bullying, cyber-bullying, harassment and marginalization, threats or intimidation, violence in any form, abuse in any form, discrimination in any form including indigenous identity, race, color, 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 or be a part of retribution against a person who has reported incidents. **Please see SD43 policies: AP205 Race Relations, AP356 Personal, Discriminatory and Sexual Harassment.**
- Using/naming a physical illness, disability or condition to threaten, harass or intimidate others in the community is unacceptable. Creating unsafe situations within the school which may include rudeness,

swearing, fighting (or play fighting), defiant behavior, insolence or running in the halls. Creating unsafe or unwelcoming situations on the playground which can include throwing objects (rocks, sticks, snowballs, etc.), littering or unauthorized leaving school grounds. **Please see SD43 policy 18 Violence, Intimidation and Possession of Weapons.**

- 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 and their personal effects and the seizure of prohibited items. **Please see SD43 policies: AP 171 Tobacco and Vapour Products Free Environment, Policy 18 Violence, Intimidation and Possession of Weapons.**
- 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 District Principal Veronika Farnell, at vfarnell@sd43.bc.ca.
- *Note: Forms of unacceptable conduct cited above are only some examples and not an all-inclusive list.*

HERITAGE MOUNTAIN EXPECTATIONS DEFINED

EXPECTATION	ALL SETTINGS	HALLWAYS	SCHOOL GROUNDS	CLASSROOM LUNCH TIME
RESPECT OURSELVES	Be prepared with school supplies, food and water Dress appropriately for all weather (clothing should cover torso). Take care of personal hygiene	Walk calmly and safely Enter the hallways from outside calmly Pick up litter or spilled snacks	Play safely with others and use equipment properly Stay within boundaries	Eat the lunch that has been prepared for you stay healthy and regulated. Use a quiet, respectful talking voice inside the classroom and hallways
RESPECT OTHERS	Be kind and use good manners Share and include others Listen actively and respect others' thoughts and opinions Keep your hands and body to yourself Use appropriate language	Keep moving and walk on the right-hand side Use appropriate language and volume Keep your hands and body to yourself	Report unsafe behaviour to supervisors Use W.I.T.S. to solve conflicts Be a good sport and include others Be helpful and pick up clothing or containers that have been left behind.	Use good table manners Respect differences in choices of food or clothing Keep your hands to yourself Be respectful to your lunch monitors

RESPECT ENVIRONMENT	Reduce, reuse recycle Throw garbage in proper containers Ask before you borrow Report vandalism	Pick up litter Keep desks and work spaces clean Wipe feet on mats	Pick up litter Take pride in the school environment Report vandalism	Clean up Put garbage in the proper container (including straws from juice boxes) and ensuring that juice containers are emptied and put into the recycling box
EXPECTATION	WASHROOMS	ASSEMBLIES	GYM	FIELD TRIPS
RESPECT OURSELVES	Use your time wisely and get in and out quickly Wash your hands before leaving the washroom	Choose appropriate people to sit beside Use "Body Check" to demonstrate appropriate listening	Take care of personal hygiene Play safe and try your best Use proper footwear	Use respectful tone Keep your hands and head inside vehicles
RESPECT OTHERS	Wait your turn, ask how many students are already inside before entering Let others do their business and give them adequate personal space	Enter/exit quietly Listen Respond to performances respectfully, clap at appropriate times	Be on time Follow instructions Play fair and include everyone	Follow walking instructions of supervisors Keep hands and body to yourself Thank supervisors
RESPECT ENVIRONMENT	Use as little soap, paper towel, and toilet paper as is necessary Dispose of toilet paper and paper towels properly	Take care to leave the area clean for the next group	Return and care for equipment Clean up for the next group coming in.	Pick up after yourself Close doors and windows when you leave

Digital Citizenship and use of Technology

This is intended for parents and students to understand the role of technology for learning while at school. To ensure that all members of the school community understand and share the same behavior expectations. It is important that students and parents understand that students may be subject to discipline for on or off school property for misuse of technology (Cyber Bullying) if it negatively impacts the school environment.

We have a limited number of laptops and iPads for student work in the classroom to compliment lessons. The laptops and iPads are learning devices, their purpose is for education, and they are not intended for gaming. School technology equipment is not your own, please respect this boundary, and do not make any changes to the equipment. Do not change any settings; this includes backgrounds, moving icons, deleting apps, photos and especially the iPad passwords, etc... Students are not allowed to use any social media sites that include chat rooms, games with chat features, or check email while at school. Students need permission to use YouTube from their teacher. Students must ask permission to take photos, audio and video of classmates and staff members. When an assignment is complete, please delete your photos. Students will not post any photos or videos online.

Any use of internet-enabled devices by students at school is expected to follow our school and district code-of-conduct. There is also an [administrative procedure about digital responsibility](http://www.sd43.bc.ca/Resources/DigitalCitizenship). Our district has put together a website about digital responsibility here: <http://www.sd43.bc.ca/Resources/DigitalCitizenship>. Any behaviour that does not meet the expectations explained in our school code-of-conduct or these procedures may lead to student discipline, limitations on their network access privileges, and potentially suspension. We strive to develop learners who are critical thinkers, problem solvers and decision makers. Our students are part of this rapidly changing world,

and we want them to become outstanding active participants and model digital citizens. 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. **Please see SD43 policies: AP 140-2 Digital Responsibility for Students.**

Cell Phone Policy

We understand that students may have devices for communication with parents and caregivers but use of any of these devices for learning will be under the direct supervision and discretion of the teacher when identified as appropriate for the learning environment or because of personal circumstances. Moreover, students will not be permitted to use cell phones, play video games, or use social media while on school property except under specific permission by a supervising adult. All cellular phones or similar personal communication devices are to be turned off and appropriately stored during the entire school day. We also ask that parents **DO NOT** phone, text or e-mail your child on their personal devices during the school day. Any necessary communication during the school day is best facilitated through the main office where there are always adults available to assist.

When students have misused technology, they will be given 3 warnings. First time, their device is taken away and given back from the office at the end of the day after a short conversation with the principal. Second time, parents are notified, and the device must be picked up from the office by a parent at the end of the day. Third time, their device is taken and given back at a parent meeting with the student and principal. Then the student must turn in their device every morning and pick it up at the end of every day after that. Devices are the student's and family's responsibility. There is a possibility of damage when devices are dropped or not stored properly. The school cannot take responsibility for damaged devices.

Rising Expectations & Consequences:

As students progress through their years at elementary school it is expected that the level of personal accountability will increase and that their leadership skills will develop and progress, in preparation for successful middle and high school experiences. As a school we recognize the importance in modeling respectful and responsible processes for managing conflict. Consequences will be applied in a fair and consistent manner, respecting individual rights, responsibilities, age and maturity; they will be restorative rather than punitive in nature. The focus of behavior interventions should be to recognize and repair the harm done, teach and reinforce positive behaviours and return the student to the community stronger and more resilient. 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.

Restorative Practices:

At Heritage Mountain Elementary, we recognize the importance of modeling respectful and responsible processes for managing conflict with consequences that are restorative rather than punitive. Whenever possible and appropriate, we 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”). As a result, the focus of behavior intervention should be to help an offender recognize and repair any harm done. Furthermore, the purpose is to teach the offender to move forward, and then reinforce positive behaviors, to return the offender to the school community stronger, and more resilient than before the offense. Students will be asked a series of questions to help restore the conflict as follows:

1. What happened?
2. What were you thinking of at the time and what have you thought about since then?
3. Who has been affected by what you have done and in what way have they been affected?
4. What do you need to do to make things right?

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.

Levels:

- Level 1 – Review of expectations at the classroom level (warning).
- Level 2 – Review of expectations, movement to a secondary location in the classroom or just outside of the classroom, which may involve completing assigned work and/or a restorative practices plan.
- Level 3 – Student is referred to Student Services, Support teachers, and/or Counsellor for individual conversation and work in one of those areas away from the classroom.
- Level 4 – Office referral. Restorative/Rethinking Meeting with Principal and students involved. Written responses may be sent home and/or Principal will contact parents by phone/e-mail.
- Level 5 – Parents are informed to pick up child and/or student works in alternate setting. A meeting with parents may also be required.

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. If there are ongoing behavioral issues after having implemented restorative interventions, disciplinary actions may need to be taken such as informal or formal suspensions based on the guidelines of the District Code of Conduct. Parents with concerns about their child should always contact the child's teacher before contacting the office.

- Parents of the student making the poor decision or causing harm will be contacted by phone and/or e-mail.
- Parents of any student who is harmed will be contacted by phone and/or e-mail.
- School staff will be informed as deemed appropriate by the school and/or district
- School District Personnel will be notified as required by school district policy, e.g. Level I, II, and III suspensions.
- Police and other social service agencies (MCFD) will be contacted as necessary and as required by law.