



Code of Conduct 2025 - 2026



**June 2025
Leigh Elementary**

Our mission at Leigh Elementary is to provide a safe environment where everyone is valued and respected, loves to learn, and strives for success.

Leigh Code of Conduct

INTRODUCTION

School cultures are shaped by the values and attitudes of the people they involve, including school staff, students, parents and the wider community. In a safe, caring and orderly school community, like Leigh, the deep, personal commitment of its members to create and maintain a respectful, welcoming and nurturing environment is explicitly stated.

At Leigh Elementary, we have a shared goal of encouraging socially responsible behaviours that contribute to the school community, solve problems in peaceful ways, value diversity and defend human rights. Leigh 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.

Safe, caring and orderly schools do not just happen by chance. Committed, thoughtful school communities using appropriate and ever-improving policies, procedures and practices to develop and nurture them. Leigh Elementary School's Code of Conduct outlines school expectations and acceptable student behaviour, as directed by the School Act, sections 85(1.1) 168 (2) (s.1), Ministerial Order 276/07 and the Safe, Caring and Orderly Schools Guide.

CODE OF CONDUCT: KEY ELEMENTS

Process

The Code of Conduct is reviewed annually by staff and parents to ensure that it meets the needs of the children. Over the last two years we have updated and co-constructed an age-appropriate version with staff and students to ensure student voice and buy-in. With the goal of safe and orderly schools in mind, we co-constructed the understanding of our guiding principles: **Be Here, Be You, Belong, Be Brave, Be Leigh!**

Communication and Implementation

Essential elements of our Code of Conduct are discussed at the beginning of the year and reviewed regularly with students at assemblies, collab time, and classroom meetings. In addition, these elements are also communicated to students through our mentorship programs, whereby older students are expected to teach our younger students using discussion and role plays.

Implementation

All staff, including temporary staff, is expected to review and discuss our Code of Conduct with students. Essential elements are being created to be posted on posters located in hallways, the main office, and in all classrooms. They are also provided to temporary employees when signing into our school upon arrival. Our Code of Conduct is available on our school website.

Monitoring and Review

Major and/or repeated violations of our Code of Conduct are monitored and reviewed through behavior incident forms and in meetings with staff involved in working with those students. Our

Noon Hour Supervisors have been orientated to our common language to ensure usage is consistent during unstructured play and any playground incidents. Supervisors and students are encouraged to speak with the Principal/Vice-Principal about concerns that they may have. Teachers also support the social emotional development and social responsibility of their students with parents through written comments in our Learning Updates. On an annual basis, near the end of each school year, our Code of Conduct is discussed by staff at a Staff Meeting and shared with our PAC.

Alignment

Our Code of Conduct is consistent with the District Code of Conduct, School District 43 Policy and Procedures, the Safe, Caring and Orderly Schools Guide and current legislation. We have reviewed the Code of Conduct of the two nearby Middle Schools and our Code of Conduct is aligned.

Standards

The purpose of the Code of Conduct is

- To establish and maintain safe, caring and orderly environments for purposeful learning at Leigh
- 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 assist children in developing socially responsible behaviour, showing a developing awareness of their role as ethical decision makers and moral citizens

Conduct Expectations

Acceptable conduct is demonstrated by modeling respectful and responsible behavior. These expectations apply to behavior at school, during school-organized activities, and behavior beyond these times (and on-line behavior) that negatively impacts the safe, caring or orderly environment of the school, and/or student learning.

Personal Digital Devices ins Schools

All cellular phones or similar personal communication devices are to be appropriately stored **during the school day (K-5)**. 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.

Acceptable conduct includes

- Respecting self, others and the school by helping school be a safe, caring and orderly place
- Informing a “tellable” 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
- Acting in a credible manner that makes the school community proud

Unacceptable conduct

As per Section 8 of the 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.

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.

Unacceptable conduct includes behaviours that

- Interfere with the learning of others or with an orderly environment
- Create unsafe conditions
- Are disrespectful of others
- Involve bullying (includes but is not limited to physical or verbal intimidation, verbal harassment and cyber-bullying, occurring on or off school property) or physical violence
- Constitute retribution against a person who has reported incidents
- Use/name a physical illness, disability or condition to threaten, harass or intimidate others
- Involve possession, use or distribution of illegal or restricted substances or weapons
- Include theft of or damage to property

Behaviours as cited above are only some examples and are not an all-inclusive list.

Rising expectations

- There will be a progression of expectations held for students as they become developmentally more responsible for their actions.
- As students advance through the grades, they will be expected to continue to meet expectations in the Social Responsibility Performance Standards for their appropriate grade level. Students/Families are informed of their progress through comments on their Learning Updates and informally through meetings, e-mails and phone calls.
- Over the Kindergarten to Grade 5 years, we expect increasing personal responsibility for self-discipline and will apply increasing consequences for inappropriate behaviour.
- Special consideration may apply to students with identified special needs if these students are unable to comply with our Code of Conduct.

Consequences

Responses to unacceptable conduct are consistent and fair. Consequences will be applied to unacceptable student conduct. The consequence will be implemented based on the severity and the frequency of the behaviour. Progressive discipline and restorative justice methods will be implemented to alter the inappropriate and/or unsafe behaviour. Consequences, and the

support, will be preventative, restorative and designed to educate the developing child. Students will, as often as possible, be encouraged to participate in the assignment of meaningful consequences.

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 desks 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 Assistant Superintendent and Chief Information Officer Stephen Whiffin, at swhiffin@sd43.bc.ca.

Notification

At the elementary school level many students benefit from adult intervention and guidance as they learn to make increasingly socially responsible choices for their behaviour. Parents will often be asked to be involved in helping shape productive behaviour. For serious breaches of the Code of Conduct the following people will be contacted:

- Parents of the student offender(s) and parents of the student victim(s)
- School district officials, as required by school district policy
- Police and/or other agencies, as required by law
- School staff and school community as deemed appropriate by the school and/or district
- Administration 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

By working together and ensuring all stakeholders in the school community – students, staff, and parents – abide by the guidelines set out in this Code of Conduct, we will ensure Leigh continues to be a safe, caring, and orderly learning community for all.