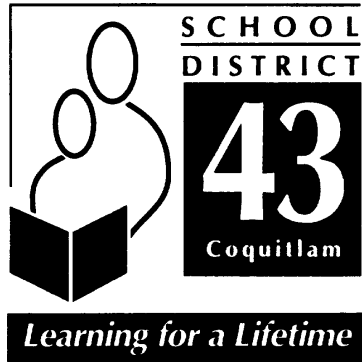


Code of Conduct **2026-2027**



Moody Elementary School

School Mission: "At Moody Elementary, we nurture lifelong learners by fostering a safe, inclusive community rooted in respect and connection. Our goal is to inspire healthy, capable and kind humans to thrive."

Moody Elementary School Code of Conduct

September 2026

I. INTRODUCTION

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 Moody Elementary School, all members of our school community, students, parents, and staff are committed to ensuring that we provide a learning community that is safe, caring, connected and inclusive. We value social-emotional learning and behaviour that contributes positively to the classroom and school community. Students are encouraged to develop strong self-regulation skills. The context for teaching and learning at Moody Elementary is embedded in valuing inclusion and belonging, respect for self and others, and the exercising of fair and reasonable consequences and problem-solving.

II. CODES OF CONDUCT: KEY ELEMENTS

1. Process

Moody's Code of Conduct was developed through a collaborative and communicative process that involved all members of the school community: students, parents, and staff. The Code of Conduct is reviewed with staff, students, and parents each year.

The following was done as part of the 2026-2027 Code of Conduct Process (and previous years):

- Discussions and input to and from staff at Moody Elementary
- Draft shared with the parent community and specifically the Moody PAC (Parent Advisory Council)

2. Communication

The Code of Conduct is communicated formally and continually through:

- Code of Conduct published in student planners and posted on school website
- Revisions communicated in school newsletters as needed
- Shared with parent community & PAC specifically
- Discussions and reviews of the Code will occur in classrooms and at school gatherings, as appropriate
- Parents and students will be reminded that the Code is in effect should students be participating in extra-curricular field trips and/or after-school events or programs; parents & students will sign their agreement

3. Implementation

Staff consistently work together to implement self-regulation strategies with our students. Through this process staff work with students to understand that we are a community and have agreed upon values (this document) under which we operate. Teachers refer to Moody's Code of Conduct through use of the school planner during their instructions/lessons and will revisit these expectations on a regular basis.

The guiding principles of restorative practices, self-regulation, and the Code of Conduct, are taught and modeled throughout the school year. Actions to support social-emotional learning, student safety and inclusion are the foundation of prevention and response to behavioural issues within our learning community.

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 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 annually by staff, students, and parents. It is reviewed and developed in the context of evidence and feedback gathered through best practices research in self-regulation strategies, engagement in collaborative dialogue that supports safe schools, student surveys, parent feedback. Teacher 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 PAC structures.

5. Alignment

Codes of Conduct are compatible between schools in the community and across elementary, middle and secondary levels.

Moody's Code of Conduct aligns with our school-wide and district focus on self-regulation. Codes of Conduct are being shared among elementary schools in our community to ensure compatibility and district support for collaboration regarding safe and caring communities unifies our wider community. Moody'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 the context of alignment between schools and across elementary.

6. Standards

Moody Elementary School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law.

As per Section 8 of 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 Indigenous identity, race, religion, colour, ancestry, place of origin, 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 basis.

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

Students are expected to:

- help ensure the school environment is a safe and caring place for all to learn
- speak and act towards other students and staff so that words and actions do not cause injury or discomfort to anyone
- report to a staff member, in a timely matter (in advance, if possible) of an unsafe individual or behaviour
- engage in responsible behaviour in all learning and school activities
- model respectful and responsible behaviour at school, in the community and while acting as a representative
- treat other students and all staff members with care and respect. Refrain from all acts of bullying – verbal, non-verba cyber, or relational
- follow the individual rules, guidelines and instructions of all classroom teachers and staff
- take pride in their elementary school and respect the surrounding community
- practice acceptable use of technology on or off school grounds

Unacceptable conduct (not all-inclusive)

Behaviours that:

- interfere with the learning of others
- interfere with a positive environment
- create (physically or emotionally) unsafe conditions
- are 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
- include physical violence/targeted intentional aggression
- retaliate against a person who has reported incidents
- are illegal acts, such as: possession, use or distribution of illegal or restricted substances, possession or use of weapons, theft of or damage to property
- include 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

Rising expectations

At Moody we understand that as students mature, they are capable of living up 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

Consequences

Responses to unacceptable conduct are consistent, fair and responsive. Disciplinary action, wherever possible, is preventative and restorative. Students, as often as possible, are encouraged to participate in the development of meaningful, natural consequences for violations of the established Code of Conduct. At Moody, consequences are intended to provide the child with a life-lesson rather than being punitive. To respond consistently and fairly to infractions, the severity and frequency of the infraction and the age and maturity of the student are considered by school staff.

Special considerations may apply to the imposition of consequences on a student with diverse 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:

When inappropriate behaviour occurs, the following guidelines govern the use of consequences: corrective and restorative, not punitive in nature.

- will take into consideration the age, maturity, and special needs, if any, of the child
- will take into account the frequency, and the nature, of the behaviour
- will be as immediate, relevant, and meaningful as possible
- when appropriate, the student helps to identify the natural consequences associated with their actions
- when appropriate, opportunity is given to restore relationships between the individuals involved

Chronic or serious behaviour may involve parents and school based team members in the development of an action plan to support student in making more successful choices. It could also lead to an informal or formal suspension.

Notification

Ongoing communication between home and school will be facilitated through student reflection sheets, student planners, home/school communication books, e-mail, or a phone call home. When inappropriate behaviour is of a serious or repetitive nature, parents will be notified and will be expected to be involved in planning interventions to support the modification of the concerning behaviour. Parents of the victim(s) will also be notified. Depending on the situation, other parties (School District, Police, other agencies) may also need to be notified.

Personal Digital Devices: At Moody Elementary, we understand personal devices 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 phone 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 on site. PICTURES OR RECORDINGS ARE NEVER TO BE TAKEN AT SCHOOL. THIS MEANS BEFORE AND AFTER SCHOOL AS WELL. Watches need to be on "school mode" with no access to messaging or the internet. Students who do not follow these guidelines will be required to turn their phones or watches into the office upon entering the school and pick them up on their way out or keep them at home.

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. 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

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.