

# Waverley Elementary

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2M1

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## CODE OF CONDUCT



### Waverley's Mission Statement:

To provide a safe, positive environment enabling students to reach their individual potential and to acquire the knowledge, skills, and attributes needed to become responsible global citizens.

### Waverley's Motto:

**Be Kind  
Be Safe  
Be Your Best**

*Reviewed on September 28, 2020*

### **Be Kind \* Be Safe \* Be Your Best**

#### **What acceptable behaviour looks like:**

##### **On the Playground:**

- Play safely
- Include others
- Respect each other's personal space

##### **In the Hallways:**

- Walk and stay to the right
- Use soft voices
- Respect and appreciate hallway displays

##### **When Eating:**

- Wash your hands before/after
- Stay seated while eating
- Use good manners
- Clean up after yourself

##### **In the Classroom:**

- Arrive at school on time
- Try to do your personal best
- Respect the different ways others learn

##### **In the Washroom:**

- Flush the toilet
- Wash your hands
- Keep the washroom tidy

##### **In an Assembly:**

- Enter/exit gym quietly
- Be a good listener and look at the presenter(s)
- Clap appropriately

##### **On Computers and Using Electronic Devices:**

- Be safe, responsible and respectful of others
- Only use with adult permission
- Tell an adult about unsafe behaviour, threats and cyber-bullying

### **The Purpose**

Waverley's Code of Conduct states in clear terms, the expectations of behaviour that will enable the members of the school community to achieve an ideal learning environment.

An ideal school environment is one that is safe, caring and orderly as well as vibrant with enthusiasm and committed to learning.

The Code of Conduct defines an effective balance among individual and collective rights, freedoms and responsibilities.

Waverley 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, family status, physical or mental disability, sex or sexual orientation.

When students demonstrate behaviour that is not in keeping with the ideas described above, a discipline response that is based on learning and restoration or reparation of harm is implemented.

This Code of Conduct has been structured to align with and adhere to the standards outlined in:

- The School Act - 85 (1.1) 168 (2) (s.1)
- BC Human Rights Code
- BC Ministry of Education: *Safe, Caring & Orderly Schools – A Guide and Developing & Reviewing Codes of Conduct*, both found online at:  
<http://www.bced.gov.bc.ca/sco/>

## Unacceptable Behaviour

Unacceptable behaviour can consist of, but is not limited to:

- Misuse of cyberspace/cell phones/electronic devices/computers
- Rudeness, swearing
- Fighting (or play fighting)
- Lack of respect for others, teasing
- Excluding others
- Interfering with the learning of others
- Throwing objects (rocks, sticks, snowballs, etc.)
- Defiant behaviour, insolence
- Running in the halls
- Unauthorized leaving of school grounds
- Littering

*The above examples of inappropriate behaviour are only some examples and are not an all-inclusive list.*

## As a Safe and Caring School Environment, we strive to keep Waverley School free from acts of:

- Bullying, cyber-bullying, slander, harassment and marginalization
- Threats and intimidation
- Violence and/or abuse in any form
- Discrimination in any form including race, colour, gender, religious beliefs, family status, sexual orientation, ancestry, or national origin
- Retribution or retaliation against a person who has reported incident(s) of a breach of a code of conduct

## We do not tolerate the presence of:

- Theft and vandalism
- Intoxicating or banned substances
- Weapons or replica (toy) weapons or explosives
- Intruders or trespassers – All visitors to the school must come by appointment

## Racism will not be tolerated in our School

### Consequences

The following consequences are used for breaches of the code of conduct by students. In all cases, the severity and frequency of unacceptable conduct as well as the age and maturity of students is considered when determining appropriate disciplinary action.

## Initial, Minor Incidents:

- Discussion with a staff member
- Identify the problem and possible solutions (e.g. How can the harm be repaired?)
- Logical consequences (e.g. garbage duty for littering, letter of apology, etc.)

## Repeated Misbehaviour:

- Identify problem and possible solutions
- Complete problem-solving form  
Loss of privileges (e.g. playground time or the right to work with their classmates)
- After-school detention(s) /additional work time

## Serious Issues/ Refusal to Change:

- Identify problem and possible solutions
- Complete problem-solving form
- Discussion with teacher or administrator
- Parents informed
- Other parties informed as appropriate to incident (see list below)
- In-school or out-of-school suspension
- Behaviour plan implemented

## Notification:

As circumstances require, any or all of the following may be notified:

- Classroom Teacher
- Principal / Vice-Principal
- Parents
- School Counsellor
- District Staff
- School Liaison Officer (VPD)
- Inter-Ministerial Agencies

## Rising Expectations

It is understood that children's ability to understand and respond to expectations of socially responsible behaviour increases with age. Consequently, the age, maturity, developmental level and special needs of students are considered when determining appropriate consequences. Whenever possible, consequences are preventative and restorative, rather than punitive.

Special considerations may apply to students with special needs if these students are unable to comply with the expectations of the code of conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.

These expectations apply to behaviour at school, during school-organized or sponsored activities, to and from school, while attending any school function at any location and behaviour beyond these times (including on-line behaviour) that impacts the safe, caring and orderly environment of the school and/or student learning.

## Suspensions

In accordance with the School Act, Sec. 85(2)(ii) and (d), the Board authorizes the Principal or designate of any school in the district to suspend a student from attendance at school for up to five days.

Suspensions may be for the following reasons:

a. because a student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board.

b. because the behaviour of the student breaches the District Code of Conduct or policy and/or has a harmful effect on others or the learning environment of the school.

c. because the student has failed to comply with the School Code of Conduct.

Suspensions over five days are made in consultation with the appropriate Director of Instruction as per the District Student Code of Conduct, AP 350. As per AP 350 6.7.1 an educational program must be provided.

## How Parents and Guardians Can Help:

1. Discuss about this pamphlet with your child.
2. Talk to your child about problems and issues.
3. Help your child to resolve issues peacefully and with respect for others.
4. Talk to your child's teacher, school counsellor or an administrator if you have any concerns.
5. Make sure your child is on time for school.
6. Encourage your child to take responsibility for his/her belongings, work and behaviour.
7. Support your child in his/her schoolwork.
8. Support your child's teacher and volunteer for the PAC, if possible.
9. Encourage your child to be physically active. Families are encouraged to walk to school, if possible.
10. Promote a healthy lifestyle for your child.