

# Hampton Park Elementary



## Code of Conduct 2024-2025

Hampton Park Hawks are: Hardworking, Achieving,  
Welcoming, Kind and Safe

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## Code of Conduct 2024/2025

At Hampton Park, our mission is to ensure a safe, supportive, and respectful environment which promotes the development of individual potential and enthusiasm for life-long learning. Hampton Park Elementary School's Code of Conduct outlines school expectations and acceptable student behavior, as directed by the School Act. The purpose of the Code of Conduct is to establish and maintain a safe, caring, and orderly environment for a positive learning and teaching climate. The Code of Conduct applies while at school, under the school's jurisdiction and at school-related activities.

### 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. Staff members are given the opportunity to view the document annually and, provide feedback and make recommendations to update the code of conduct. Through our P.A.C. parents are given access to the document are given an opportunity to provide written or verbal feedback. The result is a code of conduct that represents the values and beliefs of our school community. This document is reviewed on an annual basis.

#### 2. COMMUNICATION

Expectations regarding acceptable conduct are made known to all students, parents and school staff, as well as to temporary staff or visitors. The school and district Codes of Conduct and Hampton Park's Motto are in the school handbook and are posted on the school website. The morning message, read daily by Grade 5 students, focuses on school expectations that contribute to social responsibility. Students and parents are asked to report any unacceptable behaviour seen at school or when traveling to and from school to a responsible adult.

#### 3. IMPLEMENTATION

Each student receives direct instruction on our school's code of conduct during the first weeks of school. Teachers will directly teach what is acceptable and unacceptable behaviour as defined in the Code of Conduct and in the school-wide expectations. Specific strategies are taught to students so that they can solve problems addressing learning outcomes for social responsibility and school expectations.

- Hampton Park Hawks are: Hardworking, Achieving, Welcoming, Kind and Safe.
- Community Circles: students meet in class circle groups to learn a wide range of social communication skills
- Creation of Class Charters
- School use of the Zones of Regulation, Mind Up and Mood Meter strategies for self regulation

#### 4. MONITORING AND REVIEW

Conduct is continuously monitored to ensure codes reflect current and emerging situations and are contributing to school safety. Student conduct has direct implications for every aspect of the school. We constantly monitor patterns of behaviour and assess our responses in the context of ensuring students learn how to behave in ways that are positive for the community. While issues are often dealt with at the classroom level, they are referred to Administration if they appear significant or if behaviours are repeated.

The implementation and monitoring of the Code of Conduct will be an agenda item and reviewed at the first staff meeting each year in September. Teachers will be given the onus of reviewing the Code of Conduct with their students, so that future and ongoing discussions can be informed by their assessment of student behaviour. The Code of Conduct will also be referred to the PAC with the suggestion that it be reviewed at a PAC meeting.

## 5. ALIGNMENT

Codes of conduct are compatible between schools in the community and across elementary, middle and secondary levels. Hampton Park Elementary School's Code of Conduct was developed following the district guidelines and ministry requirements and is aligned with other schools in our district.

## 6. STANDARDS

### Statement of Purpose

- To establish and maintain a 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

### Hampton Park School's Expectations

Be Respectful to Yourself – care about your learning and yourself, including safety.

- Always do your best
- Make good choices, and take responsibility for the choices you make
- Be on time and ready to work

Be Respectful to Others – consider others' personal feelings and properties.

- Be polite and wait your turn
- Treat others with respect through words and actions
- Use good listening skills
- Be honest and tell the truth

Be Respectful to Property – care about your school and your environment

- Clean up after yourself
- Take good care of materials/supplies
- Ask before borrowing Be Safe – learn and follow school rules
- Walk calmly – no running in the halls
- Stay in designated areas
- Report dangerous situations to staff

### Personal Digital Devices in Schools

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.

### Inappropriate Behaviour

Can consist of, but is not limited to:

- Fighting or play fighting
- Lack of respect for others: teasing, rudeness, swearing
- Throwing objects (rocks, sticks, snowballs etc.)

- Defiant behavior
- Moving unsafely in the school
- Unauthorized leaving of school grounds
- Forms of unacceptable conduct cited above are only some of the examples and not an all-inclusive list.

### Consequences

Consequences will be as immediate, relevant and meaningful as possible. They will be applied in a fair and consistent manner, respecting individual rights, responsibilities, age, maturity, and any special needs; they will be restorative rather than punitive in nature. When appropriate, the student involved will help to identify the natural consequences associated with his/her actions.

Inappropriate behavior typically results in one or more of the following consequences:

- Review of expectations, reflection, time out from activity/class and/or loss of privileges
- Parents are informed
- Meeting with parents (School Based Team if Appropriate)
- Development of a behaviour action plan if behaviour is repeated / chronic
- Suspensions (in school or at home)
- Consultation with Police and/or Fire Department
- Collaboratively seek other supports for student / family

### Restorative Practices

The fundamental premise of restorative practises is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things with them, rather than to them or for them (International Institute for Restorative Practices).

The focus of behaviour interventions should be to recognize and repair the harm done, teach and reinforce positive behaviours and return the offender to the community stronger and more resilient than before the offense (International Institute for Restorative Practices).

### Hampton Park's Safe and Caring School Environment

Should be free from acts of...

- Bullying, cyber-bullying, harassment and marginalization
- Threat and intimidation
- Violence in any form
- Abuse in any form
- Retribution against a person who has reported incidents
- Discrimination in any form:
  - As per Section 8 of the Human Rights Code of British Columbia
    - o A person must not, without a bona fide and reasonable justification,
      - (a) deny to a person or class of persons any accommodation, service or facility customarily available to the public, or
      - (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.

Or 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 whether the misuse happens at school or from another location.

And does not tolerate the presence of...

- Theft and vandalism
- Possession, use distribution of electronic cigarettes, vaporizers, marijuana and other drugs including alcohol under the “banned substances” section
- Weapons or replica (toy) weapons and explosives
- Intruders or trespassers (visitors must first report to the office)

#### Search and Seizure

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.

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](mailto:swhiffin@sd43.bc.ca).

#### Notification

As circumstances warrant, administration has a responsibility to advise other parties following a behavior incident:

- Parent of student exhibiting behaviours
- Parent of student harmed/victim
- Assistant Superintendent, Safe Schools Team member and/or other District staff
- Ministerial agencies and/or School Liaison Officer (Police) – as required by law
- All parents – when deemed to be important to reassure members of the school community that school and district officials are aware of a serious situation or incident and are taking appropriate action to address it.

Hampton Park's Code of Conduct is designed to provide guidelines for appropriate student behavior while under the jurisdiction of the school or at any school-sponsored function.

This Code of Conduct has been structured to align with and adhere to the standards outlined in:  
The School Act, 2007.

B.C. Human Rights Code

B.C. Ministry of Education: Safe, Caring and Orderly Schools, 2008

Developing and Reviewing Codes of Conduct: A Companion, 2007