

# **Code of Conduct 2025 – 2026**



## **Pinetree Way Elementary School**

### **School Mission:**

*Pinetree Way is committed to working with our diverse school community to ensure a safe and respectful environment, which nurtures individual potential, promotes cooperation, and encourages an enthusiasm for life-long learning.*

### **I. INTRODUCTION**

Our school code of conduct has been developed in accordance with ministry requirements as outlined in the Safe, Caring and Orderly Schools' document.

Pinetree Way'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 applies to behavior in the classroom, in the hallways, at assemblies & school gatherings, on the playground, and in the community (including to and from school, on field trips, and at sporting events).

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, or at a school sponsored function or activity, or otherwise. The Code is an important document for parents/guardians to discuss with their child(ren).

### **II. CODE OF CONDUCT: KEY ELEMENTS**

#### **1. Process:**

Our Code is reviewed annually by administration and staff. We consult with parents via communication in school newsletters, through our school website and at PAC meetings.

#### **2. Communication:**

We believe that the Code of Conduct (and its implementation) is one of the cornerstones of a school-wide program developing social responsibility in students. We routinely promote our expectations, reinforce the positive language associated with our expectations and recognize when students have demonstrated exemplary behaviour consistent with our expectations.

Our Code of Conduct is published in our student planner, accessible on our website, reviewed by administration, staff teams, individual teachers with students and our Parent Community.

**3. Implementation:**

At the beginning of the school year, it is expected that parents read and sign consent/understanding to the Code of Conduct published at the front of the student planner. Parents are asked to reinforce the school's expectations with students. Key behavioral expectations are reviewed with students throughout the year in assemblies, and in class settings.

**4. Monitoring and Review:**

The Code of Conduct is reviewed by staff annually. Office referrals are reviewed by the principal, school-based Counsellor and School-Based Team, as appropriate. Individual behaviour plans are also developed, as needed, to support student learning and behaviour.

**5. Alignment:**

Our Code of Conduct is aligned with District policies, administrative procedures, the BC Human Rights Code, and additionally aligns with our school goal of improving students' self-regulation skills.

**6. Standards:**

Pinetree Way School "promotes the values expressed in the BC Human Rights Code (Section 7 and 8) respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation, gender identity or expression, or age of that person or class of persons – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment." Ministerial Order 6 (a)

Pinetree Way Specifically Promotes:

- Enthusiasm for learning and living,
- Commitment to strive for one's personal best,
- Respect for oneself and others,
- Awareness of environmental responsibilities,
- Sensitivity and appreciation for the cultural diversity that we have here at Pinetree Way

**Respectful Behaviour**

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

Examples:

- Always do your best and try to be your best self
- Be on time and ready to work – Please review with your family the Pinetree Way schedule.
- Do your homework and use your planner

**Be Respectful to Others** – consider others' personal feelings.

Examples:

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

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

Examples:

- Clean up after yourself
- Take good care of materials & supplies
- Ask before borrowing
- When using washrooms, place paper towels into garbage cans and refrain from splashing water and soap

**Be Safe** – learn, follow, and respect school rules

Examples:

- Walk calmly
- Stay in designated areas
- Report dangerous situations to staff
- Students shall not discriminate against others based on the race, religion, sex or sexual orientation, or disability, or for any other reason set out in Human Rights Code of British Columbia, 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.

### **Inappropriate Behaviour**

Can consist of, but is not limited to:

- Rudeness, swearing
- Fighting or play fighting
- Lack of respect for others, teasing
- Throwing objects (rocks, sticks, snowballs etc.)
- Defiant behavior
- Running in the halls
- Unauthorized leaving of school grounds
- Littering
- Using / naming a physical illness, disability, or condition to threaten, harass or intimidate others in the community is unacceptable

### **Conflict Resolution**

We discuss and resolve conflicts peacefully using language that reflects a growth mindset. It is important to listen to and hear the ideas of others when we are discussing a problem and to do this, we need to be calm and be regulated. When appropriate, a restorative process may be enacted to resolve conflicts in the learning community. Some examples of ways we can develop our conflict resolution skills include:

- Talking Circles
- Class discussions
- Writing about our feelings (eg. journaling)
- Seeking out the assistance of an adult to develop a plan to resolve an issue
- Reading stories and about historical events that serve to broaden our empathy and understanding of others and their lived experiences
- Role playing and perspective taking activities
- Peace Tables – students engage in discussions at a table and focus on resolving conflicts
- Using strategies to calm ourselves (eg. physical activity, breathing, the sensory path, the mood metre etc.)

### **Consequences:**

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.

#### **Inappropriate behavior typically has the following consequences:**

- Review of expectations and possibly time spent outside of the classroom
- Review of expectations, written assignment and/or loss of privileges
- Parents are informed
- Meeting with parents

- Short-term (in school or at home) suspension
- 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 behavioral nature.

### **Safe and Caring School Environments:**

Are free from acts of...

- Bullying, cyber-bullying, harassment and marginalization
- Threat and intimidation
- Violence in any form
- Abuse in any form
- Discrimination in any form including race, colour, gender, religious beliefs, sexual orientation, ancestry or national origin
- Retribution against a person who has reported incidents

**Forms of unacceptable conduct cited above are only some of the examples and not all-inclusive list.**

- Theft and vandalism
- Intoxicating or banned substances
- Weapons or replica (toy) weapons and explosives
- Intruders or trespassers (visitors must first report to the office)

### **Cyberspace Misconduct & Cell Phone Usage:**

All school members must:

- 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 communication with student's families must occur through the office. Students are not to text or take photographs with cell phones.
- 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 be aware that they may be subject to discipline for an on-campus or off-campus misuse of technology **if** it negatively impacts on the school environment or community.
- 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 Associate Superintendent 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 major behaviours
- Parent of student on receiving end
- Assistant Superintendent, Safe Schools Team member and/or other District staff
- Ministerial agencies and/or School Liaison Officer (Police)