

RC MacDonald Elementary School

Code of Conduct 2025-2026



SCHOOL MISSION STATEMENT -- RC MacDonald is a welcoming, inclusive community of diverse learners.

SCHOOL VISION STATEMENT – We value diversity and inclusion. All are welcome and respected here. Together we're better.

INTRODUCTION

The purpose of this document is to provide a basic framework and common expectations for R.C. MacDonald Elementary School. The Code of Conduct applies to all school related events. This includes activities that take place before school, during instructional time, and after school. School boards and schools are entrusted through the *School Act* with authority to establish codes of conduct. 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.

Statement of Purpose

- To establish and maintain a safe, caring and orderly environments for purposeful learning
- 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

Conduct Expectations

As per Section 8 of Human Rights Code of British Columbia, students shall not discriminate against others because of the 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 bases.

Expected Behaviours

- Demonstrate respect for self, others and the school
- Help to make the school a safe, caring and orderly place
- Inform school staff/supervisor of incidents of bullying, harassment or intimidation
- Act in a manner that brings credit to the school

Unexpected Behaviours

The following behaviours are deemed unacceptable; they are broad in nature and are not intended to be all inclusive:

- Behaviour that interferes with the learning of others or creates unsafe conditions
- Behaviour that does not show respect for people or property
- Actions that involve bullying, harassment, intimidation or physical violence or retribution against a person who has reported incidents
- Actions that are illegal such as theft or damage to property, possession or use of weapons or possession, use or distribution of illegal or restricted substances such as electronic cigarettes, vaporizers, marijuana and other drugs including alcohol.
- Actions that demonstrate failure to take directions from teachers, support staff and other adult leaders working with the students.
- 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 Associate Director of Information and Learning Technologies Stephen Whiffin, at swhiffin@sd43.bc.ca.

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 the teacher when identified as appropriate for a student 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.

Rising Expectations

As students become older and more mature, there are increasing expectations for personal responsibility and self-discipline, and increasing consequences for unacceptable behaviour.

Consequences

Consequences will be as immediate, relevant and meaningful as possible. They will be applied in a fair and consistent manner, respecting individual right, responsibilities, age, maturity, and any special needs; they will be restorative rather than punitive in nature.

As a school, we recognize the importance in modeling respectful and responsible processes for managing conflict. Whenever possible, we try to use a restorative approach to resolve conflict and teaching pro social behaviours.

Restorative Practice

*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**).*

Every effort will be made to support students. However, if there are ongoing conduct issues after having implemented restorative interventions, more traditional discipline approached will be used, separate or in conjunction with restorative interventions. All disciplinary decision will be made with respect to the individual and context, and responses to conduct issues with taking into consideration the student's age, maturity, and past conduct.

If a problem is ongoing or more serious, the parents and school-based team will be engaged in establishing a plan to help the student develop strategies enabling them to better monitor their own behaviour. Special considerations may apply to the imposition of consequences for a student with special needs if the student is unable to comply with this Code of Conduct due to a disability of intellectual, physical, sensory, emotional or behavioural nature.

Notification

- parents of student offender(s) – in every instance
- parents of student victim(s) – in every instance
- follow up calls and conversation with the victim- in every instance
- follow up calls and conversation with the victim's parents/guardians in every instance and an opportunity for counselling if requested/deemed necessary
- school district officials – as required by school district policy
- police and/or other agencies – as required by law
- all parents – when deemed to be important 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

APPENDIX

CODE OF CONDUCT: KEY ELEMENTS

Process

All British Columbia schools include students, parents and staff in the development and review of codes of conduct. In 2005 R. C. MacDonald School developed a 'School Bill of Rights and Responsibilities':

- I have the **RIGHT** to learn in this school
- It is my **RESPONSIBILITY** to follow instructions, remain on task and not interfere with the learning of others.
- I have the **RIGHT** to hear and be heard.
- It is my **RESPONSIBILITY** to not talk or make noises when others are speaking.
- I have the **RIGHT** to be treated with respect in this school.
- It is my **RESPONSIBILITY** to treat all others with respect.

- I have the **RIGHT** to be safe from physical and verbal violence in this school.
- It is my **RESPONSIBILITY** not to physically or verbally harm anyone else.
- I have the **RIGHT** to privacy and to my own personal space.
- It is my **RESPONSIBILITY** to respect the personal space and property of others and to accept their right to privacy.

Each school year we review the Code of Conduct. We discuss what is working and what needs to be reassessed and reviewed with students. We will ensure that the school wide expectations, developed through staff and student discussions, are communicated and reinforced using the framework “looks like, sounds like, feels like”. This is done through whole school assemblies, buddy time, and during classroom lessons with teachers.

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 R. C. MacDonald’s School Bill of Rights and Responsibilities have been sent home 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.

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.

- 3 Rs of R. C. MacDonald: ‘Respect for myself, Respect for others, and Responsibility for my actions are explicitly taught through school meetings and class discussions.
- Community Circles: students meet weekly in class circle groups to learn a wide range of social communication skills
- Creation of Class Charters, School, and Staff Charters
- School wide use of the Zones of Regulation, Mind Up and Mood Meter strategies for self regulation

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 number of incidents is very small and patterns of behaviour become apparent quickly.

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.

Alignment

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