

Code of Conduct 2025 - 2026

**“At Seaview Community School We CARE”
(Care About and Respect Everyone)**



School Mission:

**“To provide safe academic, social and
physical learning to all students with the support of the
community.”**

Seaview Community School Code of Conduct

I. INTRODUCTION

At Seaview Community 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 behaviours that contribute positively to the classroom and school community. Students are encouraged to develop strong skills in the area of self-regulation and the context for teaching and learning at Seaview is embedded in valuing inclusion and belonging, respect for self and others, and the exercising of fair and reasoned consequences and problem-solving.

Seaview Community School's Code of Conduct outlines the following: the process followed to develop and review the plan, communication, implementation, monitoring and reviewing strategies, alignment with the District and provincial guidelines, acceptable and unacceptable conduct, consequences, notification, student suspension policy, and matrix of behavior. Our Code of Conduct complies with the School Act 85 (2c), the Safe, Caring, and Orderly Schools Guide, and the Ministerial Order 276/07. In addition, the district expects that our School Code of Conduct is aligned with the District Code of Conduct for Students (Policy 17), "Violence, Intimidation and Possession of Weapons" (Policy 18), and "Suspension of Students" (Administrative Procedure 355).

Our school mission states: "To provide safe academic, social and physical learning to all students with the support of the community." Staff, parents, and students share a commitment to growing our learning community's connectedness, inclusiveness and sense of safety and continuously engage in discussion and action that further strengthens these Seaview Community School values.

II. 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."

The development of the Seaview Community School Code of Conduct is a dynamic and ongoing process of communication and review. Several process components include:

- Discussions regarding the process and role of Codes of Conduct in B.C. with the Parent Advisory Council (PAC) and staff for development as per the B.C. Ministry of Education Guidelines.
- Staff process to determine core values
- School-wide student process to define their ideas around a safe and caring school
- The PAC review the school's Code of Conduct.

- Seaview Safe School plan reviewed and revised in September; opening week process for student input regarding the Seaview Safe School Plan
- Communication of the updated Code of Conduct announce in all

2. Communication

“Expectations regarding acceptable conduct are made known to all students, parents and school staff, as well as to temporary staff or visitors. Protocols while acting as ambassadors of the school also are made known to students, parents, coaches and involved members of the greater community.”

The Code of Conduct is communicated formally and continually through:

- Posting to our website, emailing to all families, displaying in school
- Direct teaching to all student during first week activities
- Presenting monthly student recognition at assemblies
- Implementing class meeting structures
- Sending newsletters
- Explicitly teaching to behaviours and expectations
- Maintaining a focus on strategies regarding self-regulation and parent education
- Involving students in design of recognition and consequences
- Incorporating into individualized planning for student support
- Annually undergoing the Code of Conduct review process
- Discussing at staff and PAC meetings.
- Reviewing with temporary and casual staff and volunteers

3. Implementation

“Behavioural expectations outlined in codes of conduct are consistently taught and actively promoted. Responses to unacceptable behaviour are based consistently on sound principles and are appropriate to the context.”

The Code of Conduct is explicitly taught and practiced in the school and is the lived experience of our students and community. Actions to support social-emotional learning, student safety and inclusion are the foundation of prevention and response to behavioural issues within our learning community. Some strategies implemented are:

- Self-regulation focus - school-wide
- “Respect of Self”, “Respect of Others”, “Respect of Place” used as organizational tool for school wide Safe School Plan and directly taught during first week activities.
- Recognition programs
- Climate and culture building activities throughout the school year
- Annual formal Spring Celebration of Learning

- Interactive lessons and cross-classroom structures
- Targeted social skills groups
- Three-way conferencing and communication (student-parent-teacher)

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, and 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 structures.

5. Alignment

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

Seaview’s Code of Conduct aligns with our school-wide and growing district elementary 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. Seaview’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

Seaview Community School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law 8(1): *“A person must not, without a bona fide and reasonable justification... (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.”*

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

- Respect Self, Respect Others, Respect Place
- help to make the school a safe, caring and orderly place
- inform a “tell-able” adult – seek help, in a timely manner of incidents of bullying, harassment or intimidation
- be ready to learn; engage in purposeful learning activities in a timely manner
- act in a manner that brings credit to the school
- Follow the appropriate use guidelines for the internet as outlined in AP 140.2
- Students shall not discriminate against others on the basis of the race, colour, ancestry, place of origin, marital status, family status, age, religion, sex or sexual orientation, or physical or mental disability, or for any other reason set out in the Human Rights Code of British Columbia (Section 7 and 8), 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
- 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, at a school sponsored function or activity, or otherwise

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, Stephen Whiffin, at swhiffin@sd43.bc.ca.

Cell Phone and Personal Communication Device Use

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.

Unacceptable conduct (not all-inclusive):

- Behaviours that:
 - interfere with the learning of others
 - interfere with an orderly environment
 - create unsafe conditions
- 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
 - physical violence/targeted intentional aggression
 - retribution against a person who has reported incidents
 - using/naming a physical illness, disability or condition to threaten, harass or intimidate others in the community.
- Illegal acts, such as:
 - possession, use, distribution of electronic cigarettes, vaporizers, marijuana and other drugs including alcohol under the "banned substances" section
 - possession or use of weapons
 - theft of or damage to property
- 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

As the students in elementary school mature and progress from kindergarten to Grade 5, there is a rising expectation of personal conduct and positive behaviour. Students are expected to:

- increase personal responsibility and self-discipline
- have increased consequences for inappropriate behaviour

c) Consequences

Responses to unacceptable conduct are pre-planned, consistent, fair and whenever possible restorative in nature. Disciplinary action, wherever possible, is preventative and restorative, rather than merely punitive. Students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct. 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 behavioural nature.

Some of these methods could include one or more of the consequences below:

- students participating in meaningful consequences for the unacceptable behaviour
- school or community counselling
- conflict resolution strategies and/or restorative practices
- small group mediations
- informal suspension or “timeouts” at school
- behaviour plans

Classroom

1. reflection activity
2. time out
3. restoration
4. parent communication
5. office visit (see below)
6. possible re-entry/behaviour plan

Playground

1. explicit statement of understanding regarding behaviour
2. time out
3. report to classroom teacher & logical consequence
4. parent communication
5. referral to office (see below)

6. possible re-entry/behaviour plan

Office

1. First offense – consequence (refer to aforementioned section Rising Expectations)
2. Second (like) offense – parent communication (when appropriate)
Rising Consequences:
 - missed recess(es) and/or lunch(es)
 - reflection activity/restoration
3. Repeated offenses – parent meeting
4. Counselor referral
5. Re-entry/behaviour plan

d) Notification:

At the elementary school level, many students benefit, on occasion, from adult intervention and guidance as they learn to make better decisions about their behavior. Parents will often be asked to assist in encouraging positive behaviour. School officials are responsible for advising parents of breaches of the Code of Conduct. (Examples of serious breaches of the code of conduct are bullying, harassment or intimidation, physical violence, stealing, graffiti, cheating, and unsafe behaviours). Notification in the context of serious breaches will include:

- parents of student offender(s) – in every instance
- parents of student victim(s) – in every instance
- 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

The elementary school setting is a social-learning environment and Seaview Community School values ongoing communication to support students in this area of development.

A comparison between a punitive vs. a restorative perspective:

<i>Punitive</i>	<i>Restorative</i>
Misbehavior defined as breaking school rules or letting the school down.	Misbehavior defined as harm (emotional/mental/physical) done to one person/group by another.
Focus is on what happened and establishing blame or guilt.	Focus on problem-solving by expressing feelings and needs and exploring how to address problems in the future.
Adversarial relationship and process include an authority figure with the power to decide on penalty, in conflict with the wrongdoer.	Dialogue and negotiation, with everyone involved in communication and cooperation with each other.
Imposition of pain or unpleasantness to punish, deter or prevent.	Restitution as a means of restoring both parties, the goal being reconciliation and acknowledging responsibility for choices.
Attention to rules and adherence to due process.	Attention to relationships and achievement of a mutually desired outcome.
Conflict/wrongdoing represented as impersonal and abstract; individual versus school.	Conflict/wrongdoing recognized as interpersonal conflicts with opportunity for teaming.
One social injury compounded by another.	Focus on repair of social injury/damage.
School community as spectators, represented by member of staff dealing with the situation; those directly affected uninvolved and powerless.	School community involved in facilitating restoration; those affected taken into consideration; empowerment.
Accountability defined in terms of receiving punishment.	Accountability defined as understanding impact of actions, taking responsibility for choices, and suggesting ways to repair harm.