

# *Connaught Heights Elementary School*

## *Code of Conduct*

Connaught Heights Elementary School's Code of Conduct has been established to maintain a safe, respectful, and enthusiastic learning community. The purpose of our Code of Conduct is to codify for students, staff, parents, and the community, all of our shared values and beliefs. As well, the Code of Conduct informs all the members of the school community about our shared obligations and responsibilities while at school and when going to and from school. Connaught Heights Elementary School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law as set out below.

### *Conduct Expectations*

Respect yourself and others:

- Be polite: treat others the way you want to be treated.
- Behave in a courteous manner.
- Use appropriate language.
- Play safely.
- Recognize and defend the rights of others to be different.
- Follow the directions of staff.

Achievement:

- Do your best at all times.
- Encourage classmates and teammates to do their best.
- Appreciate the efforts of others.
- Celebrate everyone's successes.
- Make the school a more enjoyable place.
- Find the positive in all situations.

### *Unacceptable Behaviour*

Unacceptable behaviour includes actions that:

- hurt yourself or others physically or emotionally
- are unsafe
- damage school property
- directly contravene the Code of Conduct

Connaught Heights Elementary School will seriously treat behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, age, physical or mental disability, sex, sexual orientation or gender identity and expression (prohibited grounds set out in the BC Human Rights Code). Factors, such as the frequency and severity of misconduct, are taken into account when determining appropriate consequences for infractions. A focus on consequences that are restorative, rather than punitive, will be made wherever possible. As well, the age and maturity of the student involved and the student's ability to appreciate the impact of their actions will also be considered. Lastly, a student's medical, cognitive, and personal profile must be considered when considering appropriate consequences and interventions.