



Connaught Heights Elementary School Code of Conduct

2021-2022

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 make explicit for students, staff, parents, guardians 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

At Connaught Heights we strive to...

Communication:

- Communicate clearly and respectfully
- Encourage everyone in the Connaught Heights community to do their best
 - Celebrate everyone's effort and successes
 - Treat others the way you want to be treated

Thinking:

- Be an active listener- listen to others with understanding and empathy

Personal and Social:

- Play safely
- Recognize and defend the rights of others to be different
 - Do your best at all times
- Make school a more enjoyable place, by finding the positive in all situations

Unacceptable Behaviour

Unacceptable behaviour includes actions that:

- Are hurtful to self or others physically or emotionally
- Are damaging to the learning environment or school property

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.