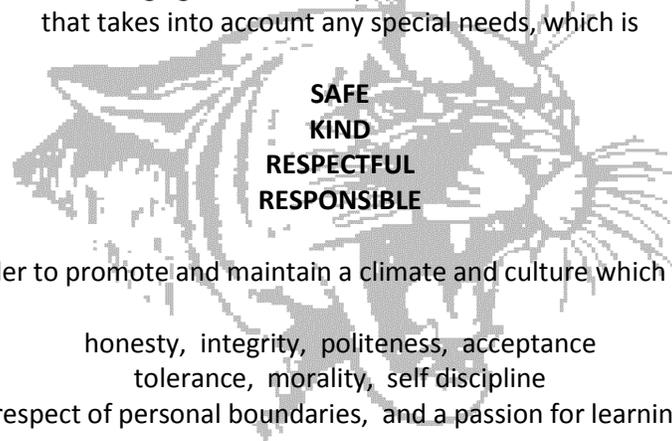


# Lord Kelvin Elementary School Student Code of Conduct

The purpose of this Code of Conduct is to provide a safe environment for everyone on the way to and from school and at school. It is designed to encourage talking, listening to understand each other's points of view, and self-reflection. Our school promotes the values expressed in the **BC Human Rights Code** respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, age, physical or mental disability, sex or sexual orientation or gender identity and expression – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment. We also recognize that some children with special needs may need some consideration in the implementation of this code of conduct.

At Lord Kelvin Community School  
students, with increasing age and maturity, will conduct themselves in a manner,  
that takes into account any special needs, which is



in order to promote and maintain a climate and culture which values

honesty, integrity, politeness, acceptance  
tolerance, morality, self discipline  
respect of personal boundaries, and a passion for learning

## Unacceptable Conduct

Any behaviour that interferes with another person's ability to learn, to teach, or to feel physically or emotionally safe is unacceptable conduct. Some examples of such behaviour include but are not limited to: name calling, physical or verbal aggression, isolating others, creating unsafe conditions for learning or play. The school will treat seriously behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation or gender identity and expression (prohibited grounds set out in the BC Human Rights Code).

## Process for Dealing with Infractions to the School Code of Conduct – Outlined Below

We move from one step to the next as needed if there is no resolution previously. The severity and frequency of unacceptable conduct as well as the age and the maturity of students is considered in determining the consequences. Staff may choose to omit steps in extreme situations.

1. Conferencing & Student Reflection on Behavior – plan between staff and students involved only
2. Parent/Guardian Contact – method of contact depends on individual staff preference – e.g. student planner, phone call, note, or meeting. An informal action plan for improvement is developed.
3. Consultation – referral to School Based Team for problem solving – may include personnel beyond the school.
4. Alternatives – meeting with staff, parent/guardian and usually the child to develop a written action plan if behavior continues or escalates.
5. Suspensions – in extreme situations there may be a combination of in-school and home suspensions that are discussed with the parent/guardian and documented with an emphasis on protecting student and staff safety. In some cases, district staff, the police or other agencies would be contacted if the situation warrants doing so.