

Dr. D.A. Perley Code of Conduct 2024/25



The Code of Conduct exists to allow the school to be a safe, healthy, happy, and productive place where we foster curiosity, resilience, and joy in meaningful learning.

Our code has adopted an Indigenous medicine wheel concept called the Circle of Courage*, which emphasizes social and emotional growth in one's life. As the Circle of Courage proposes, it is important for children to grow and develop through a focus on belonging, mastery, independence, and generosity.

**Source: Brokenleg, Dr. Martin. 2007. Reclaiming Youth at Risk: Futures of Promise: Reclaiming Youth Network. "The Circle of Courage Philosophy"*

Dr. D.A. Perley Elementary School maintains an inclusive learning and working environment free from any form of harassment or intolerance based on race, colour, ancestry, place of origin, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, age and/or religion.

Expectations Explained Through Circle of Courage

Domain	Why	What it looks like...
<p>Belonging I can be a respectful part of the group.</p>	<p>Belonging is an understanding that you are significant and that relationships of trust are important, so that the child can say “I am loved”</p>	<p>Care about the feelings of others and help those who are hurt or in need Respect the feelings, rights, boundaries, and bodies of self and others Give people their space when they need it for thinking, learning, and working Be inclusive and welcoming, make sure no one feels left out.</p>
<p>Mastery I can set and achieve goals</p>	<p>Mastery is an understanding that you are capable and that you are learning to cope with the world, so that the child can say “I can succeed”</p>	<p>Learning takes time and patience Set personal goals and make plans to achieve them Take pride in your achievements and celebrate growth See mistakes as opportunities to learn</p>
<p>Independence I can be independently responsible</p>	<p>Independence is an understanding that you are powerful on the inside and that you have the will to make choices, so that the child can say, “I have the power to make decisions”</p>	<p>Be mindful of the consequences of your actions: choose, act, and reflect Lead by example Know yourself – be a self-regulated learner Be a creative, critical and flexible thinker Make safe and healthy choices</p>
<p>Generosity I can contribute positively to others</p>	<p>Generosity affirms that you are a genuine human and that your character is nurtured by concern for others, so that the child can say, “I have a purpose for my life”</p>	<p>Be generous with your talents Be willing to share Respect and take care of our environment Be helpful and cooperative Stand up against injustice Solve problems in a fair and peaceful manner</p>

Expected Behaviour

These expectations apply to student while at school, while going to and from school, and while attending any school function or activity at any location.

At Perley, I TAKE CARE OF MYSELF:

- I take care of and am responsible for my own feelings
- I play safely and use calming strategies when frustrated or angry before returning to play
- I stay on school grounds
- My teacher or a school adult always knows where I am
- I keep my body to myself
- I wash my hands before and after eating and after using the washroom
- I respect the personal device rules and do not use my device at school

At Perley, I TAKE CARE OF OTHERS:

- I care about the feelings of others and repair relationships when needed
- I welcome and include others
- I stand up against behaviour that is unsafe, unkind, or disrespectful
- I give people their space if they need it
- I solve problems peacefully by talking or seeking help
- I listen and speak to others with respect, kindness, and courtesy
- I use manners – please and thank you
- I do not discriminate based on gender, race, colour, ancestry, sexuality etc.

At Perley, I TAKE CARE OF OUR SCHOOL

- I clean up after myself (food, materials etc.)
- I treat the classroom and common spaces (washroom, library, music room, hallway etc.) with respect and care
- I report problems I can't solve on my own to an adult
- I treat all equipment and materials with care
- I respect all plants and animals and treat them with care

Unacceptable Behaviour

Any behaviour that does not demonstrate taking care of self, others, and the school will lead to the consequences below. This includes but is not limited to:

- behaviours that interfere with the learning of others, an orderly environment, or create unsafe conditions
- acts of bullying, harassment or intimidation, physical violence, or retribution against someone who has reported incidents
- Illegal acts such as theft, damage to property, possession, use or distribution of illegal or restricted substances

Consequences

- Will be preventative and restorative
- Students are encouraged to participate in the development of meaningful consequences and restorative action

Level 1

Discussion between student and staff member. When students do not meet behaviour expectations; there will be reminders from staff about school expectations and a check in about what area of the Circle of Courage may require attention.

Level 2

A “Restorative Action” is implemented for major offences (i.e. rough play, bullying, fighting, physical abuse of others, throwing objects, defiance of authority, disrespectful/abusive language) and/or continual defiance of school expectations. Students are referred to the Principal and/or Vice Principal, who will help the student take responsibility and make amends. Consequences are natural, logical and consistent, focused on repairing relationships and making amends.

Level 3

Caregivers are contacted for serious incidents of misbehavior, or if minor incidents persist beyond Level 2. Depending on the severity or frequency of the misbehaviour, students may be given in-school or home suspensions, particularly if the behaviour was deemed unsafe or harmful towards others. Restorative action is part of this process as well.

Rising Expectations

Expectations and consequences will be age-appropriate and there will be opportunities for learning around behavior at all grade levels.

It is understood at Perley that special considerations may apply to individual students if these students are unable to comply with the code of conduct.

Personal Devices - Students will not use personal devices during the school day including before and after school, recess, and lunch. Students have access to school technology when necessary to support their learning or to contact caregivers. The consequences of using personal devices at school are:

Level 1 – Reminder to keep device off and stored in backpack

Level 2 – Device will be stored by school staff until the end of the day

Level 3 – Device will be stored by school staff until caregiver can come get it (caregiver is contacted by staff)

District Appeal Procedure – The Board of School Trustees has approved a Policy and supporting Regulations that ensures your right to appeal decisions made by various persons in positions of authority in the school system. If you have any questions as to how this Policy and its Regulations work, please contact the Superintendent of Schools at the Board Office.

Dr. D. A. Perley Elementary School's Code of Conduct has been structured to align with and adhere to the standards outlined in:

The School Act 85(1.1) 168 (2) (s.1) Provincial Standards Ministerial Order 276107, effective October 17, 2007

B.C. Human Rights Code, (SD 36 Policy No. 10900 and Regulation No. 10900.1)

B.C. Ministry of Education: Safe, Caring and Orderly Schools A Guide (Nov. 2008) and Developing and Reviewing Codes of Conduct: A Companion (Aug. 2007), both found at <http://www.bced.govgov.bc.calsco/>

School District No. 51 (Boundary) Policy No. 5000 – District Code of Conduct for Students

School District No. 51 (Boundary) Policy No. 4110 – Respect for Human Diversity: Gender and Sexual Diversity