



Merritt Central Elementary School

1501 Voght St., Merritt, BC, V1K 1B8

P: 250-378-9931 F: 250-378-6804

Principal: Ms. Natasha Omori

Vice-Principal: Mr. Brandon Sambrook

MCES Code of Conduct

- I. **Mission Statement:** Working together, we will provide a safe and supportive environment that promotes academic success, builds capacity for lifelong learning, and encourages students to develop respect and appreciation for self, others, and the world around them.

- II. **Guiding Legislation/Policy:**

School Act, RSBC 1996, c 412, ss 85(1.1), 6(1)(b), 177
Human Rights Code, RSBC 1996, c 210, ss 4, 7-8
Canadian Charter of Rights and Freedoms, Part 1 of the *Constitution Act*, 1982, being Schedule B to the *Canada Act 1982 (UK)*, 1982, c 11
BC Ministry of Education. (2022). *Safe, Caring and Orderly Schools: A Guide*.
<http://www.bced.gov.bc.ca/sco/>
SD 58 Policy Nos. 500.1, 502.1, 502.3, 502.4, 502.5, 503.0, 508.0, 901.3

- III. **Purpose:** The MCES Code of Conduct is designed to help students develop a positive personal identity while also fostering behaviours that promote learning and maintain the safe, caring, and orderly school environment. It applies to behaviour at school, during school-organized or sponsored activities, while going to and from school, and outside of school hours (including online behaviour).

Central Elementary School promotes and upholds the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the laws – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age – in respect of discriminatory publication and discrimination in accommodation, service, and facility in the school environment. We treat seriously any behaviour or communication that discriminates based on any of the grounds listed above.

Expectations for appropriate behaviour rise incrementally as students mature. Consequences are determined by the severity of the incident, frequency of infractions, and student age/maturity. When appropriate, we use consequences that are restorative rather than punitive while also considering the unique needs of each student.



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IV. **Expectations of Students:** At MCES, we believe that all children have the right to learn in a safe, caring, and orderly environment. This is accomplished when all members of the school community show respect and appreciation for themselves, others, and the world around them.

a) **Respect Yourself**

- Be sensible – make good decisions, regulate your emotions
- Be proud – celebrate your accomplishments and personal growth
- Be responsible – complete your work, own your mistakes, seek support
- Be brave – embrace challenges and pursue your personal best
- Be prepared – arrive on time with your materials, fully engage in your learning

b) **Respect Others**

- Use your manners – be polite, listen actively, follow instructions
- Treat others the way you wish to be treated
- Be mindful of the personal space of others
- Develop positive relationships built on mutual respect and understanding
- Offer help to those in need – approach situations with empathy and openness
- Learn from different perspectives and/or cultures

c) **Respect The World Around You**

- Follow school rules and direction from staff
- Clean up after yourself
- Walk calmly in the hallways – stay in designated areas
- Take good care of school property, your property, and the property of others
- Use shared spaces appropriately (e.g., cafeteria, gym, bathrooms, etc.)
- Report dangerous situations, bullying, or harassment to staff



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V. **In a Safe, Caring, and Orderly School Environment, We Do Not Tolerate:**

- Discrimination with respect to race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age
- Bullying (physical/verbal/social/cyber), harassment, marginalization
- Violence and abuse (including threats and intimidation)
- Retaliation against those who report incidents
- Possession or use of prohibited substances/accessories/weapons

VI. **Parents/Guardians as Partners:** At MCES, we believe parents and guardians are valued partners in education, and we aim to form collaborative and constructive relationships based on mutual respect and understanding. Parents/guardians play an important role helping children receive consistent messaging regarding behaviour expectations.

Some examples of how parents/guardians can support their child and the MCES staff:

- Read, understand, and explain the MCES Code of Conduct to your child
- Ensure your child is dressed appropriately for school
- Respond promptly to requests for assistance with discipline
- Encourage your child to complete their schoolwork
- Maintain ongoing communication with your child's teacher
- Notify the school when your child is going to be late or absent
- Reach out to administration with any questions or concerns

VII. **Visitors to the School:** For the safety of our children, we take seriously the presence of any intruders or trespassers on school property. All visitors to the school must immediately report to Mrs. Lebeau in the office.

VIII. **Technology Use:** Students are not permitted to use personal technology devices (cell phones, gaming devices, tablets, etc., hereafter "devices") in the school before/during instructional time, during recess, or during lunch. Students who possess a device during these times – or misuse technology in a way that negatively impacts the school environment – are subject to discipline including, if applicable, confiscation of personal property. Students who bring their device(s) to school must store them in their locker or bag until the end of the day.



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IX. **Inappropriate Behaviour Consists Of, But Is Not Limited To:**

- Being violent or unsafe (e.g., fighting/play-fighting/horseplay/body contact)
- Bullying (a pattern of aggressive behaviour with negative intent directed from one child to another where there is a power imbalance)
- Threatening, harassing, intimidating, marginalizing (includes online activity)
- Defiance/insolence towards staff
- Swearing/using inappropriate language
- Showing a lack of respect towards self/others/property
- Interfering with the learning or social-emotional well-being of others
- Lying/deceiving
- Stealing/damaging property/littering/vandalism
- Throwing objects or using them as weapons (rocks, sticks, snowballs, etc.)
- Possession, use, or distribution of illegal or prohibited substances/accessories, such as – but not limited to – cigarette/vape, cannabis, and alcohol
- Possession or use of weapons (including replica or toy weapons)
- Misuse of technology (cell phones, computers, etc.)
- Truancy, unauthorized departure from school grounds

NOTE: We are a CLOSED CAMPUS. Students may not leave the grounds without permission - this also applies during recess and lunch.

- X. **Consequences For Violations of the MCES Code of Conduct:** Consequences will be applied and escalated in a fair, consistent, and progressive manner, consistent with individual rights, responsibilities, needs, age, and maturity. Whenever possible, we focus on restorative consequences – co-developed with the student – that seek to repair any harm caused; however, punitive consequences are also employed when appropriate.

- a) **Minor behaviours** – teacher will talk with the student and take appropriate measures to correct the behaviour; parents/guardians may be informed
- b) **Major behaviours** – teacher may refer the student to administrator/teacher-in-charge who will work with the teacher to determine an appropriate course of action; parents/guardians will be informed
- c) If school interventions are unsuccessful, the student may be referred to school district

NOTE: Due process and a fair hearing will be provided to all students.



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XI. Typical Consequences for Inappropriate Behaviour:

- Review of expectations, timeout from school or class, written/verbal assignment
- Loss of privileges (e.g., recess/lunch detention)
- Parents/guardians informed
- Meeting with parents/guardians and other relevant parties
- Restorative justice or restitution (picking up garbage, sweeping, working with custodian)
- Conflict resolution with impacted parties – facilitated by teacher/administrator
- In-school suspension, out-of-school suspension
- Long-term suspension (over 5 days) or referral to school district
- Consultation with RCMP and/or fire department
- Expulsion

XII. Supports for the Aggrieved:

- Coaching/mentoring
- Teaching strategies for building self-esteem/assertiveness
- Creating a network of care
- Providing strategies to process emotions/feelings
- Building capacity to assess the scale of the event

XIII. Notification: As circumstances warrant, administrators have a responsibility to advise other parties following an incident.

Some examples include:

- Parents/guardians of a student involved in a major behavioural incident
- Parents/guardians of a student on the receiving end of a major behavioural incident
- Assistant Superintendent/Superintendent or District Team
- Ministry Agencies and/or RCMP (this is a legal requirement when a child reports or discloses any harm to themselves or others)



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XIV. **Dress Code:** The purpose of the MCES dress code is to ensure the safety of all students while outlining reasonable expectations for dress in an educational institution. We aim to strike a fair balance between self-expression and respect for the learning environment.

Clothing should...

- demonstrate respect for the school context – no images/text that promote drugs, alcohol, violence, or anything that negatively impacts school culture or the school environment
- demonstrate respect for the perspectives and rights of others
- be safe and appropriate for the intended activity

For safety reasons...

- hats *may be* worn as per teacher discretion
- hoods *may never be* worn over the head in common areas