



Merritt Central Elementary School

1501 Voght St., Merritt, BC, V1K 1B8
Principal: Ms. Natasha Omori

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

MCES Code of Conduct

Mission

At Merritt Central Elementary School, we believe every child has the right to learn in a safe, caring, and balanced environment. Our mission is to support the well-being of all students, helping them develop a deep appreciation for themselves, others, and the world around them. We value diversity and foster a culture of respect and curiosity. By learning from our shared experiences, we encourage personal growth and inspire a lifelong love of learning.

Values

We are committed to creating an inclusive, anti-racist, respectful learning environment that values the diversity and cultures of all students. We embrace nle?kepmx, Syilx, and Metis cultures and languages, and have high expectations of learning for and the rights of all as expressed in the BC Human Rights Code of Conduct.

Expectations of Students: The rules for behavior apply to all students all the time. This means they need to follow the rules at school, during school activities, when they're traveling to or from school, and even when they're online.

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

Respect Yourself	Respect Others	Respect the world Around You
<p>Be sensible – make good decisions, regulate your emotions</p> <p>Be proud – celebrate your accomplishments and personal growth</p> <p>Be responsible – complete your work, own your mistakes, seek support</p> <p>Be brave – embrace challenges and pursue your personal best</p> <p>Be prepared – arrive on time with your materials, fully engaged in your learning</p> <p>Take responsibility for your actions and choices</p> <p>Be positive with yourself</p>	<p>Use your manners – be polite, listen actively, follow instructions</p> <p>Treat others the way they want to be treated</p> <p>Be mindful of the personal space of others</p> <p>Develop positive relationships built on mutual respect and understanding</p> <p>Offer help to those in need – approach situations with empathy and openness</p> <p>Learn from different perspectives and/or cultures</p> <p>Be positive with others</p>	<p>Follow school rules and direction from staff</p> <p>Clean up after yourself</p> <p>Walk calmly in the hallways – stay in designated areas</p> <p>Take good care of school property, your property, and the property of others</p> <p>Use shared spaces appropriately (e.g., cafeteria, gym, bathrooms, etc.)</p> <p>Report dangerous situations, bullying, racism or harassment to staff</p>



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Supports to Help Students Learn and Practice Respectful Behaviour:

We support all students in learning positive behaviour. If a student needs extra help learning to behave respectfully, we will give them special support. We make sure to treat everyone fairly and help them learn from their mistakes. We will use a method called 'restorative practices' rather than punishment, wherever possible and appropriate. This process should happen as soon as possible following an incident of weak or inappropriate behaviour. We will work together with the students and their families to fix any problems. As students go through different grades, we expect them to learn and improve their behavior, adding responsibility and expecting them to own and fix their mistakes using the strategies they have learned or with the support of the adults. Special consideration may apply to students with special needs if they are unable to comply due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

Possible Supports to Guide Behaviour (examples but not limited to)	Possible Supports for the Wronged (examples but not limited to)
<ul style="list-style-type: none"> Review of expectations, 3R's Reflection Repair & Restitution Coaching Parents/guardians informed or meet with parents/guardians and other relevant parties Restorative justice and/or restitution (picking up garbage, sweeping, working with custodian) Conflict resolution with impacted parties – facilitated by teacher/administrator Time In/Time out Counselling Safety Plan Functional Behaviour Assessment 	<ul style="list-style-type: none"> 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 Counselling
<p>Formal Sanctions (when school supports are unsuccessful, the student may be referred to school district)</p> <ul style="list-style-type: none"> In-school suspension Short-term suspension & Long-term suspension (over 5 days) in consultation with the school district Consultation with RCMP and/or fire department Expulsion 	

Notification: As circumstances warrant, administrators have a responsibility to advise other parties following a major behavioural 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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In a Safe, Caring, and Balanced School Environment, We Do Not Tolerate:

- Treating anyone unfairly because of their race, color, where they come from, Indigenous identity, religion, family, disability, gender, who they like, or how old they are.
- Bullying (physical/verbal/social/cyber), harassment, leaving people out or making them feel like they don't belong.
- Violence and abuse (including threats and intimidation)
- Retaliation against those who report incidents
- Having or using things that are not allowed, like drugs, weapons, or things to hurt people.

Parents/Guardians as Partners:

At MCES, we think parents and guardians are important partners in education. We work together in a positive way, based on respect and understanding. Parents and guardians help their children understand how to behave at school.

Here are some ways parents and guardians can help their child at school:

- Read and understand the MCES Code of Conduct and explain it to your child.
- Make sure your child dresses appropriately for school.
- Help when the school asks for help with behavior education.
- Encourage your child to be brave and try new things.
- Talk regularly with your child's teacher.
- Let the school know if your child will be late or absent.
- Contact the administration if you have any questions or concerns.

For Safety Reasons:

Closed Campus: Students may not leave the grounds without permission - this also applies during recess and lunch.

Technology Use:

To support positive age-appropriate technology use, online safety, and focused learning environments, students may not use their own technology devices like cell phones, tablets, or gaming devices during school hours, including recess and lunchtime. Under adult supervision, technology may be used for instructional, digital literacy purposes. If students have a device out during unstructured times or use school technology in a negative way at school, there will be progressive consequences that could include having their device taken away and their parent/guardian being required to collect it from the school. If students bring their devices to school, they need to keep them in their locker or bag until the end of the day. The school will not be responsible for lost or stolen items.

Students with documented disabilities, unique learning abilities health-related requirements may be able to use their personal digital devices in line with their designated support and Individual Education Plan (IEP).



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Parking Lot Safety: Park in the parking lot when dropping off or picking up students. Do not drop students off at the front or side entrances. Keep your speed at 5 km/hr. max.

Visitors to the School: For the safety of the children, we take seriously the presence of any intruders or trespassers on school property. **All visitors to the school (parents/guardians/extended family/daycare providers, etc.) must immediately report to the office.**

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 discriminating images/text, 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

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

TRC, Education Call 6 We call upon the Government of Canada to repeal Section 43 of the Criminal Code of Canada (Although MCES cannot make the repeal, we wish to support this call by finding ways other than force to correct a child's behavior), Education for Reconciliation Call 63: iii Building student capacity for intercultural understanding, empathy, and mutual respect.

UNDRIP, Article 14:2, Article 15:1, Article 18, Article 1