

Ucluelet Elementary School

Code of Conduct

2025-2026

Our school is a safe, caring and purposeful environment for learning and growing together. **All community members are polite, positive, prepared and productive** at Ucluelet Elementary School. *“Be polite, positive, productive and prepared.”*

Philosophy – We believe that:

1. Everyone is responsible for their own behaviour.
2. It is a responsibility of the school community (staff, families and community members) to teach, model and reinforce appropriate behaviour.
3. All behaviour has consequences, both positive and negative.
4. All behaviour, both positive and negative, is a form of communication. We strive to support students to positively and productively communicate and hone their communication skills.

Goals – We will strive to:

1. Create a happy, safe and inclusive environment for all.
2. Teach children to make positive choices to develop into healthy, contributing citizens.
3. Nurture the development of responsibility and respect for all people, property and the environment.
4. Support all students in being able to graduate with dignity, purpose, options and leave more curious than when they came to us.

Be Polite/?iisaak (Respecting it) - be kind and considerate to others and the school environment

Some examples include:

- Walking quietly and respecting others’ physical space
- Taking turns and waiting for a turn
- Listening to others, saying thank you and cheering for others
- Using kind words during games and activities
- Returning books, supplies and equipment carefully
- Following rules respectfully

Be Positive/ hupicstat (Helping each other) – maintain a positive and productive attitude toward others and the school

Some examples include:

- Smile at, greet and encourage others
- Stay calm and safe and appreciate quiet
- Try your best, encourage others and celebrate effort and teamwork
- Keep work and play areas clean – put trash in the garbage and recycle
- Be patient and respectful to others
- Include everyone in play

Be Prepared/ ?u?aatuk (Taking care of) – come to school and activities prepared to learn and participate

Some examples include:

- Come prepared for the activity, with the right supplies and clothing
- Know and follow the rules
- Know how to find supplies and books
- Know how to deal with challenges and ask for help
- Come prepared to learn and actively participate in all activities
- Get permission to leave class and know where you are going

Be Productive/ áawaaksamin (We are all one)– approach each activity with a willingness to fully participate and try your hardest

Some examples include:

- Play safe, follow the rules and fully participate
- Use worktime and class time efficiently and effectively
- Follow warm-up activities and instructions
- Find books and supplies quietly and focus on the learning activity
- Wash hands quickly and thoroughly
- Stay in line and face forward
- Help clean up

Students Developing Understanding

Our students should know the rules and be able to explain them to a degree that is appropriate to their developmental level. The following graphic shows the expectations at the beginning and end point of this continuum.

Early Primary

Be Polite
Be Positive
Be Prepared
Be Productive



Upper Intermediate

Be Polite
-Explain in detail with specific examples
Be Positive
-Explain in detail with specific examples
Be Prepared
-Explain in detail with specific examples
Be Productive
-Explain in detail with specific examples

Inappropriate Behaviour

Inappropriate behavior can consist of, but is not limited to:

- rudeness, swearing
- excluding others
- fighting (or play fighting)
- aggressive behavior toward others (verbal or physical)
- lack of respect for others, teasing
- throwing objects (rocks, stick, snowballs, etc.)
- disregard for others' personal space
- unauthorized leaving of the school grounds
- intentional littering

Consequences

Consequences will be applied in a fair and consistent manner, respecting individual rights, responsibilities, age and maturity; and be restorative rather than punitive in nature.

Inappropriate behavior typically has the following consequences:

- review of expectations and a timeout
- review of expectations, written assignment and/or loss of privileges
- parents are informed
- meeting with the parents
- short-term, in-school suspension up to five days
- long-term, in-school (or out of school) suspension over five days or referral to/support from alternative programs
- consultation with the police and/or fire department

Safe, Caring and Nurturing School Environments:

Are Free From Acts Of:

- bullying, cyber-bullying, harassment and marginalization
- threat and intimidation
- violence in any form
- abuse in any form
- discrimination in any form including race, colour, gender, religious beliefs, sexual orientation, ancestry or national origin
- retribution against a person who has reported incidents

Adhere to the BC Human Rights Code, including:

- **Discriminatory publication**
7(1)A person must not publish, issue or display, or cause to be published, issued or displayed, any statement, publication, notice, sign, symbol, emblem or other representation that
 - (a) indicates discrimination or an intention to discriminate against a person or a group or class of persons, or
 - (b) is likely to expose a person or a group or class of persons to hatred or contempt because of the Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or that group or class of persons.
- **Discrimination in accommodation, service and facility**
8(1)A person must not, without a bona fide and reasonable justification,
 - (a) deny to a person or class of persons any accommodation, service or facility customarily available to the public, or
 - (b) discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons.

And Limit the Use of Personal Technology Devices

SD70 and Ucluelet Elementary School (UES) Staff recognizes the collective role of its staff in providing guidance to students in the use of technology, including cell phones, smart watches, and

other electronic devices, within school settings for instructional purposes, while taking important steps to keep children and youth safe from online threats and harmful impacts of social media. UES Staff believe educational spaces should provide space for focused learning and positive interpersonal connections with fewer distractions and interruptions. Specifically, UES believes in children having the opportunity to socialize and physically play during non-instructional time, rather than students focusing their attention on personal technology devices.

At UES, the use of **personal technology devices, including cell phones, smart watches, and other electronic devices are not to be utilized by students between the start of school bell and end of school bell, without the permission of UES staff** (staff can provide space and time for students to contact their parents, guardians and others outside of school).

Students found using personal technology devices during school will have their devices confiscated until the end of the school day, at which point the device will be returned. Multiple incidents of student use of personal technology without permission will lead to communications with parents/guardians and possible ban of such device from school (or staff holding the device for the duration of the school day).

UES Does Not Tolerate the Presence Of:

- theft and vandalism
- intoxicating or banned substances
- weapons or replica (toy) weapons or explosives
- intruders or trespassers – all visitors to the school must sign in at the office

Forms of unacceptable conduct cited above are only some examples and not an all-inclusive list.

Notification:

As circumstances warrant, administrators have a responsibility to advise other parties following a behavior(al) incident:

- Parents/guardians of student(s) exhibiting major behaviours
- Parents/guardians of student(s) on the receiving end of an incident
- Superintendent and/or District Staff
- Ministerial agencies and/or School Liaison Officer (RCMP)