

Mayne Island School



Code of Conduct

At Mayne Island School, we believe in a community of learners. Every individual in the community is special, has gifts, and deserves to explore and share their gifts with others in a safe, respectful, and engaging environment. We recognize that learning involves the whole person and that relationships, experiences, emotions, and physical well-being all contribute to growth and success. We encourage exploration, teamwork, compassion, and understanding throughout our learning and interactions. We support individuality, creativity and a strong holistic relationship with nature.

The Mayne Island School Code of Conduct has been structured to align with and adhere to the standards outlined in:

Gulf Island School District [Bylaws and Policies: Policy 2.10](#) (Inclusive and Respectful Environments); [Policy 2.20](#) (Sexual Identity, Gender Diversity and Gender Expression) [Policy 2.30](#) (Anti- Racism); [Policy 2.40](#) (Addressing Concerns and Complaints)

The School Act 85 (1.1), 168 (2) (s.1) Provincial Standards Ministerial Order 276/07, effective Oct 17, 2007

BC 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 www.bced.gov.bc.ca/sco/

The purpose of our code of conduct is to:

- Establish and maintain a safe, caring, and orderly school environment that fosters optimal learning for all students.
- Empower students to develop self-awareness and self-regulation skills necessary to respect themselves, others, and their environment.
- Provide clear guidelines for teaching, modelling, and encouraging socially responsible behaviour that contributes positively to the school community.
- Promote values of respect, inclusion, and equity, ensuring that all members of our community feel valued and supported.
- Provide shared expectations for students, staff, parents, and visitors that guide us in creating a safe, caring, and inclusive school community.
- Foster a sense of belonging, safety, and connection so that all students can engage meaningfully in learning and contribute positively to the school community.

The Code of Conduct involves inclusion of diverse learning needs and recognizes that students learn best when provided with multiple pathways to access, engage with, and demonstrate learning. We recognize that behaviour is a form of communication and that students may respond to challenges, stress, or unmet needs in different ways. We are committed to responding with curiosity, compassion, and consistency while maintaining safe learning environments. We seek to understand factors that may contribute to behaviour, build strong relationships, teach skills, and maintain safe and supportive learning environments for everyone.

- Staff and adults in our school model the respectful and caring behaviours we expect from our students.
- Behavioural expectations must be actively taught, reinforced, and promoted consistently across all settings.
- Our Code of Conduct should be communicated clearly and adapted to meet the developmental levels and diverse needs of all students.
- Every student is unique, and we approach behaviour through a strengths-based lens, focusing on the inherent potential and capabilities of every individual.
- A safe, predictable, and caring environment is essential for learning. Our expectations and responses to behaviour are intended to support both individual growth and the safety and learning of the broader school community.

At Mayne Island School, we will ensure that:

- Our expectations are preventive and restorative, focusing on building relationships and repairing harm.
- Interventions consider the severity and frequency of behaviour, its impact on others, and the student's age, maturity, and development.
- Students with intellectual, physical, sensory, emotional, or behavioural challenges are treated with equity and dignity, and consequences are tailored to their needs.
- Interventions aim to address underlying causes of behaviour while maintaining each student's dignity. Alternatives such as counselling, mediation, and restorative justice measures are used whenever possible.
- Staff support students in developing self-awareness and self-regulation through modelling, co-regulation, problem-solving, and opportunities for reflection and skill development.
- Students are supported in understanding the impact of their actions and experiencing meaningful consequences that promote responsibility, learning, and the repair of relationships.
- Classrooms remain safe, inclusive, and focused on learning, and students who demonstrate empathy, responsibility, and respect are acknowledged as role models.
- Persistent or harmful behaviours are addressed promptly to protect the safety, dignity, and learning of members of the school community. Responses may include reflection, restorative processes, individualized support plans, increased home-school communication, temporary removal from activities or learning environments, and other appropriate interventions.
- Families are key partners; we maintain open communication about supports and expectations, especially when repeated harm or disruption affects the classroom community.

Expectations:

Mayne Island School promotes the values expressed in the BC Human Rights Code, respecting the rights of all individuals in accordance with the law. Behaviours that interfere with another person's physical safety, emotional well-being, dignity, identity, sense of belonging, or ability to learn will be addressed promptly and

appropriately. We are committed to upholding a learning environment free from discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, or age.

Be Respectful to Self (caring about your learning and yourself). *Some examples include:*

- Keep track of your materials and responsibilities.
- Practice eating, resting, and moving in ways that support your body and mind.
- Clean up after yourself and take responsibility for your actions.
- Check in when arriving late or leaving early.
- Understand and express your feelings and emotions with care.
- Recognize when you need support and seek help from trusted adults when needed.
- Practice strategies that help you stay regulated, focused, and ready to learn.

Be Respectful to Others (considerate of others' personal feelings and property). *Some examples include:*

- Acknowledge and appreciate each person's unique gifts and abilities.
- Respect the materials and belongings of others.
- Include others in your activities and foster a sense of belonging.
- Use kind, encouraging language and support each other.
- Respect each other's learning time by staying attentive and on task.
- Recognize that others may have different experiences, perspectives, needs, and ways of learning.

Be Respectful to the Environment (caring about your school and your environment). *Some examples include:*

- Show care for all living things.
- Care for spaces by leaving them better than when you arrived.
- Responsibly sort and dispose of garbage, recycling, and composting.

Be Safe (learn and follow school expectations) *Some examples include:*

- Be aware of and adhere to boundaries.
- Stay within the school grounds.
- Report any dangerous situations or bullying to an adult.
- Resolve conflicts peacefully and seek help when needed.
- Move carefully and safely around the school, whether indoors and outdoors, by walking and being mindful of your surroundings.
- Help create an environment where everyone feels physically, emotionally, and socially safe.

Be Ready (have materials, and self, ready for activities) *Some examples include:*

- Wear appropriate clothing for activities and the environment.
- Ask for help and advocate for your needs respectfully.
- Practice active listening and bring necessary materials to each activity.

- Respond promptly when the bell sounds.

Technology Use:

At Mayne Island School, we are committed to nurturing responsible and respectful digital citizenship in our students. We encourage students to use digital tools thoughtfully, focusing on creating, learning, communicating, and engaging with others in ways that support community and learning. To ensure online safety and a supportive environment, personal digital devices such as phones are not permitted in classrooms, during lunch, or at recess. Devices will be stored in a designated area and are to be picked up at dismissal. Exceptions may be made for specific needs, such as accessibility, medical requirements, or to support equitable learning opportunities, as outlined in [Ministerial Order Number M89](#). By following these guidelines, we aim to help students develop balanced digital habits that contribute to their overall well-being and success, both academically and socially. Students will be supported in developing balanced and responsible digital habits and understanding their responsibilities as digital citizens.

Response to Behaviour That Impacts Safety, Relationships, or Learning

Our first priority is maintaining safety and supporting learning. Staff work to understand the context of behaviour, repair harm when it occurs, teach skills that support positive relationships and responsible decision-making, and support students in rebuilding relationships and re-engaging in learning.

Mild Behaviours (e.g., hurtful comments, not cleaning up)

- Review of expectations and redirection of behaviour.
- Facilitate conversations between students to address conflict and learn from the experience.
- Support students in making amends and correcting their actions.

Moderate Behaviours (e.g., swearing, breach of privacy)

- Implement restorative actions that establish accountability, restore relationships, and repair harm.
- Document the behaviour and inform parents/guardians as needed.

Severe Behaviours (e.g., harmful or unsafe actions)

- Document the behaviour and consult with staff and/or parents/guardians.
- Consider short-term suspension (in-school or at home) when necessary to maintain safety and support learning, while ensuring continued access to educational programming.
- Consult with external agencies when necessary.

When behaviours persist despite initial restorative and support measures, the school will escalate interventions in a timely manner to protect the learning environment.

Duty to Report:

All school personnel are responsible for reporting suspected child abuse and neglect and cooperating with resulting investigations. Identifying and supporting students who have experienced trauma is essential in fulfilling these responsibilities. We recognize that students may communicate distress through their

behaviour, emotions, or interactions. Staff work to provide supportive relationships, consistent expectations, and connections to appropriate supports while fulfilling all legal responsibilities related to child protection.

Code of Conduct – Ongoing Support

The Code of Conduct will be reviewed with students and staff at the beginning of the school year and revisited as needed. It will be shared with families and displayed prominently in the school.

We are committed to fostering a positive school community by celebrating successes, encouraging responsible and compassionate engagement, and addressing issues proactively through classroom instruction, school meetings, and outdoor activities. We believe that strong relationships, clear expectations, and a shared commitment to safety, belonging, and learning are essential to helping students thrive.

Families can expect timely communication about incidents that affect their child's learning environment, and the school will offer opportunities for dialogue when needed to build shared understanding.