

Code of Conduct



2026-2027

Introduction

E.G. Wahlstrom School believes students, staff, and families learn best in a safe, caring, and respectful environment where positive behaviour and relationships are fostered. Teachers are expected to model respectful behaviour and maintain positive learning spaces, while students are expected to follow the School Code of Conduct by being respectful, responsible, and safe, including refraining from violence, reporting concerns, and cooperating with staff to help prevent it. In accordance with [HPSD Administrative Procedure #340](#), the Code of Conduct outlines school expectations, acceptable behaviour, consequences for inappropriate behaviour, and available interventions and supports, with discipline practices focused on maintaining student dignity and individualized responses based on student needs and the severity of behaviour.

The Code of Conduct applies to all members of the school community, including students, parents and guardians, school staff, volunteers and visitors when:

- on school property
- traveling on a school bus
- participating in extracurricular activities
- participating in off-site school-sponsored activities
- engaging in an activity which will have an impact on the school climate

Communication

- Communication about the Code of Conduct occurs through multiple channels, including newsletters, the school website, posters, assemblies, and conversations with parents; school-wide announcements, classroom instruction, discussions, staff meetings, posters, and is referenced in all school handbooks.

Implementation

- Behavioural expectations outlined in the Code of Conduct are communicated, taught, actively promoted, modelled, and reinforced by all E.G. Wahlstrom (EGW) staff, with expectations posted throughout the school (e.g., SOAR school-wide expectations, eating expectations, and recess expectations), positive behaviours and interactions connected to the school's character education focus on kindness, and the Zones of Regulation used in all classrooms to support students' awareness of self-regulation and daily conduct within the school environment.

Acceptable Conduct These behaviours help to make the school and school sponsored events safe, caring and orderly place:	Unacceptable Conduct These behaviours may include, but are not limited to behaviour that:
• Following the character education focus of Kindness • Being courteous and responsible • Working to the best of their ability in all studies and classroom activities • Showing respect for the feelings, safety, and rights of others, as well as for the school, school property, and the property of others. • Behaving in a way that does not interfere with the ability and right of others to learn • Listening and following directions from teachers and support staff • Keeping hands and feet to yourself • Behaving in a manner that does not threaten, harass, intimidate, or assault any person within the school community • Knowing and following all school behaviour guidelines • Taking appropriate measures to help those in need - tell an adult if you or others need help	• Interferes with the learning of others • Interferes with the orderly environment • Does not show respect for self, people or property • Creates unsafe conditions • Is bullying – (Physical, verbal, social, cyber) • Is physical violence: using hands, feet, or an object to hurt others • Demonstrates non-compliance with those in authority • Illegal acts such as theft, damage to property, possession of weapons and causing bodily harm.

SOAR

Our school has a common understanding of what we expect of our students. It is displayed throughout the school and in each classroom. Staff are responsible to teach and model the SOAR expectations to students and practice the desired behaviours. This practice is expected to be presented as a part of your classroom routines and procedures, and if necessary, followed up throughout the year. It will take a complete team effort to make this consistent throughout our school environment. Administration will echo these teachings in assemblies, during announcements, and during major office referrals:



SOAR and extra-curricular activities

Student participation in extra curricular activities such as; after school or lunch time sport teams and clubs is a privilege. It is expected that all students who plan to participate in a lunch time or after school club have their teachers sign off that they are adhering to our school wide behavior expectations of SOAR.

Responsibility of Students, Staff and Parents

Students will:

- Demonstrate kindness and respect for self, others, and authority
- Take responsibility for personal actions and be honest
- Follow school rules (including buses and off-site activities)
- Come prepared and ready to learn each day
- Use respectful language and act appropriately at all times
- Work cooperatively with staff and peers
- Resolve conflicts peacefully and respectfully
- Make positive choices, even when unsupervised
- Support classmates in making good decisions
- Do not bring items to school that compromise safety
- Follow school wide behavior expectations of S.O.A.R

Teachers and school staff will:

- Maintain a safe, orderly school environment through active supervision and visibility
- Model positive behaviour and consistency in expectations for all students
- Support students in reaching their potential, self-worth, and citizenship development
- Teach and reinforce respectful conflict resolution strategies
- Recognize and reinforce positive student behaviour
- Communicate regularly and meaningfully with parents/guardians
- Demonstrate respect for all members of the school community
- Empower students as positive leaders in school and community
- Plan and deliver effective instruction aligned with professional standards and classroom routines
- Supervise students consistently and reinforce expectations to prevent incidents
- Embed Kindness and Zones of Regulation into daily practice
- Follow school wide behavior expectations of S.O.A.R and hold student accountability

Parents play an important role in the education of their children and can fulfill this responsibility by:

- Adhering to the [HPSD Family Commitment Statement](#)
- Demonstrate respect for all students, staff, volunteers, and school community members
- Support school staff in maintaining a safe, respectful learning environment
- Communicate concerns first with the teacher and use respectful communication with staff
- Avoid using social media for school-related concerns
- Ensure regular and punctual school attendance and notify the school of absences or lateness
- Show active interest in child's learning and progress
- Foster a positive attitude toward learning and encourage independence in daily routines
- Attend and participate in school events and activities
- Collaborate with staff to address academic or behavioural concerns
- Help children come prepared and ready to learn each day
- Encourage adherence to the EGW Code of Conduct and S.O.A.R behaviour expectations
- Share relevant information that may impact learning (health, travel, absences, family circumstances, etc.

Parent Concern/Complaint Resolution Procedure

In the event of a parent concern or complaint, the process will be handled as per [Admin Procedure 399 Parents: Complaints and Procedures](#):

Step 1 INITIAL CONTACT - Speak directly with the teacher - For classroom issues - Program support - Teacher-related concerns	Step 2 ESCALATION (IF NEEDED) - Contact the Principal - Principal and staff work toward resolution	Step 3 FURTHER ESCALATION (IF NEEDED) - Contact the Superintendent - Reviews steps already taken - Meets with parent and administration - Works toward resolution	CONFIDENTIALITY - Information kept confidential and shared only with: • Individuals directly involved • Relevant staff/investigators • Required professional/support personnel • Those processing the complaint
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Conflict Resolution and Restorative Practices

At E.G. Wahlstrom School, we use S.O.A.R. to support conflict resolution by encouraging students to take ownership of their words and actions. Mediation is used to ensure all perspectives are heard and valued, while also empowering students to set appropriate personal boundaries.

When appropriate, restorative practices may be used, including:

- Conflict mediation
- Opportunities to practice social and emotional skills through listening and responding to others' feelings
- Group problem-solving to address and improve conflicts or situations
- Access to wellness supports
- Meetings upon school re-entry after suspension

Dealing With Behaviours

Handled by Teacher -Refusal to follow instructions/direction -Distracting or disturbing other students from learning -Disregard for class routines -Using inappropriate language -Arguing with teacher/talking back -Physical contact (e.g. play fighting, pushing, etc) -Verbal aggression (e.g. unkind words, name calling, etc) -Leaving the classroom without permission -Property misuse or minor damage -Social conflicts -Unwanted Invasion of personal space	Levels of consequences <i>Consequences may range from and include, but is not limited to, one or more of the following:</i> -Given verbal warnings -Discussion with members involved in situation -Inform student of rule violated -Described expected behaviour -Loss of privilege within class or recess -Debrief and re-teach school-wide behavioral expectations (Code-in-Action) -Phone calls home have been made -A written note has been put in planner (could be student created) -Meeting arranged with parent/caregiver -Time spent with a Staff Member (ex. Having to walk with staff at recess)	Intervention Strategies: -Other sources have been considered (ex. Wellness referral, discussion with LST, etc) -regulation strategies to de-escalate student behaviour (Zones of Regulation) -re-direct -opportunity to discuss and practice behaviour expectations -re-teach expected behaviours -Staff-Student mentorship -conflict mediation -social stories -positive reward system
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Communication between classroom and office

Digital behaviour referral forms can be used for tracking purposes or act as a way of notifying Administration of behaviours. (after 3 referrals actions will be taken by administration)

It is expected that teachers will contact parents/guardians when a behaviour referral is submitted to inform them of the behaviour and consequence. Administration will not be the first contact with parents unless the behaviour falls within the Handled by Administration category.

Handled by Administration -Theft -Bringing weapons and/or drugs to school -Serious fights which cause injury -Leaving the school without permission -Destruction of school/others personal property -Other behaviours that may cause direct and serious harm to staff and students -Abusive language (e.g. Threats, racial, etc) -Actions of a sexual nature -Harassment/bullying -When 3 behavioural referrals for the same student have been submitted to admin	Levels of consequences <i>The school follows a progressive discipline approach to managing student behaviour. However, actions or statements that intentionally demean another student or are determined to be targeting behaviours may result in an immediate in-school or out-of-school suspension, at the discretion of administration.</i> -Referral to Administration through behavioural referral form - Possible recommendation for counseling - Conference with student - Conference with parents/guardians - Loss of in-school privileges - Loss of field trip privileges - In-school suspension - Out of school suspension - Suspension from the bus	Consequences for Specific Behaviors Fighting with intent to harm: a minimum of ½ day in school suspension. *Severity of student conduct may increase consequences. When it is determined that a student has knowingly used sexual or derogatory language: 1st offence: education and contact home 2nd offence: minimum ½ day in school suspension Touching private areas or compromising the dignity of a student: 1st offence: education and contact home 2nd Offence: ½ day in school suspension *Severity of student conduct and intent of actions may increase consequences.
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Never

- Use corporal punishment of any kind (this includes writing lines)
- Send a child outside the classroom to where he/she is unsupervised.
- Use of shame, humiliation, or sarcasm.
- Public reprimands
- Assign excessive, meaningless, repetitive assignments as a consequence (e.g., copying out of a textbook).
- Use withdrawal from other subjects as a consequence. For example, taking away Phys. Ed. Or Art as a consequence.
- Placing a student in the hallway with a closed-door (safety concern)

Behaviour Definitions and Explanations based on the Education Act

1. **Bullying:** The *Education Act* defines bullying as "repeated, hostile, or demeaning behaviour intended to cause harm, fear, or distress (including psychological harm or reputation damage) to an individual in the school community. It involves an imbalance of power, is often persistent, and can occur in person or electronically."
2. **Discrimination:** the *Education Act* defines discrimination as any action, behavior, decision, or omission that treats a student unfairly or negatively based on protected grounds—such as race, religion, gender, or disability
3. **Harassment:** The *Education Act* defines harassment as "unwelcome, derogatory, or vexatious conduct/comments that degrade or humiliate, violating the right to a safe learning environment".

Differentiating Between Conflict Behaviours and Bullying Behaviours

Conflict	Vs.	Bullying
Equal power - friends	Vs.	Imbalance of power – not friends
Accidental, 1-time event	Vs.	Purposeful, ongoing
Remorse, takes responsibility	Vs.	No remorse blames the victim
Effort to solve the problem	Vs.	Enjoys keeping the problem going

Generally speaking:

- When someone says or does something **unintentionally** hurtful and they do it once, that's **RUDE**.
- When someone says or does something **intentionally** hurtful and they do it once, that's **MEAN**.
- When someone says or does something **intentionally hurtful** and they **keep doing it**, even when you tell them to stop or show them that you're upset, that's **BULLYING**.

(Trudy Ludwig: Bullying Basics website)

CSTAG (Comprehensive School Threat Assessment Guidelines)

HPSD is committed to providing welcoming, caring, respectful and safe learning environments that respects diversity and fosters a sense of belonging. For this reason, we will follow a standard procedure for investigating and responding to student threats to harm others.

Definition: a threat to harm others is defined as any spoken, written, or behavioural communication of intent to physically injure or harm someone else. A threat may be communicated directly to the intended victim or communicated to a third party.

Process for dealing with a threat:

- If a staff member becomes aware of a student threat they need to gather the details and then report it using the behavior referral form or in an email. However, if through the investigation it is determined that the threat is imminent you need to contact administration or a member of the threat assessment team immediately.

- The threat assessment team (Audrey, Jenn, Shannon, Jodi) will determine the seriousness of the threat and take necessary steps to protect others and maintain a safe learning environment.
- Very serious threats determined by the threat assessment team will be reported to law enforcement.
- In keeping with HPSD policy, threats will be subject to progressive discipline, which can include suspension or other exclusionary practice, based on the extent the threat is disruptive to a welcoming, caring, respectful, and safe learning environment.
- If a student is determined to have made a substantive threat to harm others, the student may be evaluated by a school mental health professional to determine the student's immediate mental health status and safety needs.
- Parents will be notified promptly when a student has been interviewed about a reported threat, following a determination of the seriousness of the threat.
- If a student is determined by the threat assessment team to have made a substantive threat to harm others, and the threat targets an identifiable student, the student's parent will be notified.