Student Code of Conduct

Updated: July 2026

Standards of Conduct

Exceptional character is defined by the choices we make every day. Our students are expected to be models of positive character, demonstrating our school values in all aspects of school life. The guidelines below are designed to foster an environment rooted in mutual respect, safety, and belonging. By upholding these expectations, our students actively contribute to a culture where every individual can thrive academically, socially, and emotionally.

All community members are expected to adhere to the following standards:

- Show respect for the rights, safety, and property of oneself and others
- Value and respect the diversity of all members of the school community regardless of gender, race, culture, religion, sexual orientation, or gender identity
- Use socially appropriate language and gestures
- Refrain from unsafe physicality or physicality with intent to harm
- Refrain from public displays of affection
- Demonstrate behaviour free from intimidation and harassment
- Follow school guidelines for the responsible use of technology
- Dress in accordance with school dress standards
- Treat school property and the property of others with care
- Promote positive behaviour at all times, including refraining from hazing or harmful conduct
- Conduct oneself with integrity and honesty
- The use of alcohol, cannabis, or any controlled substance while at school or on school trips is prohibited
- The possession of weapons is strictly prohibited

CONSEQUENCES OF MISCONDUCT

At Aberdeen Hall, we believe mistakes are opportunities for growth. Whenever appropriate, students will be guided through restorative processes that help them understand the impact of their actions, repair relationships, and rebuild trust within the community.

Cases of misconduct (both in-person and online) and administrative response are recorded to help students learn from an error in judgement, to provide a reference point for further action, and to address possible chronic misbehaviour. A student who understands why his or her actions were inappropriate and meets the expectations of our response, will usually demonstrate improved behaviour for the remainder of his or her time at the school. Students are always dealt with in a firm, consistent, and fair manner. It is truly his or her best interests, and the interests of his or her peers that we have at heart.

Appropriate consequences and guidance both play an important role in addressing negative behaviour to help students acknowledge the mistake and avoid repeating it in the future.

Inappropriate student behaviour or failure to meet expectations will result in a variety of consequences. Staff members will intervene in a fair and consistent manner and treat each incident as an opportunity for the student to learn and grow. Disciplinary responses and consequences are determined on a case by case basis.

The issuance of three Conduct Letters within one academic year will automatically convene the Conduct Committee to evaluate the student's eligibility to remain a member of the school community.

Disciplinary Responses

Inappropriate student behaviour or failure to meet expectations will result in a variety of consequences. Staff members will intervene in a fair and consistent manner and treat each incident as an opportunity for the student to learn and grow. Disciplinary responses and consequences are determined on a case by case basis and may include:

Minor Infraction

- Reminder
- Time Out
- Warning
- A discussion
- Letter of apology
- Disciplinary note in MySchool

- More serious disciplinary action will be taken if a pattern of repeated minor transgressions is noted.

Intermediary Infraction

- Disciplinary note in MySchool
- Note to parents in agenda
- Phone call meeting with parents
- Assigning extra duties
- Restitution for damage
- Temporary loss of privileges including recess and suspension from after school activities and sports teams
- Letter of Conduct (on file for 12 - 24 months)
- Placing student on Daily Report
- In-school suspension (single or multi-day)

Major infraction

- Disciplinary note in MySchool
- Permanent loss of privileges including recess and suspension from after school activities and sports teams
- Letter of Conduct (on file for 24 months)
- Parent meeting
- Behaviour Agreement
- Restitution for damage
- Suspension (in or out of school; single or multi-day)
- Promotion denied
- Expulsion (in extreme situations)

Jurisdiction

The School's Code of Conduct applies to students as follows:

- Whenever a student is on school property;
- Anytime the student is in the school building;
- While the student is travelling to and from school, including travel on a school bus;
- Whenever a student attends a school-organized function.

The Code of Conduct also applies to off-school property as follows:

- School neighbours and their property
- Behaviour during lunch period when off school grounds
- During a school field trip
- Sporting events hosted by other schools

Procedural Fairness Guidelines

- Students are clearly informed about what is expected of them through verbal and/or written forms of communication such as, but not limited to, the Family Handbook, Code of Conduct, and the Technology Responsible Use Guidelines.
- Students are treated with dignity and respect.
- In accordance with school policy, a student who is accused of breaching a rule must be notified of that which he/she is accused of and with the essential facts of what he/she is alleged to have done. In more serious cases, the student's parents are also informed.
- The student is given the opportunity to tell his/her side of the story. Where conflict or inconsistencies exist, more formal investigation and/or documentation may be required.

Appeal Guidelines

In the case of an expulsion or other severe disciplinary consequences, the student and his or her parents are informed of the school's appeal procedure, as outlined below.

- The student and his or her parents are assured that there will be no retribution for pursuing an appeal.
- Appeals in the case of severe disciplinary consequences, such as expulsion, the student and his or her parents have the right to appeal the decision of the Head of School to an appeal-hearing committee of the Board of Directors. This committee may be the Executive Committee of the Board or another committee appointed by the Board Chair for the purpose of the appeal. The mandate of the appeal-hearing committee is to determine whether or not the appropriate procedures were followed by the school administration (as outlined in the Procedural Fairness Guidelines), and whether or not all of the relevant information was considered when determining the consequence. The Board Chair or his/her appointee(s) shall ensure that the proceedings are timely and unbiased, and that the outcome of the appeal hearing is communicated in writing to the student and his or her parents.
- The Independent School Association of British Columbia (ISABC) retains the services of an ombudsperson. The ISABC ombudsperson reviews cases which are not, in the opinion of the concerned parents, satisfactorily resolved after following the appeal process (as described above).
- The ombudsperson can be contacted through the Executive Director of the ISABC. Contact information will be provided to parents at their request, after following the above appeal procedures.

BULLYING, HARASSMENT, AND DISCRIMINATION

Purpose

The diversity of the Aberdeen Hall community offers a special opportunity to practise understanding, tolerance, respect, and compassion. We will always strive to provide a safe, caring, and structured school environment for our students and employees. Infringing upon the wellbeing of others or violating their rights is completely unacceptable.

This policy is in place to ensure that we are doing all that we can to protect our students' and employees' physical safety, social connectedness, and feeling of inclusiveness as well as, to provide protections for all forms of bullying regardless of gender, race, culture, religion, sexual orientation, or gender identity.

If a student believes he/she has been harassed or bullied, it is important for the child or parents to notify the school. Most students have a trusted adult at the school, but if a child is not comfortable sharing his/her experience with a teacher or Division Leader, then we invite the parent and child to meet with us. It is important for our children to learn to stand up for themselves, but we must stress that provocation is not justification for retaliation. Students are expected to seek adult assistance when feeling unsafe or threatened. To report concerns anonymously, students may use the ERASE Report It tool found at: https://erasereportit.gov.bc.ca/

Aim

Aberdeen Hall Preparatory School regards bullying as a serious issue. Our principle aim is to foster an atmosphere where bullying is seen to be entirely inappropriate and wrong.

Students have the right:

- To be able to tell the teacher about any bullying and expect that the teacher will consult with them about any decision to be made about the bullying
- To be protected from the bully
- To feel happy and secure
- To a student mentor which could help the bully and the victim
- To walk into and around school without feeling threatened
- To walk out of school without being called names and/or pursued/or targeted hurtfully or hatefully
- To be respected if they have a learning/physical disability
- To be respected no matter what their gender, colour of skin, nationality, or religion
- To not be singled out or ignored by teachers

Peer Conflict

Conflict occurs when students experience a disagreement, argument, or breakdown in a relationship. Conflict often occurs between students of relatively equal social, emotional, or physical power.

Examples may include:

- Arguments between friends
- Disagreements during games or group work
- Friendship changes or friendship breakups
- Hurt feelings resulting from social misunderstandings
- One-time incidents of exclusion or unkind comments

Conflict is a normal part of human relationships and is often resolved through communication, problem-solving, mediation, adult guidance, and restorative practices.

Mean or Hurtful Behaviour

Students sometimes make poor choices, act impulsively, or say things that hurt others.

Examples may include:

- A rude comment
- Name-calling during an argument
- Excluding someone from an activity
- Unkind messages or social interactions

Such behaviour is unacceptable and will be addressed by staff. However, isolated incidents of mean or hurtful behaviour do not necessarily constitute bullying.

Bullying

Bullying is a serious form of behaviour that differs from normal conflict or occasional unkindness.

For behaviour to be considered bullying, all of the following elements are generally present:

1. A pattern of repeated behaviour, or behaviour likely to be repeated;
2. A real or perceived imbalance of power between those involved; and
3. Significant intentional physical, emotional, psychological, social, or reputational harm.

Examples may include:

- Repeated targeting of the same student
- Ongoing intimidation or threats
- Persistent social exclusion directed at a particular student
- Repeated online harassment
- A group repeatedly targeting an individual

Not every disagreement, friendship challenge, argument, rude comment, or social conflict between students constitutes bullying.

Students may be friends outside of school, teammates on sports teams, members of the same social group, or move between positive and negative interactions over time. While these situations may require adult intervention and support, they do not automatically meet the definition of bullying.

The school will investigate concerns carefully and determine the most appropriate response based on the nature, frequency, context, and impact of the behaviour.

Reporting and Responding to Concerns

Students and families are encouraged to report concerns involving bullying, harassment, discrimination, intimidation, or other behaviour that affects student safety and wellbeing. All reports will be reviewed and addressed in a timely, fair, and developmentally appropriate manner.

When reviewing concerns, the school may consider:

- The nature of the behaviour
- The frequency and pattern of behaviour
- The relationship between the students involved
- Whether a power imbalance exists
- The impact on those involved
- The age and developmental stage of the students

Not all reported concerns will meet the school's definition of bullying. Some situations may be more appropriately addressed as peer conflict, friendship difficulties, social disagreements, or other behavioural concerns. Regardless of classification, the school

will take appropriate steps to support students and maintain a safe learning environment.

False Reports and Retaliation

Students are expected to report concerns honestly and in good faith.

Knowingly making false allegations, intentionally misleading an investigation, or retaliating against an individual who reports a concern are serious breaches of school expectations and may result in disciplinary consequences.

Consequences of Bullying

There will be consequences and appropriate remedial action for those involved in bullying. The developmental maturity levels of the parties, the levels of harm, the reasons surrounding the incident, the nature of the bullying, the context in which the alleged incidents occurred, and the past history of the parties involved should be considered when posing consequences

Anti-Racism and Discrimination

Aberdeen Hall is committed to fostering a community where every individual is treated with dignity, respect, and fairness.

The school does not tolerate racism, discrimination, hate-based conduct, or behaviour that marginalizes or excludes others based on race, ethnicity, ancestry, culture, religion, sex, sexual orientation, gender identity or expression, disability, or any other protected characteristic. Incidents involving discrimination or hate-based conduct will be investigated and addressed in accordance with the school's Code of Conduct and applicable legislation.

Academic Integrity

Acting with integrity means that your actions always reflect the spirit of our school values. Students will do their utmost to excel in an honest, fair and respectful manner. Those students who try to achieve success through deception are a small minority. We want to ensure that the honest efforts of students are protected and recognized, and that those who cheat are not rewarded with high marks. The most common form of academic dishonesty is plagiarism, which occurs when individuals submit the ideas and/or words of others as their own. Submitting plagiarized assignments or projects, or assisting others in the process of plagiarism is an act of academic dishonesty, and will be treated as such. This

includes using AI tools not permitted by your teacher or not citing the use of AI tools permitted by your teacher. More details regarding AI can be found in the use of technology section of this document. When in doubt about the permissibility of AI on an assignment, ask your teacher.

Academic Dishonesty

In cases of cheating and/or plagiarism, deductions to grades or a zero may be given. Students may be asked to redo the assignment or test in question, and the mark given will be at the teacher's discretion. Repeated offenders will be considered to be in violation of the school Code of Conduct.

STUDENT SUPPORT, CONDUCT, & RESOLUTION

School-Based Team

The School-Based Team supports students experiencing academic, social-emotional, behavioural, or learning challenges. The team collaborates with families, teachers, counsellors, and administration to develop appropriate support plans.

Parent Communication Expectations

We encourage parents to bring concerns directly to the school so that they may be addressed appropriately and confidentially.

Parents should refrain from contacting other students or families to investigate, resolve, or advocate regarding school-based concerns. School administration will facilitate communication and resolution when necessary.

Conduct Committee

Most student conduct matters are addressed by teachers and Division Leaders.

In cases involving serious misconduct, repeated behavioural concerns, significant safety issues, or situations where suspension, expulsion, or other major consequences may be considered, a Conduct Committee will be convened. The Conduct Committee is composed of Senior Leaders across divisions and serves in an advisory capacity and may review information, provide recommendations, and support fair and consistent decision-making.