

CHILCOTIN ROAD ELEMENTARY SCHOOL



CODE OF CONDUCT

2026-2027

Code of Conduct

Purpose of a Code of Conduct

Our mission is to share a commitment to creating a safe and healthy environment, which encourages respect for self and others, fosters individual growth through the pursuit of excellence, and promotes a sense of belonging in the school and larger community.

The Code of Conduct and the BC Human Rights Code

- The contents of this Code of Conduct acknowledge that if there is a conflict between this code and the Human Rights Code then the Human Rights Code shall prevail.
- With respect to the Human Rights Code, this School Code of Conduct in no way intends to discriminate against a person or class of persons because of race, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of persons.

Acceptable Conduct

At Chilcotin Road Elementary we hold a common belief that students have rights and responsibilities that outline acceptable conduct. These strive to support a safe, caring, and respectful learning environment. Our school is a place where students should feel: a sense of belonging, they have a safe place to learn and grow and have pride in their school.

Accompanying these rights and responsibilities is a set of expectations which provides a framework for school discipline. We believe that to have and maintain a positive school environment, a cooperative effort between parents, staff, students, and the community is imperative.

The responsibilities listed below are to be viewed as the expected behaviours and acceptable conduct for our school community members.

All students have rights and responsibilities. These rights and responsibilities include:

RIGHTS	RESPONSIBILITIES
I have a RIGHT to learn	It is my RESPONSIBILITY to come to school on time, prepared, and ready to learn
I have a RIGHT to hear and be heard	It is my RESPONSIBILITY to listen and not disturb others when someone else is speaking
I have a RIGHT to be respected in the school	It is my RESPONSIBILITY not to bully, tease or bug other people, or to hurt their feelings, or use inappropriate language

I have a RIGHT to be safe in this school	It is my RESPONSIBILITY to participate in activities safely and not threaten, or harm others
I have a RIGHT to privacy and be free from being subject to surreptitious recording, and to my own personal space	It is my RESPONSIBILITY to respect the personal space and property of others, and to accept their right to privacy

These conditions apply while students are at school, while travelling to and from school, and while attending any school function at any location.

Unacceptable Conduct

All students are expected to support maintaining a safe, caring and orderly school environment here at Chilcotin Road. Any language or behaviour that inhibits this and/or does not reflect the responsibilities outlined above will be addressed through our discipline process.

Special considerations may apply to students with diverse needs unable to comply with expectations due to a disability of an intellectual, physical, sensory, emotional, or behavioral nature.

Rising Expectations

As students grow older and move through successive grades at Chilcotin Road Elementary, their maturity is expected to increase and accordingly be held to a higher standard of personal conduct. As students mature, the consequences of unacceptable behaviour will increase. This is also true in the case of repeated unacceptable behaviour.

Consequences

When working through the discipline process, consideration will be given to a student's age, maturity, needs, and their previous school record. Special considerations may also apply to students with diverse needs where appropriate.

We recognize that making mistakes is part of the learning process and are committed to approaching situations with a restorative and trauma-informed lens. However, we still recognize that learning involves recognizing the consequences of one's actions.

While matters of discipline and consequence are kept confidential, on occasion, school staff may be responsible for advising other parties of serious Code of Conduct breaches (e.g., parents, school district officials, police, and/or other agencies).

Restorative Practices

Restorative Practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. They help guide student behaviour to help create and maintain a positive school environment. Students are asked to reflect on

their behaviours, how their behaviours affected others, and are then tasked with remediation work.

Serious Breaches of the Code of Conduct

Suspensions: In accordance with the School Act, Sec. 85(2)(ii) and (d), and SD27 AP 320, the Board authorizes the Principal or designate of any school in the district to suspend a student from attendance at school for up to five days. Suspensions may be for the following reasons:

- a. A student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board.
- b. The behaviour of the student breaches the District Code of Conduct or policy and/or has a harmful effect on others or the learning environment of the school.
 - For example, (POLICY – 311 ILLICIT SUBSTANCES) Students who are under the influence of, possess, use, gift, provide to other students or sell illicit substances will be the subject of appropriate disciplinary action and their conduct may be reported to the authorities.
- c. The student has failed to comply with the School Code of Conduct.

Suspensions over five days are made in consultation with the appropriate Director of Instruction as per District Policy. Serious breaches of conduct that threaten the safety and welfare of others will be referred directly to an indefinite suspension, including a review from a representative of the Superintendent.

Personal Electronic and Digital Devices

At Chilcotin Road, we recognize the importance of learning about and how to use digital devices effectively and appropriately. To promote digital safety and focus our learning environments, the use of personal digital devices, including AI (artificial intelligence) will be restricted at school.

Personal digital devices such as cell phones and tablets, although important, are not to be accessed or used during school times. Students who bring these devices to school are required to keep them secured away and on silent mode, while on school property. Students are not permitted to leave the classroom with their devices. Teachers will provide a safe and secure space in their classrooms to store devices during class time.

Students found to have them while at school will have the device confiscated from them for the day. Repeated offences will result in increased disciplinary action, such as being prohibited from having a device at school and possible suspension.

At no point is it acceptable for a student to have a digital device in the washrooms. Special consideration will be given to students who rely on devices for educational communication purposes. Or if the device is part of a medical plan. In this case, a school device will be provided or approved.

Special consideration will be given to students who require personal digital devices to support specific IEP goals or nursing plans as well.

Protection Against Retaliation

The school and the Board of Education will take all reasonable steps to ensure no person faces retaliation from another for making a complaint resulting in a breach of the Code of Conduct.

Active Teaching and Promotion of Expectations

The Code of Conduct will be communicated to staff and students via the Parent handbook supplied at the start of each school year. Teachers are responsible for developing their own Classroom Management Plan. Within this plan, there will be classroom expectations, classroom recognition, and classroom consequences that will be explained to all students at the beginning of the year and that are consistent with and complement the School Code of Conduct. Teachers will actively teach the code of conduct in their classrooms, with the focus being teaching pro-social behaviours to prevent breaches of the code of conduct. The school will teach, encourage, and celebrate positive social and emotional competencies and recognize students striving for personal academic excellence throughout the school year.

Development and Regular Review

The [Chilcotin Road Elementary Student Code of Conduct](#) is developed in collaboration with students, staff, and parents, and is reviewed annually with stakeholders. Our Code of Conduct is distributed at the start of each school year to all students, families, and school staff. Our Code of Conduct can also be found on our [school website](#) and is posted throughout our school.

Circle of Courage



Our code has adopted a medicine wheel concept, “the Circle of Courage,” which emphasizes social and emotional growth in one’s life. As the Circle of Courage proposes, it is important for children to grow and develop through the spirit of belonging, mastery, independence and generosity. Research shows that children who are healthy both socially and emotionally are the best learners; children who display positive social-emotional traits are successful in school. (source: Brokenleg, Dr. Martin. 2007. *Reclaiming Youth at Risk: Futures of Promise: Reclaiming Youth*

Network. “The Circle of Courage Philosophy”).

The general standard of behaviour for students falls under the following guidelines: Students must behave according to a Code of Conduct which recognizes the rights of,

- All students to learn

- School staff members to perform their duties
- Staff and students to work and learn in a safe environment
- Staff, students, and parents to be treated respectfully.

The expectations of this code of conduct are intended to include all school-related activities while students are attending school, travelling to and from school, and while attending any school function at any location.

Chilcotin Road Elementary community members...

- are RESPECTFUL,
- are ACCOUNTABLE,
- are INCLUSIVE and WELCOMING.

Expected general guidelines for behaviour of Chilcotin Road Elementary School students:

Belonging - <u>I can be a respectful part of a group.</u> Belonging is an understanding that you are significant and that relationships of trust are important, so that you can say, "I am loved."
- Care about the feelings of others and help those who are hurt or in need - Respect the feelings, rights, boundaries and bodies of others - Give people their space when they need it for thinking, learning, and working - Be inclusive and welcoming, make sure no one feels left out
Mastery - <u>I can set and achieve goals.</u> Mastery is an understanding that you are capable and that you are learning to cope with the world, so that you can say, "I can succeed."
- Learning takes time and patience - Achieve through a growth mindset - Set personal goals and make plans to achieve them - Take pride in your achievements and celebrate growth - See mistakes as opportunities to learn
Independence - <u>I can be independently responsible.</u> Independence is an understanding that you are powerful on the inside and that you have the will to make choices, so that you can say, "I have the power to make decisions."
- Be mindful of the consequences of your actions - Lead by example - Know yourself - be a self-regulated learner - Be a creative, critical, and flexible thinker - Make safe and healthy choices
Generosity - <u>I can contribute positively to others.</u> Generosity affirms that you are a genuine human, and that your character is nurtured by concern for others, so that you can say, "I have a purpose for my life."

- Be generous with your talents
- Be willing to share
- Respect and take care of our environment
- Be helpful and cooperative
- Stand up against injustice
- Solve problems in a fair and peaceful manner

Below is a link to ERASE, the anonymous online provincial reporting tool that students can use to report any situation that makes them feel unsafe while at school.



<https://erasereportit.gov.bc.ca>

Fair Notice

[Cariboo Chilcotin School District Fair Notice](#)

Definitions

Bullying Behaviour – refers to a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance. There are three critical conditions that distinguish bullying from other forms of aggressive behaviour:

1. Power: involves a power imbalance
2. Frequency: is repeated over time
3. Intent to harm: the aggressor intends to harm the victim

Cyber Bullying – refers to bullying behaviour which is carried out through an internet service such as email, chat room, blog, discussion group or instant messaging. It can also include bullying through mobile phone technologies.

Harassment – refers to any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person. Of particular concern is behaviour that persists after the aggressor has been asked to stop.

Intimidation – refers to the act of instilling fear in someone as a means of controlling that person.

Progressive Discipline – uses gradual consequence to address inappropriate behaviour to teach pro-social behaviour

Personal Digital Devices – refers to any personal electronic device that can be used to communicate or to access the internet, such as a cell phone, a tablet or any artificial intelligence device (such as AI glasses) and may or may not include the use of wired or wireless headphones/air pods.

Artificial Intelligence (AI) - refers to a digital tool that uses data to learn, solve problems, and make decisions – things that usually only people can do.

Safe Schools – Schools where all members of the community are free from fear of harm, including threats originating both within and outside the school. Students, staff, and parents demonstrate attitudes and behaviors that foster a secure environment, minimize disruption and intrusion, and allow a sustained focus on student learning and achievement.

Caring Schools – Schools that recognize belonging and connectedness as essential to a safe learning environment. Caring schools foster positive, supportive relationships, reflect and embrace diversity in all aspects of school life, and create a welcoming atmosphere for students, staff, parents, and visitors. Staff intentionally work to ensure all members of the community feel connected.

Orderly Schools – Schools that are orderly and focused, characterized by purposeful learning activities rather than chaos or confusion. Well-established routines for recurring tasks allow students to devote their full attention and energy to learning and development. Everyone in the school has work to do and does it in a way that doesn't interfere with the learning and development of others.

Principal – Mr. Doug Brown