CANALTA ELEMENTARY SCHOOL

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Principal Jennifer Sutherland Vice-Principal Randy Parr

Code of Conduct

School Mission:

We believe everyone will be able to tackle new challenges, develop new skills, be successful. We believe everything we do is relevant, useful and linked to character building.

Introduction:

Our Code of Conduct and School Plan reflect Canalta Elementary School's commitment to providing a safe, caring, orderly, and respectful learning environment where students can grow as lifelong learners—academically, socially, personally, and cooperatively.

The Code of Conduct is reviewed with students each year, communicated with families, posted throughout the school and on the school website, and reinforced through consistent teaching and modelling of positive behaviour in the classroom, throughout the school, and in the wider community. Our Code of Conduct aligns with and follows Regulation 4370 and the District Code of Conduct.

Our PAWS Expectations:

Through staff discussion and reflection, we have identified four foundational skills that support positive behaviour in all settings, including classrooms, hallways, playgrounds, assemblies, field trips, and the wider community.

At Canalta, PAWS is our student- and staff-friendly way of teaching and reinforcing these expectations:

- P — **Positive:** Conduct yourself in a positive, respectful, and caring manner.
- A — **Accountable:** Take responsibility for your choices, actions, and their impact on others.
- W — **Willing**: Be ready to learn, participate, listen, and try your best.
- S — **Safe:** Make choices that keep yourself and others safe in all environments.

These four expectations provide a common language for teaching, modelling, practicing, and reinforcing appropriate behaviour among students, staff, and all members of our school community.

Teaching, Accountability, and Restoration

At Canalta, we believe that behaviour is something students learn and develop. Students are responsible for their choices and actions, and staff help students develop the skills needed to make responsible decisions, resolve conflicts, and contribute positively to our school community.

When students make inappropriate choices, our response will be educational, restorative, and appropriate to the circumstances. Whenever possible, students will be supported in understanding the impact of their behaviour, taking responsibility, and identifying meaningful ways to repair harm. When consequences are required, they will be fair, consistent, and connected to the behaviour, while considering the student's age, maturity, frequency and severity of the behaviour, and individual circumstances.

Statement of Purpose

At Canalta Elementary School, we are committed to providing a safe, caring, and orderly environment where all students can learn and thrive.

The expectations outlined in this Code of Conduct apply throughout the school day, beginning when students leave home or board the bus in the morning and continuing until they return home or are released to a parent/guardian, childcare provider, or other pre-approved person identified by the parent/guardian. These expectations also apply to behaviour that negatively impacts the school community or learning environment, including behaviour that occurs outside of school.

Respect for Human Rights + Responsibilities

In accordance with the prohibited grounds of discrimination set out in the BC Human Rights Code (RSBC 1996, c. 210), students are expected to treat all members of our school community with dignity and respect.

Students must not discriminate against, harass, or demean others on the basis of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, age, or any other protected ground identified in the BC Human Rights Code. Students must also not make gestures, publish, display, or share words, images, or other materials that demonstrate an intention to discriminate against an individual or group or expose them to contempt or ridicule based on any protected ground.

A key goal of our Code of Conduct is to "promote a climate of understanding and mutual respect where all are equal in dignity and rights." To support this goal, the staff at Canalta Elementary School are committed to helping students develop the skills and understanding they need to be responsible, respectful members of our school and community and to resolve conflicts in appropriate and constructive ways.

Student's rights include:

1. To receive a quality education
2. To be treated with respect
3. A clean and safe learning environment, free from discrimination
4. Privacy and personal space

Student's responsibilities include:

1. To develop and maintain good study habits
2. To respect the rights of others and be safe in all settings
3. To maintain a clean and safe environment while following direction
4. To treat others with kindness and respect, both physically and emotionally

Our Goals

Our Code of Conduct aims to:

- Establish and maintain a safe, caring, and orderly environment that supports purposeful learning.
- Protect and promote the individual and collective rights, freedoms, and responsibilities of all members of our school community.
- Clearly communicate expectations for student behaviour at school, during school-related activities, and in other circumstances where student behaviour impacts the school environment.
- Encourage positive choices and actions that contribute to a respectful, inclusive, and supportive school community.

Acceptable Conduct

Positive Behaviour and Student Expectations

The following are examples of behaviours that help create a positive learning environment for all Canalta students. These examples are intended to guide behaviour and are not an all-inclusive list.

Students are expected to:

- Respect themselves and others and interact with members of the school community in positive, supportive, and respectful ways.
- Contribute to a safe, caring, and orderly school environment.
- Report concerns to an adult as soon as possible, including bullying, harassment, intimidation, threats, or other safety concerns. When possible, students should report concerns before they escalate.
- Participate purposefully in learning activities and use their time and resources responsibly.

- Represent themselves and Canalta Elementary positively when participating in school activities, field trips, and off-site events. Students will be reminded before off-site activities that the school Code of Conduct continues to apply and that respectful and caring behaviour is expected.
- Turn off cell phones and personal electronic devices upon arrival at school and follow the school's expectations for their use. See the additional information below.
- Leave toys, trading cards, replica weapons, and items intended for sale at home. Students are responsible for personal items they bring to school. The school is not responsible for items that are lost, stolen, or damaged.

Student Dress Code

At Canalta Elementary, we believe students should feel comfortable, respected, and able to express themselves through their clothing choices. Our dress code supports a positive, inclusive, safe, and learning-focused environment while respecting students' dignity and freedom of expression.

Students are expected to dress in a manner that allows them to participate fully in all school activities and supports a respectful learning environment.

Students are expected to:

- Wear clothing that provides appropriate coverage of undergarment areas and allows for full participation in school activities, including sitting, reaching, running, jumping, and other forms of movement. Clothing that may be appropriate in other settings may not be suitable for school activities.
- Avoid clothing or accessories that display or promote violence, racism, hate speech, discrimination, drugs or alcohol, sexual content, gang affiliation, or offensive or inappropriate language.
- Remove hoods and sunglasses when entering the school building, unless there is a specific reason for wearing them.
- Keep faces visible during instructional time when wearing hats or other headwear. Hats may be worn when permitted but must be removed when requested by staff, during assemblies, and during the National Anthem.
- Follow additional clothing or footwear expectations when required for safety, such as during physical education, science activities, outside activities, field trips, or other specialized activities.

The dress code will be applied in a manner that is fair, respectful, and consistent with students' rights, with the goal of supporting student participation and a positive school environment. The dress code will be applied equitably, regardless of student's gender identity, body type, race, cultural background, or personal style. If a student's clothing does not meet expectations, staff will address the matter privately and respectfully. Our approach focusses on education and collaboration, not embarrassment. Together, we aim to create a school environment where all students feel safe, included, and free to express themselves respectfully.

Unacceptable Conduct

The following is a list of examples of unacceptable behaviours; it is not all-inclusive:

- Behaviours that interfere with the learning of others, interfere with an orderly environment, create unsafe conditions,
- Acts of bullying, racial slurs, harassment, intimidation; physical violence; retribution against a person who has intervened to prevent or report an incident or other safety concern,
- Illegal acts, such as possession, use or distribution of illegal or restricted substances; possession of weapons; theft or damage to property.

Anti-Bullying Policy

Bullying Prevention and Intervention

Everyone at Canalta Elementary School is committed to creating a safe, caring, and inclusive environment where all students feel respected and supported. We treat one another with respect and do not tolerate bullying, harassment, intimidation, or discrimination in any form.

Bullying vs. Conflict

Both bullying and conflict are taken seriously at Canalta Elementary School. Staff will respond in a way that is appropriate to the circumstances and focused on student safety, accountability, and restoring positive relationships.

- ***Bullying*** is a pattern of unwelcome or aggressive behaviour that causes harm and may involve an imbalance of power. The behaviour may be physical, verbal, social, or electronic.
- ***Conflict*** is generally a disagreement or difference of opinion between people who have relatively equal power in the relationship. Conflict can be addressed by helping those involved communicate, listen, problem-solve, and repair the relationship.

What Is Bullying?

Bullying is repeated or ongoing behaviour that is intended to hurt, intimidate, humiliate, or exclude another person and may involve a real or perceived imbalance of power. Bullying can be physical, verbal, social, or electronic.

Bullying may include, but is not limited to:

- Hurting someone physically by hitting, kicking, tripping, pushing, or otherwise causing physical harm.
- Stealing, damaging, or intentionally interfering with another person's belongings.
- Ganging up on or intimidating someone.
- Repeatedly teasing or mocking someone in a hurtful way.
- Ongoing name-calling, insults, or put-downs.
- Making discriminatory comments or jokes about someone's identity, race, culture, gender, sexual orientation, religion, disability, or another protected characteristic.
- Inappropriate touching, exposing, or showing private body parts.
- Spreading rumours or sharing information about someone in a way that causes harm or negatively impacts the school or learning environment, including through electronic communication.
- Deliberately excluding someone or encouraging others not to include, play with, or associate with them.

Not every disagreement, unkind action, or hurtful interaction is bullying. Staff will consider the circumstances, frequency, severity, impact, and context of an incident when determining how to respond.

Our Staff Commitment

Staff at Canalta Elementary School will work to prevent bullying and help students feel safe by:

- Actively supervising students in classrooms, hallways, common areas, and playgrounds.
- Watching for signs of bullying, harassment, intimidation, and exclusion and intervening when concerns arise.
- Providing age-appropriate instruction and learning opportunities related to bullying prevention, respectful relationships, and personal safety.
- Responding promptly, fairly, and sensitively to reports of bullying or other safety concerns.
- Taking students' and families' concerns seriously and following up appropriately.
- Applying appropriate consequences and restorative or educational responses in accordance with school and district procedures.
- Taking retaliation against students who report concerns seriously and responding promptly to protect students from further harm.

Our Student Commitment

Students at Canalta Elementary School can help create a safe and caring community by:

- Treating others with kindness, dignity, and respect.
- Speaking up or seeking help when they see someone being bullied or treated unfairly.
- Refusing to watch, laugh, encourage, or join in when someone is being bullied.
- Including others in games, activities, and social situations whenever possible, especially students who may be feeling left out.
- Refusing to participate in behaviour intended to hurt, embarrass, intimidate, or exclude another person.
- Telling a trusted adult when they are concerned about someone's safety or well-being.

Discipline at Canalta Elementary School

Behaviour Expectations

Our goal is to provide a safe, caring, and purposeful learning environment where all students can learn and participate successfully. Students are expected to consistently demonstrate behaviour that reflects respect, honesty, courtesy, self-discipline, integrity, responsibility, and good citizenship.

Expectations for behaviour will be clearly communicated and reinforced throughout the school year through:

- Classroom discussions and instruction
- School-wide assemblies and activities
- Direct conversations with individual students
- Communication with parents and guardians when appropriate

These ongoing conversations help ensure that students understand what is expected of them and have opportunities to reflect on their choices, take responsibility for their actions, and develop the skills needed to contribute positively to our school community.

Levels of Consequences

Responses to Unacceptable Conduct

At Canalta Elementary School, responses to unacceptable conduct are intended to help students understand the impact of their choices, take responsibility for their actions, repair harm, and develop the skills needed to make positive choices in the future.

When determining an appropriate response, staff and administration will consider the nature, severity, and frequency of the behaviour, as well as the student's age, maturity, developmental level, individual circumstances, and ability to understand the impact of their actions.

Responses will be fair, consistent, and appropriate to the circumstances. Whenever possible, responses will be preventative, educational, and restorative rather than solely punitive. Students may be encouraged to participate in identifying meaningful ways to repair harm and restore relationships.

Level 1 — Classroom and School-Based Responses

Level 1 responses are generally appropriate for minor or first-time violations of the Code of Conduct. Staff will speak with the student and provide an opportunity to understand the concern, reflect on their behaviour, and make a more positive choice.

Possible responses include:

- Reminder or informal discussion
- Problem-solving or restorative conversation
- Verbal or written warning
- Reflection or restorative activity
- Contact with a parent/guardian by the classroom teacher
- Temporary separation from peers or an activity
- Written or verbal apology when appropriate
- Restitution or repair for damaged property
- Other appropriate classroom or school-based strategies

Level 2 — Increased Support and Accountability

Level 2 responses may be appropriate when behaviour is repeated, persistent, or more serious, or when Level 1 strategies have not been successful.

Possible responses include:

- Any appropriate Level 1 response
- Office referral
- Directly supervised recess or lunchtime activity
- Contact with a parent/guardian by the classroom teacher and/or administration

- Parent/guardian meeting
- School-Based Team involvement
- Development of an individualized behaviour or support plan
- Increased supervision or structured support
- Temporary removal from a classroom or situation while a plan is developed
- Other appropriate school-based responses

Level 3 — Administrative Response

Level 3 responses may be appropriate for serious, repeated, or ongoing unacceptable conduct. Students may be referred to the principal or designate for further investigation, support, and response. The administrator will consider the nature and severity of the behaviour, the impact on others, the student's intent, the frequency of the behaviour, and the individual circumstances of the student when determining an appropriate response.

Possible responses include:

- Any appropriate Level 1 and/or Level 2 response
- Administrative referral and investigation
- Referral to a school counsellor or other appropriate support
- Administrative involvement in developing a response or support plan
- Formal documentation of the incident
- Increased supervision during recess or lunch
- Restorative or problem-solving processes
- In-school suspension, where appropriate and consistent with district procedures
- Parent/guardian meeting
- Other appropriate administrative responses

Level 4 — Suspension

In accordance with the School Act and applicable district procedures, the principal may suspend a student when circumstances warrant.

Suspension may be considered for serious or ongoing unacceptable conduct, including behaviour that causes or is intended to cause significant harm to another person, serious physical aggression, ongoing refusal to comply with reasonable expectations, significant vandalism, or other serious violations of the Code of Conduct.

When determining whether suspension is appropriate, the principal will consider the nature and severity of the behaviour, its impact, the student's intent, the frequency of the behaviour, the student's age and maturity, and other relevant individual circumstances. A suspension may be immediate when the nature of an incident warrants it. Parents/guardians will be contacted as soon as reasonably possible when a student is suspended.

Where appropriate, parents/guardians may be asked to meet with the principal to discuss the incident, identify supports, and develop a plan to help the student return successfully to school.

Supporting Positive Behaviour

The purpose of this system is not simply to assign consequences. Our goal is to teach, support, and reinforce appropriate behaviour so that students understand what is expected and develop the skills necessary to make responsible decisions. Teachers, Education Assistants, and other staff will explicitly teach and reinforce school-wide expectations across classrooms, hallways, playgrounds, and other school settings. Staff will respond to minor behavioural concerns as they arise and will provide students with opportunities to reflect, problem-solve, and repair harm.

Repeated, persistent, or serious behaviour concerns will be referred to the principal or designate for additional support and administrative response. Through consistent teaching, positive reinforcement, appropriate accountability, and restorative practices, we aim to help every student develop the social, emotional, and behavioural skills needed to contribute positively to our school community.

Retaliation

Students and families are encouraged to bring forward concerns about behaviour or possible violations of the Code of Conduct. The school will take reasonable steps to protect students from retaliation when a complaint or concern is reported. Retaliation against a student for reporting a concern, participating in an investigation, or supporting another student is unacceptable and will be addressed appropriately.

Changing Expectations

Increasing Expectations for Student Behaviour

As students mature and develop greater independence, expectations for their behaviour and decision-making will increase. Students will be expected to demonstrate:

- Increasing personal responsibility, self-awareness, and self-discipline.
- Increasing accountability for their choices and actions.
- Increasingly appropriate responses to inappropriate or unacceptable behaviour.

The school recognizes that students have different abilities, needs, and circumstances. When responding to student behaviour, staff will consider a student's individual circumstances, including any disability or diverse learning need that may affect their ability to understand or meet behavioural expectations.

Where appropriate, reasonable accommodations and individualized supports will be provided to help students participate successfully in the school community and meet behavioural expectations.

Cell Phone & Personal Digital Device Use Effective July 1, 2024

Personal Digital Devices including Cell Phone Use:
To align with policy 4370 effective as of July 1, 2024

Cell phones and electronic devices have become an increasing issue over the last few years – both as a distraction to the learning in the classroom and as an issue on the school yard. Technology is a wonderful tool but when misused, it can put your child in danger or cause difficulties for other children (cyberbullying). The laptops and iPad we use in the school have high-risk sites blocked and we can monitor what students have access to.

It is not possible to do that with cell phones and other electronic devices. The district has amended the policy to help students learn, to keep them safe and to align with the provincial mandate. As of July 1, 2024, personal digital devices (including but not limited to cell phones, smartphones, tablets, computers, smartwatches, Meta glasses, and portable video game systems) will not be permitted at any time during the school day. This is from the arrival on school property to student departure from school property.

Following Policy 4370 (https://www.sd59.bc.ca/sites/default/files/district-policies/4370R%20District%20Code%20of%20Conduct-June2024-rev.pdf) schools will exempt specific students from restrictions on the use of personal digital devices when they are needed as an essential support for their medical support plan and needs (i.e. diabetes, medication, etc) or as outlined in a students Competency-Based Individual Education plan.

If parents feel they want their child to have access to their cell phone before arriving on school property and after leaving school property, cell phones may be brought to school and left turned off in the student's backpack. The security and storage of personal devices is the sole responsibility of the owner, and the school assumes no responsibility for the safety, security, loss, repair, or replacement of such devices. Students are not permitted to take or post photos/videos while at school.

Parents and caregivers needing to leave important messages for their child during the school day can do so by contacting the school office.

- **Level 1:** Should students have their phone or digital devices out, the first time they will receive a warning, review the expectations and the device will be kept with the teacher until the end of the day.
- **Level 2:** Should it happen again, the phone will be sent to the office, and parents will be contacted to pick up the student's phone/device.
- **Level 3/4:** Should chronic issues occur, they will be addressed individually, and a plan will be put in place with administration.
- ***Note:*** *Students not leaving their cell phones in their backpacks, taking pictures, recording and/or posting images or content taken while at school, will be required to sign their phones in and out at the office daily.*