

COWICHAN VALLEY SCHOOLS



CODE OF CONDUCT

“Educative, Preventative, and Restorative”

YEAR: 2024-2025



CODE OF CONDUCT: OVERVIEW

Alexander Elementary's Code of Conduct is in alignment with the Cowichan Valley School District policies and procedures, specifically:

AP 104: District Code of Conduct

Policy 25: Identity, Belonging and Connection and

Safer Schools Provincial Standards for Codes of Conduct Ministerial Order.

As per the Ministerial Order, all Cowichan Valley schools Codes of Conduct have at their core, the intention to be *educative, preventative, and restorative* in practice and response.

Codes of Conduct are not a list of school rules. The Code of Conduct exists to help make the school a safe, caring, and orderly environment for learning and working.

Educative, Preventative, and Restorative

The severity and frequency of unacceptable conduct, as well as rising expectations for behaviour as students grow and mature will be considered.

Disciplinary decisions will align with District and Ministry Policy Guidelines and will be employed with consistency and equity. Whenever possible, responses will be educative, preventative, and restorative, rather than punitive. Students, as often as possible, will be encouraged to participate in the development of meaningful outcomes to promote learning and growth. The primary function of addressing student conduct will be to correct, educate, and develop positive, contributing members of the school community.

Educative	Preventative	Restorative
Providing learning opportunities to understand and reflect on how their actions have impacts.	Proactively creating conditions that keep undesirable actions from happening.	Supporting students to participate in repairing, rebuilding, reinstating, redressing relationships.

Special Consideration for Age and Ability:

Codes will be understanding of and sensitive to students with diverse abilities that interfere with their ability to understand or follow the school's code of conduct expectations.

Special considerations may apply in these circumstances. Some students externalize behaviours that may appear to violate the code of conduct. These circumstances should be approached sensitively and case by case in an educative, preventative, and restorative way.

This Code of Conduct must not discriminate against a student who cannot meet a behavioural expectation because of diverse abilities.

A. Statement of Purpose

At Alexander Elementary all students, staff and caregivers have a role and shared responsibility to create and support a welcoming, caring, respectful and safe learning environment. All members of the school community have a right to learn and work in an environment free from discrimination, harassment, bullying and harm.

These shared responsibilities are applicable both on school premises, during school activities both in school and within the community. This includes behaviour beyond these times when it affects the safe, caring, and inclusive environment of the school.

These expectations also include digital citizenship (online presence) that negatively affect the school community and student learning.

B. Acceptable Student Conduct

As members of the Alexander school community, all students are expected to be positive, accepting, cooperative and kind.

It is expected that students will

- *honour self, others, and the school*
- *help to make the school a safe, caring, and inclusive place*
- *inform trusted adults of incidents of bullying, harassment, or intimidation*
- *engage in purposeful learning activities at school.*
- *respecting the rights of others to work in a learning environment.*

C. Unacceptable Student Conduct

Behaviours that do not contribute to a positive, accepting, cooperative and kind school environment are considered unacceptable.

Behaviours, such as (but are not limited to):

- interfere with the learning of others or self, including their emotional well-being
- create unsafe conditions
- bullying, harassment, or intimidation
- the *promotion of hatred or any symbol of use drugs and alcohol use*
- any conduct which is harmful to the physical, social, or mental well-being of others. This includes in person and virtual interactions as well as witnessing or group participation (by-standing).

Illegal acts, such as (but are not limited to):

- possession, use or distribution of illegal or restricted substances (examples include illicit substances, inhalants, vapes and energy drinks – or items that relate to)
- possession or use of weapons
- theft of or damage to school property and/or the property of others. This includes school related transportation, vandalism, and willful destruction of environmental spaces.

Discriminatory acts, such as (but are not limited to):

- Discrimination, in all forms based on Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of the person or that group or class of person.

D. Digital Device Restrictions

In this code “personal digital device” means any personal electronic device that can be used to communicate or to access the internet, such as a cell phone or a tablet.

Codes of conduct to restrict student personal digital device use at school is to promote online safety and support focused learning environments.

During the hours of school operation, students are restricted in their use of personal digital devices. Students may be given access to technology with the supervision of a teacher and/or staff member.

Accessibility and Equity

With staff supervision, students may, for the use of medical, health, accessibility needs, and/or equity to support learning needs have these restrictions amended. This amendment will be documented and maintained with school administration.

E. Rising Expectations

As students grow older and more mature, it is our expectation that they will be held to a progressively higher standard of personal responsibility and self-discipline and will accept increasing consequences for inappropriate behaviour.

F. Consequences of Unacceptable Conduct

At Alexander, our goal is to work with students, parents, guardians, and the community to provide a positive, accepting, cooperative and kind environment. Consequences and restorative measures for unacceptable behaviour will be appropriate to the needs and circumstances of each individual student.

Consequences have the following expectations:

- Responses to unacceptable conduct should be consistent, and equitable.**
- Wherever possible, consequences should be educative, preventative, and restorative, rather than punitive or disciplinary.**
- As often as possible, students should be encouraged to participate in the development of meaningful consequences for violations of the code of conduct.**
- We will always consider culturally appropriate and/or culturally sensitive approaches to conduct and consequences of conduct.**

Steps to Address Unacceptable Conduct:

a) Notification

School officials have a responsibility to advise other parties of serious breaches of the code of conduct (may include, not limited to, families, school district officials, police or other agencies and members of our school community).

b) Prevention of retaliation

Alexander Elementary and the Cowichan Valley School District will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of the code

of conduct.

Student Suspension

Suspension is one of many strategies in a complex problem-solving restorative process designed to support the student to address unacceptable conduct. Student suspension may be employed as part of the larger intervention process, which will be educative, preventative, and restorative. A parent or guardian, and the Associate Superintendent, will always be notified by the administration in the case of a student suspension.

CONCLUDING STATEMENT:

Cowichan Valley Schools including Alexander Elementary ultimately strive to educate all students to be good citizens and make good choices. When student behaviour does not align with the code of conduct an educative, preventative, restorative approach is utilized.