



## **CHARTWELL ELEMENTARY**

### Code of Conduct

#### **Purpose**

The purpose of Chartwell Elementary School's Code of Conduct is to establish guidelines and expectations for acceptable student conduct to maintain a safe environment conducive to learning. Chartwell Elementary is committed to providing students with learning environments that are safe, responsive, and inclusive. Students are expected to behave in an appropriate manner while at school and while attending any school-related activity at any location.

Chartwell Elementary School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age – in respect of discriminatory publication and discrimination in accommodation, service, and facility in the school environment.

#### **Acceptable Conduct**

Chartwell is a learning community that works together and is mindful, kind, and resilient. We celebrate our similarities and our differences, and we are patient with one another and ourselves. We learn from our successes and our mistakes, and we approach challenges with confidence and fearlessness. We care for the land and commit to making our community a better place every day.

Students are expected to act in a manner that maintains an environment that is safe for themselves and others, respects the diversity of opinions and beliefs, respects public and personal property and treats everyone fairly. (Be safe, be kind, be fair). Some examples of actions that students can do to support these expectations include being kind to and including others, trying your best, respecting the work environment, solving problems peacefully, and taking responsibility for your actions.

We encourage bystanders to report unsafe behavior to staff members. Chartwell Elementary School will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of this Code of Conduct.

## Unacceptable Conduct

Unacceptable student conduct is acting in a manner that jeopardizes the safety of self and/or others and has a negative impact on the learning environment. Examples include, but are not limited to:

Acts of:

- any form of bullying (physical, social, emotional, or cyber)
- physical violence
- threatening or intimidation
- interfering with the learning of others
- unsafe play

Illegal acts, such as:

- possession or use of a weapon or facsimile
- theft or property damage
- possession, use, or distribution of illegal or restricted substance

## Dress Code

Our dress code recognizes that decisions about dress reflect individual expression of identity, socio-cultural norms, and that such decisions are personal. Students may attend school and school-related functions in dress of their choice provided that their choices:

- Do not represent or promote alcohol or drugs;
- Use respectful language;
- Do not depict or promote violence, racism, sexism, or discrimination;
- Conform with established health and safety requirement for the intended activity;
- Are not intimidating to others.

Students have the right to dress in a manner consistent with their gender identity or gender expression. This includes students who may dress in a manner that is not consistent with the societal expectations of masculinity/femininity.

## Response Plan/Intervention Strategies

Chartwell School operates within the context of a Restorative Justice philosophy. How problems are resolved and how decisions are made fall within a belief that we all learn from our mistakes and that restoring one's relationships and one's dignity in a crisis can be a powerful opportunity to learn about being a citizen and a human being.

The procedure for intervention is incremental and intended to move students along a continuum of taking responsibility for their actions and repairing any harm that was caused. When determining a plan for intervention that may include consequences, the age of the child and circumstances related to the behaviour will be taken into consideration. As students become older and more mature, there is a progression in our expectations related to appropriate behaviours. The goal of the plan is to restore the student to the routines of the regular classroom and school setting as quickly as possible.

Special considerations may apply to specific students if they are unable to follow Code of Conduct expectations due to having an identified disability of an intellectual, physical, sensory, emotional, or behavioural nature.

### Level I – Classroom Plan

1. If an infraction occurs, the students will be given feedback on the behavior and given the opportunity to self-correct
2. If the student chooses not to self-correct and must be re-addressed on the same behavior, one of the following intervention strategies may be used:
  - Loss of privileges
  - Withdrawal from classroom
  - Time after school
  - Giving back to the community
  - Parent involvement (e.g. telephone call home, interview)

### Level II – School Plan

1. If the student is moved from the classroom to an alternative learning environment, they will be asked to reflect on the incident. Parents/Guardians may be notified.
2. Following an independent time for reflection, the student will debrief the situation with a staff member. The debriefing will follow the format of negotiating an agreement by:
  - identifying parts of code of conduct that were not followed
  - identifying alternative solutions for the problem
  - identifying people that were impacted and actions to be taken to restore relationships
  - identifying consequences and strategies to rebuild trust

### Level III

If Level I and Level II plans are unsuccessful, a one to two day in-school suspension may follow. Duration of the in-school suspension will be determined by the principal or designate. Parents will be notified, and parent input may be sought. The range of consequences outlined in Levels I, II and III may include the development of a written contract. The goal of the contract will be to help the student make better choices to improve his or her behaviors.

## Level IV

There may be certain situations involving dangerous or long-term disruptive behaviors which will require an out of school suspension. Should this occur, there would be a meeting with the parent to develop a plan for re-entry and for addressing the problem behavior. This will occur at the discretion of the principal and will follow the procedures outlined in the School Act.

### **Notification**

School officials have the responsibility to advise other parties of serious breaches of the code of conduct, including:

- parents of student offender(s)
- parents of student victim(s)
- school district officials
- police and/or other agencies, as required by law