



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.

All parent/caregiver, visitors and volunteers are required to enter through the front doors and report to the school office to sign in. Parents and caregivers need to make prior arrangements before entering learning spaces during the school day. This includes outdoor learning spaces such as the playground (recess), the field and the courtyard. Following these guidelines will help keep all the children safe and protect the learning environment.

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.

Personal Digital Devices

Personal Digital Devices* are to be appropriately used during the school day including before school, after school and break times in accordance with the District Admin Procedure 370 and the student expectations outlined within this School Code of Conduct.

If a personal digital device is required for instructional purposes, or to support a student's medical and health or accessibility and accommodation needs, teachers/staff will provide clear guidelines and expectations around their use for these purposes and ensure that use is adequately supervised. Considerations for personal digital device use will also be made to ensure equity to support learning outcomes for any student who may be disproportionately impacted by the lack of access.

*Personal Digital Devices means any personal electronic device that can be used to communicate or to access the internet, such as cell phones, phones, laptops, tablets, smartwatches, and any other portable technology device.

Acceptable Conduct

Chartwell is a learning community that works together and is mindful, resilient, and kind. 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 tenacity. We care for the land and commit to making our community a better place every day.

At all times, students will:

- Respect themselves, others and the environment
- Be kind and caring towards others
- Engage in a safe and responsible manner
- Be responsible for our own actions
- Take responsibility as positive bystanders
- Do our personal best in all endeavours
- Resolve conflicts peacefully

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:

Behaviours that:

- Interfere with the learning of others
- Are disrespectful or offensive to self, others and the environment
- Create unsafe conditions
- Demonstrate bystander behaviour that contributes to an unsafe situation

Acts of:

- Threatening or intimidating
- Exclusion
- Unsafe play
- Physical violence
- Bullying (physical, emotional, technological etc.)
- Offensive language

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

Rising Expectations

As students become older and more mature, there is a progression in the expectations related to personal responsibility, self-control and appropriate behaviour.

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.

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

At this level a student whose behaviour interferes with learning, an orderly environment, or that creates an unsafe situation will be given feedback using the restorative action principles. The students will be given the opportunity to reflect, repair and self-correct. At this time or if the behaviour continues, then one of the following interventions may also be implemented. For example, a problem report may be filled out, a loss of privileges may occur, and/or communication with the parents may be made.

Level II

If the intervention at Level I is unsuccessful, then further intervention will be implemented to give a student an opportunity to debrief the situation and reflect with a teacher, Principal, Vice Principal or district personnel. This intervention will continue to use the restorative action principles and will further focus on the impact of the behaviour on others, encourage collaboration, and to provide collaboration and accountability. At this time a problem report will be filled out, a loss of privileges may occur, and/or communication with the parents may be made.

Level III

At this level a student may not be responding to the interventions outlined in Level I and Level II which may require increasing action. This intervention will involve parents and use a restorative approach.

Level IV

A school suspension may be given to a student for a dangerous or repetitive misconduct. This action will occur at the discretion of the principal or designate and will follow the procedures outlined in the School Act.

Notification

Our practice at Chartwell is to inform parents and students about our philosophy regarding student problems, our expectations of behaviour and the process of intervention we follow.

In the event of major breach of the Code of Conduct, the following parties will be informed:

- Parents of student offenders and victims
- School district officials - as required by school district policy
- Police and/or other agencies - as required by law

By using the restorative justice process and respecting the individuality of each student, it is hoped that interventions will become a learning process and will not be incremental.

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.