Code of Conduct 2025-2026

Cedar Drive Elementary

SCHOOL MISSION:

As a community, we strive to provide education that encourages respect, responsible decision making, creativity, individual development and life-long learning in a positive environment.

INTRODUCTION

At Cedar Drive Elementary, students, parents, and staff are committed to ensuring our learning community is safe, caring, connected and inclusive. We value social-emotional learning and behaviours that contribute positively to the classroom and school community. Students are supported in the development of their self-regulation skills through classroom and school-wide activities. At Cedar Drive, we value inclusion and belonging, respect for self and others, and the exercising of fair and reasoned consequences and problem-solving.

The Cedar Drive Code of Conduct has been developed in accordance with ministry requirements as outlined in the Safe, Caring and Orderly Schools' document. The Code of Conduct is designed to provide guidelines for appropriate student behavior while under the jurisdiction of the school or at any school-sponsored function.

Process
Our Code is reviewed annually by staff, parents and administration to ensure it meets the needs of our students. We consult with parents via communication in school newsletters, through our school website and at PAC meetings.

Communication
Students are made aware of the Cedar Drive Code of Conduct in a variety of ways such as: school-wide assemblies, classroom meetings and discussions, family discussions, counselling sessions and administrative meetings. It is also on the school website and in the student planner. The school staff are given opportunities to discuss and provide input into the Code of Conduct at staff meetings and professional development sessions.

Implementation
Behavioural expectations outlined in the Code of Conduct are directly taught to students, consistently reviewed and actively promoted. Throughout the school year, staff review with students the behaviour expectations outlined in our Code of Conduct. Teachers will also use the Code of Conduct as the basis of

their classroom expectations and/or charters. Our staff models welcoming, respectful behaviour to all members and visitors to our community.

Responses to unacceptable behaviour are based consistently on sound principles and are appropriate to the context. Whenever possible, teachers and students reflect on actions through restorative prompts. Responses to unacceptable behaviour are intended to focus on relationships, opportunities for learning, acknowledging responsibility for choices, problem solving and trying to repair any harm done if appropriate.

Conflict Resolution

We discuss and resolve conflicts peacefully using language that reflects a growth mindset. When appropriate, a restorative process may be enacted to resolve conflicts in the learning community. Some other examples of how we can develop our conflict resolution skills include:

- Talking Circles
- Class discussions
- Writing about our feelings (i.e. journaling)
- Seeking out the assistance of an adult to develop a plan to resolve an issue
- Reading stories about historical events that serve to broaden our empathy and understanding of others and their lived experiences
- Role playing and perspective taking activities
- Using strategies to calm ourselves (i.e. zones of regulation, physical activity, breathing, the sensory path, self-regulation room, social mapping and size of the problem).

Monitoring and Review
Conduct is continuously monitored to ensure codes reflect current and emerging situations and are contributing to school safety. Codes of conduct are reviewed and improved in light of evidence gathered and/or relevant research, and are revisited as part of a regular cycle of policy review. All partner groups are provided with the opportunity to annually review and suggest changes to the code of conduct to ensure the statements are useful and effective. Teachers support students' development of social-emotional and social responsibility during classroom activities. Student growth in these areas is communicated to parents through written comments on report cards. On an annual basis, near the end of each school year, our code of conduct is discussed by staff and shared with our PAC.

Alignment
Our code of conduct is consistent with the District Code of Conduct, School District 43 policy and procedures, the Safe, Caring and Orderly Schools Guide and current legislation. Cedar Drive's Code of Conduct is aligned with the BC Human Rights Code and is compatible with those from other elementary schools in the district as well as the family of schools in our geographical area. It is also in alignment with the District Code of Conduct. Discussions with the members of our community of schools take place regularly throughout the school year.

Standards

Statement of Purpose

- To establish, clarify and maintain safe, caring and orderly environments for purposeful learning.
- To clarify and actively teach behaviour expectations for students so that they understand what it looks like to be positive, responsible, respectful members of our school community.
- To clarify and publish expectations for student behaviour while at school, while going to and from school, and while attending any school function or activity at any location.
- To establish and maintain a school community where self-respect and respect for others is valued.

Conduct Expectations

These expectations apply to behaviour at school, during school-organized or sponsored activities, and behaviour beyond these times (including on-line behaviour) that negatively impacts the safe, caring or orderly environment of the school, and/or student learning. All Cedar Drive community members are expected to contribute towards building a safe, caring and orderly school environment for students, staff and visitors.

Acceptable Conduct

- Speaking and acting towards other students, staff and visitors to the school in a caring and respectful manner so that words and actions do not cause injury or harm to anyone.
- Helping to ensure the school environment is a safe and caring place for all to learn.
- Taking direction as needed from teachers and support staff.
- Engaging in responsible behavior in all learning and school activities.
- Modelling respectful and responsible behaviour at school, in the community and while acting as a representative of the school.
- Behaving in a way that does not interfere with the ability and right of others to learn.
- Following the individual rules, guidelines and instructions of all classroom teachers and staff.
- Reporting in a timely manner to a staff member the occurrence of disrespectful and unkind behaviour including but not limited to bullying, harassment or intimidation.
- **Students shall not discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of their 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 that person or class of persons.**
- **Students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise.**

Personal Digital Devices in Schools

All cellular phones or similar personal communication devices are to be appropriately stored during the school day (8:55am – 2:48pm). Digital devices of any kind are only to be used at the discretion of your teacher when identified as appropriate for your learning environment or because of unique circumstances.

Any use of personal digital devices at school is subject to all other expectations for conduct and use of technology, including AP 140.2 – Digital Responsibility for Students.

Unacceptable Conduct

The list below cites examples and is not inclusive of all unacceptable behaviours.

Behaviours that:
- Interfere with an individual's right to learn or right to feel safe.
- Are disrespectful, unkind and/or use inappropriate words or hurtful behaviours toward anyone.
- Do not show respect for people or property.
- Cause vandalism or theft in a classroom, school or anyone's property.
- Create unsafe conditions.
- Are disrespectful of others.

Acts of:
- bullying, harassment, or intimidation, including online and texting.
- Physical violence
- Retribution against a person who has reported incident(s).

Illegal acts, such as:
- Possession, use, or distribution of illegal or restricted substances.
- Possession or use of weapons.
- Theft of or damage to property.

A search by school officials of a student under their authority or a search of student property may be undertaken if the school has reasonable grounds to believe a school rule has been or will be violated, and that the evidence of that violation will be found in the location or on the person of the student being searched. Students know that their teachers and other school authorities are responsible for providing a safe learning environment and maintaining order and discipline at school. As a result, they must know that, where reasonable grounds exist, this may require searches of students, their lockers and their personal effects and the seizure of prohibited items.

Students should also be aware that the schools may collect, use, and disclose personal information about students for the purposes of investigating and addressing student misconduct, safety and maintaining order and discipline in school. Such collection and use of student information may include information that is obtained from witnesses or collected from other secondary information sources (e.g. social media). All personal information of students collected by the school will be collected in compliance with and under the authority of the Freedom of Information and Protection of Privacy Act (ss. 26(a),(b), and(c)) and the School Act. Questions about the collection, use or disclosure of student personal information should be directed to the Assistant Superintendent and Chief Information Officer Stephen Whiffin, at swhiffin@sd43.bc.ca.

Rising expectations

As children progress through their elementary years, there will be a progression of expectations held for them. Special consideration may apply to students with diverse learning needs if these students are unable to comply with our code of conduct.

Consequences

- Wherever possible and appropriate, the focus will be on consequences that are restorative in nature rather than punitive; students will be provided with an opportunity to participate in the development of meaningful consequences for violation of the established code of conduct.
- Every attempt is made to ensure that the responses are as consistent and fair as possible.
- Each situation will be treated according to the particular circumstances and with the intention of meeting the needs of the student(s) involved.
- The school and the school board will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the Code of Conduct.

Responses to unacceptable conduct may include any and/or all of the following:

- Teacher intervention
- Discussion with administration
- Parent notification and/or meeting
- Loss of privileges
- Small group mediation and/or conflict resolution
- In-school suspensions
- Formal Suspension Level I, II or III for serious or dangerous behaviours

Notification

The principal and/or the classroom teacher will make every effort to inform and involve parents when dealing with ongoing behavioural issues. Parents are notified by the principal if their child has been involved in a serious or concerning incident. Other parties who may be notified as required are:

- School district officials as required by school district policy.
- Police and/or other agencies as required by law.
- All parents will be notified when it is important to reassure school community members that school staff are aware of a serious incident or situation and are taking appropriate measures to resolve the issue.