

## Adam Robertson Elementary Code of Conduct

### Adam Robertson Elementary - Statement of Purpose

The purpose of our code of conduct is to establish and maintain safe, caring, and orderly environments for purposeful learning and student success. Our code is built around the school's vision: "To support the development of RESILIENT children who can thrive in any community", which reflects the values of our school community.

The School Code of Conduct applies at school, during all school-organized or sponsored activities, on school buses, and any behaviour even if outside of school or school hours, (including online behaviour), that negatively impacts the safe, caring, or orderly environment of the school, and/or student learning.

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### Relationship to BC Human Rights Code

Adam Robertson Elementary 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 or sexual orientation, or gender identity or expression - in respect of discriminatory publication and discrimination in accommodation, service, and facility in the school environment.

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### Application of Code of Conduct - Conduct Expectations

#### Acceptable Behaviour

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).

Students will demonstrate:

**Respect** - Students are expected to show respect for self, environment, and others. They are expected to act in a responsible manner and be respectful of the rights of others at school and school activities wherever held.

Responsibility - Students are expected to gradually assume more responsibility for themselves, as individuals and members of society. They are expected to become more responsible for undertaking, organizing and completing their schoolwork and for contributing to and promoting a safe, caring, and orderly school environment.

Commitment - Students are expected to strive for personal excellence in all their school endeavors and comply with school expectations and rules for student work, attendance, behaviour, and deportment.

Attitude - Students are expected to participate willingly and diligently in their assigned work and to undertake school activities with a spirit of cooperation and fair play.

In addition, specifically at Adam Robertson Elementary School:

We incorporate the Circle of Courage model into our schoolwide culture. It is a model of youth empowerment and resiliency, which recognizes that for youth to be emotionally healthy, they need to feel a sense of *BELONGING*, *MASTERY*, *INDEPENDENCE* and *GENEROSITY*. Our goal at A.R.E.S. is to actively incorporate the Circle of Courage philosophy and the four universal needs of all children (Belonging, Independence, Generosity, & Mastery) into our schoolwide culture, which will empower students to develop greater personal responsibility, leading to greater resiliency.

### Circle of Courage Values

Acceptable and Expected Conduct			
Belonging	Generosity	Independence	Mastery
<ul style="list-style-type: none"> <li>▪ Including others</li> <li>▪ Respecting personal boundaries</li> <li>▪ Taking turns, playing fairly, demonstrating sportsmanship</li> <li>▪ Respecting the learning of others</li> <li>▪ Respecting the property of others</li> <li>▪ Being accepting and inclusive of all people</li> <li>▪ Respecting the rights of others</li> <li>▪ Building positive relationships with others</li> <li>▪ Being involved in the school community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using kind words and actions</li> <li>▪ Being considerate of others: Walking calmly, staying on the right, quiet in the hallway, etc.</li> <li>▪ Helping others when they are hurt</li> <li>▪ Finding an adult when something/someone is unsafe</li> <li>▪ Being respectful and polite to others</li> <li>▪ Contributing to the school community</li> <li>▪ Demonstrating empathy and understanding</li> <li>▪ Sharing ideas and work with others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Arriving on time, prepared and ready to learn</li> <li>▪ Cleaning up after oneself and caring for the classroom and school</li> <li>▪ Making positive choices</li> <li>▪ Using equipment safely and with care</li> <li>▪ Returning equipment after use</li> <li>▪ Gradually assuming more responsibility</li> <li>▪ Completing assignments</li> <li>▪ Using self-control</li> <li>▪ Maintaining a positive attitude</li> <li>▪ Working independently and making good decisions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrating leadership</li> <li>▪ Putting in one's best effort</li> <li>▪ Striving for excellence</li> <li>▪ Committing to teams/clubs, etc. and following-through with expectations</li> <li>▪ Solving problems creatively</li> <li>▪ Leading by example</li> <li>▪ Creating opportunities for others</li> <li>▪ Persisting until a task is complete</li> <li>▪ Managing loss or failure positively and with a willingness to try again</li> <li>▪ Being motivated to succeed</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Engaging in helpful and thoughtful activities</li> <li>▪ Supporting younger students without being asked</li> </ul>	<ul style="list-style-type: none"> <li>▪ Being trustworthy and taking responsibility for one's actions</li> <li>▪ Setting goals and working towards them</li> </ul>	<ul style="list-style-type: none"> <li>▪ Being a positive role model</li> </ul>
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### Unacceptable Conduct

Students shall not discriminate against others on the basis of Indigenous identity, race, religion, colour, ancestry, place of origin, marital status, family status, age, sex or sexual orientation, gender identity/expression, or physical or mental disability, or for any other reason set out in the Human Rights Code of British Columbia, nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the basis of any such grounds. **Racism and discrimination will not be tolerated in our school.**

- Behaviours that interfere with the learning of others, interfere with an orderly environment, or create an unsafe environment.
- Bullying, cyberbullying, harassing, intimidating, threatening, retaliating, discriminating, or violence.
- Illegal acts, such as possession, use or distribution of illegal or restricted substances.
- Theft or damage to property.

Unacceptable Conduct			
Belonging	Generosity	Independence	Mastery
<ul style="list-style-type: none"> <li>▪ Excluding others and leaving people out</li> <li>▪ Disregarding personal boundaries</li> <li>▪ Playing unfairly, using poor sportsmanship</li> <li>▪ Interfering with the learning of others</li> <li>▪ Taking, damaging, or disregarding the property of others</li> <li>▪ Being non-inclusive, avoiding certain people</li> <li>▪ Disrespecting the rights of others</li> <li>▪ Forming negative relationships with others</li> <li>▪ Not showing care for the school community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using unkind words and unkind actions, swearing, being physically aggressive</li> <li>▪ Being inconsiderate of others: Running in the hall, being disruptive</li> <li>▪ Not showing care when someone is hurt</li> <li>▪ Not seeking adult help when someone or something is unsafe</li> <li>▪ Being disrespectful and rude to others</li> <li>▪ Not contributing to the school community - littering, etc.</li> <li>▪ Lacking empathy and understanding for others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Arriving late, unprepared and not ready to learn</li> <li>▪ Not attending regularly</li> <li>▪ Not showing care for the classroom or one's personal space</li> <li>▪ Making negative choices</li> <li>▪ Using equipment unsafely and without care</li> <li>▪ Not returning equipment after use</li> <li>▪ Unwilling to assume responsibility</li> <li>▪ Not completing assignments</li> <li>▪ Using poor self-control</li> <li>▪ Maintaining a negative attitude</li> <li>▪ Not working independently and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Following others without thinking of the negative consequences</li> <li>▪ Not trying or putting in effort</li> <li>▪ Joining clubs/teams but not attending or doing one's part</li> <li>▪ Unwilling to solve a problem peacefully or solving it in a negative way</li> <li>▪ Being a poor role model or not standing up for others</li> <li>▪ Preventing others from engaging in positive opportunities</li> <li>▪ Giving up quickly</li> <li>▪ Handling loss or failure inappropriately, with</li> </ul>

<ul style="list-style-type: none"> <li>▪ Hurting others (verbally, physically, or emotionally)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Not willing to share</li> <li>▪ Not willing to help others</li> <li>▪ Disregarding younger students</li> </ul>	<p>making poor decisions that impact others</p> <ul style="list-style-type: none"> <li>▪ Being untruthful and unwilling to take responsibility for one's actions</li> <li>▪ Not caring about one's personal goals or working toward them</li> </ul>	<p>a poor attitude and poor sportsmanship</p> <ul style="list-style-type: none"> <li>▪ Being unmotivated to succeed - giving up easily</li> <li>▪ Being a poor role model</li> </ul>
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**Note:** Behaviours (both acceptable and unacceptable) cited in the code of conduct are examples only and not an all-inclusive list.

**Use of Personal Digital Data Devices**

Students only use personal digital data devices (any device that can access the internet) for instructional purposes and digital literacy appropriate to the student's age and developmental stage while on school property and during hours of instruction, aligned to our school's expectations related to personal digital data devices:

Our Adam Robertson Elementary School community strives to provide a learning environment free from the use of technology, outside of structured classroom learning activities, to foster a school culture rich with social interactions, relationship building, and spontaneous creativity. The presence of electronic devices, such as smartphones, smart watches, and Bluetooth earphones and devices, detracts from the kind of play and interaction that we promote at school. Therefore, we ask that electronic games, electronic devices, etc. stay at home. Students are not permitted to bring or use their own devices for learning tasks as the school provides those devices and network access for them.

Any student unable to cooperate with these school-wide standards designed to support a positive learning environment will have their device stored safely in the office for parents or guardians to retrieve at their convenience.

Access to the Internet will consider equity and hardship to foster connection with peers and access to opportunities for personal achievement.

The use of personal digital devices for students with disabilities or diverse abilities will be outlined in students' Individual Education Plans, such as the use of assistive technology on personal digital devices at school to support student accessibility, communication, and autonomy and to facilitation participation and promote accessibility. This includes supporting the use of personal digital devices that monitor and support medical necessities.

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**District Code of Conduct**

The School District No. 8 (Kootenay Lake) (SD8) Code of Conduct has been established to maintain a safe, caring, and orderly learning environment.

SD8 believes in the interactive roles required to achieve safe and caring schools and believes that responsibility for safe and caring schools is shared among many partners. It is the shared responsibility of students, staff, parents/guardians, and the broader community (school community), to demonstrate positive conduct while attending any school or District related activity, at any location.

All members of the school community are expected to comply with the purpose and spirit of the BC Human Rights Code, including not engaging in discriminatory conduct 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, or age.

All members of the school community have an obligation to:

- Support learning;
- Promote safety;
- Respect self, environment, and others; and,
- Model courtesy, compassion, and respect.

All members of the school community must refrain from engaging in any in-person or digital communication or behavior that is:

- Interfering with the learning and working of others.
- Bullying, cyberbullying, harassing, intimidating, threatening, retaliating, discriminating, or violent.
- Unsafe or illegal, including the possession, use or distribution of illegal or restricted substances, or the possession of weapons or replicas.

The use of personal digital devices will be restricted at schools to promote learning and engagement. Students' use of any personal digital data devices (any personal electronic device that can be used to communicate or to access the internet, such as a cell phone or a tablet) will be used for instructional purposes and digital literacy appropriate to the student's age and developmental stage while on school property and during hours of instruction. The use of personal digital data devices by students will support accessibility and accommodation needs, medical and health needs, and equity to support learning outcomes.

The District considers the conduct of any member of the school community that adversely affects the school environment to be a breach of the District Code of Conduct and to warrant appropriate forms of response or intervention. If the safety or educational program of others is compromised, or if there is an ongoing failure to meet the expectations of the Code of Conduct, a range of consequences may follow. Whenever possible, incidents will be resolved by discussion, mediation, and restitution.

SD8 further believes that the effective management of student discipline, congruent with our philosophy, is a necessity to establish safe and caring environments that foster learning, school connectedness and healthy living. SD8 believes that schools are places where students are free from harm and places for students to form strong relationships. Prevention and intervention strategies applied at the school level and supported at the District level are the

foundations of a safe and caring school in which students learn to solve problems in peaceful ways, to value diversity and to support human rights.

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## **Retaliation Prevention**

All reasonable steps will be taken to prevent retaliation against a student who has made a complaint of a breach of a code of conduct.

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## **Breaches of the Code of Conduct - Consequences**

Student discipline takes place in the context of informed decision-making.

Administrators will consider many factors including the age and maturity of the student, social capacity, learning needs and prior related events when determining consequences for actions that violate the Code of Conduct. Breaches of the Code of Conduct include but are not limited to disrespectful or defiant behaviour towards staff, academic dishonesty, theft, inappropriate use of technology and social media, and bullying of other students.

Disciplinary action, wherever possible, is restorative rather than merely punitive. The school will treat seriously any behaviour that discriminates based on Indigenous identity, race, religion, colour, ancestry, place of origin, marital status, family status, age, sex or sexual orientation, gender identity/expression, or physical or mental disability.

Repetitive or severe unacceptable behaviour may result in increased severity of subsequent disciplinary action. The age and maturity of students are considered when determining appropriate consequences.

Special considerations may apply to students with special/diverse needs if these students are unable to comply with a code of conduct due to having a disability/diversity of an intellectual, physical, sensory, emotional, or behavioural nature.

Consequences are always thoughtful, fair and consistent; learning focused to prevent a reoccurrence of the offense and restorative.

The range of disciplinary actions that applies to breaches of the Code of Conduct may include but are not limited to the following:

- School or community service;
- Restorative justice or formal apology;
- In-school suspension or school suspension, and;
- Referral to a specialized service or program.

Where appropriate, consequences will involve the student in determining a corrective plan of action. Administrators consult and work closely with parents throughout the process in determining ways to support students who have breached the Code of Conduct.

In some cases, violation of school district policies may also be a violation of the Criminal Code of Canada and result in a police investigation.

Notifications for breaches of the Code of Conduct may involve communication with:

- Parents/guardians of the student in breach of the Code of Conduct;
- Parents/guardians of the victim(s) where appropriate;
- School staff and district personnel where appropriate;
- Police and/or other agencies, as required by law, and;
- School community, when deemed necessary, to reassure members that the school officials are taking appropriate action.

The following [administrative procedures](#) apply:

- [\*\*AP 3309 - Student Suspension\*\*](#)
- [\*\*AP 3310 - Illegal Use of Drugs and Alcohol\*\*](#)
- [\*\*AP 3311 - Vandalism\*\*](#)
- [\*\*AP 3312 - Possession of Weapons or Explosives\*\*](#)
- [\*\*AP 3401 - Student Assessment and Promotion\*\*](#)

### What Should I Do If...?

If you have been affected by, or know of others who have been affected by, bullying, alcohol, drugs, harassment, violence, and/or weapons, it is very important that you talk to a parent/guardian, school administrator, teacher, counsellor, or make an [ERASE report](#) so that others can help solve the problem. Disclosed information about other students is considered confidential.

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