



DAVIS BAY ELEMENTARY

Home of the Tugs!

Code of Conduct

At Davis Bay Elementary we are a community focused on belonging, joy, experiential learning and growth while embracing the natural world and creating a positive legacy for the future. Our Code of Conduct reflects the belief that students are learning and growing in their personal and social interactions and it is our collective responsibility to nurture this.

Our Code of Conduct is based on the four **Key Words: Kindness, Respect, Responsibility and Safety** and has been developed to ensure a safe, caring and orderly school as the foundation for our learning environment.

All members of the DBE community are protected under the BC Human Right's Code against discrimination based on race, colour, ancestry, place of origin, religion, family or marital status, physical or mental disability, age, sex or sexual orientation, gender identity or gender expression, or for any other reason set out in the BC Human Right's Code, nor shall a member of the DBE community publish or display anything that would indicate an intention to discriminate against another on the basis of these grounds.

All reasonable steps will be taken to prevent retaliation against a student who has made a complaint of behaviour inconsistent with the Code of Conduct.

Unacceptable behaviour such as bullying, violence, harassment or intimidation, use or possession of drugs, alcohol, or weapons while at school or engaged in a school related activity require more serious and structured intervention.

At Davis Bay Elementary, where possible and appropriate, we focus on practices that are restorative in nature rather than punitive. We are aware that our students are learning and as such, our goals for consequences are to teach and help students to learn as they grow. Our approach to situations where a student is *emerging or developing* in a behavioural expectation is to collaboratively problem solve with the student to determine *how to make it right*. Responses to behaviour will take into account a student's age and maturity. Special considerations may apply to students who are unable to comply with the Code of Conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioral nature.

. Supports and Interventions include:

- On-the-spot conference or redirection which may include time and space for de-escalation.
- Follow up meeting with the student and staff member.
- Contact with parent or guardian.
- Restitution, including a logical remedy for the problem and supporting those involved.
- School based team or district team intervention.

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- Meeting with principal.

Kindness means that:				
<i>All community members make an effort to interact in ways that enhance positivity, demonstrate caring and act to build up the self-esteem of all community members.</i>				
I help others when they need it.	I stop if I see someone is hurt.	I interact in a positive way with other students and adults.	I help ensure the natural world is protected	

Respect means that:				
<i>All community members are learning to become thoughtful in their interactions with each other, the physical school building and grounds and the natural world.</i>				
I listen when others are talking.	I take care of my belongings and the belongings of others.	I embrace diversity and value the perspectives of others and I respect the rights of all beings to thrive.	I trust that others are acting with good intentions.	

Responsibility means that:				
<i>All community members make an effort to take action to look after themselves, others and the natural world, and interact in a way that enhances a positive experience for those around them.</i>				
I complete tasks when asked.	I am learning to make decisions on my own for the benefit of myself and others.	I do my best.	I make amends and admit mistakes when needed.	

Safety means that:				
<i>All community members act in a way that does not harm themselves or others.</i>				
I am careful around others.	I walk in hallways.	I keep my hands on my own body.	I follow safety rules while at school and during school activities.	

*The examples here are not exclusive but demonstrate behaviours that embrace our Code of Conduct.

For further information about SD46 policies and regulations please see the following links and detailed information.

SD46 District Code of Conduct:

<https://sd46.bc.ca/wp-content/uploads/1080-District-and-School-Student-Codes-of-Conduct.pdf>

SD46 Suspension Regulation:

<https://sd46.bc.ca/wp-content/uploads/1320-Student-Suspensions.pdf>

SD46 Reference and link to the BC Human Rights Code:

https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00_96210_01

School District 46 upholds that individuals in the school district have the right to access an environment free from discrimination and acknowledges that certain kinds of discrimination as prohibited by sections 7 and 8 in the BC Human Rights Code:

https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00_96210_01

All members of the school community must adhere to the principles of the BC Human Rights Code particularly Sections 7 and 8, ensuring no individual is discriminated against 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. The BC Human Rights Code is a core element to the District and School Code of Conduct.

SD46 Code of Conduct Rationale: <https://sd46.bc.ca/wp-content/uploads/1080-District-and-School-Student-Codes-of-Conduct.pdf>

Student Attendance: Regular attendance is critical for student success and wellbeing. Students will follow the school and district codes of conduct and will attend school regularly as indicated in the school act. Parents will support their child in attending school and will inform the school of excused absences.

School Act:

https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_02

Non-discrimination:

The BC Human Rights Code is a core element to the District and School Code of Conduct. All members of the school community ensuring no individual is discriminated against 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.

https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00_96210_01#section7

Acceptable Behavior: Includes, but is not limited to, respecting the rights of others, participating actively and constructively in learning opportunities, and treating school property and the property of others with care.

Unacceptable Behavior: Includes aggressive behaviors such as bullying, harassment, and discrimination, whether within school premises or during activities that impact the school community.

Consequences of behaviour: Should be restorative in nature rather than punitive, considering the student's age, maturity, and diverse needs if these students are unable to comply with the code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioral nature. The focus is on educating students to understand the impact of their actions and foster their ability to make reparative steps.

Prevention of Retaliation: An explanation that the school will take all reasonable steps to prevent retaliation against a student who has lodged a complaint or been involved in a complaint process.

Erase:

ERASE is a confidential online resource and reporting tool.

<https://www2.gov.bc.ca/gov/content/erase>

Technology/Cell phone policy: In elementary schools digital devices including cell phones are not to be present during the school day. This includes all non-instructional time such as recess and lunch. This does not include devices necessary for accessibility or for health.