

Redfish Elementary School Code of Conduct

Redfish Elementary School - 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 reflects the values of our school community and is built around the school’s vision of “creating calm, respectful, and PEACEful spaces where students know that they are safe, cared for, known, and liked while they grow academically, socially, emotionally, and physically”, 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.

Relationship to BC Human Rights Code

Redfish 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 or sexual orientation, or gender identity or expression—in respect of discriminatory publication and discrimination in accommodation, service, and facility in the school environment.

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, Redfish Elementary School has established its 'Living and Learning Protocol' to further guide, promote, and foster a safe, caring, and respectful environment at Redfish:

Living and Learning Protocol



Communication

We are respectful and caring communicators.

I listen to others thoughtfully and express my ideas clearly.

- *I am an active listener using my body, mind and heart. (Inukska)*
- *I share my learning experiences with others in a polite and friendly way.*
- *I recognize there are different points of view and I can disagree respectfully.*
- *I am flexible and can take on roles and responsibilities in a group. I do my share.*
- *I understand my ways of communicating impact others.*
- *I put in my best effort and act on feedback to improve.*

Critical Thinking

We are respectful and caring critical thinkers.

I show critical thinking when I ask questions, think carefully and explain the reasons for my choices.

- *I can explore and ask questions.*
- *I can gather information to add ideas to things I am learning about.*
- *I can talk about how things fit together to make conclusions.*
- *I think for myself and choose my next steps to make a plan.*
- *I can develop ideas based on my thinking and feedback from others.*
- *I can use logic and evidence to make judgements.*

Creative Thinking

We are respectful and caring creative thinkers.

I show creative thinking when I think of new ideas and build on inspiration from others.

- *I get new ideas when I explore, play and listen to others.*
- *I think for myself and have the courage to express my ideas.*
- *I can take control of my feelings and emotions.*
- *I persevere when thinking is difficult and learn from my mistakes.*
- *I have interests and passions that I pursue over time.*
- *I feel pride and joy when I use my imagination.*

Positive Personal & Cultural Identity

We are respectful and caring of our uniqueness.

I value myself for who I am.

- *I understand I will continue to grow and change as I learn.*
- *I can tell what I am good at doing and what I want to get better at doing.*
- *I understand how my values, interests and abilities affect my choices.*
- *I can describe what I am like and how I am different from others.*
- *I understand I am shaped by my experiences, relationships, cultures and connection to the land.*
- *I can describe the values and cultures of my family and my communities.*

Personal Awareness & Responsibility

We are respectful and caring of ourselves.

I am responsible for my health, emotions, safety, and learning.

- *I make choices that keep me safe.*
- *I will take care of my mind and body by making healthy choices.*
- *I use strategies to take control of my feelings and emotions.*
- *I take ownership for my learning and behaviour by focusing and trying my best.*
- *I can set realistic goals, use strategies to accomplish them and persevere with challenging tasks.*
- *I can show I am proud of what I do and celebrate growth.*

Social Responsibility

We are respectful and caring community members.

I am responsible for my actions toward others, our community and our natural environment.

- *I celebrate all diversity by being curious, inclusive and by defending others.*
- *I acknowledge the value of learning about the history, stories and experiences of others.*
- *I look for ways to be of service to make positive changes in my communities and natural environments.*
- *I understand my choices come with consequences.*
- *I accept responsibility if I violate Human Rights with my words or body.*
- *I use peaceful language to find solutions for conflicts and ask for help when needed.*



At Redfish School we rise to the challenge and are becoming the best people we can possibly be



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.

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:

Redfish Elementary School provides SD8 school technology to students, as needed, during instructional time. As such, Redfish students neither need nor are permitted to be in the possession of any personal electronic devices—including, but not limited to, cell phones, tablets, smartwatches, portable media players, handheld gaming consoles, and so on—at any point during the school day.

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 facilitate participation and promote accessibility. This includes supporting the use of personal digital devices that monitor and support medical necessities.

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 believe 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 will 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.

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.

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.

Date Reviewed: June 2024