

Crofton Elementary

Code of Conduct

2026-2027



OVERVIEW

At Crofton Elementary, our Code of Conduct is aligned with:

- *AP 104: District Code of Conduct*
- *Policy 25: Identity, Belonging and Connection*
- *Safer Schools Provincial Standards for Codes of Conduct (Ministerial Order)*
- *As per the Ministerial Order, our code aims to be educative, preventative, and restorative, and not simply a list of school rules. It supports a safe, caring, and orderly environment where all members of our learning community can thrive.*

Our shared school values are expressed through ROAR:

- *Respect*
- *Ownership*
- *Achievement*
- *Reflection*

Educative, Preventative, and Restorative

All conduct decisions will follow Ministry and District guidelines and reflect fairness and equity. We promote student voice in determining restorative responses and emphasize learning and growth.

- ***Educative:*** *Understanding the impact of one's actions*
- ***Preventative:*** *Creating environments that minimize harm*
- ***Restorative:*** *Rebuilding relationships and repairing harm*

Special consideration is always given to **age** and **diverse abilities**, ensuring equity for students who may not be able to follow expectations due to intellectual, physical, emotional, or behavioural needs.

All codes of conduct will include special consideration for age and ability:

Codes will be understanding of and sensitive to students with diverse abilities that interfere with their ability to understand or follow the school's code of conduct expectations.

Special considerations may apply in these circumstances. Some students externalize behaviours that may appear to violate the code of conduct. These circumstances should be approached sensitively and case by case in an educative, preventative, and restorative way.

This Code of Conduct must not discriminate against a student who cannot meet a behavioural expectation because of diverse abilities.



Statement of Purpose

Crofton Elementary's Code of Conduct is designed to:

- Promote a safe, inclusive, and caring environment for all
- Model and teach social responsibility
- Uphold the values of respect, ownership, achievement, and reflection
- Align with the **BC Human Rights Code** in prohibiting discrimination on the basis of race, colour, ancestry, origin, religion, family status, physical or mental disability, sex, sexual orientation, or gender identity and expression

Acceptable Student Conduct

Students are expected to:

- Respect the rights of others to learn and teach
- Respect personal and school property
- Take ownership of their actions and promote the safety and wellbeing of others
- Demonstrate achievement by doing their personal best
- Resolve conflicts peacefully and be kind and caring community members

These expectations apply during school hours, on the school grounds, on buses, and during all school-sponsored events—whether on or off-site.

Unacceptable Student Conduct

Conduct that requires intervention includes behaviours that:

- *Interfere with the learning of others*
- *Create unsafe conditions*
- *Are disrespectful, offensive, or discriminatory*
- *Involve bystander behaviour that worsens a situation*

Specific unacceptable acts include:

- *Threatening, intimidating, or physically aggressive behaviour*
- *Bullying or exclusion*
- *Swearing and use of offensive language*
- *Possession or use of weapons*
- *Theft or damage to property*
- *Possession or distribution of illegal substances*

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Rising Expectations

As students grow older and more mature, it is our expectation that they will be held to a progressively higher standard of personal responsibility and self-discipline and will accept increasing consequences for inappropriate behaviour.

As students mature, expectations increase in terms of:

- *Personal responsibility*
- *Accountability for actions*
- *Understanding consequences*
- *Engagement in restorative outcomes*

Consequences of Unacceptable Conduct

Consequences have the following expectations:

- *Responses to unacceptable conduct should be consistent, and equitable.*
- *Wherever possible, consequences should be educative, preventative, and restorative, rather than punitive or disciplinary.*
- *As often as possible, students should be encouraged to participate in the development of meaningful consequences for violations of the code of conduct.*
- *We will always consider culturally appropriate and/or culturally sensitive approaches to conduct and consequences of conduct.*

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Steps to Address Unacceptable Conduct:

Notification

In serious situations, the following parties may be informed:

- *Parents/Guardians*
- *School Learning Team*
- *Indigenous Support Workers*
- *Counsellors*
- *District staff*
- *Community agencies (e.g., RCMP, MCFD)*

Prevention of retaliation

Crofton Elementary will take all reasonable steps to prevent retaliation against a student who has reported a breach of the Code of Conduct. Bystanders are encouraged to report issues confidentially to a trusted adult.

Personal Digital Devices

Personal digital device means any personal electronic device that can be used to communicate or to access the internet, such as a cell phone or a tablet.

Crofton Elementary recognizes that new and future technologies create opportunities for constructive and positive uses in learning environments, and that unregulated use may pose a risk to personal safety, and disrupt the learning environment, invade personal privacy and generally interrupt safe, caring and orderly school. The use of personal digital devices at Crofton Elementary must comply with Administrative Procedure 145: Use of Personal Digital Devices.

In alignment with the procedural elements outlined in AP 145 and school administrators will ensure that these elements are in place in School Codes of Conduct:

- *restrictions on the use of personal digital devices at school, including;*
- *during hours of instruction;*
- *use of personal digital devices for instructional purposes and digital literacy;*
- *use of personal digital devices that is appropriate to a student's age and developmental stage;*
- *accessibility and accommodation needs;*
- *medical and health needs;*
- *equity to support learning outcomes.*



Student Suspension

Suspension is one of many strategies in a complex problem-solving restorative process designed to support the student to address unacceptable conduct. Student suspension may be employed as part of the larger intervention process, which will be educative, preventative, and restorative. A parent or guardian, and the Associate Superintendent, will always be notified by the administration in the case of a student suspension.

CONCLUDING STATEMENT:

All Cowichan Valley Schools including Crofton Elementary School ultimately strive to educate all students to be good citizens and make good choices. When student behaviour does not align the code of conduct an educative, preventative, restorative approach is utilized. When discipline is involved, our philosophy is to be as least punitive as possible to promote a change in student behaviour.

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