



Christina Lake Elementary School

Code of Conduct

Updated September 2026

SAFE • CARING • ORDERLY • INCLUSIVE

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1. Statement of Purpose

The purpose of this Code of Conduct is to establish and maintain a safe, caring, inclusive, and orderly environment that supports purposeful learning and positive relationships.

- Establish and maintain a safe, caring, and orderly environment for purposeful learning.
- Promote an appropriate balance among individual and collective rights, freedoms, and responsibilities.
- Clarify expectations for student behaviour at school, while travelling to and from school, during school-sponsored activities, and in other circumstances where student conduct may have an impact on the school environment. This may include conduct occurring online or away from school, such as cyberbullying, when it affects the school community.

2. Our Shared Commitment

At Christina Lake Elementary School (CLES), we believe that all students can learn and thrive when they feel welcomed, respected, supported, and encouraged. Our Code of Conduct is intended to guide students toward responsible decision-making, positive relationships, and a strong sense of belonging.

Our approach to student conduct is educative, preventative, and restorative. When behaviour does not meet expectations, the goal is to help students understand the impact of their choices, repair harm where possible, and develop the skills needed to make positive choices in the future.

3. Acceptable Conduct

Students have the right to:

- Learn in a safe, caring, and supportive environment.
- Be treated with dignity, respect, and fairness.
- Be heard and have their concerns taken seriously.
- Have their personal property respected.
- Feel physically and emotionally safe at school.

Students have the responsibility to:

- Listen to instructions and participate in learning in ways that do not interfere with the learning of others.
- Complete learning activities and assignments to the best of their ability.
- Treat students, staff, visitors, and volunteers with respect.
- Listen quietly and respectfully when others are speaking.
- Respect the personal property and personal space of others.
- Act in ways that help others feel safe and included.
- Report bullying, harassment, intimidation, unsafe behaviour, or other concerns to a trusted adult in a timely manner.
- Take responsibility for their choices and make reasonable efforts to repair harm when their actions have negatively affected others.

4. Inclusive and Respectful School Environment

Christina Lake Elementary School is committed to an inclusive learning and working environment free from harassment, discrimination, intimidation, and intolerance. The school respects the protections provided by the B.C. Human Rights Code, including protections related to race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age.

Students are expected to contribute to a school environment in which differences are respected and everyone is treated with dignity and care.

5. Unacceptable Conduct

The following are examples of unacceptable conduct. This list is not exhaustive.

- Behaviour that interferes with the learning of others.
- Behaviour that disrupts the orderly operation of the school.
- Behaviour that creates unsafe conditions for students, staff, or visitors.
- Bullying, cyberbullying, harassment, intimidation, discrimination, or threats.
- Physical violence, fighting, or intentionally causing physical harm.
- Retaliation against a person who has reported a concern or participated in a school investigation.
- Possession or use of weapons or objects used as weapons.
- Theft, vandalism, or intentional damage to school or personal property.
- Possession, use, distribution, or being under the influence of illegal or restricted substances, including drugs, alcohol, tobacco, or vaping products.
- Other conduct that is unlawful or that has a significant negative impact on the school environment.

Unacceptable conduct may occur in person or online, at school or away from school, when the conduct has an impact on the school environment.

6. Personal Digital Devices

To support focused learning, online safety, and positive relationships, personal digital devices are not permitted for student use during the school day unless specifically authorized by school staff.

For the purposes of this expectation, the school day begins when a student arrives on school grounds and ends when the student leaves school grounds at the end of the day. Personal digital devices include cell phones, smartwatches, tablets, and other personal electronic devices that can be used to communicate or access the internet.

Exceptions and appropriate use

- Staff may authorize a personal digital device for an instructional activity, digital literacy, or another educational purpose.
- Reasonable accommodations will be provided when a student requires a personal digital device because of an accessibility or accommodation need.
- Personal digital devices may be used when required for a medical or health need.
- Other limited use may be authorized where necessary to support equitable access to learning.

Elementary students are under direct supervision during the school day. Families should contact the school office when they need to reach their child during school hours. The school will communicate with home when an urgent or emergent need arises.

If a student uses a personal digital device without authorization, the device may be directed to the school office. Parents/guardians may be required to retrieve the device. Repeated misuse may result in additional school-based consequences.

7. School Expectations

Minor Rules

- Choose a quiet activity before the morning bell rings.
- Do not ride bicycles, scooters, or skateboards within the school fence.
- Place outdoor footwear neatly on the designated rack when entering the school.
- Chewing gum is not permitted at school.
- Remove hats and hoods when entering the school, unless authorized for a specific reason.
- Do not wear clothing or accessories with offensive, discriminatory, or inappropriate messages.
- Do not leave school grounds during the school day without permission.
- Use garbage and recycling bins appropriately; do not litter.
- Do not throw snowballs.
- Do not engage in rough or unsafe play, including unsafe physical contact during games or sports.
- Remain seated while eating lunch until dismissed by the supervisor.
- Do not share food or lunches with other students.

Our Major Commitments

At CLES, we strive to live by three simple commitments:

Take care of yourself.
Take care of each other.
Take care of this place.

8. Sledding Hill Expectations

The sledding hill is a shared space. Students must follow staff directions and use the hill safely and respectfully.

A student may be asked to leave the sledding hill for the remainder of the recess, lunch, or other designated period if they:

- Walk up the hill while other students are attempting to slide down.
- Do not allow other students to take turns or fail to move safely out of the way when a turn is complete.
- Slide in a dangerous or intentionally unsafe manner, including intentionally colliding with trees, garbage cans, or other hazards.
- Interfere with another student while they are sliding.
- Push, jostle, or engage in unsafe behaviour while waiting for a turn.

Repeated unsafe behaviour may result in a student losing access to the sledding hill for an extended period. Staff may close the hill at any time when conditions are unsafe.

9. School Dress and Appropriate Clothing

Students are expected to dress in clothing and footwear that is appropriate, safe, and suitable for learning activities and outdoor play.

The following are not permitted:

- Clothing or jewellery that promotes, advertises, or references alcohol, drugs, tobacco, or vaping.
- Derogatory, racist, discriminatory, anti-religious, sexist, or otherwise hateful messages or images.
- Vulgar, abusive, or inappropriate language, including profanity.
- Clothing or accessories that promote illegal activity.
- Clothing or accessories that create a safety hazard, including heavy chains, spikes, or similar potentially harmful items.

Undergarments should not be intentionally displayed as outerwear. Hats, hoods, and sunglasses are generally removed inside the school unless there is a legitimate health, cultural, religious, or other approved reason.

Staff may use reasonable discretion in applying these guidelines based on the activity, safety considerations, weather, student needs, and the circumstances of the situation.

Indoor footwear

Students are expected to have non-marking indoor athletic shoes for use in the gym. This protects the gym floor and reduces the risk of slips and injuries.

Weather-appropriate clothing

Except during periods of unsafe or extreme weather, students are expected to participate in outdoor play. Students should arrive at school dressed appropriately for the season and the weather. Layered clothing is encouraged because it allows students to adjust to changing conditions throughout the day.

10. Rising Expectations and Special Consideration

Expectations for behaviour increase as students grow older, develop greater maturity, and progress through the grades. Students are expected to demonstrate increasing personal responsibility, self-regulation, and independence.

CLES recognizes that students have diverse strengths, needs, abilities, and circumstances. When a student is unable to meet a behavioural expectation because of an intellectual, physical, sensory, emotional, behavioural, or other disability or need, special consideration and appropriate supports will be provided. Behavioural responses will be considered on a case-by-case basis and will be consistent with applicable legislation, district policy, and the student's educational needs.

11. Responding to Unacceptable Conduct

Responses to unacceptable conduct are intended to be consistent, fair, developmentally appropriate, and, whenever possible, educative, preventative, and restorative. Consequences may vary depending on the seriousness and frequency of the behaviour, the student's age and maturity, the circumstances of the incident, and the student's individual needs.

Level 1 — Classroom or Staff Response

Minor incidents are generally addressed by the supervising staff member. The response may include a conversation, reminder, problem-solving discussion, temporary loss of a privilege, time away from an activity, or another natural or

logical consequence. The focus is on helping the student understand expectations and make a better choice.

Level 2 — Administrative Response

More serious incidents or repeated violations may be referred to the Principal or Vice-Principal. Examples may include bullying, fighting, physical aggression, throwing objects, significant defiance, abusive or disrespectful language, repeated unsafe behaviour, or ongoing refusal to follow school expectations. Students may be asked to reflect on their behaviour, identify the impact of their actions, and develop a plan for making different choices. Parents/guardians will be contacted as appropriate.

Level 3 — Significant or Repeated Conduct

Continued or serious unacceptable conduct may result in more significant school-based disciplinary action, including loss of privileges, removal from activities, an in-school suspension, an out-of-school suspension, or other action consistent with School District No. 51 policy and the School Act. Where suspension is considered, the school will follow applicable district procedures and ensure that educational programming and re-entry planning are addressed as required.

12. Prevention, Restoration, and Repair

The school will use reasonable strategies to prevent unacceptable conduct and to support students in developing positive social and emotional skills. When appropriate, students may be supported to repair harm through reflection, apology, restitution, problem-solving, restorative conversations, or other meaningful actions.

The school will take reasonable steps to prevent retaliation against a student who reports a concern or participates in a process related to a breach of the Code of Conduct.

13. Notification

When a serious breach of the Code of Conduct occurs, the school will communicate with appropriate parties in accordance with legislation and School District No. 51 policy. This may include:

- Parents/guardians of students involved in the incident, as appropriate.
- School District officials, as required by district policy.
- Police or other agencies, where required by law.
- Other members of the school community, when permitted by law and when communication is necessary to reassure the community that the school is aware of a serious situation and is taking appropriate action.

Student privacy and confidentiality will be respected. Information will only be shared with those who have a legitimate need to know, consistent with applicable legislation and policy.

14. Review and Alignment

This Code of Conduct is reviewed regularly and updated as necessary to reflect current legislation, provincial standards, School District No. 51 policies, and the needs of the Christina Lake Elementary School community.

The Code of Conduct is intended to align with and adhere to the standards outlined in:

- The School Act, including sections 6 and 85(1.1), and applicable provisions governing student conduct and discipline.
- The Provincial Standards for Codes of Conduct Order, Ministerial Order 276/07, as amended, including the 2024 amendments concerning personal digital devices.
- The B.C. Human Rights Code, RSBC 1996, c. 210.

- BC Ministry of Education and Child Care guidance regarding safe, caring, and orderly schools and the development and review of Codes of Conduct.
- School District No. 51 (Boundary) policies and procedures, including the District Code of Conduct and applicable student discipline and safety policies.

The Code of Conduct is reviewed annually with representatives of students, parents/guardians, and staff to assess its effectiveness in addressing current school safety and learning needs.