



Be Respectful, Be Responsible, Be Positive

## **CODE OF CONDUCT**

2025-2026

Bench Elementary's Code of Conduct exists to make the school a safe, caring and orderly environment for learning and working. The below guidelines are not exhaustive and is not a list of school rules but guiding principles that are in alignment with all policies and procedures for Cowichan Valley School District Policies and procedures, specifically:

***AP 104: District Code of Conduct***

***Policy 25: Identity, Belonging and Connection*** and

***Safer Schools Provincial Standards for Codes of Conduct Ministerial Order.***

Conduct decisions align with District and Ministry Policy Guidelines and will be employed with consistency and equity. Whenever possible, responses will be *educative, preventative, and restorative*, rather than punitive. Students, as often as possible, will be encouraged to participate in the development of meaningful outcomes to promote learning and growth. The primary function of addressing student conduct will be to correct, educate, and develop positive, contributing members of the school community.

<b>Educative</b>	<b>Preventative</b>	<b>Restorative</b>
Providing learning opportunities to understand and reflect on how their actions have impacts.	Proactively creating conditions that keep undesirable actions from happening.	Supporting students to participate in repairing, rebuilding, reinstating, redressing relationships.

### **Statement of Purpose:**

At Bench Elementary School, our Code of Conduct is founded on clear and consistent expectations designed to ensure a safe, healthy, and supportive learning environment for all. Students are expected to take responsibility for their actions and behaviour at all times—whether on school premises, traveling to and from school, or participating in extracurricular events, programs, and activities, regardless of their location.

### **Acceptable Student Conduct:**

**Students are expected to be respectful, responsible and positive:**

- Engage in behaviours that contribute to a positive, connected, and supportive school environment
- Follow the directions of school staff with cooperation and respect
- Celebrate and respect the diversity of the school community
- Act in a safe and responsible manner
- Demonstrate care and inclusivity by welcoming and supporting others
- Attend school regularly and arrive punctually
- Respect the learning environment and avoid disrupting others' education

### ***OUR CODE IN ACTION***

“ 3 B’s”



	<b>Be Respectful</b>	<b>Be Responsible</b>	<b>Be Positive</b>
<b>Classroom</b>	Listen to others Be polite & kind Do not disturb others Respect property Respect differences Be inclusive Work cooperatively	Be Tidy Wear inside shoes Attend school regularly & on time Be prepared Be organized & neat Complete work Learn from your mistakes	Good attitude No putdowns Best effort Join in Help others Be curious, not judgmental

<b>Hallway</b>	Walk quietly on the right side of the hallway Be polite Respect displays & artwork Mindful of people working in their classrooms	Go directly to class Keep hallways & cloakrooms organized Wear inside shoes/wipe feet when entering building	Be polite to visitors & each other Greet people
<b>Gym</b>	Listen to teacher Take care of equipment Keep equipment room door closed	Wear inside shoes Participate Be in control/safe No hats Take clothing with you	Be courteous Good sportsmanship Follow directions
<b>Library</b>	Talk quietly Take care of library resources/items	Push in chairs Return materials Enter & exit quietly	Ask for help Share knowledge Encourage each other Follow directions
<b>Assembly</b>	Enter & exit quietly Listen to speaker Remove hats	Respond properly: questions, applause Mind your own space Keep hands to yourself Enter & exit with teacher	Enjoy assembly and allow others to enjoy it, uninterrupted
<b>Office</b>	Check in and out politely Follow directions	Wait for your turn Ask for help	Greet people Use please & thank you
<b>Bus</b>	Listen to the bus driver Talk quietly Greet bus driver	Line up in grade order Sit facing the front Keep body to yourself Keep belongings out of the aisle	Be a positive role model Help others when needed
<b>Fields &amp; Playground</b>	Listen to supervisors Listen to others Share & take turns Use appropriate language Include others	Play safe Take care of and return all equipment Return lost and found items Keep your hands to yourself Play within designated areas	Be open to playing with others Use your WITS Be friendly
<b>Courtyard</b>	A quiet play zone Allow others to enjoy the space as well Only walking Look and smell the flowers only	Remember your belongings when you leave Sitting at the tables, not standing on them	Enjoy the plants Learn the plants names

<b>Bathrooms</b>	Tidy up after yourself Consider the next person	Flush toilets after use Wash hands Paper towel in garbage Report problems Respect privacy Return to class immediately One person per stall Move slowly when floors are wet	Be polite to others Quiet voices
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### **Unacceptable Student Conduct**

At Bench Elementary, we understand that unacceptable behaviours can disrupt learning, compromise safety, and affect the emotional well-being of others. We also acknowledge that such conduct may occur both on school premises and during school-sponsored activities held off-site. Examples of such behaviour include, but are not limited to, the following:

Examples may include behaviours that:

- Interfere with the learning of others
- Interfere with people's well-being
- Interfere with an orderly environment
- Creating unsafe learning conditions

**Bench Elementary School is committed to fostering a safe and caring community that is free from the following:**

- Bullying – a persistent pattern of unwelcome or aggressive behaviour that hurts others physically, verbally or emotionally. Three indicators are usually present: power imbalance, frequency and intent to harm
- Harassment/marginalization
- Threats/Intimidation
- Physical violence
- Sexual abuse
- Discrimination
- Retribution against a person who has reported incidents

**Examples may include illegal acts, such as:**

- Possession, use or distribution of illegal or restricted substances
- Possession or use of weapons or items that present like a weapon with intent to harm
- Explosives
- Theft or damage to school property/school members property
- Intrusion by unauthorized individuals or trespassers.

## **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 unacceptable behaviour.

### **Special Consideration for Age and Ability:**

Bench Elementary School is committed to supporting learners with diverse abilities that may impact their understanding or adherence to the school's Code of Conduct. In such cases, special considerations will be applied. Some students may exhibit uncontrollable behaviours that appear to conflict with the Code of Conduct. These situations should be addressed with sensitivity, using an educative, preventative, and restorative approach on a case-by-case basis. The Code of Conduct will not discriminate against students who are unable to meet behavioural expectations due to diverse abilities.

## **Consequences**

The severity and frequency of unacceptable conduct, along with the age, needs, and maturity of the student, will be carefully considered when determining appropriate disciplinary action. Special consideration will be given to students with diverse abilities who may be unable to meet behavioural expectations due to intellectual, physical, sensory, emotional, or behavioural challenges.

Responses to unacceptable conduct will prioritize consistency and fairness by focusing on preventative and restorative approaches whenever possible, rather than solely punitive measures. Students will be encouraged, whenever feasible, to actively participate in the development of meaningful and constructive consequences.

Bench Elementary School also takes seriously any behaviour or communication that discriminates on the basis of race, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, or sexual orientation, as outlined in the BC Human Rights Code.

**Should the Code of Conduct not be followed, one or more of the following strategies may be applied:**

- **Referral to Administrator or School Counselor:** Engage with school staff to address the behaviour and develop an appropriate plan.
- **Decompression Strategies:** Provide access to a space or activity to help the student calm down before discussing the issue.
- **Conflict Resolution Conversations:** Facilitate guided discussions between students involved to rebuild relationships and resolve issues.
- **Apology Letters or Acts of Kindness:** Encourage the student to write an apology letter or perform an act of kindness to demonstrate accountability.

- **Replacement or Repair of Damaged Property:** Require the student to take responsibility for fixing or replacing what was damaged.
- **Check-ins with a Trusted Adult:** Establish regular check-ins with a teacher, counselor, or administrator to monitor progress and provide support.
- **Positive Behaviour Support Plan:** Develop a plan with specific goals and rewards to encourage positive behaviours.
- **Mentorship Program:** Pair the student with a peer or adult mentor to provide guidance and a positive role model.
- **Skill-Building Workshops:** Offer workshops or sessions on emotional regulation, conflict resolution, or social skills.
- **Community Service within the School:** Assign meaningful tasks, such as helping with school beautification or assisting teachers, to instill responsibility.
- **Family Meetings:** Involve parents or guardians in a collaborative discussion to create consistent expectations and support strategies.
- **Mindfulness or Self-Regulation Activities:** Introduce activities like mindfulness exercises, breathing techniques, or calming tools to help students manage emotions.
- **Proactive Behaviour Tracking:** Use behaviour charts or journals to track progress and celebrate improvements.
- **Temporary Loss of Lunch Privileges:** Restrict access to lunch with peers for a specified period.
- **Temporary Loss of School-Sponsored Events:** Revoke participation in events such as field trips or extracurricular activities.
- **Restricted School Hours or Alternate School Programming:** Adjust the student's schedule or provide an alternative program.
- **Behaviour or Safety Plan Implementation:** Develop and implement a plan to address ongoing concerns and ensure safety.
- **Loss of Ridership:** Revoke bus privileges if behaviour is related to conduct on the school bus.
- **In-School or Out-of-School Suspension:** Temporarily remove the student from the classroom or school setting.
- **Actions Directed by School District Policy and Regulations:** Follow district 79 guidelines for addressing serious or persistent behaviour issues.

### **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. Suspension(s) can be either in-school or out of school.

### **Notification:**

In the event of serious breaches of conduct, school officials may advise other parties of those breaches including:

- Parents of the offender(s)
- Parent of the victim(s)
- School District officials – as required by SD 79 policy
- Police and/or other agencies – as required by law
- Parent community – when deemed to be important to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it.

### **Retaliation Prevention:**

The school and the board will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of the Code of Conduct.

### **Personal Digital Devices**

Students are not permitted to use any electronic device with internet capability (e.g., cell phones, tablets, smartwatches) while on school property from bell to bell. The use of personal electronic devices disrupts instruction, hinders learning, and prevents students from developing essential social problem-solving skills. These devices can also block valuable experiences that support the development of social nuances and interpersonal skills. Additionally, they can cause unnecessary distress if lost, stolen, or damaged. For these reasons, we request that students needing to communicate with parents or guardians do so through the office phone.

If your child needs to bring an electronic device to school for after-school use, remind them to store it in silent mode in their backpack until after the dismissal bell and once they are off school property.

### **CONCLUDING STATEMENT**

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