

**Quilchena School**  
**Code of Conduct**



(Date Reviewed June 19, 2024)

All student codes of conduct are created in alignment with VSB [AP 350-District Code of Conduct](#).

**Statement of Purpose**

Quilchena is committed to uphold a safe, inclusive, equitable, welcoming, nurturing, and healthy school environment.

As wolves, we strive to demonstrate Wisdom, Ownership, Leadership, Versatility, Empathy and Safety each and every day.

- Promote clear behavioural expectations of respectful and responsible citizenship that lead to a culture of safety, caring and respect amongst everyone in the school and programs and at all school-events and activities
- The School Code of Conduct applies at school, during school-organized or sponsored activities, on school buses, and any behaviour even if outside of school or school hours, (including on-line behaviour), that negatively impacts the safe, caring, or orderly environment of the school, and/or student learning.

**Conduct Expectations**

- **Acceptable Conduct**
  - Respecting self, others, and the school
  - Contributing to a safe, caring, positive, inclusive, and peaceful environment
  - Seeking to prevent violence and potentially violent situations, and demonstrating social responsibility by reporting such situations
  - Engaging in purposeful learning activities

Quilchena WOLVES strive to demonstrate:

- **Wisdom**  
Students make thoughtful decisions that ensure their own social/emotional/intellectual well-being, as well as that of other members of our school community. They will take care of themselves, others, and our community.
- **Ownership**
  - Students take responsibility for their accomplishments and show pride in them
  - Students acknowledge their mistakes and make restorative actions when necessary
- **Leadership**  
Students act in a way that promotes our school values to those around them, regardless of age. Older students recognize their behaviours are an example to younger students and strive to be positive role models
- **Versatility**  
Students approach school with a growth mindset. Students can succeed in multiple areas by approaching tasks with a “can do” attitude.
- **Empathy**  
Students will be friendly and inclusive to all members of our school community. They will be ready and willing to help others and be a friend to those who need it.
- **Safety**  
Students conduct themselves in a way that ensures their safety and the safety of those around them. They will be mindful of their actions, interact with peers respectfully and report unsafe behaviours to school staff.
  
- **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 other, interfere with an orderly environment, or create an unsafe environment
  - Acts of bullying, harassment, intimidation, or physical 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.
  
- **Rising Expectations**  
Students are expected to learn and mature as they move through successive grades, and as such the expectations progress towards increasing personal responsibility and self-discipline, as well as increasing consequences for inappropriate conduct/unacceptable behavior.
  
- **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.

### **Consequences**

- 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/challenge of an intellectual, physical, sensory, emotional, or behavioural nature.
- Responses to unacceptable conduct are consistent and fair.
- Students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct.

### **Make Amends Plan – Level 1: When a Child Breaks the Code of Conduct**

Some examples include (but are not limited to):

- Interfering with the learning of others
- Creating unsafe conditions (running in halls, roughhousing)
- Disrespecting others (name calling, inappropriate language, teasing)
- Not respecting property

Most of these choices are minor and can be solved with the teacher and student(s), and sometimes may involve a small group or class meeting. A decision will be made with the student and the teacher about appropriate restorative action (apology, act that gives back to the individual/school).

### **Make Amends Plan – Level 2: When a Child Repeatedly Breaks the Code of Conduct**

A discussion takes place with the student, teacher and principal. A collaborative decision will be made about appropriate restorative action and the student completes a “Make Amends Plan” (of which a copy is sent home). The teacher or principal may also request a meeting with the parents (or vice-versa).

### **Make Amends Plan – Level 3: When a Child Breaks the Code of Conduct in a Serious Way**

Some examples include (but are not limited to):

- Bullying, harassment, discrimination, intimidation, or threats
- Ignoring others who bully, harass, intimidate, or threaten
- Theft
- Non-compliance; willful disrespect
- Very unsafe behaviour (leaving school grounds/class)
- Vandalism (willful destruction of property)
- Using physical violence
- Accessing inappropriate sites on the Internet

- **Notifications**

The principal or designate has a responsibility to inform other parties of serious breaches of the code of conduct. These parties include:

- Parent(s) of student offender(s) and parent(s) of student victim(s) – in every instance
- School district officials
- Police and/or other agencies, as required by law
- School community, when deemed necessary, to reassure members that school officials are taking appropriate action

- **Suspensions**

In accordance with the School Act, Sec. 85 (2) (ii) and (d), the Board authorizes the principal or designate of any school in the district to suspend a student from attendance at school for up to five days.

Suspensions may be for the following reasons:

- a) because a student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board;
- b) because the behaviour of the student breaches the District Code of Conduct or other policy and/or has a harmful effect on others or the learning environment of the school;
- c) because the student has failed to comply with the School Code of Conduct.

Suspensions over five days are made in consultation with the appropriate Director of Instruction as per [District Student Code of Conduct, AP 350](#). As per AP 350 7.7 an educational program must be provided.

As outlined in the District Code of Conduct, effective July 1, 2024,

**Personal Digital Device Usage**

To foster a safe and focused learning environment for students, the use of personal digital devices, that distract from learning, such as cell phones, tablets and electronic devices, are restricted during school hours and on school property. Educators and school staff will continue to model digital citizenship in the classroom and avoid the use of personal digital devices for non-instructional purposes.

Personal digital devices are restricted for the instructional day. This includes class time, recess and lunch during school hours of 9:00am to 3:00pm. Personal digital devices must be turned off or placed on silent mode and out of sight for the entire school day.

The use of personal devices is permitted under the following circumstances:

- For educational purposes, as directed by the educator in the classroom.
- For health and medical purposes as outlined in an Individual Education Plan or Student Safety Plan.
- To support special or diverse educational needs, such as assistive technology related to Individual Education Plans or Student Support Plans.

The expectation is that students will follow the direction of the educators. Students who repeatedly do not follow the personal digital device policy may be asked to store their personal digital devices with an administrator for the remainder of the day.

The Vancouver School Board is not responsible for the loss, damage, or disappearance of personal digital devices that students decide to bring to school.

*A regular review of the school's Code of Conduct guidelines for personal digital devices are essential to ensure their effectiveness and relevance in addressing current issues and meeting the evolving needs of students, teachers, and parents. Adjustments to the Code of Conduct may be necessary to ensure that school guidelines remain relevant and effective in promoting a conducive learning environment. Changes may be prompted by emerging incidents that highlight the need for enhanced measures to protect student well-being and privacy.*

### **Family Involvement**

Quilchena's Code of Conduct was established to ensure the safety of each child and staff member. We ask for student and parental support in honouring our commitment to ensuring the safest learning environment for all.

Parents can help in the following ways:

- a) Discuss the Code of Conduct with your child.
- b) Be in close contact with your child's teacher. Find ways to use the WOLVES Code of Conduct in your home and in the community.