



Big Lake Elementary School

PO. Box 70, Big Lake, BC V0L 1G0

Phone: **250.243.2255**

Big Lake Elementary Mission, Vision, and Values

MISSION

A shared commitment to creating a safe and healthy environment, which encourages respect for self and others, fosters individual growth through the pursuit of excellence, and promotes a sense of belonging in the school and the larger community.

VISION

Our vision is to unlock the full potential of every student. In pursuit of this vision, our school is committed to inspiring life-long learners, fostering a student-centered thinking culture, providing a safe, inclusive learning environment, and welcoming parent and community involvement.

VALUES

The school values form the word BEAVERS relating to our long-time mascot.

Beautiful – Energetic – Artistic – Visible – Excellence – Respect - Sportsmanship

SCHOOL CODE OF CONDUCT

A. Purpose

The purpose of the Code of Conduct is to inform all members of the school community of our shared obligations and responsibilities to ensure a safe, caring, orderly school environment where students feel a sense of belonging and pride in their school. The plan is designed to establish and maintain a safe and caring atmosphere which allows for individual growth, risk taking, and the development of social understanding in a learning environment.

These conditions apply while students are at school, while travelling to and from school, and while attending any school function at any location.

B. Development and Regular Review

1. The Big Lake Elementary School Code of Conduct was originally created using input from students, parents, and staff members. These stakeholder groups continue to be included in the development of this document as it is reviewed and updated. Reviewed & updated in consultation with members of PAC executive – Sept. 2025.

At the beginning of each year, students, staff and parents are reminded of the Code of Conduct, which is sent home to each family in the Student Handbook/Planner. Families may provide feedback at this time. Changes to the Code of Conduct can be updated as needed.

3. Conduct is consistently monitored by students, staff and parents to ensure Codes reflect current and emerging situations and are contributing to school safety.

C. Communicating Expectations

The Code of Conduct is provided to families in September (in the planner) or when they register throughout the year, discussed with students in September, inserted in the TTOC handbook and displayed on the school bulletin board, and on the School Website.

D. Active Teaching and Promotion of Expectations

The teacher/principal uses class time to ensure behavioural expectations are explicitly taught and promoted.

The Code of Conduct includes an emphasis on strategies of positive behavior support. The following are examples of the ways the school is providing opportunities to celebrate success.

- Initiatives to promote positive behaviours throughout the year such as: Core Competencies, the 8 Successful Learner Traits framework (activities and lessons), Seven Sacred Teachings, MindUP curriculum, healthy schools framework, or activities and lessons from “A Little Spot” program.
- The students have opportunities to extend their knowledge and talents through many activities outside of the regular classroom, such as rural sports teams, art workshops, winter sporting events, winter camp, extra-curricular events, music and dramatic activities.

- The school traditionally has an active Student Citizenship group where students chose to offer their skills and talents, based on their interests, to make contributions to maintain and improve the school environment and physical space.
- Buddy Bench - promote inclusiveness.
- Restricting the use of personal digital devices at school for the purpose of promoting online safety and support focused learning environments
 - digital devices may be used for instructional purposes, digital literacy, or as a tool for accessibility
 - devices will be provided by the school

E. Expectations of Acceptable Conduct

1. Acceptable behaviour creates an atmosphere of trust and security in which students may grow in confidence as a result of their actions and achievements. Behaviours that we believe will facilitate this are:
 - to attend school regularly and follow the rules of the school
 - to participate willingly and engage in purposeful learning activities in a timely manner
 - to respect themselves, others, personal property and the environment
 - to be accountable for their behavior
 - to participate in creating a safe, positive, inclusive environment
 - personal digital devices, cellular devices or electronics are not permitted at school

Student Rights and Responsibilities:

All students have rights and responsibilities. These rights and responsibilities include:

The right to:

- be treated fairly, with respect and dignity
- be free from discrimination in any form
- be safe
- to a quality education program
- have a reasonable expectation of privacy while at school and specifically to be free from being subject to surreptitious recording (referring to audio or video recordings or livestreaming made without the knowledge or consent of the other party)

The responsibility to:

- come prepared, on time, and ready to learn
- show respect for themselves, for others, and for those in authority
- refrain from bringing anything to school that may compromise the safety of others
- follow the established rules and take ownership for their own actions
- not bring personal digital devices to school or on field trips

2. These conditions apply while students are at school, while travelling to and from school, while attending any school function at any location, and while acting as ambassadors of the school.
3. School District 27's policy regarding the possession or use of weapons is as follows:

The Board of Education considers the possession or use of any weapon by anyone on school premises to be a serious threat to the school environment and to the safety of both students and staff.

Weapon:

- a. Anything that is used, or intended to be used, or is designed to be used to put someone in fear; or**
- b. Anything used or intended for use in causing death or injury to persons whether designed for that purpose or not; or**
- c. Anything used, or intended for use, to threaten or intimidate any person and, without restricting the generality of the foregoing, includes any replica weapon or firearm as defined in the Criminal Code (s. 84).**

- 4. Prohibited grounds of discrimination set out in the *BC Human Rights Code*, as they relate to the school environment (s.7).

People are protected by virtue of their, real or perceived, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, age, sexual orientation or gender identification and therefore should not be subjected to discriminatory actions, including publication or discrimination of service.

The contents of this Code of Conduct acknowledge that if there is a conflict between this code and the Human Rights Code then the Human Rights Code shall prevail.

- 5. The school will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the Code of Conduct.
- 6. The conduct of students, parents, coaches and involved members of the greater community while acting as ambassadors of the school must align to create a safe, caring, and orderly environment where respect, responsibility, kindness, caring, and acceptance are upheld.

F. Consequences for Unacceptable Conduct

- 1. In the event a breach of conduct by a student occurs, certain behaviours have been highlighted with a disciplinary action plan on pages 6 and 7. These are set out to provide students, parents, and staff with a guideline for disciplinary proceedings and protocol. In no way is this list meant to be wholly comprehensive as situational variables must be considered in all cases to best meet the needs of all parties involved in disciplinary incidents. When levying consequences for unacceptable conduct, the following items will be considered.
 - a. Where consequences for unacceptable behaviour are concerned, whenever possible and wherever appropriate, consequences shall be restorative rather than merely punitive in nature.
 - b. When levying consequences for behaviours of a discriminatory nature, all parties involved will be addressed and a plan will be formulated to work toward improving overall school culture and morale.
 - c. Where appropriate, student's age, maturity and previous behaviour record may factor into discipline decisions.

- d. Where appropriate special considerations may apply to students with special needs who may not be able to fully comply with a code of conduct due to a disability of an intellectual, physical, sensory, emotional, or behavioural nature.
- 2. As students become older and move through successive grades behaviour expectations increase. Discipline could be more severe for older students who do not demonstrate age-appropriate maturity and behaviour.
- 3. The use of suspension will be considered only when violation of the Code is serious or other consequences have been inadequate or ineffective. AP 320 Student Suspensions.
- 4. In the case of serious breaches of the Code of Conduct school officials may have a responsibility to advise other parties about the incident such as: parents, school district officials, police and/or other agencies.

Levels of Unacceptable Behaviour

Level 1 Behaviours

The attending adult handles the following behaviours:

- Inappropriate classroom/playground/assembly behaviour
- Tardiness
- Lack of effort/incomplete assignments
- Minor disrespect (such as not listening)
- Inappropriate language
- Inappropriate dress
- Misuse of electronic devices; bringing devices to school
- Disregarding school rules
- Disruptive behavior
- Disruptive behavior on the bus

Level 2 Behaviours

The following behaviours are initially dealt with by the attending adult - then reinforced by the office:

- Lack of respect (major)
- Inappropriate internet use
- Disrespecting teachers' personal space and belongings
- Inappropriate representation of school (field trips/athletics)
- Cheating or plagiarism (minor)
- Truancy
- Lying
- Minor inappropriate physical contact (first offence)
- Throwing snowballs, rocks, sticks, objects, etc.
- Misuse of electronic devices; bringing devices to school
- Repeat disruptive behavior on the bus
- Repeat Level 1 behaviours

Level 3 Behaviours

The following behaviours require immediate office referral and intervention:

- Bullying/Harassment/Intimidation
- Inappropriate display of affection (sexually-orientated actions/suggestive behavior)
- Fighting/Assault/Gang Activity
- Direct disobedience
- Endangering safety
- Drug and alcohol infractions
- Possession/Use of a weapon
- Smoking/Tobacco use
- Criminal Acts as defined by the Law
- Racism
- Theft (major)/vandalism (major)
- Continued disruptive behavior on the bus

School-Wide Consequences

Schoolwide consequences are handled on a “case by case” basis and are at the discretion of the Principal. The following information is a guide and not a policy.

Level 1 Behaviours

Behaviours that do not require administrator involvement, do not significantly violate rights of others, do not put others at risk or harm, or are not chronic.

- | | |
|-----------------|---|
| First offence: | Inform the student of rule violated |
| Step 1 | Remind student of expected behaviour
Reteach appropriate behaviour expectation |
| Second offence: | Restitution by the student. |
| Step 2 | Documentation by the teacher |
| Third offence: | Home contact by the teacher |
| Step 3 | Documentation by the teacher and referral sheet sent to office. |
| Fourth offence: | Move directly to “Level 2 – Step 2” |
| Step 4 | |

Level 2 Behaviours

Behaviours that require administrator involvement, significantly violate the rights of others, puts others at risk or harm, or are chronic.

- | | |
|-----------------|---|
| First offence: | Inform the student of rule violated |
| Step 1 | Remind student of expected behaviour
Restitution by the student
Home contact by teacher |
| Second offence: | Referral to Principal or designate |
| Step 2 | Home contact by the teacher, counsellor, Principal or designate
1-3 day in-school suspension |
| Third offence: | Referral to Principal or designate by teacher |
| Step 3 | Home contact by Principal or designate
1-5 days in or out of school suspension
Parent conference with Principal or designate before student returns |
| Fourth offence: | Move directly to “Level 3 – Step 2” |
| Step 4 | |

Level 3 Behaviours

- | | |
|-----------------|---|
| First offence: | Referral to Principal or designate, parent conference with Principal or designate |
| Step 1 | 1 - 3 day in or out of school suspension |
| Second offence: | 1 - 5 days out of school suspension |
| Step 2 | |
| Third offence: | Referral to District |
| Step 3 | Discipline Committee |

Definitions:

The following definitions may be useful in the development of Codes of Conduct so that everyone in the school community shares a common understanding of terms that appear in the codes. They are not legal definitions but have been commonly used in the school system.

Bullying behaviour: a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance. Bullying behaviour is a type of harassment and intimidation. This aggressive behaviour includes physical or verbal behaviour and is an intentional and purposeful act meant to inflict injury or discomfort on the other person. There are three critical conditions that distinguish bullying from other forms of aggressive behaviour including:

- Power: involves a power imbalance. Individuals who bully acquire their power through physical size and strength, including status within the peer group, and/or by recruiting support of the peer group.
- Frequency: is repeated over time. Bullying is characterized by frequent and repeated attacks. It is this factor that brings about the anticipatory terror in the mind of the person being bullied that can be so detrimental and can have the most debilitating long-term effects.
- Intent to harm: is intended to hurt. Individuals who bully generally do so with the intent to either physically or emotionally harm the other person.

Cyber bullying: bullying behaviour which is carried out through an internet service such as email, chat room, blog, discussion group or instant messaging. It can also include bullying through mobile phone technologies and new internet technologies in the future.

Harassment: any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person is an act of harassment. Of particular concern is such behaviour that persists after the aggressor has been asked to stop. Any of the following behaviours could be considered harassment:

- condescending treatment that undermines another's self-respect, name-calling, teasing, disrespectful comments
- gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment
- social isolation ("freezing out" or rejecting others), exclusion from a group, threatening to withdraw friendship
- repeated unwanted communication
- unwelcome jokes, innuendoes, insults, or put downs; taunts about a person's body, disability, religion, attire, age, economic status, ethnic or national origin
- insulting graffiti directed at an individual or group
- unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient.

Intimidation: Intimidation is the act of instilling fear in someone as a means of controlling that person. For example, any of the following behaviours could be considered intimidation:

- verbal threats: threatening phone calls, threats of violence against a person or property
- physical threats: showing a weapon, jostling, threatening to punch, stalking or following
- defacing or stealing victim's property
- daring or coercing victim to do something dangerous or illegal
- extortion (demanding payment or goods for a victim's safety)
- inciting hatred toward a victim
- setting up a victim to take the blame for an offence

Personal digital device: means any personal electronic device that can be used to communicate or to access the internet, such as a cell phone, a tablet or any artificial intelligence device (such as AI glasses) and may or may not include the use of wired or wireless headphones/air pods.

- **Artificial Intelligence (AI)**: is a digital tool that uses data to learn, solve problems, and make decisions—things that usually only people can do.

Progressive Discipline: uses gradual consequences to address inappropriate behaviour to teach pro-social behaviour.

Racism: a set of mistaken assumptions, opinions and actions resulting from the belief that one group of people categorized by colour or ancestry is inherently superior to another. Racism may be present in organizational and institutional policies, programs and practices, as well as in the attitudes and behaviour of individuals. It results in the inequitable distribution of opportunity, benefit or resources across ethnic/racial groups.

Safe schools: schools in which members of the school community are free of the fear of harm, including potential threats from inside or outside the school. The attitudes and actions of students, staff and parents support an environment that is resistant to disruption and intrusion, and enables a constant focus on student achievement.

Caring schools: schools where it is known that a sense of belonging and connectedness – not just for students, but for everyone in the school community – is a necessary element in the creation and maintenance of a safe learning environment. Caring schools are ones in which members of the school community feel a sense of belonging and have opportunities to relate to one another in positive, supportive ways. All aspects of school life embrace and reflect diversity. The school is an inviting place for students, staff, parents and visitors. Staff members make conscious and concerted efforts to help other members of the school community feel connected.

Orderly schools: schools that are free from chaos and confusion, and alive with the sights and sounds of purposeful learning activities. Routines for repetitious activities are well established so students' minds and bodies are free to focus on the learning and development work at hand. A businesslike atmosphere exists, yet there is creativity and fun in abundance. Everyone in the school has work to do and does it in a timely way – and in a way that doesn't interfere with the learning and development of others. Everyone feels a sense of meaningful accomplishment, and feels the school is a good place to be. All members of the school community are informed about and exercise their rights and responsibilities as school citizens.

Resources:



Safer Schools Together - [Safer Schools Together](http://www.saferchoolstogether.com) www.saferchoolstogether.com



ERASE Report It - erase = expect respect & a safe education <https://www2.gov.bc.ca/gov/content/erase>
Anonymous online provincial reporting tool

Cariboo Chilcotin School District 27 – Administrative Procedures (AP)

