Drinkwater Elementary
Code of Conduct
2026/2027

“Every Dolphin Helps its Pod”

DRINKWATER ELEMENTARY CODE OF CONDUCT

EDUCATIVE, PREVENTATIVE AND RESORATIVE
2025/2026

Drinkwater Elementary's Code of Conduct exists to help make the school a safe, caring, and orderly environment for learning and working. It is not an exhaustive list of school rules but guiding principles that are in alignment with all policies and procedures for the 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 will 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.

Educative	Preventative	Restorative
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.

Purpose:

At Drinkwater 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 conduct themselves in ways that are respectful, responsible, and safe. Specifically, students are expected to:

- Engage in behaviours that contribute to a positive and secure school environment.
- Act safely and responsibly in all school settings.
- Show respect for school equipment, materials, and the natural environment.
- Follow the directions of all school staff with courtesy and cooperation.
- Inform a trusted adult of any unsafe incidents, including bullying or harassment.
- Respect the learning environment and avoid disrupting the education of others.
- Celebrate and honour the diversity within our school community.
- Demonstrate inclusivity by welcoming, supporting, and valuing one another.
- Take responsibility for their learning by attending school regularly and arriving on time.

Unacceptable Student Conduct:

Behaviour that is not acceptable includes but is not limited to:

- Creates unsafe working or learning environment for others.
- Disrupts or interferes with the learning of others.
- The promotion or use of symbols of hatred or discrimination.
- Disrupts or interferes with people's well-being (physical, emotional, social).
- Willful destruction of environmental spaces and items.

At Drinkwater, we strive to have a safe and caring school community that is free from:

- 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. This includes cyber bullying.
- Harassment or marginalization.
- Threats and intimidation.
- Violence in any form (verbal, physical, sexual, emotional).
- Discrimination.
- Retribution against a person who has reported incidents.
- Illegal acts, such as:
    - Possession, use or distribution of illegal or restricted substances (drugs/alcohol/vapes).
    - Possession or use of weapon or items that present like a weapon including plastic replicas.
    - Theft or damage to school property/school member’s property.
- Intrusion by unauthorized individuals or trespassers.

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Our CODE in action:

	Classrooms / Neighbourhood centres and Pods	Bathrooms	Hallways/Lineups	Outside (at all times)	Arrival and Dismissal
P Positive	• Get permission to leave the class • Hands/feet to yourself • Be polite, use your manners • Co-operate with all people in the classroom • Be ready to learn	• Tell an adult about any issues • Get back to class quickly & quietly	• Hands and feet to yourself • Be quiet • Share the hallway – stay in a line rather than a group	• Wait and take turns on the equipment • Listen to adults • Seek help when there are problems • Hands/feet to your self • Go down the slide	• Be kind and friendly, helping others • Be mindful with language / noise (no swearing)
O Ownership	•Keep things tidy and organized Clean up after yourself, chairs away •Follow school and class rules •Only draw, right, work on your own work •Try your best	• Respect property – no graffiti/ or damage • Put paper towels in the garbage cans • Flush toilets	• Stand in a straight line • Keep up with your class • Keep your hands free for safety	• Keep all objects on the ground (pinecones, rocks, sticks etc.) • No spitting • Stay in your designated area • Invite others to play	• Keep desk top clear of garbage • Clean your cubby / cloakroom
D Demonstrate Respect and Responsibility	• One speaker at a time • Be helpful to others • Don't disturb the learning of others • Be kind to everyone • Listen to classmates • Respecting property (desks, books, supplies)	• Allow privacy • Only use urinals / toilets to do your business (not the floor) • Wait your turn	• Use quiet voices in the building • Keep to the right of the hallway • Hold open the doors for visitors • Respect work on the walls	• Share / clean up equipment • Respect other's space • Food inside only • Report lost items (including over the fence) • Follow playground rules	• Walk your bikes/ scooters on/off school grounds • Phones stay in pockets or backpacks until off school grounds • Teacher must know if you are leaving early with an adult
S Safety	• Respect classmate's items • Respect and listen to the teachers	• Leave light switch on • Wash your hands with soap and warm water • If you have had an accident – get help from an adult • Use bathroom for intended purpose	• Line up quickly and quietly • Walk in the hallways • Only in the hall when you have something to do	• Stay in designated spaces (not at the front of the school, inside the fences) •Line up quickly when the first bell rings •Stay away from behind the portables	• Come to the office if you have not been picked up • Use sidewalks and crosswalks • Wait behind the duty – do not use meridians to stand on. • Go home immediately at the end of the day

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 that they will accept increasing consequences for inappropriate behaviour. Special consideration may apply to students with diverse needs who are unable to comply with expectations due to a disability of an intellectual, physical, sensory, emotional, or behavioural nature. Some students may exhibit behaviours that appear to conflict with the Code of Conduct but are not within their control. These situations will 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. All such considerations will be managed individually.

Consequences of Unacceptable Conduct

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 focus on preventative and restorative approaches whenever possible, rather than solely on punitive measures. Students will be encouraged, whenever feasible, to actively participate in the development of meaningful and constructive consequences.

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

- **Problem Solving Conversations:** Facilitate guided discussions between students involved to rebuild relationships and resolve issues.
- **Referral to Administrator or School Counselor**: Work with school staff to address the behaviour and develop an appropriate plan.
- **Safe Space**: Provide access to a safe space / activity to help the student calm down before engaging in conversation.
- **Restitution**: Encourage the student to "make the situation right / or whole again" to take ownership

- **Replacement or Repair of Damaged Property**: Require the student to take responsibility or fixing or replacing what damaged.
- **Family Meetings**: Involve families in a collaborative discussion to create consistent expectations / strategies.
  - **Positive Behaviour Support Plan**: Develop a plan with specific goals to encourage positive behaviours.
  - **Temporary Loss of Lunch Privileges**: Restrict access to lunch with peers for a specified period.
  - **Peer support groupings**: Participation in social group for lunchtime
  - **Temporary Loss of School Events**: Restrict participation in school events such as field trips or extracurricular activities including sports.
  - **Behaviour and or Safety Plan**: Develop and implement a plan to address ongoing concerns and safety.
  - **In-School / Out-of-School Suspension**: Temporarily remove the student from the classroom or school setting.
  - **Part-time programming:** Designing programming that reflects the student's capacity to be on site in a meaningful way.
  - **Replacement or Repair of Damaged Property**: Require the student to take responsibility for fixing or replacing what was damaged.
  - **Check-ins with 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.
  - **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.
  - **Loss of Ridership**: Revoke bus privileges if behaviour is related to conduct on the school bus (applies to field trip bussing)
  - **Actions Directed by School District Policy and Regulations**: Follow district 79 guidelines for addressing serious or persistent behaviour issues.

Notification:

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

- Family (parent/guardian) of the offender
- Family (parent/guardian) of the victim
- School District officials
- Police and/or other agencies – as required by law
- Parent community – when deemed to be necessary to reassure members of the school

Prevention of retaliation:

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:

At Drinkwater Elementary, the use of **cell phones and personal digital devices** is NOT permitted during school hours or while on school grounds. Students may not use any electronic device with internet capability (including, but not limited to, cell phones, tablets, smart glasses and smartwatches) on school property. The presence and use of such devices disrupt instructional time, impede learning, and limit opportunities for students to develop essential social and interpersonal problem-solving skills. These devices may also detract from experiences that foster social awareness and relationship-building, and they can create avoidable distress if lost, stolen, or damaged.

Accordingly, students who need to communicate with parents or guardians are expected to do so through the office phone. If a student must bring a personal electronic device to school for after-school purposes, it is to remain silenced and given to their teacher to be locked safely away until dismissal bell and only accessed once the student has left school property.

Student Suspension:

Suspension is one of several strategies used within a comprehensive, restorative problem-solving process to help students address unacceptable conduct. When deemed appropriate, a suspension may be applied as part of a broader intervention plan that is educative, preventative, and restorative in nature. Depending on the circumstances and the professional judgment of school administration, suspensions may be assigned as either in-school or out-of-school.

Concluding Statement:

Cowichan Valley Schools, including Drinkwater Elementary, are committed to supporting all students in becoming responsible citizens who make positive choices. When student behaviour does not align with our Code of Conduct, we take an educative, preventative, and restorative approach. Any disciplinary action is guided by our belief that interventions should foster learning and support meaningful, lasting improvements in student behaviour.