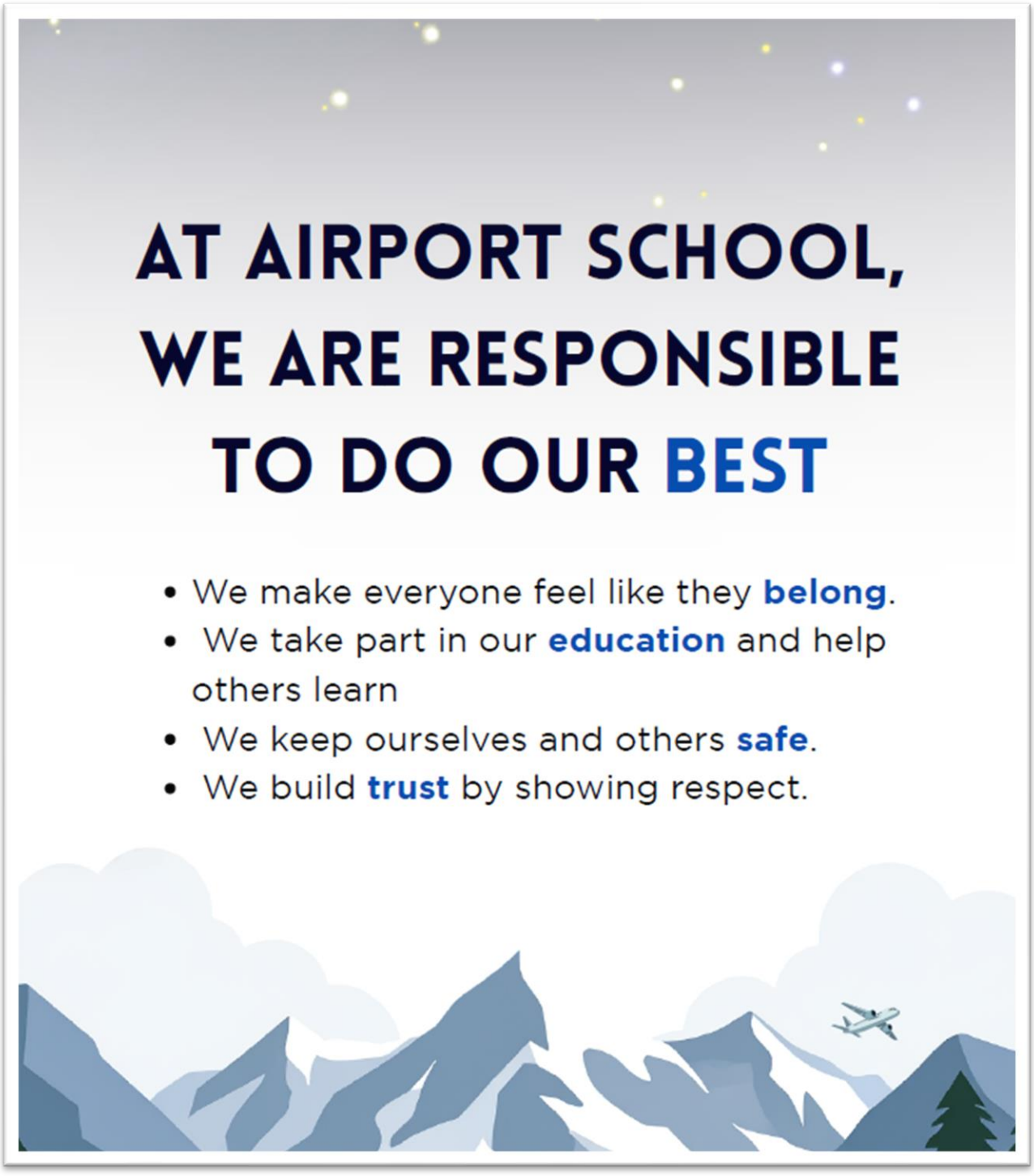
Airport Elementary School
Code of Conduct



Updated September 2026

Statement of Purpose

At Airport Elementary, our Code of Conduct is intended to promote a safe, caring, inclusive, and respectful learning environment that supports students' emotional, social, physical, and intellectual well-being. The Code of Conduct provides guidance regarding expected behaviours and supports a positive school community for all learners.

This Code of Conduct is informed by the policies and procedures of the Comox Valley School District, the BC Ministry of Education and Child Care, and staff and community recommendations. While the Code of Conduct outlines expectations and possible responses to misconduct, school staff and administration retain the discretion to respond to individual situations based on the circumstances, developmental needs of students, safety considerations, and applicable legislation and policy.

Conduct Expectations

The school code of conduct defines expected behaviour at school during school hours, while traveling to and from school and while attending school functions at any location. The code of conduct applies as much to the adults in and around the building as it does to the children in attendance.

All student actions have four realms of influence. These realms include; belonging, education, safety, and trust. Students are encouraged to contribute positively to these realms for themselves, others, and the school community. Staff support students in developing the skills and understanding necessary to meet these expectations.

Belonging:

- Behave in ways that contribute to a safe, inclusive, and welcoming learning environment for all members of the school community no matter ethnicity, culture, religion, beliefs, gender identity, ability, or sexuality
- Demonstrate respect, kindness, and courtesy toward others, no matter the level of relationship
- Recognize that disagreements and conflicts may occur and should be addressed appropriately. Problem solve where possible. Seek assistance in a timely manner as needed
- Wear clothing that is appropriate for school. Avoid clothing that promotes drugs, alcohol, discrimination, or has offensive language/images

Education:

- Take responsibility for your role in learning
- Support the learning of others through respecting their personal needs

Safety:

- Follow school guidelines, safety procedures, and reasonable staff direction on the playground, field trips, gym equipment, and other areas where proper use is essential for safety
- Wheeled activities, such as bicycles, skateboards, scooters, etc. are allowed after school hours or under supervision. Bicycles and other personal vehicles are to always be kept outside
- Personal motor vehicles, which includes independently propelled e-bikes, are requested to stay off school grounds
- Rocks, sticks, and other materials that may cause personal or property harm, are not to be thrown
- Be aware of personal space and control body movements in a way that supports the safety of others
- Pets are requested to be under leash and away from general student population if in attendance during pick-up or drop off. All animals must have school permission to be inside the school building. Notice will be given to families if an animal is going to be present in a classroom
- Only access the school building during school hours. Students sign in and out of the building during the school day when exiting or entering for personal reasons

Trust:

- Access school resources appropriately and use as they were intended
- Respect school property and treat it as if it was your own
- Use the washrooms quietly and respectfully. Leave the space as clean possible and inform an adult if the space is in disrepair
- Keep the school free of graffiti
- Keep the school grounds clean and tidy. Clean up after yourself and seek assistance as needed
- Stay on school grounds during school hours. Parent permission is required for a child to go home

Use of Technology/Devices:

In alignment with B.C.'s Ministry of Education and Child Care, personal devices such as phones, tablets, smart watches, or any device with Bluetooth are not to be used at school and are to be kept in backpacks during the day. This is in place to promote online safety, protect students' mental health from potential technology over-use, and prioritize focused learning environments. Students may access their personal devises after the final bell at 2:30 with the understanding that they are accessing appropriate and respectful content, including on the bus ride home.

School technology will be used for learning purposes and students are expected to manage their use with the intended purposes. Personal devices may be used for learning accommodations, connection to the internet, medical needs, with a support plan created with teachers, our school-based team, and parents/caregivers.

Updated September 2026

Responses to Conduct Issues:
We believe that it is okay to make mistakes, and that we grow when we reflect on them and try to repair harm. When behaviour concerns arise, students will be supported in reflecting on their actions, understanding the impact of their choices, and, where appropriate, participating in restorative processes aimed at repairing harm and rebuilding relationships.

School staff will respond to behaviour concerns using a range of preventative, educational, restorative, and disciplinary approaches. The nature of the response will depend on the circumstances, including the student's age, developmental stage, frequency of the behaviour, severity of the incident, safety considerations, and previous interventions

The following examples identify behaviours that may require timely administrative involvement. The response will depend on the specific circumstances and should not be interpreted as requiring a particular consequence:

- Bullying - where it's defined as intentional and repetitive actions intended to physically or mentally harm or socially isolate. Actions may include, but are not limited to, violence, name calling, digital harassment, threats, or intentional exclusion.
- Behaviours that interfere with the learning of others, interfere with an orderly environment or create unsafe conditions.
- Acts of discrimination including race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression and age.
- Intentional acts of destruction or damage to the property of others.
- Illegal acts such as possession, use or distribution of illegal or restricted substances, possession or use of a weapon (or using something as a weapon) or theft.

Rising Expectations
It is our expectation that as students mature and progress through the grades they will, in most cases, be capable of greater personal responsibility and self-discipline and therefore it is it may be appropriate to increase supports, interventions, accountability measures, and/or consequences when concerns continue despite previous efforts.

Restitution Process
Restitution is a process that focuses on creating conditions for students to learn self-discipline, fix mistakes and return to the group strengthened. Restitution helps children reclaim their self-esteem through self-evaluation, personal effort and fixing their own mistakes. The school community works with students to help them understand making responsible choices, learning appropriate behaviour, and working towards restitution with involved parties. When expectations are not met, school staff may consider one or more of the following responses as appropriate:

1. Situation Solver – the student will take some time to reflect on their actions and identify their actions and how they can personally repair the situation and take responsibility for their actions

2. Mediation – Student to student conferencing to help the students share their voices, perspectives, and find their own solutions
3. Responsibility – repair or replacement of objects. Some form of service to the offended party or the school
4. Parent Communication – Connect with the parents to discuss next steps and the actions they performed
5. Loss/limit or delay of access to school areas and/or equipment. Loss/limit or delay in participation in activities
6. Referral to School Based Team and possibly district staff
7. Immediate removal from classroom, playground, or privileges
8. Extended removal from classroom and/or playground privileges including learning time spent in the office
9. Out of school suspension for a period of up to 5 days
10. Out of school suspension for a period exceeding five days. Follow up meeting with a representative of the Superintendent's office

Not all situations will require every step listed above, nor will the steps necessarily occur in the order presented. School staff and administration will determine appropriate responses based on the circumstances of each situation.

Notification
The scope or severity of an incident may require us to advise other parties of serious breaches of the code of conduct. For example:

- Parents of the offender(s) and victim(s)
- School district official, police and other agencies – as required by law or policy
- Other members of the school community, where appropriate and while respecting privacy legislation, when school administration determines that broader communication is necessary for safety, reassurance, or operational purposes

Retaliation
The school will make reasonable efforts to prevent and address retaliatory conduct toward any individual who reports a concern, participates in an investigation, or seeks assistance regarding a possible breach of the Code of Conduct.

Administrative Discretion
The examples, expectations, supports, and responses outlined in this Code of Conduct are intended to provide guidance and are not exhaustive. School administrators retain the discretion to determine appropriate interventions, supports, restorative practices, and consequences based on the individual circumstances of each situation, while adhering to district policy, provincial legislation, principles of procedural fairness, and the educational needs of students.