

Cataline Elementary School



CODE OF CONDUCT

2025-2026

Principal: Dwayne Benvin

Vice Principal: Tess Riley

Cataline Elementary School Code of Conduct

The Code of Conduct and the BC Human Rights Code

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.

With respect to the Human Rights Code, this School Code of Conduct in no way intends to discriminate against a person or class of persons because of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of persons.

School Mission Vision Values:

Our mission is to ensure all students have meaningful learning experiences fostered through a healthy and safe environment, which promotes respect for self and others, instills a sense of belonging for all, and empowers success and growth throughout the learning journey.

Statement of Purpose:

Code of Conduct: A set of rules or guidelines that everyone in the school is expected to follow to ensure an environment of fairness, respect, and safety.

The school recognizes that in order to create a positive, safe, caring and orderly school environment, it is essential that all members of the school community be aware of the expectations for student conduct while travelling to and from school including the bus, while attending school, and while attending school functions or activities at any location. This Code of Conduct outlines those expectations for student behaviour and the consequences for breaches of the Code of Conduct.

- The Code of Conduct applies to all students. Where appropriate, special considerations **may** apply to students with special needs who may not be able to fully comply with a Code of Conduct because of their disability.

- Where consequences for unacceptable behaviour are concerned, whenever possible and wherever appropriate, consequences shall be restorative rather than merely punitive in nature.

- The school and the Board of Education will take all reasonable steps to ensure no person affects retaliation on another for making a complaint resulting in a breach of the code of conduct.

- It is expected that while involved in school-related functions of any nature that students,

parents, coaches and involved members of the greater community follow the school code of conduct as they are in essence acting as ambassadors of the school.

- The School Code of Conduct is reviewed bi-annually with stakeholders in September and June to ensure it meets the ministry requirements and the needs of Cataline Elementary.

Students Right and Responsibilities

<i>The Right to:</i>	<i>The Responsibility to:</i>
<ul style="list-style-type: none">- Be treated fairly and with respect and dignity- Be free from discrimination in any form- Be safe- A quality educational program- Have a reasonable expectation of privacy while at school and specifically to be free from being subject to surreptitious recording	<ul style="list-style-type: none">- Come to school prepared and ready to learn- Show respect for themselves, for others and for those in authority- Refrain from activities or actions that may compromise the safety of others- Follow the established rules and take ownership for their own actions

Below is a link to ERASE, the anonymous online provincial reporting tool, that students can use to report any situations that make them feel unsafe while at school.

[Anonymous reporting tool for students | Report It Erase](#)



Development and Regular Review

The School Code of Conduct and the school wide expectations were developed in collaboration with students, staff, and parents. The document is reviewed bi-annually with these groups in September and June to ensure it meets the ministry requirements and the needs of Cataline Elementary School.

The Code of Conduct is displayed in the entry for visitors and community members, emailed to members of our school community yearly and included in parent handbooks and staff handbooks for easy reference.

Should emergent situations occur that require a review or change to the Code of Conduct, time will be made available. Students, parents, coaches, and community members are expected to follow the Code of Conduct when acting as ambassadors of the school.

Communicating Expectations

The Code of Conduct is to be communicated to staff, students and parents at the start of each school year. **Staff members review the Code of Conduct and behavioural expectations with students;** a copy of the Code of Conduct is posted in the classroom and in the main hallway. The Code of Conduct is reviewed with the Parent Advisory Council; a copy is posted on the school website. Copies are retained in the office for parents, temporary staff, school community members and visitors as required.

Promotion and Reinforcement of Expectations

The school will teach and promote behavioural expectations throughout the school year through positive recognition, classroom discussions, newsletter and school-wide communications, and the school-wide discipline plan. Students will receive explicit instructions on expectations and appropriate behaviour. Appropriate behaviour is taught, encouraged, modelled, practiced, and acknowledged, thereby increasing student self-respect and positive social behaviours.

Personal Responsibility

Students have the responsibility to show respect for themselves, for others and for those in authority. They will follow the established rules and refrain from bringing anything to school that may compromise the safety of others. As it is impossible to anticipate every situation and establish rules and consequences for each, students are expected to use good judgment and common sense when faced with a new situation. Students will be expected to assume increasing personal responsibility and self-discipline as they become older, more mature, and move through successive grades. When unsure of whether an action or activity is appropriate at school, students should seek permission from a staff member. If students observe actions/incidents that may endanger others, it is their duty to seek adult assistance rather than to observe and encourage.

Consequences

Consequences for misbehaviour will vary depending upon the degree of seriousness, the age of the student, previous occurrences and the circumstances surrounding a particular incident. We will make every effort to have consequences for breaches of the Code of Conduct that are restorative in nature. Students, as often as possible, will be encouraged to participate in the development of meaningful consequences for violations of the established code of conduct. They will be explicitly taught the expected behaviours and reminded of them by their teachers. Teachers will give students who do not adhere to the expected behaviours warnings, with a classroom consequence. Should the teacher regard the behaviour as a significant concern he or she will personally contact a parent. After the parent has been contacted, should the behaviour persist, a meeting may be required in consultation with the student and an administrator. This is not a consequence, but rather a

time to discuss a student's behaviour. Special considerations may apply to students with special needs if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.

In an instance of a serious breach of the code of conduct, students will be disciplined in a timely and fair manner and such discipline shall be in accordance with AP 320 – Student Suspensions. Further, school officials have the responsibility to and will advise other parties such as parents, school district officials, RCMP and/or outside agencies, and

[AP-320-Student-Suspensions.pdf](#)

Willful Disobedience

Students are expected to comply with all reasonable requests by school staff. The School Act clearly indicates that, where a pupil is willfully disobedient to a teacher or any other employee of the Board, the pupil may be suspended from school in accordance with the School Act Regulations.

Work Expectations

Students are expected to put forth their best effort at all times. It is expected that students will complete all classroom and homework assignments to the best of their abilities. Students who consistently do not complete schoolwork or engage in learning should expect to meet with their parents and members of their learning team to address behaviour. Students who willingly choose to not participate in learning and may be a disruption to the learning environment may be sent home or suspended at the discretion of the office.

Violence and Intimidation/Bullying

School District #27 and Cataline Elementary have a formal policy in place to deal with incidents involving bullying and intimidation or other worrisome behaviours. The school considers any act of bullying, including cyber bullying or intimidation, to be a serious threat to the school environment and shall deal with any such act in accordance with Board Policy No. 390.

Vaping, Tobacco, Alcohol and Drugs

Students will not bring, use, or be under the influence of tobacco, alcohol, or illegal drugs, including vapes, while on any school property (including the parking lot or in the vehicle in the parking lot), or school activity. All smoking, including tobacco and electronic cigarettes, and the use of smokeless tobacco or holding lighted tobacco are prohibited. See School District Policy No. 311.

Field Trips and Special Events

Students are expected to model excellent behaviour and to proudly represent Cataline when involved in activities away from the school. All school rules are in effect for students on field trips. Students can expect to have their attendance at field trips cancelled if they have had repeated disciplinary problems or if they have been suspended for a major incident. **It is expected that while involved in school related functions of any nature that students, parents, coaches and involved members of the greater community observe the School Code of Conduct as they are acting as ambassadors for our school.**

Digital Devices

Students will refrain from inappropriate computer usage and/or multi-media devices in accordance with Board AP 620 (cell phones, cameras, tablets, etc.). We believe that the appropriate use of multimedia devices, such as, but not limited to, cell phones and other digital devices, play an important role in communication and may well enhance students learning opportunities. **These devices should, however, in no way interfere with the safety, security and privacy of students and/or staff, or with school operations.** During supervision times (8:25am-3:15pm) students will be expected to always have their cell phone away.

Inappropriate or misuse of digital devices will be dealt with in a timely and fair manner and such discipline shall be in accordance with AP 320 – Student Suspensions. Students who fail to adhere to the school and classroom guidelines for digital devices may have their device confiscated; involve a parent/caregiver meeting; be prohibited from having a device on school property; be suspended in accordance with AP 320 – Student Suspensions.

Students bringing devices from home will understand that the school is not responsible for any lost, stolen or damaged devices.

Surreptitious Recording

The use of personal electronic devices to audio record, photograph, or video record others without their knowledge or consent is strictly prohibited. Surreptitious recording—including recording in classrooms, washrooms, change rooms, hallways, playgrounds, school buses, during instructional time, or at any school-related activity—is a serious breach of the School Code of Conduct and may also violate privacy legislation.

Unauthorized recording, sharing, or posting of images, audio, or video involving students, staff, or community members will be addressed in accordance with this Code of Conduct and may result in:

- Confiscation of the device
- Restorative and/or disciplinary consequences
- Notification of parents or guardians
- Further action in accordance with School District policy, FOIPPA, and, where appropriate, referral to outside agencies

Students who use cell phones as an accessory to an incident at school (for example, sharing video or pictures of a physical incident) will also be subject to the same rules as cell phone misuse.

For more information regarding the use of multimedia devices in school refer to Board AP 620 (cell phones, cameras, tablets, digital recording devices, etc.)

The school will take all reasonable steps to protect the privacy, dignity, and safety of all members of the school community.

Bus Students

All bus students must be registered on all bus routes they ride. Registrations are completed through the SD27 website using the online registration process (Home Page – Student & Families – Bus Transportation – Bus Registration) or use the link: [Formfinder](#). Students registered for the bus will receive a bus pass which is required for ridership. If a bus pass is lost, a replacement pass may be provided with an additional fee. **Students who are NOT registered on the bus will not be permitted courtesy rides to any location other than their designated stop.**

Students must abide by the Bus Conduct Rules as set down by the School District. Failure to do so will result in appropriate consequences. The rules and expectations on the bus are in place to ensure students safety. All students riding the school bus are expected to sit with their bottom on the seat, face in the forward direction with feet inside the seating area (not in the aisle), remain seated while the bus is moving, refrain from putting any object or body part outside the windows and to be respectful of all other students around them. Student safety is the responsibility of the principal and behaviour expectations of students while on the bus will be communicated and supported at school. If students are not behaving safely and/or acting in a respectful manner the principal or vice principal will be notified, and the appropriate consequences will be issued. The consequence could result in the student being denied access to riding the bus. **Riding the bus is a privilege, not a right.**

Student Safety – Student Pick-up

Under no circumstance will a teacher release a child to anyone except school staff or the parent or caregiver that is known to the teacher. Parents should phone ahead to the school if they are allowing/sending a person other than their child's normal parent/caregiver contact to pick up. If a person other than the regular contact attempts to pick up a child, the office staff will hold the child until a parent or guardian can be contacted to confirm arrangements.

Parents are required to remain in their vehicle in the pickup line. Pulling ahead reduces congestion on the streets above Cataline. Students will not be released to their parent's vehicle until the vehicle is alongside the barriers. Parking for student pick up is located in the lower lot adjacent the field.

Leaving School Property

Students are to always remain on school grounds at all times unless the office has been contacted. If a parent/guardian is taking their child before dismissal (i.e. doctor's appointment, home sick) they are required to sign the student out at the office. Parents of intermediate students may call to give permission to walk home. We encourage parents to communicate with their teachers before hand if they are needing to take child early.

Food and Drinks

Students are to eat at designated times and places. Teachers will establish classroom rules for food and drink during instructional time. **Students are not permitted to drink pop, energy drinks, slushies, caffeinated, or Prime drinks. These will be confiscated at the school.** The classroom teacher will communicate with parents their eating/snack/lunch protocols and ask that parents go over the rules with their child to help ensure student safety (i.e. no sharing of food during snack or lunch time). Students are advised to only take wrapper free or 'naked' snacks outside. Students are reminded to clean up after themselves, to recycle items where possible and to use the garbage cans for other disposable items. **There are no student microwaves or kettles available for student use.** Students are NOT to chew gum or sunflower seeds at school.

Breakfast and Lunch Programs

Our school offers a breakfast program from 8:35-8:50 to students who may need assistance or a little extra nutrition to start the day in a good way. Students are offered small breakfast items such as toast, cereal, fruit, and oatmeal. When in the breakfast room during this time students are expected to sit and eat their breakfast quietly. Students who are not sitting quietly will be asked to leave. **Students are to enter and exit the breakfast program through the exterior entry door at the back of the building (rm. 127).**

Students who do not have access to a lunch from home will be offered a bagged lunch at school, following food guidelines. Students will be required to sign in while receiving a lunch.

Allergy Aware

In respect of scent sensitivity and allergic reactions please refrain from bringing or wearing cologne/perfume or strong deodorants to school. Peanut, tree nut and other food allergies are also common and can be life threatening. Please contact your classroom teacher to be advised of any allergies and follow the classroom protocols when sending lunches.

Manners Matter

Students are expected to model appropriate behaviour and show respect for staff members, visitors and each other. Student language will be such that it shows respect for all. Name

calling, swear words, and put downs will not be tolerated.

Hats and hoods are to be removed during assemblies, and it is encouraged hoods are removed during school instruction. During class instruction, students are to respect teacher's classroom expectations and norms.

Classrooms, Hallways, Library and Gym

Students are asked to travel through the hallways with quiet voices and quiet feet. All people moving in our hallways and common areas are asked to be mindful of allowing and maintaining physical space for those around them. Students are not to loiter in the hallways and require permission to exit their classroom for safety reasons.

In Day/Out Day Policy

In general, students are expected to be outside before school, during recess and lunch. On days when the weather is too cold, students are given the opportunity to stay inside. On days that the weather is too cold we will have an "Inside Day". During an "Inside Day" students will be required to stay in the school and be involved in a quiet activity in their classroom or one of the organized activities in the school. All duty supervisors will be inside the school. Students are encouraged to wear layered clothing, coats, and proper footwear so that they are dressed appropriately for the weather and can be outside comfortably. The school recognizes that winter clothing items are expensive and will help families to provide proper winter apparel where possible. Students have access to and may borrow various items required for wet or cold weather including boots, jackets, toques, gloves, and socks. Sending a 'spare pair' of clothes to school for your student will also assist on wet days.

Dress Code

Students are to wear comfortable clothing that is appropriate in a business-like environment. Students wearing clothing items that is too revealing will be asked by their classroom teacher or administrator to change. Students should not wear onesies or pajamas on days that are not designated as such. This type of clothing is prohibitive to our physical education program which students engage in at least three times a week.

Clothing with suggestive language and/or drug or alcohol logos is not permitted. Clothing displaying violence or violent images (e.g. blood, guns) is not permitted. During inclement weather, students are also asked to remove all outdoor footwear when entering the school. All students are required to have a set of indoor shoes to wear. Outdoor shoes are to be left in class boot rooms. Indoor footwear must have non-marking soles.

Playground Expectations

Students are expected to play in a safe manner when on the playground in their designated

area. This means that students are expected to refrain from any activity where there is a risk of injury to oneself or another student.

Play fighting or other games involving rough play are not permitted. "No Hands On" should be observed at all times. Students are also reminded that there is no throwing of any items such as snow, rocks or dirt at anyone or school property. Several garbage cans have been provided around the school and students are expected to use them and keep the school yard clean. Littering on the school grounds will result in appropriate consequences.

For students who are riding to and from school, we require that bicycles and scooters be walked when on the school grounds as well as through our parking lots. There is a bike rack located at the main entrance of the school. Helmets are required by BC Law.

Volunteers

Adults volunteering in the school or chaperoning school fieldtrips are asked to complete a criminal record check. This is REQUIRED for all adults who may be not directly supervised by school staff (i.e. running an activity center on a field trip).

Volunteers are required to review Cataline Volunteer Handbook, sign in at the office, and wear a visitor's name tag.

The criminal record checks can be completed through the online criminal record check at: <https://justice.gov.bc.ca/eCRC>

Access Code: JUV5QFPLWC

Visitors

Visitors, including parents stopping in while school is in session, are to enter the school at our main entrance and **report directly to the office**. Our office staff will help connect you with the staff or student you are there to see. To maintain a safe learning environment for everyone, we ask that parents plan ahead of time wherever possible so staff can expect your visit. **To maintain a safe environment, visitors are NOT to proceed directly to a classroom or use an exterior entryway other than the front doors.**

If you are needing to contact your child during recess or lunch, you are required to check in at the office for assistance. You may be asked to wear a 'volunteer' sign indicating to staff that you have checked in and have permission to be on our school grounds. It is not appropriate to try to communicate with your child through the fence or drive around the perimeter of our school grounds during break times to try to find your child while they are playing outside. Adults not known to school personnel and who are on or around our school yard will be approached and questioned by school staff and/or the RCMP.

We thank parents for adhering to our visitor's policy as it applies directly to the safety of our school community.

Late Arrival

Students arriving late to school (after the morning, recess or lunch bell) are required to enter the school using the main entrance and sign in at the office. Students will then proceed to their classroom with their Welcome slip and sign in with their teacher. Students who arrive during the morning walk should meet their class on the field and then enter the school as normal. Consistent late attendance will likely be detrimental to your students learning, therefore being on time for learning daily is strongly encouraged.

Locked Door Policy

To increase the security of our building our school has a locked door policy during instructional hours. During instructional times all exit doors will be locked with the exception of the main entrance. All visitors to the school are to access the building through the main entrance and go directly to the office. Students coming to school late will be required to use the main entrance.

Safe Arrival – Automated System

Our school uses an automated safe arrival system. Parents are asked to use the automated system to report all student absences in advance of the start of the school day their child will be missing. If parents do not report their child's absence, they will receive automated messages from the system starting at approximately 9:30 am every school day. Cataline uses the School Messenger App ([download here](#)) to inform caregivers of school and District information. Or Parents may use the interactive toll-free phone system: 1 (833) 582-6944

Communication Protocol

The school district has a communication protocol in place to assist in resolving conflicts when they arise (this can be found on the district website – Communicating Effectively. If a parent has a question or concern regarding their child, they are required to “start with the person whose action has given rise to the concern” to resolve the issue at the source. After this attempt, if a resolution cannot be reached make an appointment with the principal or vice principal for further assistance, or district senior management accordingly.

Student Medication at School

If your student is taking medication that needs to be administered during the school day, please contact the school office. We will give the parent a form that needs to be completed by their doctor giving detail and instructions on administration of medicines. This form must be returned to the office. **Medication cannot be administered without this physician's note.** When medication is administered at school the medication is kept in a secure location in the office and each dose is documented. If your child is taking over the

counter medication (ex. Antihistamine) or is on antibiotics your child's teacher will not administer the medication at school. In this case, parents will be required to come to the school and administer the medication. Do not send your child to school with medication in their backpacks or lunch kits as this could pose a risk to child safety to your child or their classmates.

Student Threat Assessment Protocol: Fair Notice

All schools in SD #27 comply with the Safe School Initiative, which is a violence threat/risk assessment protocol. Please see the attachment at the end of this document for detailed information regarding the student threat assessment protocols.

UNACCEPTABLE BEHAVIOUR

While everyone in our school community behaves in a positive and responsible way most of the time, **Code of Conduct** violations will sometimes happen. Violations will be dealt with on a per-student basis and administration reserves the right to administer consequences they see fit within the behavior matrix while taking into considering each child and their circumstances. When serious violations occur, parents/caregivers will be contacted. The personal & physical safety of students is always a priority. We expect student to behave in a responsible manner at all times.

Level One Behaviours:

These actions disturb the positive and orderly school environment and may include:

<ul style="list-style-type: none"> • Teasing • Talking loudly in class/continual disruption of teaching time • Lack of respect for others, environment, property • Failure to follow school rules • Play fighting • Uncooperative behaviour • Out of assigned area/classroom 	<ul style="list-style-type: none"> • Unsafe conduct • Lateness • Incomplete work • Inappropriate physical contact • Inappropriate attire • Inappropriate assembly/audience behaviour • Misuse of washroom/playground equipment
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Level Two Behaviours

Repeated Level 1 behaviours will be treated as a Level 2 behaviour. These behaviours may include:

<ul style="list-style-type: none"> • Repetitive “Level One” behaviours • Inappropriate material (pictures, music, games, internet sites) • Disrespecting teachers’ personal space & belongings • Non-compliance with staff requests • Disrespecting other students (put downs) 	<ul style="list-style-type: none"> • Inappropriate representation of school (field trips / athletics) • Cheating • Lying • Swearing or offensive comments • Inappropriate use of media devices • Physical aggression causing harm • Off school grounds
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Level Three Behaviours

These behaviours are highly disruptive. Repeated level 2 behaviours will be dealt with as serious. These incidents include:

<ul style="list-style-type: none">• Chronic misbehaviour• Drugs & alcohol• Destruction of property• Serious threat• Violence, fighting, assault• Harassment	<ul style="list-style-type: none">• Weapons• Skipping class/school• Disrespect of staff (swearing)• Fire Alarm/ matches/ fire• Bullying (intimidation, racial slurs)• Seriously inappropriate media use
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CONSEQUENCES

We will make every effort to have consequences for breaches of the Code of Conduct that is preventative and restorative in nature. Disciplinary action is considerate of students with special needs if these students are unable to fully comply with the Code of Conduct due to a diagnosed disability of an intellectual, physical, sensory, emotional, or behavioural nature. When dealing with students, the administrator may adjust the consequences or disciplinary action based partially on the maturity level and/or grade level of the student. When students do not adhere to the Code the Conduct staff will follow a pattern of progressive discipline. Discipline is an opportunity for students to learn from every experience by apologizing, discussing an appropriate consequence and making a plan to make it better for themselves and others. The supervising teacher/staff/principal will decide how to deal with students who choose to violate our school's Code of Conduct.

Level One Consequences

Students who engage in Level 1 Behaviours will be asked to identify the inappropriate behaviour and describe the appropriate replacement behaviour. Students may receive mild consequences designed to discourage the inappropriate behavior from occurring in the future. Consequences for Level 1 behaviors may include but are not limited to:

- verbal correction
- loss of privileges or preferred activities
- detention
- time out
- clean up duty inside or outside
- apology- written and/or verbal
- other consequences of a restorative nature

Level Two Consequences

Students who engage in Level 2 behaviors (often presenting a repeated pattern in behaviour) will result in a discussion with the student, teacher, principal or designate. Student will be asked to identify the inappropriate behavior and describe the appropriate replacement behavior. The incident will be documented in MyEducation and parent contact. Consequences for Level 2 behaviors may include but are not limited to:

- verbal correction
- loss of privileges
- detention over a number of days
- behavior contract
- time away from preferred activity
- review of field trip or extracurricular activity participation
- clean up duty inside or outside
- apology- written and/or verbal
- suspension
- other consequences of a restorative nature

Level Three Consequences

Students who engage in Level 3 behaviors will be referred to the principal for immediate, fair, and corrective action. Restitution may take place by way of communication between the teacher(s), parent(s), student, and principal to devise the next level of intervention for the student to succeed in school. A decision will be made about the consequences and the parents informed. There may be the possibility of in school/out of school suspension. Consequences for Level 3 behaviors may include but are not limited to:

- In-School Suspension
- 1-5 day or Indefinite Suspension (away from the school, at the discretion of the principal)
- Parental escort at school
- Restitution
- Behavior contract
- Indefinite Suspension – referral to Review Committee (Section 3 of AP 320)
- Legal intervention (e.g. RCMP)

For more information on school suspensions, please refer to AP 320 Student Suspension.

SCHOOL DISTRICT 27



Student Threat Assessment Protocol: Fair Notice

What behaviours initiate a student threat assessment?

A student threat assessment will be initiated when behaviours include, but are not limited to, serious violence or violence with intent to harm or kill, verbal/written threats to harm/kill others, internet website threats to harm/kill others, possession of weapons (including replicas), bomb threats and fire setting.

Duty to report

To keep school communities safe and caring, staff, parents, students and community members must report all threat-related behaviours.

What is a threat?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the internet or made by gesture. Threats must be taken seriously, investigated and responded to.

What is a Threat Assessment Team?

Each school has a Threat Assessment Team which is multi-disciplinary. The team may include principal, vice-principal, school counsellor, learning support teacher and police.

What is the purpose of a student threat assessment?

The purposes of a student threat assessment are:

- To ensure the safety of students, staff, parents and others.
- To ensure a full understanding of the context of the threat.
- To understand factors contributing to the threat makers' behavior.
- To be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat maker.
- To promote the emotional and physical safety of all.

What happens in a student threat assessment?

All threat making behavior by a student shall be reported to the principal who will activate the protocol for the initial response. Once the team has been activated, interviews may be held with the student(s), the threat maker, parents and staff to determine the level of risk and develop an appropriate response to the incident. Intervention plans will be developed and shared with parents, staff and students as required.

Can I refuse to participate in a threat assessment process?

It is important for all parties to engage in the process. However, if for some reason there is a reluctance to participate in the process by the threat maker or parent/guardian, the threat assessment process will continue in order to promote a safe and caring learning environment for all.

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.

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

- **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:

1. 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.
2. 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.
3. 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

- **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. Racism may be present in organizational and institutional policies, programs and practices, as well as in the attitude 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.

- **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.

Surreptitious recording: audio or video recordings or livestreaming made without the knowledge or consent of the other party

- 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