

# *Cilaire Elementary School's Code of Conduct*

## **A. Statement of Purpose**

- To establish and maintain safe, caring and orderly environments for purposeful learning
- To clarify and publish expectations for student behaviour while at school, while going to and from school, and while attending any school function or activity at any location.

The school promotes the values expressed in the BC Human Rights Code (see the SD 68 website for the complete wording of the Code) respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation – in respect of discriminatory publication and discrimination in accommodation, service, and facility in the school environment.

## **B. Conduct Expectations**

### *Acceptable Conduct*

- Respect self, others and the school
- Help to make the school a safe, caring and orderly place
- Report to an adult, in a timely manner, incidents of bullying, harassment or intimidation
- Accept responsibility for your own learning
- Act in a manner that brings credit to the school

### *Unacceptable Conduct*

The following points are examples only and are not an all-inclusive list:

Behaviours that:

- interfere with the learning of others
- interfere with an orderly environment
- create unsafe conditions

Acts of:

- bullying, harassment or intimidation
- physical violence
- retribution against a person who has reported incidents

Illegal acts, such as:

- theft of or damage to property
- possession, use or distribution of illegal or restricted substances such as firecrackers
- possession or use of weapons

These expectations apply to behaviour at school, during school organized or sponsored activities, and behaviour beyond these times (including on-line behaviour) that negatively impacts the safe, caring, or orderly environment of the school, and/or student learning.

## **Bullying**

Cilaire School believes that all students, staff and volunteers should be provided a safe, secure and welcoming learning and working environment. To that end, acts of bullying and harassment will not be tolerated.

Bullying is defined as an intentional action on the part of an individual, which causes emotional or physical distress of a victim. Bullying implies a power difference of one individual over another. It may involve a single incident or a series of incidents over time.

Barbara Coloroso, the author of, *The Bully, The Bullied and The Bystander*, says, “bystanders are the supporting cast who aid and abet the bully through acts of omission and commission. It is important that kids recognize that they are all responsible for helping to create a safe, caring, respectful and bully-free environment.” Bystanders will have consequences if they don’t accept the responsibility of reporting incidences to teachers or supervisors.

Bullying takes three main forms:

### *Physical bullying*

- involves hitting the victim in some way or taking or damaging a victim’s property.

### *Verbal bullying*

- using words to hurt or humiliate others.

### *Relational bullying*

- trying to convince their peers to exclude or reject a certain person or people, and cut the victims off from their social connections.

## **C. Rising Expectations**

Expectations will increase for students as they become older and more mature, and as they move through successive grades. Students are expected to exhibit increased personal responsibility and self-discipline and there will be increasing consequences for inappropriate behaviour.

## **D. Consequences**

The school will treat seriously behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation (prohibited grounds set out in the BC Human Rights Code).

The severity and frequency of unacceptable conduct, as well as the age and maturity of the student will be considered in choosing appropriate consequences for unacceptable behaviour. Consequences are:

- Pre-planned, consistent and fair.
- Preventative and restorative rather than punitive wherever possible.
- Created with student involvement so they are purposeful and meaningful.
- Considerate of any special needs that may impact a student’s ability to comply with the expectations.

### *Step 1*

Discussion between student and staff member. When students choose not to meet behavioural expectations, there will be natural, logical and consistent consequences. Minor indiscretions are handled by staff. Frequently the consequence will be in the form of a time-out. It may also involve completion of a “Think Sheet” where students can reflect upon their actions and consider better choices next time. Parents are often informed and are required to sign the “Think Sheet”.

### *Step 2*

Conduct Forms are issued for major offences (i.e. rough play, bullying, fighting, physical abuse of others, throwing objects, defiance of authority, disrespectful/abusive language) and continual defiance of school rules. Students are referred to the Principal. Parents are informed.

### *Step 3*

Parents are contacted for serious incidents of misbehaviour or if minor incidents persist beyond step two. Depending on the severity or frequency of the misbehaviour, students are given in-school or home suspensions for:

*Persistent inappropriate behaviour, which disturbs, interrupts or disquiets the usual, orderly operation of the school inappropriate behaviour judged to have a harmful effect on the safety of other pupils*

For the following, students can expect to be suspended immediately, from between one to five days: fighting, overt rudeness, alcohol and/or drug use, stealing, vandalism and any action that deliberately endangers the health and safety of others.

In addition to applying natural and logical consequences for misbehaviour, our discipline procedures include such methods as developing behaviour contracts and counseling for pupils.

## **E. Notification**

In cases of serious breaches of the Code of Conduct, the school will advise other parties, including:

- Parents of student offender(s) – in every instance
- Parents of student victim(s) – in every instance
- School district officials – as required by school district policy
- Police and/or other agencies – as required by law
- All parents – when deemed to be important to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it.