

Chase River 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.

B. Conduct Expectations

Acceptable Conduct

- Respect self, others and the school
- Respect the rights, dignity and diversity of others, such diversity including but not limited to race, ethnicity, gender, age, physical and or mental ability, culture, ancestry, language, religious beliefs, sexual orientation and socioeconomic background
- 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

Specific Expectations

1. **COURTESY** - each of us has the right to be treated in a courteous manner and the responsibility to treat others with courtesy
2. **RESPONSIBILITY** - we each have a responsibility to do the best we can in school and life in general
3. **RESPECT** - for the rights and property of others
4. **CO-OPERATION** - work to the best of your ability and positively with others

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

Bullying

Chase River Elementary 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:

- 1. Physical bullying** involves hitting the victim in some way or taking or damaging a victim’s property.
- 2. Verbal bullying** using words to hurt or humiliate others.
- 3. 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.

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.

C. Consequences

- responses to unacceptable conduct are pre-planned and consistent e.g. Discipline Cycle (below)
- disciplinary action, wherever possible, is preventative and restorative, rather than merely punitive
- students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct e.g. participating in working through a “Think Paper”

- considerate of any special needs that may impact a students' ability to comply with the expectations.
- In alignment with the *BC Human Rights Code* with respect to discrimination.

The Chase River Discipline Policy expects the staff to:

1. Teach students ownership of their problems.
2. Teach the students to accept logical consequences for their actions.
3. Give students time to evaluate their behaviour and to think of alternate behaviour.
4. Teach students to become actively involved in finding positive alternatives to their unacceptable behaviour.
5. Teach students to be in control of themselves.

Discipline Cycle

Classroom Level Problems

Teachers deal “in classroom” with classroom management issues, lining up, homework, follow through, etc. Students understanding of the rules and the consequences for infractions (such as: classroom detentions, parental contact, triad room, removal of privileges), coupled with consistent follow through by the teacher will form a solid foundation for all that happens later. Students may be referred to a Triad Room. If inappropriate behaviour continues, students should be sent to the administrator.

When faced with defiance, rudeness, swearing or fighting, teachers should make a referral directly to the administrator.

With chronic “classroom” based problems, a referral to the office may also be made after the classroom teacher has used all the levels of classroom/teacher-based consequences. Having documentation of the infractions and follow-up at the classroom level will help the principal follow through appropriately.

School Level Problems

Incidents of a minor nature, which occur during breaks will be referred to staff. A Think Paper will be used and parents may be informed.

If inappropriate behaviour continues, a student will have an escalation in logical consequences. If the student is able to behave appropriately for 30 days dating from his or her most recent time-out, he or she will begin again. Time-outs are not cumulative past 30 days. This “fresh start” is important.

Playground or classroom incidents of a more serious nature such as physical aggression,

defiance or rudeness will result in the student receiving a conduct report and possible suspension from school.

1. The teacher or supervisor in consultation with administrative officer fills a CONDUCT REPORT.
This outlines the name of the student, class, what the problem was and the logical consequence for this action.
2. One copy of the Conduct Report is given to the classroom teacher and one copy is sent home. The home copy is to be signed by the parent and returned the next day.
3. The information from the conduct report is stored in the Principal's Office.
4. At the end of the school year, this information is destroyed.

Role of Principal in the Discipline Cycle

- To assist staff in administering the school rules.
- To assist teachers who have students with severe behaviour problems.
- To model acceptable behaviour and work toward consistency.
- To encourage parent input in the discipline policy by contacting them when necessary.
- To meet with parent, teachers and counsellor when necessary.
- To monitor.

Prevention Techniques

- Allow for student involvement (class meetings).
- Discuss appropriate behaviour and logical consequences.
- Recognize any appropriate behaviour and give encouragement.
- Create a stable and consistent classroom environment.
- Use the school counsellor.
- Be in the room when students arrive.
- Model the behaviour you wish to see from the students.
- Provide opportunities for students to take some responsibility and become independent.
- Formulate classroom rules with students.
- Be consistent.
- Record data to support decisions on consequences and ensure fairness.

Serious Incidents

Parents are contacted for serious incidents of misbehaviour or if minor incidents persist. 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.

D. 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.