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School Code Of Conduct

School Mission:

We believe everyone will be able to tackle new challenges, develop new skills, be successful. We believe everything we do is relevant, useful and linked to character building.

CANALTA ELEMENTARY SCHOOL CODE OF CONDUCT

Introduction:

Our Code of Conduct and school plan, reflect Canalta's endeavor to provide educational opportunities in a safe, caring, orderly and respectful school environment that encourages students to become lifelong learners academically, socially, individually and cooperatively. We review the Code of Conduct with students annually, post it on our website, in the school, share it with parents and consistently teach and model appropriate behaviour in the classrooms, school and community.

Through staff discussion and reflection, we have identified 4 foundational skills that we feel address behaviour in the classroom, hallway, playground, assemblies and in the community that are important lifelong skills for all students.



At Canalta **PAWS** is the student/staff friendly term to teach appropriate behaviours.

P=Positive

A= Accountable

W= Willing

S=Safe

These 4 elements focus on the teaching, learning, modelling and application of appropriate behaviours between teachers and pupils, pupils and pupils and all adults. At Canalta, we firmly believe that children are responsible for their behaviour. Decisions children make every day bring them either positive or negative consequences. We strive in formal and informal ways to teach our students how to make positive decisions on a daily basis. When a student chooses to make a poor decision, we use a restorative process to allow them to decide how they will repair and restore the balance to the learning community.

The code of conduct is also created so that students know and realize that they are accountable for their actions. Our goal is to be a safe and caring school.

As a safe and caring school students will conduct themselves in all settings:

- * in a positive manner
- * be accountable for their choices
- * be willing to learn
- * be safe in all environments.

Occasionally, pupils may be forgetful of the desired behaviours. Student consequences will, to the greatest extent possible, be linked to the inappropriate behavior and follow the continuum of the four levels of consequences.

Statement of Purpose

At Canalta Elementary School we want all students to learn in a safe, caring and orderly environment.

In accordance with the “prohibited grounds of discrimination set out in the BC *Human Rights Code* (RSBC 1996,c. 210),”

Students will not discriminate against others on the basis of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, *gender identity or expression*, and age, or for any other reason set out in the Human Rights Code of British Columbia.

Neither will a student make gestures, publish, or display anything that would indicate an intention to discriminate against an individual or group, or expose them to contempt or ridicule on the basis of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, *gender identity or expression*, and age, or for any other reason set out in the Human Rights Code of British Columbia.

Further, one of its goals is to “Promote a climate of understanding and mutual respect where all are equal in dignity and rights.” To that end, the staff at Canalta Elementary School is dedicated to helping students become responsible and respectful citizens who solve conflicts in appropriate ways.

Our goals are:

- ✓ to establish and maintain safe, caring and orderly environments for purposeful learning activity
- ✓ to establish and maintain individual and collective rights, freedoms and responsibilities
- ✓ to clarify and publish expectations for student behaviour while at school, at a school-related activity or in other circumstances
- ✓ to engage in activities that will have a positive impact on the school environment

Rights and Responsibilities

Students of the school have rights and responsibilities.

Student’s rights include:

1. To receive a quality education
2. To be treated with respect
3. A clean and safe learning environment, free from discrimination
4. Privacy and personal space

Student’s responsibilities include:

1. To develop and maintain good study habits
2. To respect the rights of others
3. To maintain a clean and safe environment while following direction
4. To treat others with kindness and respect, both physically and emotionally

Acceptable Conduct

What follows are examples of how Canalta students can behave in ways that promote a positive learning environment for themselves and others. These are examples only, and not an all-inclusive list:

- Respect yourself, interact with others in positive, supportive ways
- Help to make the school a safe, caring and orderly place
- Inform an adult in a timely manner (in advance, if possible) of incidents of bullying, harassment, intimidation or other safety concerns
- Engage in learning activities in a purposeful and timely manner, act in a manner that brings credit to yourself and the school.
- Cell phones and electronics are turned off when students arrive at school. See note below.
- Students wear school appropriate clothing that does not advertise drugs, alcohol, vulgar language, racist or sexist language. Clothing should cover – no short shorts or skimpy shirts. Hats may be worn but need to be removed when requested and for assemblies.

Students will be reminded prior to any field trip or off-site school event that our regular code of conduct applies, and that positive, caring behaviour is expected.

Unacceptable Conduct

The following is a list of examples of unacceptable behaviours; it is not all-inclusive:

- Behaviours that interfere with the learning of others, interfere with an orderly environment, create unsafe conditions
- Acts of bullying, harassment, intimidation; physical violence; retribution against a person who has intervened to prevent or report an incident or other safety concern
- Illegal acts, such as possession, use or distribution of illegal or restricted substances; possession of weapons; theft or damage to property

Anti-Bullying Policy

Everyone at Canalta Elementary School is committed to making our school a safe and caring place for all students. We will treat each other with respect, and we will refuse to tolerate bullying in any form at our school.

Our school defines bullying as follows:

Bullying is unfair and one-sided. It happens when someone continuously or regularly hurts, fights, threatens, or leaves someone out on purpose.

Examples of bullying include:

- Hurting someone physically by hitting, kicking, tripping, pushing and so on
- Stealing or damaging another person's things
- Ganging up on someone
- Teasing in a hurtful way
- Using put-downs, such as insulting someone's race or making fun of someone for being a boy or a girl
- Touching or showing private body parts
- Spreading rumours about someone

- Leaving someone out on purpose or trying to get other kids not to play with someone

Staff at our school will do the following things to prevent bullying and help children feel safe at school:

- Closely supervise students in all areas of the school and playground
- Watch for signs of bullying and stop it when it happens
- Teach a bullying program to students in all grades every year
- Respond quickly and sensitively to bullying reports
- Take seriously parents' concerns about bullying
- Assign consequences for bullying based on the school discipline procedures
- Provide immediate consequences for retaliation against students who report bullying

Students at our school will do the following things to prevent bullying:

- Treat each other respectfully
- Refuse to bully others – be an Upstander not a Bystander
- Refuse to let others be bullied
- Refuse to watch, laugh, or join in when someone is bullied
- Try to include everyone in play, especially those who are often left out

Bullying: *Is a pattern of unwelcome or aggressive behaviour that often involves an imbalance of power, and/or the intention to harm or humiliate someone.*

Conflict: *Is generally a disagreement or difference in opinion between peers who typically have equal power in their relationships.*

Changing Expectations

As students mature, expectations for their behaviour will change. There will be:

- Increasing personal responsibility and self-discipline
- Increasing consequences for inappropriate conduct/ unacceptable behaviour

There may be times when special considerations may apply to students with special needs who are unable to comply with expectations due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

Discipline at Canalta Elementary School

Our goal is to provide a safe and purposeful learning environment for all students. It is expected that students consistently display well-defined standards of behaviour with a strong emphasis on respect, honesty, courtesy, self-discipline, integrity, responsibility and citizenship.

Class discussions, whole school assemblies and direct one-to-one conversations will be used to ensure that children and parents clearly understand the expectations.

Levels of Consequences

When determining consequences the severity and frequency of the unacceptable conduct as well as the age and maturity of students is considered in determining appropriate disciplinary action. Responses to unacceptable conduct are pre-planned, consistent, and fair. The disciplinary action, whenever possible is preventative and restorative rather than merely punitive. Students are, as often as possible, encouraged to participate in the development of meaningful consequences for violations of the established code of conduct.

Level 1

For behaviours that are minor violations of the Code of Conduct, a staff member will speak directly to the student. The following consequences may be used to encourage more positive behaviour:

- Reminder/informal discussion
- Use of problem solving techniques
- Verbal or written warning
- Contact with parents/guardian by the classroom teacher
- Separation from peers
- Written or verbal apology
- Restitution for damage

Level 2

For behaviours that are repeated or are more serious, a staff member will speak directly to the student. The following consequences may be used to encourage more positive behaviour:

- Any consequences from **Level 1**
- Office referral form
- Directly supervised recess/lunchtime activity
- Contact with parents/guardian by the classroom teacher and/or administration
- School Based Team Meeting
- Parent Meeting
- Creation of behaviour contract or plan
- Removal from the classroom/situation while a plan can be put in place

Level 3

For incidents of a more serious nature, students will be referred to the administrator. The nature and severity of the infraction, the intent behind the infraction and the frequency of the infraction will be considered when determining the level of consequence. It should also be noted that all disciplinary decisions are made in consideration of individual circumstances. The following consequences may be used to encourage more positive behaviour:

- Any consequences from **Level 1** and/or **Level 2**
- Office referral form
- Referral to counsellor
- Administration involved in discussion/planning consequences
- Official written documentation of the incident
- Lunchtime supervision
- In-school suspensions

Level 4

In accordance with the School Act, the principal may suspend a student. Students may be suspended because their behaviour has a harmful effect on the character or persons of other students (physical fighting), on-going non-compliance or because of vandalism to the school, student or staff property. The Parent/Guardian will be asked to return with their child to meet with the principal and make a commitment to improve behaviour. Some of the consequences from **Level 3** may apply.

Please note that if there is a violation of a very serious nature, suspension will be immediate. Parents will be contacted by phone.

It is hoped that this system and consistent intentional teaching in classes of appropriate behaviour will encourage students to monitor their behaviour, know what is expected of them, and strive toward maintaining and/or improving their academic and social skills.

Teachers and EA's will teach the school wide expectations in the different settings, and deal with the minor disciplinary situations that arise in the classroom, hallways and during supervision times. However, repetitive disruptive behaviors or behaviors of a serious nature will be referred to the principal.

Note:

Cell Phone & Electronic Device Use

Cell phones and electronic devices have become an increasing issue over the last few years – both as a distraction to the learning in the classroom and as an issue on the school yard. Technology is a wonderful tool but when misused, it can put your child in danger or cause difficulties for other children (cyberbullying). The laptops and Ipads we use in the school have high-risk sites blocked and we are able to monitor what students have access to.

It is not possible to do that with cell phones and other electronic devices. We have amended our policy to help students learn and to keep them safe. If you feel that you want your student to have access to a cell phone before and after school, cell phones may be brought to school and left either turned off in the student's back pack once they enter school property or with the teacher. If the child needs to call you at a recess or lunch break this can be done from the school phone. Students who need to check their device for a message from home can do so with the principal or their teacher.

Students will receive a warning if they are using their phone. If it happens again, the teacher may keep it until the end of the day. If it continues to be an ongoing issue, parents will be contacted to pick up the student's phone.