

# Cinnabar Valley Elementary School's Code of Conduct 2015-2016

## *Statement of Purpose*

- A. To establish and maintain a safe, caring and orderly environment for purposeful learning.
- B. To clarify and publish expectations for student behavior at school, going to and from school, and while attending any school function or activity at any location.
- C. To promote the values expressed in the BC Human Rights Code respecting the rights of all individuals (see NLPS Website for complete information)

## **Discriminatory Publication**

- 7 (1) A person must not publish, issue or display, or cause to be published, issued or displayed, any statement, publication, notice, sign, symbol, emblem or other representation that:
- a) indicates discrimination or an intention to discriminate against a person or a group or class of persons or,
  - b) is likely to expose a person or a group or class of persons to hatred or contempt because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age of that person or that group or class or persons.

## **Discrimination in accommodation, service and facility**

- 8 (1) A person must not, without bona fide and reasonable justification,
- a) Deny to a person or class of persons any accommodation, service or facility customarily available to the public, or
  - b) Discriminate against a person or class of persons regarding any accommodation service or facility customarily available to the public because of the 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.

## ***B. Conduct Expectations***

### **Acceptable Conduct for Cinnabar Valley Students**

- Respect self, others, and the environment – both physical and learning.
  - Attend school regularly and on time.
  - Engage in purposeful learning activities in a timely manner.
  - Help to make the school a safe, caring and orderly place.
  - Inform an adult, in a timely manner of incidents of bullying, harassment or intimidation.
- Act in a manner that brings credit to Cinnabar Valley Elementary School.

### **Unacceptable Conduct for Cinnabar Valley Students**

Examples of such undesirable behavior would include but are not limited to:

#### ***Behaviours that:***

- **Interfere** with the learning of others.
- **Interfere** with an orderly environment.
- **Create** unsafe conditions.

#### ***Acts of:***

- **Bullying**, harassment or intimidation, including acts of cyber bullying.
- **Physical** violence.
- **Retribution** against a person who has reported an incident.
- **Discrimination**, as outlined in the BC Human Rights Code, based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation.

#### ***Illegal acts, such as:***

- Possession, use or distribution of illegal or restricted substances.

- Possession or use of weapons **including replicas**
- Theft of or damage to property.

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

## **Bullying**

Cinnabar Valley Elementary 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**

As school is a place of ongoing learning, the expectations for acceptable behavior increase for students as they become older and more mature and move through the successive grades. Therefore students will be expected to demonstrate:

- **Increasing personal responsibility** and self-discipline.

And will receive:

- **Increasing consequences** and restitution for inappropriate behavior.

### **D. Consequences**

The severity and frequency of unacceptable conduct, as well as the age and maturity of the student will be taken into consideration in determining appropriate consequences for unacceptable behavior. The consequences are

- Pre-planned, consistent and fair.
- Preventative and restorative rather than punitive wherever possible.
- Created with the direct involvement of the student so that they are purposeful and meaningful.

**Please note:** Special circumstances may apply to students with special needs if these students are unable to comply with the Code of Conduct due to a disability of an intellectual, physical, sensory, emotional or behavioural nature.

## **Step 1 Minor Infractions of the Code of Conduct**

There will be a 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 Repeated minor Offenses or More Severe Offense**

Student Conduct Sheets 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 expectations. Students are referred to the Principal. Parents are informed.

## **Step 3 Major Offences or Continued Inability to Respect the Code of Conduct Go Directly to 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 may be 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

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

An action plan focusing on acceptable behaviour will be developed with the student and parents. This plan may include a modified time table permitting the student only partial attendance in regular classes for a specified time or until acceptable behaviour can be assured.

Where appropriate, Cinnabar Valley staff and administration will employ additional disciplinary strategies designed to enhance the “educative nature” of our disciplinary approach. Such additional disciplinary strategies for the student being disciplined might include:

- being interviewed by community, police or fire safety authorities.
- being required to undertake the intervention of a counselor or social worker.
- his/her family being required to pay restitution for damage done.
- being required to perform school or community service consistent with the offense.
- being required to perform an educational task appropriate to the offence; for example, a research assignment on the dangers of tobacco use.
- being required to meet, in a controlled setting, with the “victim” of his/her offence, hearing of the impact of the offence on the victim and to provide specific restitution, apology, etc.
- counseling.

### ***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.

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