



**Code of Conduct
Cinnabar Valley Elementary School**

Statement of Purpose

Cinnabar Valley Elementary School strives to develop a safe, caring, inclusive and welcoming environment that promotes the rights and responsibilities of all who learn and work together. Based on the *Nanaimo Ladysmith Public Schools 2.10 Inclusion Policy* principles of respect, acceptance, safety and equity, a Code of Conduct “affirms a learning environment that reflects diversity, inclusivity and equity as essential in supporting the highest level of individual growth and achievement.”

Reference to the BC Human Rights Code

Three of the purposes of the **BC Human Rights Code** are to:

- (a) foster a society in British Columbia in which there are no impediments to full and free participation in economic social political and cultural life of British Columbia
- (b) promote a climate of understanding and mutual respect where all are equal in dignity and rights.
- (e) to provide a **means of redress** for those persons who are discriminated against contrary to this Code.

It further states:

8 1 (b) a person must not “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, sexual orientation, gender identity or expression, or age of that person or class of persons.”

The **Safe Caring and Orderly Schools: A Guide** states, schools should be places where students are free from harm, where clear expectations of acceptable behaviour are held and met, and where all members feel they belong.

NLPS Inclusion Policy states that all members of our school community “have the right to expect that policies, procedures, programs and communications are inclusive and respectful”

Administrative Procedure that support the school Code of Conduct include:

- AP 312 - Harassment, Intimidation, Bullying and Discrimination
- AP 344 - Code of Conduct
- AP 345 – Student Suspension

- AP 347 - Sexual Orientation and Gender Identity
- AP 350 - Honouring Diversity and Challenging Racism

Code Expectations

Cinnabar Valley Elementary School's Code of Conduct expects that students will demonstrate socially responsible behaviours that reflect respect, responsibility and safety at school and while attending a school function at any location. Students are permitted to dress as they choose, so long as their choices conform to the school Code of Conduct requirements are for the intended activity and do not promote drugs or alcohol, display offensive images or language, or encourage discrimination. Our Code of Conduct also governs student use of technology at school. Please see the addendum to the Code of Conduct for more information.

Acceptable conduct refers to socially responsible behaviours that help to make the school a safe, caring, and inclusive environment. Reflected in the Core Competencies of Social Responsibility, these behaviours include the ability and disposition to:

- consider the interdependence of people with each other and the natural environment
- contribute positively to one's family, community, society, and the environment
- resolve problems peacefully
- empathize with others and appreciate their perspectives ☑ create and maintain healthy relationships.
- value diversity
- defend human rights
- speak up and report incidents that demean others or threaten the personal or emotional safety of individuals or groups
- respect the law as it applies to yourself and others

Unacceptable conduct refers to behaviour that interferes with the safe and orderly environment either of the school, person-to-person basis or through social media, including, but not limited to:

- Engaging in incidents of harassment, intimidation, bullying or discrimination
- Interfering with the learning or orderly environment of the school or function
- Verbal threats of harm, swarming
- Illegal acts such as: theft or damage to property, possession, or distribution of an illegal or restricted substance, possession, use of a weapon, or physical violence.

AP 344 - Code of Conduct states: "Students with identifiable special needs might be unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature. Such students may require special consideration in the selection of appropriate forms of intervention to ensure that they are not subject to disciplinary or intervention measures as a direct or indirect consequence of having a special need."

Rising Expectations

Cinnabar Valley Elementary School staff use the Core Competencies for Social Responsibility as a tool to assist in the teaching of appropriate social behaviour. Students are developing in their abilities to reflect, with evidence, as to where they are in their personal development in each of the three competency areas.

Consequences NLPS

Inclusion Policy states:

“The Board expects that all students, staff, and members of our school communities will adhere to a code of conduct that is educative, preventative and restorative in practice and response”

1. Restorative Practices

- focus on creating conditions for students to learn self-discipline, fix mistakes and return to the group/class/school strengthened.
- address the needs of those who have been harmed
- encourage the students, as often as possible, to participate in the development of meaningful, interventions through discussion or mediation to replace, repair or make “good” what has been taken, damaged, destroyed and/or defaced.
- respond to the harm are meaningful in addressing the needs of all involved
- help students reclaim their self-esteem through self-evaluation, personal effort and restitution
- provide opportunities to model leadership
- emphasize the importance of positive relationships in building community and,
- speak to the obligation we all have to each other to move towards wholeness, restoration and belongingness.

Participating in a meaningful consequence and may include:

- a ‘do over’ opportunity
- face to face meetings to address the harm done
- group or classroom circles to restore equity, balance and respect
- an act of service to make a positive contribution to the class, school or community
- school/community support to learn and practice problem solving or conflict resolution strategies
- reflective/think process that includes the opportunity to create a plan to restore the harm done

2. Student Suspension

Discipline measures used with students should be viewed the context of helping students achieve intellectual and social development. The purpose of suspension, or any other discipline strategy, should be to meet these provincial goals and to develop self-reliant adults. (Source: *Focus on Suspension, BCEd*)

Suspension is one strategy in a more complex problem-solving process designed to support the student in changing inappropriate behaviour.

Used judiciously, suspension can have positive effects, including:

- ensuring safety for everyone in the school community
- assigning clear consequences for a range of serious breaches of code of conduct
- providing the time for planning support for behaviour change
- promoting collaboration among family, school, and other community services to solve problems

To be equitable, consequences may vary from student to student where the misconduct appears to be similar.

Intervention must be appropriate to the student's age, maturity, needs, exceptionalities, extenuating circumstances, and the nature of previous intervention taking in consideration of the needs of the school. Refer to **AP 344 Student Suspension**

Notification

School administration may advise other parties or agencies of serious breaches of the code of conduct depending on the severity and/or frequency of misconducts and the impact on others and/or the school community. We will report illegal acts to the RCMP and/or District Administration to develop a safety plan that will include the components of education, prevention, and restorative action.

Retaliation

No student, school employee, parent or volunteer may engage in reprisal or retaliation against a victim, witness, or other person who brings forward information about an act of harassment, intimidation, bullying, prejudice, or discrimination. Reprisal or retaliation is prohibited and will result, where appropriate, in discipline and/or in the filing of a complaint with other appropriate authorities.

Appeal Process

The Board of Education recognizes and respects the fact that students and/or parents or guardians may sometimes disagree with decisions made by employees. The School Act of British Columbia gives parents or guardians and students (with parental consent) the right to express concerns or appeal certain decisions. This right of appeal applies to decisions that significantly affect the health, education, or welfare of students. Information regarding the Board's appeal procedure and a copy of the formal appeal bylaw can be accessed at sd68.bc.ca/Board Policies/ 1000 Board Governance/4.0 Bylaws. Prior to an appeal, it is expected that school administration, students and parents or guardians will work to try to resolve concerns at the school level.

Process Elements Expectations

Students, parents, and staff have participated in the development and review of the Code of Conduct: □ *At Cinnabar, staff and PAC review the Code of Conduct.*

Processes are in place to inform students, parents, staff (including temporary staff and visitors) the expectations of acceptable conduct:

- *Posted in the hallway, included in newsletters and is on the School Website, the Code of Conduct is readily available to all staff, students, and parents. It is also included in Staff Handbooks, TTOC handbooks, and student handbooks (distributed electronically as well as on paper)*

Procedures have been established to guide the conduct of students, parents, coaches, and involved members of the greater community while acting as ambassadors of the school;

- *As a PBIS school, the expectations for conduct are consistently shared with all who represent Cinnabar Valley. They are part of the volunteer guidelines as well as all others mentioned above.*
- *AP 312 – Harassment, Intimidation, Bullying and Discrimination; AP 347 – Sexual Orientation and Gender Identity; and AP 350- Honouring Diversity and Challenging Racism guide the conduct expectations for individuals or groups who act as ambassadors for Cinnabar Valley Elementary School. The Inclusion Policy is the overarching policy that guides the expectations for all.*

Strategies for actively teaching and promoting the code of conduct behavioural expectations; Code of conduct behaviour expectations are consistently taught and actively promoted at Cinnabar:

- *Beginning in September and moving forward, the school community unites under a common theme (2017-2018 – The Golden Rule; 2018-2019 – The Six Cedars). Monthly virtues and PBIS-based assemblies connect socially responsible behaviour (acceptable conduct) expectations as set out in our behavior matrix and Code of Conduct to a safe, caring and inclusive school environment*
- *The strategies that reflect educative, preventative and restorative practices and responses in use at Cinnabar include school-wide systems of: Positive Behaviour Intervention and Support (PBIS), Response to Intervention (RTI), Virtues, and a school-wide focus on the universal foundation of the Golden Rule and the development of the Core Competencies related to Social Responsibility*

Processes are in place to monitor conduct to ensure codes reflect current and emerging situations and contribute to school safety.

At Cinnabar, we monitor student conduct to ensure that the students are learning socially responsible behaviour that reflect current and emerging situations and are contributing to school safety:

- *Problem behavior issues are documented, and data is used to inform staff/students/families of areas needing further attention (individual, small group or school-wide focus)*
- *We use the Code of Conduct, as part of the teaching system of PBIS, to help address areas of concern by providing the vehicle to teach the concept of rising expectations and rising consequences.*
- *We use data from the Student Learning Survey and/or school-based climate surveys to help focus school interventions to improve students' sense that Cinnabar is a safe, caring and inclusive school.*

Processes are in place to revisit/revise codes of conduct as part of regular policy review cycle.

We revisit the Code of Conduct as part of regular policy review cycle:

- *Staff/PAC revisit the Code of Conduct twice yearly – fall and spring*

Processes are in place to align codes of conduct between schools in the community and across elementary and secondary schools.

Codes of conduct are compatible between schools in the community and across elementary and secondary schools:

- *As Cinnabar Valley Elementary School’s Code of Conduct is based on Board Policy and Procedure, it aligns and is compatible with the Codes of Conduct in NLPS.*

Digital Devices in Schools

At Cinnabar, as with all BC schools, personal digital devices are now restricted throughout the instructional day (start of day bell to dismissal bell.) This includes class time, recess, and lunch. Devices must be turned off or placed on airplane mode and kept in a backpack or school bag for the entire school day.

There will be consideration given to:

- use of personal digital devices for appropriate educational purposes;
- accessibility and accommodation needs;
- medical and health needs;
- equity to support learning environments.

Where a specific, individual, requirement is identified, arrangements will be made on a case-by-case basis.

POSITIVE BEHAVIOUR EXPECTATIONS

Expectations	Hallway	Playground	Washrooms	Assembly	Gym	Library/lab	Field Trips	Emergency	Classroom	Oodle Swing
BE RESPONSIBLE	“On the right to be polite” Hands and	Take care of equipment Dress for the weather	Enter & leave quietly Report problems Be quick	Enter and leave quietly Keep your personal space Participate at all times	Enter and leave gym quietly Return equipment to storage area	Enter and leave quietly Use quiet voices Follow	Return permission slips Look after your own things	Stay calm Stay with the group	Daily use of planner Be prepared Stay on task	Two big or four littles at a time Share with others

	feet to self	Use outside class doors to enter and exit Leave electronics inside @ recess			Show good sportsmanship	instructions Log off when done			Neat and tidy	Ask oodlers “swing low, medium or high?”
BE RESPECTFUL	Eyes forward Silence please Walk in a line Listening	Help others in trouble Take turns Include others Use kind words	Empty hands Eyes to self Keep floors and walls clean	Facing forward Legs crossed Eyes on speaker Clap nicely	Use equipment properly Be helpful to others Share equipment & space	Take care of books and materials Share and take turns	Use manners Listen Keep your personal space Be a positive Cinnabar Citizen	Listen Be quiet Be helpful	Raise hands to share Inside Voice Listen and follow instructions	Gentle pushes Flat hand only One hand on the rope

<p style="text-align: center;">BE SAFE</p>	<p>Quiet feet</p> <p>Walking</p>	<p>Hands, feet and objects to self</p> <p>Stay on school grounds</p> <p>Report problems</p> <p>Maintain other's privacy</p>	<p>Flush</p> <p>Wash hands</p> <p>Feet on the ground</p>	<p>Hands feet and objects to self</p> <p>Empty hands</p> <p>Follow instructions</p>	<p>Follow instructions</p> <p>Use equipment safely</p> <p>Wear safe footwear</p>	<p>Hands, feet and objects to self</p> <p>Push in chairs in lab</p> <p>Walk at all times</p>	<p>Stay with the group</p> <p>Follow instructions</p> <p>Follow Electronics guidelines</p>	<p>Keep hands, feet and objects to self</p> <p>Leave area quickly</p> <p>Follow instructions</p>	<p>Keep hands, feet and objects to self</p> <p>Always walk</p> <p>Push in chairs</p> <p>Line up safely</p>	<p>Be outside the green bars when waiting</p> <p>Keep swing right side up</p> <p>Sit up, legs hanging over side</p>
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Cinnabar Valley Elementary School Technology Contract



1. Technology at school is for educational purposes.
 - Use of *social media sites* during school hours is restricted to educational purposes as instructed by your teacher.
 - Teachers must approve all games and websites. Teachers have the authority to restrict access to sites deemed inappropriate, including websites with violent games or adult content.

2. I will follow all the rules for the appropriate use of technology in all areas of the school including the classroom, computer lab and library learning commons as per school code of conduct, and our positive behavior expectations.
 - Hardware and software are the property of the school district. I understand that I need permission to adjust, alter or otherwise tamper with the technology.

3. I will keep my identity and the identity of other students private. I will be safe while using technology by:
 - Keeping my name and the names of other students and my family name private.
 - Keeping my address and the name and address of my school private.
 - Keeping my password private, sharing only with my parents/guardians.
 - Keeping personal photos, and photos of family and friends off the internet.
 - Always remembering that I must have permission before I post any images, photos or work done by someone else.

I, _____, am responsible for my actions while using technology at Cinnabar Valley Elementary.

Signed by Student: _____

Parent/Guardian Signature: _____

Date: _____