

Cultus Lake Community School

CODE OF CONDUCT

Purpose

As a learning community at Cultus Lake Community School, we provide a nurturing environment for students to achieve high standards and to become respectful, responsible, resourceful members of society. Our Code of Conduct takes into account the rights, freedoms and responsibilities of both individuals and the school community and clarifies behavior expectations that are acceptable and unacceptable.

The Code of Conduct is established to maintain a safe, caring and orderly environment for purposeful learning for all students. Students are responsible for respecting the rights and dignity of others in a learning environment free from discrimination as set out in the B.C. Human Rights' Code.

Expectations of Behaviour

Our Code of Conduct is designed to teach children to make choices that positively impact themselves and our school community. This code of conduct is structured within our *Navigator Matrix*.

A detailed view of Cultus Lake Community School's matrix is included on the following page.

Expectations apply to behaviour at school, during school organized or sponsored activities, and behavior beyond these times (including on-line bullying) that negatively impacts the safe & respectful learning environment of the school and/or students.

It is understood that as students become older and more mature, expectations of increasing responsibility and self-regulation will be evident.

All staff, students and parents at CLCS will work together to help each other navigate to their fullest potential.

Unacceptable Conduct

Behaviour and acts that interfere with the learning of others and create unsafe conditions are considered unacceptable. *All behaviours are not listed in the Code, but those cited are examples.*

Examples of unacceptable conduct:

Vandalism	Theft
Weapons	Insolence/defiance
Illegal Substances	Harassment/racism
Lying/cheating	Violence
Intimidation	Threats
Bullying (verbal/physical/online/cyber)	

Discrimination of the following will not be tolerated:

Race	Ancestry
Colour	Age
Ability	Religion
Gender identity/expression	Family status
Sexual orientation	Marital Status

Consequences of Unacceptable Behaviour

If a student chooses harmful actions to themselves or the school community, there will be progressive discipline and/or consequences. Considerations are given to the severity of the incident, the frequency of the incidents, and the age/maturity of the student.

Considerations may apply to students with diverse abilities when determining appropriate responses.

Disciplinary action, whenever possible, is preventative, restorative, and focused on learning. As often as possible, students are encouraged to participate in the development of meaningful consequences using:

1. Problem solving conversation
2. Problem solving assignments
3. Restorative circles

Acceptable Behaviour

- Respect self and others
- Respect the property of others and school
- Attend school regularly and on time
- Inform an adult of unsafe behaviour
- Work hard to do your best
- Follow school rules/expectations

Navigator Notes for positive behaviour:

- Recognition by staff, peers, the school community
- A feeling of self-respect, pride, confidence

4. Counselling
5. Referral to School Based Team
6. Contracts / school service
7. Suspension (in school/out of school)

Notification and Communication

At Cultus Lake Community School, we share a responsibility to protect every teacher's right to teach and every student's right to learn.

The classroom teacher handles most issues arising from classroom behaviour. Issues are referred to the office if they are major offences or chronic behaviour problems.

In the event that there is a concern for the safety of students or staff, school personnel have a responsibility to inform other parties of a serious breach of conduct (e.g., parents, school district personnel, police and/or other agencies).

Cultus Lake Community School CODE OF CONDUCT PROCESS

Respect Yourself, Respect Others, and Respect this Place.

Problem Solving:

Students at Cultus Lake Community School are encouraged to solve problems independently using the following strategies:

<p>When you are <u>bothered</u> by someone, use your Walk, Talk, and Squawk</p> <p>Walk away Talk it out Squawk seek help from an adult</p>	<p>If you think it is bullying, do your “BEST”</p> <p>Blank (face and voice) Eye contact (longer than usual) Silence (wait, stay calm) Tell them what you want (e.g., “I want you to leave me alone.”)</p> <p>Go through BEST 3 times, then walk away. Make sure you report it to school staff</p>
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Actions:

Action plans are intended to improve the student's ability to self-reflect on the incident, own the behavior and apply problem-solving strategies in the future. Our staff is committed to using the strategies and principles of restorative practice. We respond to difficulties using the following guiding principles:

- Action plans will depend on the severity and frequency of the inappropriate behaviour as well as the age and maturity of the student.
- Consistent and fair responses to inappropriate behaviour are a priority.
- As often as possible, students will be involved in problem-solving discussions with other students and staff members in order to fix their mistakes and restore their sense of self.
- Disciplinary action will be preventative and restorative whenever possible, rather than punitive.
- The school will respond seriously to behaviour or communication that discriminates against race, age, colour, ancestry, place of origin, religion, marital or family status, ability, sex, gender identity/expression or sexual orientation.

At times, students are unable to solve problems on their own in appropriate ways, or the problems are beyond the student's problem solving abilities. On these occasions, staff members become involved in the following ways:

Level 1 Inappropriate Behaviours

For poor decisions or inappropriate behaviours that are of a minor level (e.g., classroom disruptions, minor arguing), staff will:

- Help the student to identify:
 - the poor decision or inappropriate behaviour
 - what they need to do to meet behavioural expectations
 - how their actions affect other people
 - the intent of their decision or behaviour
- Have students apologize when suitable or appropriate
- Consider a restoration such as a warning, a time out, or a loss of privilege.

Level 2 Inappropriate Behaviours

For inappropriate behaviours that are more serious or are repeats (e.g., repeated classroom disruptions, frequent arguing, continuous refusal to listen to adults, physical contact), staff will:

- Respond as in Level 1
- Engage in restorative practice to rebuild relationships within the school community.
- Apply action plans such as a longer time out, extensive loss of privileges, or an alternate learning environment

Level 2 behaviours are recorded on a behaviour support form and tracked through Paradigm. These may require parental involvement and communication by email, phone or a meeting.

Level 3 Inappropriate Behaviours

For non-compliant, violent, or serious behaviours (e.g., threats, harassment, overt defiance, physical aggression), or for continuous repetition of level 1 and 2 inappropriate behaviours, staff will:

- Respond as in Level 1 and Level 2
- The principal will involve the parents by phone or setting up a meeting
- Action plans at this level may include restricted privileges, repair and replacement of equipment (or pay for damages), school community service, in-school suspension, or out-of-school suspension

Level 3 behaviours are communicated to the parents and all involved staff. These incidents are recorded and tracked as in Level 2.

Notification

School officials may have a responsibility to advise other parties of serious breaches of code of conduct (parents, school district officials, police and/or other agencies).