

Cedar Elementary

School Code of Conduct

A. *Statement of Purpose*

- To establish and maintain safe, caring and orderly environments for purposeful learning
- To clarify and communicate expectations for student behaviour while at school, while going to and from school, and while attending any school function or activity at any location, or in other circumstances where engaging in the activity will have an impact upon the school environment including social media or cyber harassment.
- To establish and maintain appropriate balances among individual and collective rights, freedoms and responsibilities.
- To recognize that differences are accepted and **special considerations may apply to some students**, if they are unable to comply with a Code of Conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.
- Responses to a continuum of unacceptable behavior will be consistently based on sound principles and appropriate to the context.
- Behavioral expectations will be consistently taught and actively promoted to reduce incidents of worrisome anti-social behavior and to increase the likelihood of pro-social behavior.
- Our school's Code of Conduct is also guided by the *BC Human Rights Code* and specifically includes the guidelines pertaining to discrimination as stated below.

B. *Discriminatory Publication*

- 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
 - indicates discrimination or an intention to discriminate against a person or a group or class of persons, or
 - 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 of class of persons.

Discrimination in Accommodation, Service and Facility

- A person must not, without a bona fide and reasonable justification,
 - deny to a person or class of persons any accommodation, service or facility customarily available to the public, or
 - 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.

Behavioral and Developmental Approaches

In addition to the progressive behavioral approach of having different techniques to deal with the symptoms of behavior, Cedar Elementary will complement such actions with a developmental approach in trying to understand and address the root causes of unacceptable conduct. In so doing, the symptoms of presenting inappropriate behaviors may naturally desist.

Dr. Gordon Neufeld, a Vancouver based clinical and developmental psychologist, has found that the single most important concept to understand when it comes to raising and guiding children is attachment. Attachment is the human need to hold close and keep close those whom we hold dear. In general, a child will progress through the various stages of physical, psychological and emotional attachment in the first 5 or 6 years of their life. The deeper such attachments are, the more secure the child is when dealing with learning and behavior. If a child's

attachment needs are not met, they will tend to 'get stuck' while fixating on getting those needs met. Such a process may see a young person turn to their peer group to get such needs met or fill such emptiness with various addictions, some harmful others less so.

In Dr. Neufeld's view, there is no such thing as too much secure attachment. Feelings of separation and insecure attachment can cause children to act up as well as hinder the ability of the adult to intervene successfully. When children or young people are acting up it often is a way of communicating that they need to feel more closeness with significant others. Punishment in and of itself - it sends the message our relationship is conditional - often hardens people further from feeling too vulnerable and reduces the likelihood of successfully changing poor habitual behavior. It often escalates inappropriate behavior up a continuum of severity and frequency.

The Cedar Elementary Code of Conduct will be mindful of the need to balance behavioral approaches for immediately dealing with symptoms and developmental approaches for dealing with the root causes of the behavior. The top priority of our Code of Conduct however must always be a safe and orderly learning environment at all times.

Goals of Misbehavior

Dr. Rudolf Dreikurs has identified four goals of misbehavior: Revenge, Attention, Assumed Disability and Power or RAAP.

Revenge

Such misbehavior is based on the belief that significance comes only from hurting other physically or emotionally to balance the hurt that the person is also feeling. The main preventative emphasis will be on meeting their needs to belong and to feel included.

Attention

Such inappropriate behavior occurs when an individual is not getting the recognition they believe they require. The belief is that they only belong when others are paying attention. They want people to attend to their needs. They usually attain their goal through annoying or disruptive behaviors. The main preventative emphasis will be on meeting their needs to belong and to feel included.

Assumed Disability

This is student behavior that reflects the student's feelings of helplessness and their belief they have no ability. The behavior is no or minimal effort. The main preventative emphasis will be to learn meaningfully and actively and to have some control over their learning.

Power

This behavior is marked by defiance and a lack of cooperation as the individual is under the mistaken belief that they are only important when they are in control of a situation or of others. Typical inappropriate behaviors include temper tantrums, crying, arrogant tone of voice and body language when talking back, contradicting or challenging adults or peers. When asked to stop, they continue to misbehave. Prevention will include techniques to meet perceived needs and to feel included.

C. Conduct Expectations

Acceptable Conduct

- Showing empathy for the feelings of others
- Respect self, others and the school
- Help to make the school a safe, caring and orderly place
- Report to an adult, in a timely manner, of any incidents where the safety or well - being of another person is at risk. This includes acts of bullying, harassment or intimidation.
- Accept responsibility for your own behaviour
- Using language that is appropriate for a school setting
- Engaging in purposeful learning activities in a timely manner
- Act in a manner that demonstrates respect for the school community and its purpose

Unacceptable Conduct

- Behaviors that:
 - interfere with the learning of others
 - interfere with an orderly environment
 - are unsafe or create unsafe conditions
 - use language or images that are offensive and hurtful toward others
- Acts of:
 - bullying, harassment or intimidation
 - physical violence
 - retribution against a person who has reported incidents
 - social media or cyber bullying, harassment or intimidation
- Illegal acts, such as:
 - Theft
 - Damage to property
 - Possession, use or distribution of illegal or restricted substances
 - Possession or use of weapons or use of objects as weapons. Replicas of weapons are not to be brought to school. This includes items that may be part of a costume

Rising Expectations

- Expectations will increase for students as they become older and more mature and as they move through successive grades
- Students will be expected to exhibit increased personal responsibility and self-discipline
- There will be increasing consequences for unacceptable conduct appropriate to its context as judged by the severity and frequency of any undesirable behavior, beyond a safe, caring and orderly baseline expectation (see acceptable conduct).

Special considerations may apply to some students if they are unable to comply with a Code of Conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature

D. Specific Expectations

Students are expected to demonstrate age-appropriate behaviours. Caring, thoughtful actions will be used when interacting with others in our school community.

At Cedar Elementary our mascot is the Timber Wolf. We think of ourselves as part of a **PACK** and we use the acronym **PACK** to help us remember our school expectations.

- Problem Solver
- **A**ccountable
- **C**ooperative
- **K**ind

Our behaviour matrix is displayed and communicated in every class so students are aware of the expectations in all areas of the school.

PACK	Classroom	Hallways	Washrooms	Gym	Library	Technology	Playground	Assembly	Bus
Problem Solver	<ul style="list-style-type: none"> -ask for help -help others learn -remind peers of what they should be doing -follow classroom rules 	<ul style="list-style-type: none"> -tell an adult about a spill or hazard -walk -respect others property and privacy 	<ul style="list-style-type: none"> -know when to tell a person to stop -get help when needed -warn others of dangers 	<ul style="list-style-type: none"> -explain the rules to a classmate -get help for safety concerns -take turns -show sportsmanship 	<ul style="list-style-type: none"> -respect library -be willing to share or recommend books -read or work quietly 	<ul style="list-style-type: none"> -help others -ask for help when needed -report any misuse of the computers or websites -report inappropriate comments 	<ul style="list-style-type: none"> -know when to tell a person to stop -get help when needed -warn others of danger 	<ul style="list-style-type: none"> -know when to tell a person to stop -know where to sit -sit beside someone who will not distract you 	<ul style="list-style-type: none"> -remind others to be accountable -tell the driver of safety concerns -tell a teacher if things continue -sit in assigned seats if asked
Accountable	<ul style="list-style-type: none"> -listen to the teacher -stay on task -inside and polite voice -come prepared -keep room tidy 	<ul style="list-style-type: none"> -be quiet and controlled -walk down stairs -keep hands and feet to yourself -put trash in the garbage -your locker is for you only -respect other lockers 	<ul style="list-style-type: none"> -respect school property and supplies -use washrooms in a timely manner -use washrooms only when needed 	<ul style="list-style-type: none"> -treat equipment with care -wear proper clothing and shoes -follow gym rules -put things away 	<ul style="list-style-type: none"> -handle books with care -return books on time -demonstrate independence -quiet word 	<ul style="list-style-type: none"> -treat computers respectfully -go on sites approved by your teacher -no food or drink -follow instructions -stay only on your own files 	<ul style="list-style-type: none"> -be a good sport -dress for the weather -use equipment properly -play safe and stay within bounds -look for the painted lines and not on the fences -what's on the ground stays on the ground 	<ul style="list-style-type: none"> -walk to the gym quietly -sit quietly and stay in our spot unless asked to move 	<ul style="list-style-type: none"> -follow bus rules -keep lunches in backpacks -line up
Cooperative	<ul style="list-style-type: none"> -raise hand when you want to speak -listen while others speak -volunteer to help teacher and others 	<ul style="list-style-type: none"> -travel on the right -respect that others are working -listen to reminders from adults 	<ul style="list-style-type: none"> -use quiet voices -respect other's privacy -use good hygiene -wait quietly if needed 	<ul style="list-style-type: none"> -line up quietly -listen to instructions -play by the rules -help with setup 	<ul style="list-style-type: none"> -push in chair -use shelf markers -help classmates with words and to find books 	<ul style="list-style-type: none"> -log off properly -keep hands to yourself -share appropriately -ask before printing 	<ul style="list-style-type: none"> -keep hands and feet to yourself -use appropriate language -play fairly -use equipment appropriately 	<ul style="list-style-type: none"> -keep hands and feet to yourself -be quiet during performances -line up when reminded 	<ul style="list-style-type: none"> -speak politely -listen to the bus driver -sit facing front -stay in seat -keep hands to yourself
Kind	<ul style="list-style-type: none"> -encourage others to do their best -include others -greet people with a smile -hands off 	<ul style="list-style-type: none"> -greet others with a smile -hold the door open for others -leave lockers alone as you walk past 	<ul style="list-style-type: none"> -clean up after yourself -use good manners 	<ul style="list-style-type: none"> -follow teacher/referee decisions -congratulate others on play -be a good sport -stop playing if someone is hurt 	<ul style="list-style-type: none"> -bring your supplies with you -use kind words 	<ul style="list-style-type: none"> -work quietly -offer to help -speak politely -return computers to carts carefully 	<ul style="list-style-type: none"> -include others -use good manners -take care of each other -keep the playground clean 	<ul style="list-style-type: none"> -applaud politely at the end -use good manners -use the washroom before you go 	<ul style="list-style-type: none"> -speak quietly -share seats -help others -pick up dropped items -greet your driver politely

E. Code of Conduct Protocol

In responding to unacceptable conduct Cedar Elementary will use the following protocol, knowing that all kids will misbehave some of the time. Although most intervention will follow this sequence, it will always be the prerogative of the supervising adult to match the student's level of misbehavior with an appropriate level of assertiveness.

- Prevention - Belonging and Connectedness
 - At this level, teachers and the school say and do things to develop, maintain and enhance their social relationship with their students so students are inclined to be more attached and work with the teacher rather than against them.
 - Class/school routines, rules and expectations are consistently and fairly implemented.
 - Students learn to respect one another's differences and feel a sense of connectedness and belonging. In such a safe environment, students feel their sense of self is not at risk.
- Responding to Misbehavior
 - Low Key Responses: used when students first start to misbehave as such techniques 'invisibly' lets the student know such behavior is having a negative effect on learning. The response is shorter than the interruption and keeps the atmosphere positive or neutral. Examples are:
 - Proximity* - getting close usually communicates the need to stop
 - Touch* - a light quick touch with the fingertips on the desk provides a gentle reminder that someone is aware and cares.
 - The Look* - is not a glare or a stare, but brief eye contact to communicate
 - Using the Student's Name* - reminder
 - Gesture* - a visual response for appropriate conduct
 - Pause* - a signal to get attention
 - Ignoring* - used when student is seeking attention but does not stop teaching or the learning of other students.
 - Pause: you pause, turn towards student, give a minimal verbal request to stop (optional) and finish with 'Thank you'.
 - Choice: give a minimal verbal request to stop then provide the student with an appropriate choice and wait for an answer
 - The Implied Choice: follow through on the choice with the implication that the choice given applies to all students.
 - Responding to Power: Ignoring; 'short circuiting' through use of humor and so on; describing the situation and informing the student you're not interested in playing out what usually occurs; language of attrition - 'where do we go from here?'
 - Informal Agreement: one to one dialogue with misbehaving student by a staff member

E. Consequences

- The severity and frequency of unacceptable conduct as well as the age and maturity of students is considered in determining appropriate disciplinary action.
- In most situations, privileges will be removed and in more severe situations access to the classroom or school will be restricted or possibly eliminated for varying periods of time
- As often as possible and whenever appropriate, students will be encouraged to participate in the development of meaningful consequences for violations of the established code of conduct.
- Consequences to unacceptable conduct are considered in their context as individual cases
- Disciplinary action, is preventative and restorative, rather than punitive
- Information about serious misconduct will be shared with the parent of the student involved
- Interviews will be conducted to investigate behaviour. After consideration, consequences will be determined. Most cases will be dealt with by the school principal. Some cases will involve the Behaviour Intervention Team from School District No. 68. Other cases may involve the RCMP Liaison Officer, or the Superintendent of School District No. 68.

- Some students will be referred to the School Based Team to have a safety or behaviour plan designed. This process involves the parents and staff.
- Repetitive behaviours requiring intervention could lead to a student designation:
 - R - Moderate Behaviour Support
 - H - Intensive Behaviour Support
- Dangerous behaviours automatically leads to a suspension:
 - In-School
 - Out-of-School with police involvement

All Formal Suspensions are reported to the Superintendent's Office.

The following areas will lead to suspension from school:

- weapons
- vandalism
- illegal substances
- theft

Cedar Elementary strives to follow these principles of a restorative action plan:

Principle 1: Work toward healing what has been broken.

- Who has been hurt?
- What has been damaged?
- Can anything help to make things better right now?

Principle 2: Invite full participation and consensus.

- Who needs to be invited to meet?
- Who needs to share thoughts and feelings?
- How can we best start working together to address the problem?

Principle 3: Seek direct accountability.

- What actions created the problem?
- Who needs to be responsible for the harm that has happened?
- How will those responsible help make things right?

Principle 4: Re-integrate where there has been division.

- Find out the effect on others
- Have people been taking sides?
- Have people been hurt by what has happened, even if it did not happen directly to them?
- How can things become peaceful?

Principle 5: Strengthen the community and individuals to prevent further harm.

- What can be done to reduce the chance of harm happening again?
- What has been learned from the problem?
- How can the school and classroom become safer, more respectful places?

F. Notification

The school principal may have a responsibility to advise other parties of serious breaches of the code of conduct

- Parents of student offender
- Parents of student victim
- School district officials
- Police and/or other agencies
- 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

G. Retaliation

- *The School Board will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of a code of conduct.*