



CABE Secondary School

Coquitlam Alternate Balanced Education

Code of Conduct

2022– 2023

“Commit Achieve Believe Engage”

Introduction

The CAFE Code of Conduct applies to all students in the CAFE community and includes students who attend school at the GOAL campus. This document outlines school expectations and acceptable student behaviour as directed by the *School Act* 85(2) (c). It is important to note that both CAFE and GOAL are closed campuses and all students are made aware of this fact during the intake process.

The Code of Conduct is communicated and distributed to students, parents, staff, as well as to visitors and other district staff. Newly assigned staff and students registering mid-year will also receive the Code of Conduct. The Code of Conduct is also available on the CAFE website, in print in the office, in the CAFE start up package and displayed on the student bulletin board outside the office. The Code of Conduct is taught, reinforced, and monitored. Each year the Code of Conduct is reviewed to reflect the school community's needs, and to align with the district and provincial school safety initiatives.

The Code of Conduct is in effect for all students at school, at school-related activities or in other circumstances where engaging in the activity will have impact on the school environment. District #43 (Coquitlam) Policy 17(6) states, *"Students, while attending school and school sponsored functions and activities, shall be subject to the District Code of Conduct for Students and the school's rules of conduct and deportment established by the Principal. Students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity or otherwise."*

The Human Rights of all are valued and protected. The Board believes that schools must not be places where discrimination is practiced or tolerated. District #43 (Coquitlam) Policy 17(4) states, *"Students shall not discriminate against others on the base of race, religion, sex or sexual orientation, or disability, or for any other reason set out in the Human Rights Code of British Columbia, nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the basis of any such grounds."*

The Purpose of the Code of Conduct is to:

- establish and maintain a safe, caring and orderly environment for a positive learning and teaching climate.
- clarify and outline school expectations and acceptable student conduct at school, in the community and while acting as school ambassadors.
- ensure a positive human rights environment that cherishes openness, diversity, fairness, and equity.
- encourage thoughtful and reflective citizenship.

Conduct Expectations:

Acceptable conduct is demonstrated by:

- respecting oneself, others and the school's facility and grounds.
- engaging in responsible behaviour in all learning and school activities.
- *(attend classes regularly, be seated in your seat by the beginning of each core, be prepared for*

class, participate thoughtfully, respect other classmates' comments, complete all assignments, hand assignments in when due, ask for help when you need assistance, use good manners and good common sense.)

- helping to ensure the school environment is a safe and caring place for all to learn.
- informing an adult of an unsafe individual, or an unsafe behaviour, and an unsafe or violent situation.
- modeling respectful and responsible behaviour at school, in the community and while acting as school ambassadors.
- students shall not discriminate against others on the basis of the race, colour, ancestry, place of origin, marital status, family status, age, religion, sex or sexual orientation, or physical or mental disability, or for any other reason set out in the Human Rights Code of British Columbia (Section 7 and 8), nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the basis of any such grounds.
- students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise practicing.
- Student phones are to be tuned off and stored in a backpack or on your person. Teachers may request students to use their phones as a learning tool in some designated subjects, i.e. Photography and P.E.
- **'Ethics of Information Use'** requires students always citing your research sources (text, sound, music, graphics, pictures, video clips, etc.)
- dressing appropriately for the school learning environment that is respectful to oneself and others.
- being aware of the **"District 43 Digital Responsibility for Students -Admin Policy 140.2"** and behaving in a Socially Responsible manner in regard to social media and the use of technology.
- **"Cyberspace Misuse"**: Students are to be aware that they may be subject to discipline for on or off campus misuse of technology if it negatively impacts on the school environment.

Unacceptable conduct is demonstrated by behaviours that:

- interfere with the learning and teaching environment of any school member.
- create an unsafe or dangerous learning environment.
- demonstrate a lack of caring for oneself, others and the school community.
- interferes, interrupts, shows a lack of caring, causes unsafe behaviours, harm to others or animals, dangerous behaviours, vandalism to the school property, or causes an unsafe situation.
- uses/names a physical illness, disability or condition to threaten, harass or intimidate others in the community is unacceptable
- engages in Cyberspace use in a hurtful manner or dangerous manner i.e., chat groups, Facebook, Twitter, Instant Messaging, texting, Snapchat Instagram, etc. (No Social Media during class time.)
- demonstrate bullying, harassment, intimidation, discrimination, or exclusion (*physical or verbal bullying such as putdowns, name calling, gestures or actions; cultural hazing; discriminatory behaviours such as verbal, written or gestured comments regarding a person's race, colour, ancestry, place of origin, political beliefs, religion, physical or mental disability, gender, sexual orientation, physical appearance or health; and all people have the right not to be touched,*

teased or humiliated.)

Acts of:

- unkind words or hurtful behaviours towards others; bullying, harassment or intimidation; physical violence or assault; retribution towards someone who 'reported' unsafe or violent incidents.

Illegal and Inappropriate Acts, such as:

- possession or use of a weapon or of an object being used as weapon, including a "Toy or Imitation" weapon.
- possession (on your person or possessions, in the school or on the school grounds), use, or trafficking of illegal chemicals, all drugs or restricted substances and equipment including cigarettes, chewing tobacco, e-cigarettes (vaping, vaping juice and vaping equipment), hookah pipes, or other products.
- theft of school or other's property; and vandalism to school or other's property.
- the use of computers or phones, the Internet, and other social media to harass, threaten or intimidate others during school time and/or outside of school time. This includes inappropriate use which negatively affects our learning community, school, school district and/or the district's technology systems.
- the use of computers, cell phones and social media to take, send or store pictures or videos for "sexting" and "exploitation of yourself or others".
- gambling for money, goods, services or any other items (Note: playing card games or other activities is acceptable without gambling for money, goods or services, etc.)

*****Behaviours cited are only some examples and not an all-inclusive list.**

RESTORATIVE PRACTICES PRINCIPLES

1. Restorative Practices focuses on harms rather than rules or persons and the consequent needs of victims, offenders and communities.
2. Restorative Practices addresses obligations of the offender resulting from those harms, as well as the community's obligations to both victims and offenders.
3. Restorative Practices uses inclusive, collaborative processes.
4. Restorative Practices involves all individuals (victims, offenders, parents, students, staff, and faculty) who have a legitimate stake in a given situation.
5. Restorative Practices seeks to put right the wrongs that have been done, so that victims feel safe and valued, and offenders feel restored to the school community.

CONSEQUENCES/RESTORATIVE DISCIPLINE

1. Acknowledges that relationships are central to the building of the school community.
2. Must establish policies and procedures that harm and misbehavior in a way that strengthen relationships.
3. Focuses on harms done rather than rules broken.
4. Gives voice to the person who has been harmed.
5. Engages in collaborative problem solving.
6. Empowers change and growth for all involved.
7. Enhances responsibility for actions and attitudes for all involved.

(Amstutz and Mullet (2005). Restorative Discipline for Schools pp. 25-26. pp. 26-29)

RESTORATIVE APPROACH TO DISCIPLINE – A HARM REDUCTION APPROACH

As a school we recognize the importance in modeling respectful and responsible processes for managing conflict. Whenever possible we try to use a restorative approach to resolving conflict and teaching pro-social behaviors.

Restorative Practice: the fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things with them, rather than to them or for them. (International Institute for Restorative Practices)

<http://www.iirp.edu/what-is-restorative-practices.php>.

The focus of behaviour interventions should be to recognize and repair the harm done, teach and reinforce positive behaviours and return the offender to the community stronger and more resilient than before the offense. <http://www.iirp.edu/what-is-restorative-practices.php>.

Every effort will be made to support students. However, if there are ongoing conduct issues after having implemented restorative interventions, disciplinary actions may need to be taken. Decisions will be made with respect to the individual. Responses to conduct issues will take into consideration the student's age, maturity, and past conduct. Interventions will not discriminate against a student who cannot meet an expectation because of a disability.

Rising expectations:

As students' progress to grades 10-12, behavioural expectations will rise so that:

- student levels of maturity, personal responsibility and self-discipline will improve.
- consequences for unacceptable conduct in senior grades will likely result in more serious consequences.
- older students will model positive behaviours for their peers and younger student.

Consequences

Consequences will be applied to unacceptable student conduct. The consequence will be implemented based on the severity and the frequency of the behaviour. Progressive discipline methods will be implemented to alter the inappropriate and/or unsafe behaviour.

Consequences and the support will be preventative and restorative.

- Restorative principles & Discipline see Appendix A&B.
- The school uses a "Pyramid of Interventions" to respond to inappropriate behaviour within the school community.
- Every consideration will be made to use a "restorative approach" whenever possible when resolving issues in the school.
- The approach is consistent for everyone and well communicated to parents and students.
- The Board will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a code of conduct.

Consequences may include, but not limited to the following:

- Students participate in meaningful consequences for the unacceptable behaviour in order to give back to the school community.
- School or outside community counseling.

- School community service to give back to the school.
- Behaviour plans and or safety plans designed to support the change of behaviour required.
- School behavioural contracts.
- Police liaison involvement with mediation and educational support.
- Partial day or adjusted day school schedule.
- Formal suspension: District Code of Conduct - Levels 1,2 and 3.
- Cost restoration for school damage, vandalism and replacement of another person's possessions.
- Police and other agency involvement regarding criminal charges.

Notification:

Depending on the nature of the unacceptable behaviour the member of the school staff may contact the following people:

- Parent notification is a key element in the school's "Pyramid of Interventions".
- Parents/guardians of the student offender(s) will be contacted.
- Parents/guardians of the student victim(s) will be contacted.
- Coquitlam School Board officials will be contacted as required by school. district policy, i.e. Level I, II and III suspensions.
- Police and other agencies as required by law.
- School staff and school community as deemed appropriate by the school administration and/or District #43 (Coquitlam) District administration.

Works Consulted

The CABE/GOAL Secondary School Code of Conduct has used the structural set up, selected passages, phrases and terminology in order to align with the:

BC Ministry of Education Standards Department

Safe, Caring and Orderly Schools Document: The Guide.

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The Safe and Caring School Document can be found on the internet www.bced.gov.bc.ca

Note: the Safe, Caring and Orderly Schools Document can be photocopied.