

Code of Conduct 2021-2022



Cedar Drive Elementary

School Mission:

As a community, to provide education that encourages respect, responsible decision making, creativity, and academic excellence in a positive environment.

Introduction

The Cedar Drive Code of Conduct has been developed in accordance with ministry requirements as outlined in the Safe, Caring and Orderly Schools' document. The Code of Conduct is designed to provide guidelines for appropriate student behavior while under the jurisdiction of the school or at any school-sponsored function. This applies to behavior in the classroom, in the hallways, at assemblies & school gatherings, on the playground, and in the community (including to and from school, on field trips, and at sporting events).

Reviewed with students in the classroom, posted on the public page of the school website, as well as a copy sent home to parents via the student agenda book, the Code of Conduct espouses appropriate behaviour, and is supported through a progressive discipline model.

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, or at a school sponsored function or activity, or otherwise. The Code is an important document for parents/guardians to discuss with their child(ren). We believe that we must take care of ourselves, each other, and this place to ensure that Cedar Drive is a safe and nurturing educational environment.

Code of Conduct: Key Elements

1. Process

Our Code is reviewed annually by administration and staff. We consult with parents via communication in school newsletters, through our school website and at PAC meetings.

2. Communication

We believe that the Code of Conduct (and its implementation) is one of the cornerstones of a school-wide program developing social responsibility in students. We routinely promote our expectations, reinforce the positive language associated with our expectations and recognize when students have demonstrated exemplary behaviour consistent with our expectations.

In the 2021-2022 school year the Code of Conduct will be:

- Published on the school website.
- Distributed to all grade 1 – 5 parents in the student planner.
- Distributed to all Kindergarten parents in the parent handbook.
- Parents will be asked to read Cedar Drive’s Code of Conduct and an excerpted version of the District’s Code of Conduct, and sign that they have reviewed them with their children.
- Discussed as a central element of the first week activities and elements discussed regularly as part of the weekly school-wide assembly.
- Referred to in communication with parents.
- Discussed as a central element of a PAC meeting early during the school-year.
- Discussed routinely at staff meetings

3. Implementation

The staff use Talking Circle Time or Class Meetings, and school-wide assemblies to discuss and implement the behavioural expectations outlined in the school’s Code of Conduct. In addition, Social Responsibility resources are widely used throughout the grade levels. Parents are asked to support the school-behaviour expectations at home with their children. The modeling of socially responsible behaviour is expected of all adults in the school, both employees and volunteers. With the revised curriculum now including the Core Competencies of Communication, Thinking and Personal and Social Responsibility, our Code of Conduct reinforces the competencies in all aspects of the learning at school.

How to appropriately navigate social situations is a learned behavior for some children. For several years, we have extended the provincial pink shirt / anti-bullying initiative, with a uniquely Cedar Drive twist. We encourage students to wear pink on the last Wednesday of every month and the theme is Kindness. At the classroom level students are encouraged to explore pro-social alternatives to unkind behavior. At the monthly Kindness Assembly, we take the opportunity, as a school, to re-emphasize and model the kind of behaviours we would like to see.

4. Monitoring and Review

The Code of Conduct is reviewed by staff annually. Office referrals are reviewed by the Principal, school-based Counsellor and School-Based Team, as appropriate. Individual behaviour plans are also developed, as needed, to support student learning and behaviour.

5. Alignment

The Cedar Drive Code of Conduct is aligned with District policies, administrative procedures, and the BC Human Rights Code.

6. Standards

Respectful Behaviour

Be Respectful to Yourself – care about your learning and yourself, including safety.

Examples:

- Always do your best and try to be your best self
- Be on time and ready to work – Please ensure your family knows the schedule for Cedar Drive
- Do your homework and use your planner

Be Respectful to Property – care about your school and your environment

Examples:

- Clean up after yourself
- Take good care of materials/supplies

- Ask before borrowing
- When using washrooms, place paper towels into garbage cans and refrain from splashing water and soap

Be Safe – learn, follow, and respect school rules

Examples:

- Walk calmly – no running in the halls
- Stay in designated areas
- Report dangerous situations to staff
- Students shall not discriminate against others on the basis of the race, religion, sex or sexual orientation, or disability, or for any other reason set out in 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.

Innapropriate Behaviour

Can consist of, but is not limited to:

- Rudeness, swearing
- Fighting or play fighting
- Lack of respect for others, teasing
- Throwing objects (rocks, sticks, snowballs etc.)
- Defiant behavior
- Running in the halls
- Unauthorized leaving of school grounds
- Littering
- Using/naming a physical illness, disability or condition to threaten, harass or intimidate others in the community is unacceptable

Conflict Resolution

We discuss and resolve conflicts peacefully using language that reflects a growth mindset. It is important to listen to and hear the ideas of others when we are discussing a problem and to do this, we need to be calm and be regulated. When appropriate, a restorative process may be enacted to resolve conflicts in the learning community. Some examples of ways we can develop our conflict resolution skills include:

- Talking Circles
- Class discussions
- Writing about our feelings (i.e. journaling)
- Seeking out the assistance of an adult to develop a plan to resolve an issue
- Reading stories and about historical events that serve to broaden our empathy and understanding of others and their lived experiences
- Role playing and perspective taking activities
- Peace Tables – students engage in discussions at a table and focus on resolving conflicts
- Using strategies to calm ourselves (i.e. physical activity, breathing, the sensory path, the mood metre etc.)

Consequences

Consequences will be applied in a fair and consistent manner, respecting individual rights, responsibilities, age, and maturity; they will be restorative rather than punitive in nature.

Inappropriate behavior typically has the following consequences:

- Review of expectations and possibly time spent outside of the classroom
- Review of expectations, written assignment and/or loss of privileges
- Parents are informed
- Meeting with parents
- Short-term (in school or at home) suspension
- Special considerations may apply to the imposition of consequences on a student with special needs if the student is unable to comply with this Code of Conduct, due to a disability of an intellectual, physical, sensory, emotional, or behavioral nature.

Safe and Caring School Environments:

Are free from acts of...

- Bullying, cyber-bullying, harassment, and marginalization
- Threat and intimidation
- Violence in any form
- Abuse in any form
- Discrimination in any form including race, colour, gender, religious beliefs, sexual orientation, ancestry, or national origin
- Retribution against a person who has reported incidents

Forms of unacceptable conduct cited above are only some of the examples and not an all-inclusive list.

- Theft and vandalism
- Intoxicating or banned substances
- Weapons or replica (toy) weapons and explosives
- Intruders or trespassers (visitors must first report to the office)

Cyberspace Misconduct & Cell Phone Usage

All school members must:

- Be aware of and familiar with the District *digital responsibility AP 140.2* while using school technology,
- Students should be aware that they may be subject to discipline for an on-campus or off-campus misuse of technology **if** it negatively impacts on the school environment or community.
- Students in possession of cell phones should not use them during school hours. Any communication with student's families must occur through the office. Students are not to text or take photographs with cell phones as well.
- Students should also be aware that the schools may collect, use, and disclose personal information about students for the purposes of investigating and addressing student misconduct, safety and maintaining order and discipline in school. Such collection and use of student information may include information that is obtained from witnesses or collected from other secondary information sources (e.g. social media). All personal information of students collected by the school will be collected in compliance with and under the authority of the Freedom of Information and Protection of Privacy Act (ss. 26(a),(b), and(c)) and the School Act. Questions about the collection, use or disclosure of student personal information should be directed to the Associate Director of Information and Learning Technologies Stephen Whiffin, at swhiffin@sd43.bc.ca.

Notification

As circumstances warrant, administration has a responsibility to advise other parties following a behavior incident:

- Parent of student exhibiting major behaviours
- Parent of student on receiving end
- Assistant Superintendent, Safe Schools Team member and/or other District staff
- Ministerial agencies and/or School Liaison Officer (Police)