

CANYON HEIGHTS ELEMENTARY SCHOOL

OUR CODE OF CONDUCT – BEHAVIOURS AND EXPECTATIONS

Our goal at Canyon Heights is to create and maintain a safe, caring and orderly environment for purposeful learning. Although written with students in mind, it is expected that all members of the Canyon Heights School Community, as well as visitors to the school, demonstrate:

- ◆ **Respect:** for self, others and property
- ◆ **Responsibility:** for behaviour and work
- ◆ **Safety:** for self and others

Students at Canyon Heights are expected to behave appropriately and follow the directions of supervising adults at all times, whether at school, going to and from school, or while attending school functions or activities at any location. They are given the responsibility of knowing the expectations, following the expectations and managing their own behaviour appropriately. In accordance with School District #44 Policy #302, students at Canyon Heights Elementary are expected to meet the standards set out in Sections 7 and 8 of the BC Human Rights Code that include the prohibited grounds of discrimination. This includes not discriminating against others based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender, age or sexual orientation. Anti-bullying measures will ensure all students, regardless of their sex, race, religion, culture, sexual orientation and gender identity or expression, enjoy a safe, inclusive and welcoming learning environment.

Staff members teach, model and use a problem-solving approach where students are encouraged to solve problems independently or to seek adult help when needed. As students progress through our school, it is expected their behaviour will reflect an increasingly mature level of respectful, responsible and safe activity. The following are examples of acceptable and unacceptable student conduct, not an all-inclusive list.

Acceptable Conduct

- demonstrate Respect, Responsibility and Safety
- support each other as positive bystanders
- demonstrate kindness and acceptance of others
- challenge themselves to do their best

Unacceptable Conduct

Behaviours that:

- interfere with the learning of others
- interfere with the safety of others
- create unsafe conditions (e.g. throwing objects, running in hallways, pushing others)

Acts of:

- bullying, (physical, verbal, social or cyber bullying), harassment, intimidation or discrimination
- retribution against a person who has reported incidents
- violent or aggressive behaviour

- using offensive language

Illegal acts, such as:

- Vandalism, damage or theft of school or other people's property
- Using or having at school any dangerous items (e.g. weapon, toy weapon, matches, knives)

When the Code of Conduct is not followed, we believe that:

- students can learn from their mistakes
- the goal of all interventions is to stop or change inappropriate behaviours
- consequences for students should be logical and suit the misbehaviour as closely as possible.

The following is an overview of consequences that may be applied for various levels of student misbehaviour:

Level 1

For misbehaviours that are minor rule violations (e.g. running in the hallway, arguing over game rules), a school staff member:

- will speak directly to the student and ask him/her to:
 - identify the unwise decision
 - review the applicable section of the Code of Conduct or school rules
 - identify and practice a replacement behaviour that would meet expectations
 - encourage thoughtful reflection on the effect the behaviour has had on others (may include completion of Social Responsibility paper)
 - when appropriate, make an apology
- may apply a consequence such as a time out or warning.

Level 2

For misbehaviours that are more serious or are repeats of minor misbehaviours (e.g. fighting over a game, going out of bounds, repeatedly disrupting class, throwing objects, using disrespectful or abusive language), a school staff member:

- will speak directly to the child as in Level 1
- may ensure that a Social Responsibility paper is completed
- may involve the parents by phone or by setting up a staff/student/parent meeting
- may apply consequences such as longer time out, restitution, school community service, etc.
- will communicate these behaviours to the classroom teacher and to the office to be recorded and tracked

Level 3

For non-compliant behaviours (e.g. defiance of authority), violent behaviours (e.g. bullying, physical aggression or threats against someone who has reported incidents) or vandalism to the school, school staff:

- will respond as in Levels 1 and 2
- will arrange to have the Principal, Vice Principal, or Counsellor involve the parents by phone, email or by setting up a staff/student/parent meeting
- may become involved in providing specialist services, accessing community services, and/or be developing a plan for improved behaviour
- may apply consequences which at this level may include restricted privileges, in-school suspension and suspension.