



## Cleveland Elementary School École élémentaire Cleveland

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### **Code of Conduct 2022**

#### **Care for Self Care for Others Care for the Environment**

##### **Mission Statement**

*The Cleveland School mission is to provide an environment that fosters the emotional, social and physical well-being and the intellectual development of all students. Cleveland School will promote a positive self-concept, respect for self, respect for others, respect for the environment, fitness and health.*

*L'Ecole Cleveland offre un environnement qui favorise et soutient le bien-être social, émotif, physique et intellectuel de tous les élèves. L'Ecole Cleveland encourage une culture communautaire basée sur le respect de soi, des autres et de l'environnement.*

##### **Introduction**

Cleveland's Code of Conduct reflects the input of staff and parents. The Cleveland Code of Conduct will be reviewed each year. Expectations regarding acceptable conduct are made known to all students, parents and school staff, as well as to temporary staff or visitors.

Cleveland staff have committed to following a Positive Behaviour Intervention System (PBIS) to teach and promote positive behaviours. Protocols while acting as ambassadors of the school also are made known to students, parents, coaches and involved members of the greater community.

Behavioural expectations outlined in the school's code of conduct are consistently taught and actively promoted. Responses to unacceptable behaviour are based consistently on sound principles and are appropriate to the context. Conduct is continuously monitored to ensure the code reflects current and emerging situations and is contributing to school safety. The Code of Conduct will be reviewed regularly and improved in light of changing information and circumstances. Cleveland's Code of Conduct will be compatible with other elementary and secondary schools in the district.

## **Statement of Purpose**

The purpose of Cleveland's Code of Conduct is to provide a framework that ensures that the school is a place that promotes responsibility, respect, civility and academic excellence in a safe, orderly and purposeful learning and teaching environment.

All students, parents, teachers and staff have the right to be safe and feel safe in their school community. With this right comes the responsibility to behave appropriately and to be accountable for actions that put at risk the safety of others or oneself.

The Cleveland Code of Conduct sets clear standards of behaviour and establishes and maintains an appropriate balance among individual and collective rights. It specifies the consequences for student actions that do not comply with these standards.

The expected standards of behaviour apply not only to students, but also to all individuals involved in Cleveland Elementary School – parents or guardians, volunteers, teachers and other staff members – whether they are on school property, traveling to and from school or at school-authorized events or activities at any location.

## **Guiding Principles**

- All members of the school community are to be treated with respect and dignity.
- Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.
- Members of the school community are expected to use peaceful means to resolve conflict. Physically and/or verbally aggressive behaviour is not a responsible way to interact (or react) with others.
- The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others.
- Alcohol and illegal drugs are addictive and present a health hazard. Cleveland Elementary School will work cooperatively with police, drug and alcohol agencies to promote prevention strategies and, where necessary, respond to school members who are in possession of, or under the influence of, alcohol or illegal drugs.
- Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

## **Roles and Responsibilities**

Cleveland's principal, under the direction of North Vancouver School District, takes a leadership role in the daily operation of the school. The school principal provides this leadership by:

- demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
- holding everyone, under his/her authority, accountable for their behaviour and actions;
- communicating regularly and meaningfully with all members of the school community.

Cleveland teachers and school staff, under the leadership of the principal, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:

- help students work to their full potential and develop their self-worth;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff and parents;
- prepare students for the full responsibilities of citizenship.

Cleveland students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time and ready to learn;
- handle personal conflicts or problems using talk, walk and report strategy.
- problem in shows respect for themselves, for others and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own action.

Cleveland parents play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;

- prevents the spread of disease by keeping ill children away from school;
- become familiar with the Code of Conduct and school rules;
- encourage and assist their child in following the rules of behaviour;
- become curious when children are having behaviour challenges and communicate with school early if problems are of concern;
- assist school staff in dealing with disciplinary issues.

Police and community agencies are essential partners in making our school and community safer. Community members need to support and respect the rules of the school. Police or other agencies may be brought in to investigate incidents in accordance with the protocols developed with North Vancouver School District. These protocols are based on law developed by the Ministry of the Solicitor General and the Ministry of Education.

### **Conduct Expectations (Expected Standards of Behaviour)**

In accordance with the North Vancouver Policy #302, students at Cleveland Elementary School are expected to meet the standards set out in the B.C. Human Rights Code that include the prohibited grounds of discrimination. In accordance with sections 7 and 8 of the *Human Rights Code*, discrimination based on colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, and age will not be tolerated. 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.

Cleveland believes children want to be helpful, that positive behaviours can be learned and that teaching socially responsible behaviours require modeling, consistency and practice. Cleveland believes in the Positive Behavioural Interventions and Supports (PBIS) approach to school discipline.

All students are expected to:

- help make the school a safe, caring and orderly environment for purposeful learning;
- conduct themselves in a manner that does not pose a threat to the physical safety or emotional well-being of others
- respect self, others and the school;
- be inclusive and value diversity;
- act in non discriminatory ways as set out in the B.C. Human Rights Code
- increase personal responsibility and self-discipline; balance individuals' rights with the rights of the Cleveland community
- engage in purposeful learning activities and complete all school work to the best of their ability
- demonstrate good sportsmanship
- use personal technology devices under the supervision of a teacher or staff members, and follow our Personally Owned Devices Usage Guidelines at

## School

- solve problems in a peaceful manner
- inform a 'tellable' adult, in a timely manner (in advance if possible), of incidents of bullying, harassment or intimidation;
- refrain from taking retribution against a person who has reported incidents;
- act in a manner that brings credit to the school whether students are on or off site

*Rising expectations* - a higher level of expectation is held for students as they become older, more mature and move through successive grades. Older students are expected to exhibit increasing personal responsibility and self-discipline. Older students will receive consequences of increasing severity for inappropriate behaviour.

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

## **Acceptable Conduct**

How students are expected to conduct themselves at school, while going to and from school, and while attending any school function at any location.

*Acceptable Conduct, all school members must:*

- respect and comply with all applicable federal, provincial and municipal laws;
- respect self, others and the school;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- inform a tellable adult in a timely manner of incidents of bullying, harassment or intimidation;
- engage in purposeful learning activities in a timely manner;
- respect the rights of others;
- help to make the school a safe, caring and orderly place;
- show proper care and regard for school property, the property of others and the school environment;
- take appropriate measures to help those in need;
- respect persons who are in a position of authority;
- respect the need of others to work in an environment of learning and teaching;
- act in a manner that brings credit to the school.

## **Unacceptable Conduct**

Inappropriate behaviours include any action that may inhibit a safe, positive learning environment. These include but are not limited to: misbehaviour, insolent or insubordinate behaviour, fighting, punching, stealing, physical and verbal intimidation, threats, vandalism, and chronic misbehaviour. Interventions and consequences are applied to each situation according to its unique circumstances, and are more severe as the level and/or frequency of these behaviours increases.

Infractions of the Code of Conduct are backed up by a fair, consistent and clear intervention for misbehaviour. Consequences are always considered in the context in which they occur. The age of the child, frequency of the behaviour, its seriousness or intensity, and the intent are taken into account.

Maintaining the dignity of all parties remains fundamental to any intervention. Generally, misbehaviours fall into three categories:

### **Level One: Minor Misbehaviours**

- interfere with the learning of others
- interfere with an orderly environment
- create unsafe conditions

Responses: may include apology, practices of expected behaviours, time out, review of Code of Conduct with an adult, community service

### **Level Two: Misbehaviours of Concern**

- bullying, harassment or intimidation
- physical violence;
- retribution against a person who has reported incidents.
- vandalism, destruction of others property, theft.
- unsafe behaviour to self or others such as fighting, throwing objects, climbing trees or climbing on the sides of school buildings or being on the roof of school structures.
- repeated level one behaviours

Responses may include; level 1 responses, parent contact, completion of “think sheet”, reconciliation with injured party, loss of recess and/or lunch privileges, restriction from extra curricular activities, re-teaching of social responsibility lessons, establishing a behaviour contract, or a form of restorative justice

### **Level Three: Misbehaviours of Serious Concern**

- physical violence/threats of physical violence
- possession, use or distribution of illegal or restricted substances

- possession or use of any weapon or replica of a weapon, including but not limited to firearms;
- use of any object to threaten or intimidate another person;
- purposefully or intentionally causing injury to any person with an object
- possession of, or being under the influence of, or providing others with, alcohol or illegal or restricted substances or drugs.
- inflicting or encouraging others to inflict bodily harm on another person;
- theft of property of others or cause damage to property.

Responses may include; respond as in Levels 1 and 2, formal documentation of incident, parent conference, restitution, behaviour plan; if needed, school suspension in accordance with District Policy 302 and Sections 26 and 85 of the B.C. School Act.

Cleveland's 's plan of logical and progressive consequences may include, but not be limited to:

- i. teacher involved in discussions/planning consequences;
- ii. principal involved in discussions/planning consequences;
- iii. removal of student from classroom/situation;
- iv. in-school suspension;
- v. the development of an action plan by the teacher and/or principal, and the student to identify and contract the appropriate behaviour; and/or,
- vi. 1/2 to 5 day out of school suspension.

All serious disciplinary situations will require:

- i. restitution to be made if property is damaged;
- ii. a record of the incident to be filed; and,
- iii. contact with the parent or guardian.

Further consequences may be required for continued infractions:

- i. disciplinary meeting with parents and child;
- ii. removal of privileges for a length of time; and/or,
- iii. the continued suspension from school.

## **Notification**

School personnel intervene daily to redirect, re-teach and manage the misbehaviours of children by reminding them of Cleveland School's Code of Conduct, following our intervention process and procedures, and working with parents to deal effectively with the student. In cases where serious or repeated breaches occur, school officials may have a responsibility to advise other parties of serious breaches of the Code of Conduct, including:

- parents of student offender(s) – in every instance;
- parents of student victim(s) – in every instance;

- school district officials – as required by school district policy;
- police and/or other agencies – as required by law; and,
- 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 actions to address it.

One important goal at Cleveland is to build a vibrant, caring and inclusive community. As a community within a community, Cleveland Elementary School embraces the opportunity to work with children and their families to achieve this goal.

### **Parents as Partners**

*We ask that parents support their children in building social responsibility by:*

- teaching and re-teaching problem solving skills;
- modeling socially appropriate ways of getting along;
- helping their children find safe ways to express anger or frustration;
- listening to children and responding to their needs and concerns in ways that develop social capacity;
- helping their children understand the value of individual differences;
- monitoring and discussing television viewing.

*As well, we ask that parents support the home-school connection by:*

- contacting the teacher or administrator over concerns about the behaviour or safety of their child at school;
- supporting a collaborative working relationship with teachers and the school;
- learning about the problem resolution process at the school; and,
- using the language of the school's Code of Conduct at home and at school with their child.

### **Code of Conduct Monitoring and Review**

The Cleveland Code of Conduct was reviewed in the 2017 school year. Currently, community involvement is provided mainly through consultation with the Parent Advisory Council (PAC) with revisions and changes overseen by school staff. Student input comes through classroom-based activities for establishing, implementing and maintaining appropriate expectations for behaviour. Student input is also monitored through the intermediate student Safe and Caring Schools and Social Responsibility Survey. Based on the reviewed information, the Code of Conduct is updated annually to address school-wide concerns, changing student dynamics and community norms.