



Code of Conduct

The Capilano School Code was established in consultation with staff, parents, and students and is communicated and reviewed with the school community annually.

Capilano Elementary's Code of Conduct has been established to maintain a safe, caring, and healthy learning environment. The purpose of the Code of Conduct is to inform all members of the school community of our shared obligations and responsibilities while in attendance at school, while traveling to and from school, and while attending any school function at any location.

Capilano Code of Conduct– Capilano ROCKS

R – Respectful

O - Open-Minded

C - Cooperative

K - Kind

S - Safe

Students and adults at Capilano are expected to be:

Respectful – to oneself, other people, and our surroundings

Open-minded – by considering and respecting the views, values, culture, and traditions of others

Cooperative – by working respectfully and collaboratively with others

Kind – by demonstrating empathy, respect, and consideration for others

Safe – by acting in a way that keeps oneself and others free from injury/emotional distress

In accordance with School District#44 Policy #302, students at Capilano Elementary School are expected to meet the standards set out in the *BC Human Rights Code (sections 7 & 8)* that include the prohibited grounds of discrimination, behaviours that discriminate against a person or class of person by publishing or displaying a statement, publication, notice, sign, symbol, emblem or other representation that indicates discrimination based on the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender, sexual orientation, or age of that person or that group or class of persons. 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.

Students at Capilano are given the responsibility of following the rules, and managing their own behaviour. Every effort is made by staff members to emphasize a problem solving approach. Students are encouraged to first try to solve problems independently by following these steps:

- Stop:** Walk away, take deep breaths, calm down, gain self-control
- Think:** How should I handle this? (Ignore? Say something? Report to an adult?)
- Talk:** Calmly use “I messages” to express the effect of others’ words/actions; clearly communicate, “Stop”
- Reflect:** Resume the activity, walk away, or get help from an adult

When attempts to solve problems independently are not successful, students should talk to an adult to get support and help in dealing with the situation.

Intervention and Problem Solving

When students fail to adhere to the Code of Conduct, disciplinary action will be preventative and restorative rather than merely punitive. Decisions about consequences or restitution for actions are made considering the context, severity and frequency of the misbehaviour, and the ability and age of the child. We also track and note any worrisome behaviours and escalation in or patterns of behaviour. Following through with a fair and consistent approach to dealing with violations of the Code of Conduct is important. When determining specific responses to violations we also do so with these considerations in mind.

Investigation into any issue involves taking time to hear from all involved. Various perspectives and points of view are considered in the problem solving process and the information gathered is then carefully examined and reflected upon when making disciplinary decisions. Students are held accountable for the impact of their words or actions when conflicts arise. As part of the conflict resolution, students take an active role in determining how to make amends. Students who are negatively affected or impacted by others' actions are supported by school staff members, as well as community supports as deemed appropriate.

Levels of Code of Conduct violations and associated ways of dealing with each:

Level 1: Minor and occasional violations of the Code of Conduct (e.g., running in hallway, occasional bothersome behaviours)

- Problem solve with an adult; may involve apologies and restitution; message of "Try again!"

Level 2: Repeated or more serious violations of the Code of Conduct (e.g., repeated name-calling/teasing that is bothersome to others, repeated exclusion of others, repeated disruptions in class, unsafe/dangerous play, disrespect toward a staff member, escalations in or worrisome patterns of behaviour)

- Problem-solving facilitated by adults and completion of a reflective "*ROCKS Report*" and apology and restitution; May involve meetings with parents and loss or restriction of privileges

***A "ROCKS Report" engages the student in a problem resolution process that may include re-teaching, problem solving, consequences, and restorative justice. Restorative Justice creates conditions for the person to fix the mistake and feel good about doing so.*

Level 3: Severe violations of the Code of Conduct that significantly impact the safety/well-being of self or others; repeated significant disruptions to the learning environment (e.g., bullying, violent behaviour/ physical or verbal aggression, physical fights, coercion, extortion, racist or sexist taunts, discrimination, repeated disrespect toward staff members, major theft or significant property damage, significant or sudden escalations in worrisome behaviour)

- Response as in Level 2 with parent meeting/communication; School and district staff become involved to providing support; Often will include restricted or loss of privileges for significant amount of time or suspension (*suspension in accordance with Section 26 and 85(2) of the BC School Act and NVSD School Policy #606*)

Note: School administrators have the duty of notifying parents, other district staff, and outside agencies, etc., depending on the seriousness of a given case.

The goal of restorative action is reconciliation and reparation. Students failing to adhere to the Code of Conduct are given the opportunity to take responsibility for their behaviour and restore damaged relationships, correct the injustice, or restore material damages. Restorative action includes:

- Ensuring well-being and safety of the victims as well as supporting re-integration of the offender
- Creating opportunities for offenders to repair harm done; supporting successful re-integration rather than isolation
- With consent of the victim, creating opportunities for safe and respectful dialogue between victim and offender, with the focus on restorative action
- Ensuring the offender takes into consideration the human impact (emotional, relational, physical) of their actions

In all circumstances where a challenging behaviour is being addressed our goal is to help students reflect on their actions and behaviours and learn from their mistakes and ultimately change their behaviour to reflect our Code of Conduct goals. We also strive to help students become more socially and emotionally connected to the school community, increasing their sense of belonging, as misbehaviour often surfaces when these connections are lacking.

Responding to Bullying Situations

When bullying occurs it is addressed early and specifically. In addition to addressing the situation with student(s) perpetrating the bullying and the bystanders, attention is given to supporting the person(s) bullied as well as witnesses.

Bullying is a pattern of repeated aggressive behaviour meant to hurt or cause discomfort to another. There are various types of bullying: Physical, verbal, social/relational, and cyber bullying. If you suspect your child has been bullied, discuss the situation with your child's teacher, the principal, or the vice principal. Situations will be investigated, and when it is deemed bullying has occurred, the school will respond quickly and accordingly.

At Capilano, the goal of providing an effective response to bullying behaviour rests on the desire to work with children and families to encourage communication, develop empathy, promote accountability, and enhance pro-social skills in students.

Our hope is that all students at Capilano can identify one or more trusted adult they can talk to if faced with a bullying or other troubling situation. We aim to create a caring support network that listens to and responds effectively to student concerns. We understand there may be times students do not feel they want to or can approach a trusted adult at school. In such cases, we encourage students to communicate with other trusted adults outside of the school or use the ERASE bullying anonymous reporting system.

For further information on ERASE bullying, please refer to: <http://www.erasebullying.ca>

Clear Expectations for Students

Staff members at Capilano communicate expectations to students through assemblies, presentations, signs and posters, and classroom learning through curriculum learning engagements.

Parents as Partners

Parents are encouraged to review and model the Code of Conduct with their children. Parents can support their children in building social responsibility by:

- Teaching and modelling appropriate ways of dealing with conflict
- Developing problem-solving skills, with an emphasis on effective use of communication
- Helping children find safe and appropriate ways to express and deal with anger or frustration
- Listening to children and responding to needs and concerns in ways that develop social capacity:
What was the problem/issue? How did the problem or issue affect you? Others? What did you do to solve the problem? Did your strategy work? Why or why not? What would you do differently next time?
- Helping children understand the value of reflecting on individual differences and seeing “both sides” of a story or situation (develop child’s empathy skills)
- Focusing on the development of the attributes of the International Baccalaureate PYP Learner Profile and Attitudes as well as the IB Action Cycle (choose-act-reflect)
- Monitoring and discussing television viewing, playing of videos, and on-line games
- Ensuring a healthy balance of social activities; involving children in games and activities that develop collaboration and cooperation
- Providing opportunities for children to develop the vocabulary to effectively communicate about issues and to practice the language of problem solving
- Encouraging and explicitly expressing value for cooperative fair play in competitive situations

Support the home-school connection by:

- Contacting the teacher, principal, or vice principal with concerns about the behaviour or safety of children at school
- Reviewing and extending problem solving processes initiated by the school, at home

Parents are reminded to respect the privacy of students and their families when discussing consequences for Code of Conduct violations. For privacy reasons, school staff members will provide parents with details pertaining to their child/children but will not provide details pertaining to disciplinary actions relating to other students.

IB Learner Profile http://www.ibo.org/	
Caring Principled	Inquirer Knowledgeable

Communicator Open-minded Balanced	Reflective Risk-taker Thinker
IB Attitudes http://www.ibo.org/	

Appreciation Commitment Confidence Cooperation Creativity Curiosity	Empathy Enthusiasm Independence Integrity Respect Tolerance