



# **ÉCOLE CLIFF DRIVE / CLIFF DRIVE ELEMENTARY**

## **CODE OF CONDUCT** revised June 2015

### **MISSION STATEMENT**

*At Cliff Drive we show respect in all areas, especially when working and learning with others.  
Cliff Drive SOARS!*

**Safe**  
**Open-minded**  
**Achievement oriented**  
**Respectful and Responsible, with**  
**Spirit**

### **Students and staff at Cliff Drive:**

- work together to make our school a safe, happy and better place
- recognize good effort
- help others
- are polite and considerate
- are well-mannered
- respect school rules, staff and other students
- respect each others' right to learn
- respect school property and the property of others.

We ask: Is it kind? Is it safe? Is it respectful?

### **Statement of Purpose:**

Cliff Drive's Code of Conduct is created to provide guiding principles of conduct for all students enrolled in the school district and is in accordance with Section 6 (1) (a) and (b) of the School Act, which states:

**6 (1) A student must comply**

*(a) with the school rules authorized by the principal of the school or Provincial school attended by the student, and*

*(b) with the code of conduct and other rules and policies of the board or the Provincial school.*

The Purpose of the Code of Conduct as referenced in Delta School District Policy #1131, Student Conduct and Discipline, is to:

- Provide and maintain a safe, caring, and orderly environment for students to develop to their full potential
- Ensure that the rights and responsibilities of individuals are appropriately balanced to uphold the collective well-being of all
- Communicate the expectations of student behaviour to all members of the school community.

Parents are our students' first teachers, and will continue to be their guides throughout their lives.

**Parents can help support positive student behaviour by:**

- learning about the school's expectations
- ensuring that their children come to school on time, ready to work, wearing appropriate clothing and footwear
- reinforcing with their children expected behaviours at school, on the playground, and in the community
- seeking support from the school staff when concerns arise regarding school discipline
- providing their children with a quiet, supportive atmosphere in which to do their homework or home-study
- reading and responding to notes written by the teacher, likely in the Student Planner
- advising the school of issues regarding their children that may have some affect on behaviour or work at school
- attending parent teacher conferences when requested
- respecting student learning by refraining from interruptions to classrooms during school sessions
- being involved with the school as volunteers or through involvement with our PAC (Parent Advisory Council).

**Dress Code Expectations:**

Consider the weather and dress appropriately including proper outerwear. Students should be prepared for any kind of outdoor activity, including emergency evacuations. Please plan wisely. Ensure that clothing is modest and respectful of self and others, including logos, captions, etc. Cleanliness and hygiene are important. Please discuss this with your children.

**Modesty means having self-respect, valuing yourself with quiet pride, having a sense of respectful privacy about your body, and setting healthy boundaries.**

To be more specific to help maintain an age-appropriate dress code for all grades, the following are not allowed:

- Strapless, spaghetti strapped, haltered, or midriff-exposing tops (recommend 3 finger widths)
- Too short shorts or mini skirts (recommend finger tip length)
- Pants or bottoms that are underwear exposing
- T-shirts with contentious or suggestive slogans

Footwear is also important. Please consider safety and the need for Daily Physical Activity when preparing for the school day. Flip-flops are not appropriate for school activities.

We wish to work with the parent community to ensure students wear clothing respectful of and appropriate to the learning environment. These guidelines are intended to maintain a wholesome environment where children can be children without the pressures to hurry up and be adults (including the pressures of the media).

**Electronics at school:**

We have a "tools not toys" procedure. This means that we recognize there is often value in using electronics as a tool to enhance learning. When students bring electronics to school, it is at their own risk. When a "Bring Your Own Device" (BYOD) to support Education and Learning is requested, the teachers will be in touch and invite parents to send in devices, which they will take measures to keep safe if the teacher deems it appropriate. This includes: eReaders, SmartPhones, iPads, iPods or computers. If a hand-held technology device is being used in class for non-academic purposes, or without their teacher's consent, it will be given to the administrator who will then contact parents/guardians to pick up the device from the school. Students who repeatedly misuse technology in class may be referred to the

administration for disciplinary action.

We understand that some parents choose to send CELL PHONES with their children, with the purpose of safety issues when children are walking home or for emergency situations. However, while in the school, students should be contacting their home through the office phone or with permission from their teacher should they require assistance in an emergency situation.

Cell phones are to be turned off and kept in the child's backpack or with the teacher for safekeeping for the entire school day.

We are very concerned about privacy issues as well when it comes to unauthorized use of cell phone cameras or personal cameras. These are not to be used on the school property without permission from the classroom teacher and the subjects in the photos.

### **Conduct Expectations**

**Acceptable Conduct** supports a positive learning environment. It is expected that students will:

- Conduct themselves in an appropriate manner when going to and from school, within school, on school grounds, during extended school activities and on school buses
- Apply themselves to the best of their ability in all aspects of their education
- Attend school and classes regularly and punctually
- Respect the thoughts, feelings and heritage of others
- Respect the rights and property of others
- Dress in a manner which reflects purpose and propriety
- Contribute positively to a safe, caring and orderly school
- Behave in an ethical and lawful manner
- Report to a responsible adult, incidents of threats, bullying, harassment, violence or intimidation

**Unacceptable Conduct** interferes with a positive learning environment. Some examples of unacceptable behaviours include:

- Interfering with the learning of others
- Using inappropriate or abusive language
- Threatening, harassing, intimidating, assaulting or bullying, in any way, any person within the school community including aggressive behaviours such as "cyber" hate messaging and websites created in the student's home, in cyber cafes or other settings
- Possessing weapons or dangerous articles
- Possessing, using, or distributing illegal or restricted substances
- Theft of or damage to property
- Displaying any efforts to cause harm or discriminate against\* another person based on, but not limited to race, religion, gender, physical or intellectual disability, marital or family status, sexual orientation or age.
- Participating in Gang related behaviours
- Participating in acts of retribution toward a person who has reported incidents

(\*The Human Rights Code states: **discrimination** occurs when someone is treated differently and poorly because of their race, colour, ancestry, place of origin, religion, marital or family status, physical or mental disability, sex, sexual orientation, age (19 years and over), criminal conviction (in employment), political belief (in employment), or lawful source of income (in tenancy).)

At Cliff Drive, we believe that before children can be expected to manage their choices, they, need to be taught the skills and then trained on how to behave. This includes:

- setting clear expectations for the behaviour of students
- communicating those expectations clearly
- training them and teaching them to make appropriate choices providing them with alternatives for the future
- holding each student accountable for his/her behaviour; applying consistent, fair and firm corrective action
- recognizing positive behaviour choices.

Effective techniques and procedures for responding to a child's behaviour depend on the child's age and individual needs, and are adjusted where appropriate.

We believe that discipline should be restorative and educative, rather than merely punitive. We also believe that discipline is not what you do when children misbehave, but what you do so that they don't.

## **PROCESS FOR HANDLING PROBLEMS**

### **For misdemeanors**

1. A supervising adult /teacher speaks with the child, and may record the infraction
2. If the behaviour continues, infractions are documented, a behavior plan may be discussed to assist the child with alternative behaviours, and a reasonable consequence will be issued.
3. If the behaviour continues, the infraction is documented, parents will be informed, and an Individual Behaviour Plan (IBP) will be developed with the student to analyze the problem behaviour, plan a goal and strategies to improve, including corrective action and positive feedback. This is signed by the student, parent, teacher and administrator.

**Behaviour that is extremely unsafe or unsuitable** will result in a more immediate disciplinary action, which will include a call to the parent. These behaviours include:

- Disobedience, defiance or disrespect for a supervising adult
- Aggressive/fighting behaviours; unkind actions
- Willfully damaging school property

Depending on the severity of the infractions, corrective actions may include detentions, community service, letters of apology, impact think sheets, mindfulness exercises about school rules and the code of conduct, in-school suspensions, or 3-5 day suspensions. Parents will be notified. If the behaviour is criminal in nature, the police liaison officer will also be notified.

Again, we believe that consequences must be meaningful and age appropriate and relationships need to be restored, preserving the dignity of the children. We focus on the child's learning. **We do not support a zero tolerance policy** (only in rare and necessary cases - i.e. weapons, drugs, threats). Rather, every incident will be assessed to determine what the student(s) may learn from his/her/their mistakes.

### **Response to Threatening behaviours**

The school will be vigilant in dealing with threatening behaviours and will follow a district developed protocol to assess risk. Any threats to harm or injure students or staff, whether written, spoken or on the internet, and any high risk behaviours such as possession of weapons will be investigated by the school staff trained in evaluating risk. This may include

interviewing students involved in the incidents in order to assess the levels of risk. Parents will be notified, as may school district personnel.

Students and parents are encouraged to report any information they have of threatening or bully behaviours. **We can only help when we are aware of situations.**

**What is Bullying ?**

Not all unkind behaviours are Bullying. The most widely accepted definition comes from the work of Dr. Dan Olweus.

*“Bullying is a pattern of repeated aggressive behaviour with negative intent, directed from one child to another where there is a power imbalance.”*

Aggressive behaviour includes physical or verbal behaviour and is intentional and purposeful, meant to inflict injury or discomfort on the other person. Olweus’ definition identifies 3 critical conditions that distinguish bullying from other forms of aggressive behaviours, including:

- **POWER:** children who bully acquire their power through physical size and strength by status within the peer group, and by recruiting support of the peer group.
- **FREQUENCY:** bullying is not a random act. Rather, bullying is characterized by frequent and repeated attacks. It is this factor that brings about the anticipatory terror in the mind of the child being bullied and can result in debilitating long-term effects.
- **INTENT TO HARM:** children who bully generally do so with the intent to either physically or emotionally harm the other child.

Bullying can start out in seemingly playful ways, consisting of pranks, jokes and some “roughhousing.” The incidents soon become more hurtful, degenerating into name-calling, ridicule, personal attacks and public embarrassment. Rough and tumble play gives way to punching, kicking, restraining and beatings (Ross 1998)

The Bullying Behaviours chart provided here outlines the various forms bullying can take. Please note that this is not exhaustive. When determining whether a specific behaviour is bullying, consider whether or not it is repeated over time, is intended to hurt and involves a power imbalance.

<b>FORMS OF BULLYING BEHAVIOURS</b>		
<b>Behavioural Category</b>	<b>Of Concern</b>	<b>Of Serious Concern</b>
Physical Aggression	<ul style="list-style-type: none"> <li>• pushing</li> <li>• shoving</li> <li>• spitting</li> <li>• kicking</li> <li>• hitting</li> </ul>	<ul style="list-style-type: none"> <li>• threatening with weapon</li> <li>• defacing property</li> <li>• stealing</li> <li>• assault</li> </ul>
Verbal Aggression	<ul style="list-style-type: none"> <li>• mocking</li> <li>• name-calling</li> <li>• dirty looks</li> <li>• teasing</li> </ul>	<ul style="list-style-type: none"> <li>• intimidating phone calls</li> <li>• racist, sexist or homophobic taunting</li> <li>• daring another to do something dangerous</li> <li>• verbal threats against property</li> <li>• verbal threats of violence or inflicting bodily harm\</li> <li>• coercion</li> <li>• extortion</li> </ul>
Social Alienation	<ul style="list-style-type: none"> <li>• gossiping</li> <li>• embarrassment</li> <li>• setting up a student to look foolish</li> <li>• spreading rumors</li> <li>• excluding from a</li> </ul>	<ul style="list-style-type: none"> <li>• inciting hatred</li> <li>• racist, sexist or homophobic alienation</li> <li>• setting up someone to take the blame</li> <li>• public humiliation</li> </ul>

	group	• malicious rumor spreading
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**Consequences:**

When determining consequences, and in compliance with Delta School District Procedure #1131.1, consideration is given to the maturity as well as the intellectual, social and emotional capacity of the student along with the severity and frequency of the misbehavior. Consequences should where appropriate, follow district procedures and will:

- Be thoughtful, consistent and fair
- Seek to prevent a recurrence of the offense
- Teach acceptable social behaviour rather than be merely punitive

And, where appropriate

- Provide means for restitution and restorative actions
- Involve the offender in determining a corrective plan of action

**Notification**

It is understood that communication is essential to the home and school partnership. Notification will be given to the school’s community of the school’s Code of Conduct. As well, notice will be given to the parents and students within each school of the range of responses that schools may apply to breaches of the Code of Conduct including threat making behaviours.

Therefore, for breaches of the Code of Conduct, notification may occur as follows:

- Parents of student in breach of the Code of Conduct
- Parents of student victim(s)
- School and District personnel - where appropriate
- Police and/or other agencies - where deemed appropriate or where required by law
- All parents of the school community - when deemed important to reassure members of the school community that school and district officials are aware of a serious situation or incident and are taking appropriate action to address it
- When the breach of the Code of Conduct is criminal in nature, police will be consulted prior to public notifications

**Student Threats to Safety –Fair Notice**

- The safety of our students is a top priority for all of us in the Delta School District. When a threat or violent incident occurs it is taken very seriously and a student threat assessment is started.
- As partners in educating our youth, everyone in the community has a duty to report all threat-related behaviours. These threats include expressing an intent of harm to themselves, another person or property, or acting out violently against them. Whether the threat is spoken, drawn, made with gestures or on social media, they must all be taken seriously. We will investigate and respond to all harmful threats to our students.