



## **Caulfeild Elementary School: Code of Conduct Response Plan**

At Caulfeild iDEC, we are committed to providing an environment that is safe, supportive, predictable, and open for teaching and learning. Our Code of Conduct outlines clear expectations for student behaviors while at school, at a school-related activity, or in other circumstances where engaging in the activity will have an impact on the school environment.

In all cases students are expected to act in a manner that that helps to provide a safe, caring, and socially responsible school environment. Students will not be involved in any form of bullying (physical, social, emotional, or cyber), harassment, intimidation, and threatening or violent behaviours. Caulfeild iDEC prohibits weapons and objects imitating weapons.

Caulfeild iDEC promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on (but not limited to) race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age – in respect of discriminatory publication and discrimination in accommodation, service, and facility in the school environment.

### **Response Plan/Intervention Strategies**

Our practice at Caulfeild iDEC is to inform our parents and students about our philosophy regarding student discipline, our expectations of behavior, and the process of intervention we follow.

Our response plan includes restorative intervention strategies for students who have not followed the code of conduct. The school believes in a restorative approach that incorporates self-regulation theories and student consultation when finding resolutions to problems. This approach has been designed based on the belief that all students have control over and responsibility for their own behaviour and that consequences are a part of the learning process. Consequences will be considered based on the age and maturity of the child.

The following plan allows students the opportunity to make choices to self-correct and learn from their errors in judgment. The plan is incremental and is intended to move students along a continuum of consequences. The goal of this plan is to restore students to the routines and environment of the classroom and school settings as quickly as possible, in an age appropriate manner. Please note that special considerations may apply to specific students if they are unable to comply with a Code

of Conduct expectation due to having an identified disability of an intellectual, physical, sensory, emotional or behavioural nature. Special consideration and advocacy may apply for students and families on indigenous ancestry, with an approach that is mindful of historical context and indigenous ways of knowing and perspectives. If the needs of the child and/or the school indicate a necessity to vary from this plan other responses may occur.

### **Level I – Classroom Interventions**

1. If an infraction occurs, the students will be given feedback on the behavior and given the opportunity to self-correct.
2. If the student chooses not to self-correct and must be re-addressed based on the same behavior, one of the following intervention strategies may be used:
  - time out\*
  - loss of privileges
  - time after school
  - informal interview with the teacher
  - parent involvement (e.g., telephone call home, conference)
  - withdrawal from classroom
  - giving back to the community as a service
3. If infraction occurs again the student will move into level II interventions

### **Level II – School Interventions**

Infractions that are of a serious nature may mean that a student moves straight to level II. Examples of serious fractions may include but are not limited to physical aggression, threatening language, and misuse of school property.

1. If classroom intervention strategies are unsuccessful, the student will move from the classroom level to the school level.
2. If the student is moved from the classroom to an alternative learning environment, he/she will be asked to reflect on the incident, or series of incidents, both in writing and verbally, under supervision of either the teacher, the principal or other school or District personnel. Parents/guardians may be notified.
3. Following an independent time for reflection, the student will debrief the situation with a staff member. The debriefing will follow the format of negotiating an agreement by:
  - Identifying the part of the code of conduct that were not followed
  - Identifying the people that were impacted by the infraction
  - Reflecting upon what should have occurred and how to prevent future infractions

- Identifying ways to make things right (including apologies and consequences) and strategies to rebuild trust.

### **Level III**

If Level I and Level II plans are unsuccessful, a one to three day in-school suspension may follow. Duration of the in-school suspension will be determined by the principal or designate. Parents will be notified, and parent input may be sought. The range of consequences outlined in Levels I, II and III may include the development of a written contract. The goal of the contract will be to help the student make better choices to improve his or her behaviors.

### **Level IV**

There may, from time to time, be certain situations involving dangerous or long-term disruptive behaviors, which will require an out of school suspension. Should this occur, there would be a meeting with the parent(s) to develop a plan for re-entry and for addressing the problem behavior. This action will occur at the discretion of the principal or designate and will follow the procedures outlined in the School Act. Note: Specific student behaviours may result in this level of action immediately, without progression through Levels I-III. This will be an administrative decision and parents will be involved.

### **\*Timeout**

Timeout may appear similar to suspension but it is intended for a different purpose. Suspension is a consequence earned for inappropriate behavior at Level III (above). Timeout is preventative. It can be suggested by either the teacher or the student, if the student is unable to focus or to participate appropriately. The duration for the timeout will generally be determined with the student. At times, children are unable to cope with the demands of the classroom and need quiet and privacy to get focused or to regain their composure. Support will be provided for students in timeout as resources permit.

### **Notification**

In extreme cases the principal will advise other appropriate personnel and agencies, other than only parents and staff. This includes: School District Personnel (counselor, Threat Assessment Team), Police, and the Department of Child and Family.

### **Retaliation Prevention**

Caulfeild iDEC will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of this Code of Conduct. We encourage bystanders to report unsafe behavior confidentially to figures of authority to safeguard against retaliation.

## Dress Code

Caulfeild Elementary is committed to providing students with learning environments that are safe, responsive and inclusive. Our dress code recognizes that decisions about dress reflect individual expression of identity, socio-cultural norms, and that decisions are personal.

Students may attend school and school related functions in dress of their choice provided that their choices;

- Do not represent or promote alcohol or drugs.
- Use respectful language.
- Do not depict or promote violence, racism, sexism, or discrimination.
- Conform with established health and safety requirements for the intended activity.
- Are not intimidating to others.

## Personal Digital Devices

Personal Digital Devices\* are to be appropriately used during the school day including before school, after school and break times in accordance with the [District Admin Procedure 370](#) and the student expectations outlined within this School Code of Conduct.

If a personal digital device is required for instructional purposes, or to support a student's medical and health or accessibility and accommodation needs, **teachers/staff will provide clear guidelines and expectations around their use for these purposes** and ensure that use is **adequately supervised**.

Considerations for personal digital device use will also be made to ensure equity to support learning outcomes for any student who may be disproportionately impacted by the lack of access.

\*Personal Digital Devices means any personal electronic device that can be used to communicate or to access the internet, such as cell phones, phones, laptops, tablets, smartwatches, and any other portable technology device.