



CODE OF CONDUCT

Educating Students About Behavioural Expectations

Part of the role of the school is to educate children as to appropriate behaviour and expectations while at school, on their way to and from school, during school sponsored activities, or in other circumstances (including on-line behaviour), or other activities beyond these times, where engaging in the activity negatively impacts the safe, caring or orderly environment of the school, and/or student learning.

Our *Code of Conduct* outlines our key expectations for behaviour, and outlines how we will deal with situations as they arise. We have also developed our *T-BIRD guidelines*, as a daily teaching tool, to help define what these expectations are in various settings at the school. These guidelines will continue to evolve to meet the needs of the school, and teaching around these will happen both in the classroom, and as part of our regular assemblies.

When children demonstrate correct behaviour we also want to celebrate that success. As such, we will celebrate student success in behaviour on a regular basis. A copy of the *T-BIRD expectations* follows this *Code of Conduct*.

RIGHTS AND RESPONSIBILITIES

I have a right **TO LEARN**

I have a responsibility for my own learning.

I have a right **TO BE SAFE**

I have a responsibility to use common sense at all times.

STUDENT IN GOOD STANDING

In our school we strive to create a community of learners that is positive, responsible and respectful. We have standards in place for student behaviour, to ensure their success, both academically and in their personal interactions.

A Cheam student in good standing is:

- A student who has demonstrated that she/he can be trusted to be responsible both in the classroom and out.
- A student who has completed assignments as required.
- A student who has demonstrated that she/he is working positively with fellow classmates and adults in our school.

Soaring for Excellence!

Purpose:

At École Cheam, we work hard to maintain a safe, respectful and productive learning environment. A student's right and responsibility to learn, and a teacher's right and responsibility to teach are defended and protected. Students are expected to demonstrate by their actions an understanding of appropriate behaviour.

Our school community 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 race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment.



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These expectations apply to behaviour at school, during school-organized or sponsored activities, riding the school bus, and other circumstances whereby engaging in the activity (including on-line behaviour) will negatively impact the safe, caring and orderly environment of the school, and/or student learning.

At École Cheam, the staff works together every day to ensure that children in our charge cooperate with and care about each other. Sometimes it is necessary to provide discipline to help and guide these children. Our procedures for maintaining order are straightforward and flexible, and are intended to recognize *appropriate* behaviours, and to establish routines for addressing *inappropriate* and *unacceptable* behaviours.

Please Note!

Whenever and wherever possible, the classroom teacher is responsible for the discipline and student conduct in the classroom and during the school day. As is indicated in *B.C. School Law*, teachers are to act as “kind judicious parents”. Individual teachers will share with students and parents their expectations for student conduct and will, at their discretion, communicate to parents concerns or problems involving student conduct.

APPROPRIATE BEHAVIOURS

The following outlines some of the behaviours that are considered appropriate for all members of the École Cheam community. These expectations include but are not limited to:

- Politely following the directions of staff
- Following school expectations
- Being prepared for school (arriving on time, having supplies)
- Taking responsibility for learning
- Keeping hands and feet off of others
- Showing safe, polite, friendly and kind behaviour/attitude
- Using polite and appropriate language
- Demonstrating polite/respectful manners
- Respecting each other’s personal as well as school property
- Being honest and trustworthy

We recognize students who demonstrate appropriate behaviour through: personal commendation, phone calls home, and special or additional privileges. We believe that appropriate behaviours can be taught and will be encouraged, recognized and reinforced.

INAPPROPRIATE and/or UNACCEPTABLE BEHAVIOURS

The following are some of the behaviours that are considered either inappropriate or unacceptable behaviours. These include but are not limited to:

Behaviours that: *Interfere with the learning of others, including their emotional well-being; Interfere with an orderly learning/working environment; Are rude, disrespectful, defiant or non-compliant; Create unsafe conditions (reckless, impulsive)*



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Acts, such as: *Aggressive behaviours such as bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours while at school, at a school related activity or other circumstances where engaging in the activity will have a negative impact on the school*

Illegal acts, such as: *Possession, use or distribution of illegal or restricted substances; Possession or use of weapons; Theft of or damage to property*

Consequences for inappropriate and unacceptable behaviours may include, but are not limited to: *verbal warning; problem solving/school community service (or other restorative practice); in or out of class time outs; walking with a supervisor; removal of playground privilege (recess/lunch); phone call/note home; parent meeting; classroom/school formal communication; suspension for various lengths of time (in school, home, reduced day, altered start and end time); assigned work over lunch break; referral to School Based Team (Behaviour Plan/Contracts, Counseling, involvement of outside agencies); referral to District Behaviour Committee as part of a long term suspension.*

The consequences will vary and are based on conditions such as: *the individual needs and nature of the child; the nature and severity of the concern; the frequency of the behaviour; the maturity/age of the child; special considerations may apply for students having special needs of an intellectual, physical, sensory, emotional or behavioural nature.*

CHEAM STUDENT DRESS CODE

General Guidelines

Student clothing and footwear should be suitable for an elementary school learning environment. Wearing appropriate attire for our school setting is important in supporting a productive, safe and respectful work environment. Any person dressed in an inappropriate manner will be advised personally and discretely, and given an opportunity to meet the school dress guidelines. Depending on the age of the child, contact may be made with the parents to discuss why certain items are considered inappropriate in our elementary school setting to avoid further issues.

Here are a few additional specific guidelines:

- ☐ Clothing should be free of coarse language and images depicting drugs, alcohol, sexuality or violence (e.g. weapons).
- ☐ Clothing should appropriately cover themselves and their under garments.
- ☐ Hats and toques are allowed to be worn both inside and outside the school.
 - Please note that the expectations within each classroom may differ, and the teacher may ask that hats be removed during instructional time.
- ☐ Hoods on sweaters must be pulled back on school grounds for safety reasons (i.e. lack of peripheral vision when playing and interacting with others).
 - Some exceptions do apply, such as when a child is upset and needs 'space', or when the hood is providing protection in wet or cold weather.
 - Hoodies with a zipper mask should not be used.



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École Cheam Elementary T-BIRD Behavioural Expectations

Here at Cheam, we are all Thunderbirds, and we show this by meeting our expectations each and every day.

T- Think First *means stopping and making smart and safe choices.*

B- Be Responsible *means doing the right things.*

I- Include and Cooperate *means working and playing together.*

R- Respect Others *means treating others in a kind, fair and polite way.*

D- Do Your Best *means being proud of yourself and your school.*

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'Three Stops' Problem-Solving

If someone is hurting you, either by their words or their actions, it is important to stand up for yourself, and let the other person know that you are being hurt.

1. STOP – I don't like that

Tell the person what the problem is, and that you want it to stop. Use an "I" statement if you can. In most instances, the other person doesn't even realize they have hurt you.

2. STOP – or I need to tell an adult

If the person doesn't listen to you, and continues to hurt you by their words or actions, you should walk away and get help.

3. You didn't STOP – now I will tell an adult

If you have tried to solve the problem in a calm, mature way, but it didn't work, it is your responsibility to bring it to an adult's attention. This will protect you, and maybe others, too.

We are here to help you. If you asked the other person twice very clearly to stop, and they haven't, it is not tattle-telling to go to an adult. The other person may not fully understand what the problem is, and adult intervention and assistance is needed. The key thing to remember is you are reporting a problem; you are not trying to get the other person in trouble. You are trying to protect yourself and others. You have a right to feel safe at school, and you have a responsibility to protect the safety of others. It's important to involve an adult when a problem persists because the other person needs to know that what they are doing is hurtful, and they may need support in being able to correct the problem.

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