

WES Elementary Code of Conduct

WES believes in the right of each student and each staff member to work in a safe, nurturing, positive and respectful environment in its schools. It is the responsibility of everyone, parents, students and staff included, to contribute to the development and preservation of safe schools. WES also believes in teaching self-control, self-respect and self-discipline to help students prepare for a satisfying and productive life. WES does not tolerate any disorderly, uncooperative, or violent behavior, which impacts on the learning environment.

WES recognizes the need to address the bullying issues associated with our schools and school related activities. WES has adopted an anti-bullying program taking into consideration the importance of Cree values in order to help maintain a safe learning environment in accordance with our local improvement plan. WES promotes the use of prosocial and restorative practices to support appropriate student behaviors.

Purpose:

The code of conduct is meant to give clear guidance on the expectations and consequences of students actions at school or during school functions alike. It is a framework to ensure consistency towards policy. It is also a reference for students, teachers, staff, administration and parents for our rules, regulations and consequences. It is meant that all mentioned parties have a clear undisputable understanding of the code of conduct.

Application:

This Policy applies to conducts or actions whether they occur on school premises, on school buses or any school-authorized events or activities.

Behaviors subject to corrective measures

The following are behaviors subject to corrective measures:

- **Violence (hitting, students and staff)**
 - Less Severe (pushing, play fighting)
 - 1st offence: detention (see detention policy)
 - 2nd offence: grades 1-3 extra detention, grades 5-6 loss of concentration for a day
 - 3rd offence: see 1st offence of severe behavior
 - Severe (punching, kicking, biting, pinching, pushing – to intentionally cause harm)
 - 1st offence: one-day suspension
 - 2nd offence: three-day suspension, and mandatory meeting with parents before child reintegrates back into the classroom. Plan needs to be established.
 - 3rd offence: three-day suspension, referral to external resources (ie. Social worker, clinic, school psychologist)
 - Violence whether less severe or severe is unacceptable on the school grounds.
- **Verbal disrespect (using words to intentionally cause harm)**
 - Swearing
 - 1st offence: detention (see detention policy)
 - 2nd offence: grades 1-3 extra detention, grades 5-6 loss of concentration for a day
 - 3rd offence: see 1st offence of severe behavior

- Swearing at teachers, staff and other students
 - 1st offence: one-day suspension
 - 2nd offence: three-day suspension, and mandatory meeting with parents before child reintegrates back into the classroom. Plan needs to be established.
 - 3rd offence: three-day suspension, referral to external resources (ie. Social worker, clinic, school psychologist)
- **Throwing objects**
 - 1st offence: detention (see detention policy)
 - 2nd offence: grades 1-3 extra detention, grades 5-6 loss of concentration for a day
 - 3rd offence: see 1st offence of severe behavior
- **Throwing objects to cause harm**
 - 1st offence: one-day suspension
 - 2nd offence: three-day suspension, and mandatory meeting with parents before child reintegrates back into the classroom. Plan needs to be established.
 - 3rd offence: three-day suspension, referral to external resources (ie. Social worker, clinic, school psychologist)
- **Vandalism**
 - Minor (damage can be repaired independently)
 - 1st offence: repair damage caused (clean, wash, tape together)
 - 2nd offence: repair damage and 1 detention
 - 3rd offence: repair damage and see 1st offence of severe behavior
 - Severe (damage exceeds child's ability to repair it independently)
 - 1st offence: parent's called for mandatory meeting with parents before child reintegrates back into the classroom. Plan needs to be established.
 - 2nd offence: three-day suspension and parents are responsible for the cost of repairs
- **Stealing**
 - 1st offence: give or reimburse stolen item, if it is not returned the police will be notified, 1 detention
 - 2nd offence: give or reimburse stolen item, if it is not returned the police will be notified, grades 1-3 extra detention, grades 5-6 spends a 6-day cycle in study hall
- **Refusing to cooperate**
 - 1st offence: detention (see detention policy)
 - 2nd offence: grades 1-3 extra detention, grades 5-6 loss of concentration for a day
 - 3rd offence: one-day suspension and meeting with parents and admin to establish a plan
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- **Cellphones use (Refer to Cellphone Policy)**
- **Being in the hallway (Refer to Hallway Policy)**

(In the event that a student makes multiple infractions, consequences will be accumulative)

- Bullying
- Possession of any weapon, unless authorized by the school for traditional activities;
- Theft;
- Possess or provide others with, alcohol, drugs or other intoxicants;
- Under the influence of alcohol, drugs or other intoxicants;
- Physical assault;

- Vandalism to school property or personal property;
- and any other behaviors as determined by each school.

Definitions:

In this Policy, the following expressions mean:

- **Bullying:** an act of aggression to gain and maintain a position of power over a target(s). Bullying is deliberately hurtful behaviors (act of physical, emotional or verbal abuse) that can be an isolated incident or a repetitive one that causes pain and shame;
- **Drugs:** an illicit substance or a controlled substance, as set out in the Controlled Drugs and Substances Act and other any other substance used as an intoxicant;
- **Intoxicant:** any mind altering substance, with the exception of authorized medication prescribed by a health care professional;
- **Parent:** mother, father or guardian of a student;
- **Principal:** the school Principal or the Vice-Principal, when applicable;
- **Pro-social consequences:** interventions designed to allow the student to pay back with positive action to the school community for unacceptable behaviour;
- **School Administration:** the Principal, Vice-Principal and Community Education Administrator (CEA);
- **Vandalism:** deliberate damage of school properties(buildings, equipment, books, etc.) or personal property;
- **Weapon:** anything designed and/or intended to be used to threaten, intimidate, harm or inflict injury.

Roles and Responsibilities

Principal

Through the administration of the school code of conduct, the Principal must:

- Review the code of conduct at the end of every school year in consultation with the school committee and the school council;
- Ensure the code of conduct is communicated to all students, staff and parents;
- Post the code of conduct in areas where the students can see it;
- Ensure the code of conduct is enforced in a fair and consistent manner.

Through the administration of the school's anti-bullying Program, the Principal must ensure that:

- The school committee, staff and students are informed of the Program at the beginning of each school year and ensure that any new arrivals are also informed;
- An anti-bullying team is established in the school to support the implementation of the Program; Training is provided if necessary;
- The Program is:
 1. Delivered and monitored throughout the school year
 2. Applied in a fair and consistent manner, and
 3. Considerate of Cree values.

Anti-bullying team

Under the direction of the Principal, an Anti-bullying team shall be established, comprised of:

- staff trained as team leaders;
- readaptation officer;
- other staff with relevant training or appropriate background knowledge.

The team composition is determined by the Principal in collaboration with the team leaders and should be comprised of 4 to 8 members depending on the size of the school, the needs and the resources available.

The roles and responsibilities of the team includes but are not limited to:

- maintaining a safe learning environment;
- working with the school community to prevent and eradicate bullying;
- supporting the teachers in the implementation of the Program;
- participating in partnership with community entities to put in place protective measures for bullying incidents outside the schools;
- being the liaison to welcome parental and community involvement in creating a bully free school.

In fulfilling their mandate, the Anti-bullying team must always take into consideration the importance of Cree values.

Teachers and Staff

Through the implementation of this Policy and the school code of conduct, staff who work directly with the students shall namely:

- Assist the school administration in:
 - fostering a partnership with the school community
 - ensuring fair and consistent standards of behavior and disciplinary practices for all students;
- Help students develop to their full potential;
- Communicate regularly, when there is a need;
- Fill-out an incident report and send it to the Principal;
- Support the implementation of any measures addressing the behaviors (pro-social consequence initiatives, etc.);
- Be ready to talk with all students to assist and guide them in reducing bullying behaviors.

Students:

Students must understand and comply with the school's code of conduct. Students are to be treated with respect and dignity. In return, a student must:

- Show courtesy and respect for others;
- Show respect for school and personal property;
- Refrain from bringing anything to school that may compromise the safety of others;
- Exercise self-discipline and good behavior;
- Accept and comply with consequences given for his actions.

Parents:

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:

- Become familiar with their school code of conduct;
- Encourage and guide their child in following the rules of behavior;
- Support school staff and collaborate in dealing with disciplinary issues;
- Participate in collaboration with the school on measures taken to
- contribute to the success of the intervention

Bullying

Bullying is an act of aggression to gain and maintain a position of power over a target(s). Bullying is deliberately hurtful behaviors (act of physical emotional and/or verbal abuse) that can be an isolated incident or a repetitive one that causes pain and shame.

Bullying means any direct or indirect behaviour, comment, act or gesture, including through the use of social media, intended to injure, hurt, oppress, intimidate or ostracize, and includes cyberbullying. The following are some types of behaviour that constitute bullying:

- **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault;
- **Intimidation:** intentional behaviour causing a person fear of injury or harm;
- **Isolation/exclusion:** a person is deliberately excluding or ignoring certain peers;
- **Isolation/exclusion and relational bullying:** where a person is deliberately isolated, excluded or ignored by some or all of his peers and repeatedly rejected or undermined when attempting to socialize and form relationship;
- **Cyber-bullying:** use of technology to harm or harass other people in a deliberate repeated and hostile manner;
- **Name-calling:** persistent name-calling which hurts, insults or humiliates;
- **Damage to personal property:** with the intent to cause harm;
- **Extortion:** forcing a person into giving something through threats.

Pro-social Consequences

Pro-Social Consequences interventions are created to allow the student to pay back the school community for a violation to the school community. They are designed to allow the student to develop a sense of pride in positive action, develop empathy for others, and feel a sense of belonging to his school community. Pro-Social Consequences always take into account the individuality of the student, the severity and frequency of the behaviors.

Procedure

1. When an incident is reported (Annex A), the Principal shall:
 - review the information available and seek any additional relevant information;
 - assess and determine if a specific conduct constitutes a violation of the school code of conduct;
 - inform the student of the violation of the code of conduct;
 - decide on the appropriate approach to be taken:
 - pro-social consequences (non-punitive), or
 - any other necessary corrective measures
 - if necessary, at any time during the process, consultation may take place with appropriate school personnel or teams.

Moreover, communications with the parents shall occur in a timely and appropriate manner.

All incidents where students, surrounding students or staff are in physical danger shall be handled by the Principal.

2. Depending on the nature of the incident, the Principal or his delegate may:
 - refer to available internal or external resources for further interventions as deemed necessary;
 - upon availability, provide an alternative learning environment as required.
3. For more serious behavioural incidents, the Principal or his delegate shall:
 - confiscate the weapon, alcohol or drugs, if applicable;
 - b) communicate with the Police and Youth Protection in cases of violation of law.

All serious cases of violence shall be reported by the Principal to the Director of School Operations.