



CODE OF CONDUCT

Collingwood Mission Statement

At Collingwood Neighbourhood School, we are committed to working together with staff, parents and our community to provide the most effective learning experiences for all children which promote the highest level of student engagement, ongoing progress and motivation to be excellent, lifelong learners in a safe, inclusive environment. We recognize our collective responsibility to help develop inquiring, knowledgeable, respectful and compassionate individuals who are skilled in the processes of learning and are themselves committed to make contributions towards a peaceful and sustainable world through intercultural and global awareness, understanding and a sense of responsibility.

Statement of Purpose

Our Code of Conduct is meant to clearly communicate behavioural expectations and the necessary interventions which will be taken and support which will be given, should these ideal behaviours not be demonstrated, for the purpose of creating a safe, caring and orderly environment which allows for maximum learning and which builds confident, happy individuals and socially mature, productive citizens.

Taking Care of Yourself

- Take care of your body by eating the most nutritious food you can, getting lots of exercise every day—at least 30 minutes—and getting plenty of rest.
- Take care of your mind by coming to school being ready to learn, working hard at learning as much as you can, thinking as well as you can, and always striving for excellence in all you do.
- Take care of your heart by being thankful, by practicing our virtues, by sharing your feelings with others and by working to solve problems peacefully.
- Take responsibility for your actions.

Taking Care of Others

- Treat others with respect, kindness and compassion; treat others the way you like to be treated; be sensitive to others' feelings
- Be friendly to others, not just your friends; include others in your games, activities and learning
- Be helpful and cooperative with adults and other students at school, at home and in our community.
- Help others to learn their best by always trying to be on your best behaviour and by using encouraging words

Taking Care of the Community

Our community is our school, the playground, the park and the neighbourhood.

- Keep our community clean by putting your garbage in the garbage can, picking up litter, recycling, putting things back where they belong and looking after our belongings
- Always respect other peoples' property.



Behaviour Expectations

In the Gym

- Always show a cooperative, helpful and appreciative attitude towards the adult in charge
- Share balls and equipment thoughtfully with others
- Follow instructions quickly
- Be safe—watch out for others
- Help put equipment away; keep the gym tidy
- Line up quickly, quietly and carefully



In the Class and Library

- Listen politely to the teacher or speaker; one speaker at a time; contribute to discussions
- Follow instructions quickly
- Be the best learner and thinker you can be; learn lots; be productive; help others do their best learning
- Say thoughtful, helpful and encouraging things to each other; always use a respectful tone of voice; be friendly to everyone
- Use quiet voices, especially in Library



In the Hallways

- Walk only
- Use a kind, quiet tone of voice
- Watch out for others when entering or exiting the school

In the Lunchroom

- Eat politely, quietly and show good manners
- Talk quietly
- Keep hands and feet and food to yourself
- Keep your area clean—garbage in the garbage pail, table and floor clean
- Be friendly and thoughtful with those around you
- Listen carefully to supervision aides

In the Washroom

- Always walk
- Go quickly in and out—use only when you need to and best to use at recess or lunch
- Respect the privacy of others
- Use quiet voices
- Keep our washroom clean and tidy
- Always wash your hands with soap
- Report any problems to an adult

On the Playground and Field

- Always be respectful and cooperative with supervision aides
- Share the equipment with others; take turns and play happily together
- Move carefully and watch out for others around you
- Help out with our younger friends
- Be respectful and kind with others
- Remember our 3 Step problem solving process—stop the 1st time someone asks you not to do something
- Walk into school from outside



Unacceptable Behaviour

During regular school hours and during school-organized or sponsored activities beyond school times, behaviour which is disrespectful, unsafe, unkind or which interferes with a positive, appreciative learning environment is taken seriously. This includes online behaviour. Students shall not discriminate against others on the basis of the race, religion, colour, ancestry, place of origin, marital status, family status, age, sex or sexual orientation, gender identity, or physical or mental disability, or for any other reason set out in the Human Rights Code of British Columbia nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the basis of any such grounds. These behaviours include:

• VERBAL

- Using disrespectful, unkind or hurtful words
- Bullying, teasing, name calling
- Rude language

• PHYSICAL

- Destroying or damaging property, others' belongings
- Hitting, pushing, tripping, kicking, fighting
- Rude body language
- Unsafe play

• OTHER

- Stealing
- Excluding others
- Interfering with the learning of others
- Bringing unacceptable items to school (e.g. toy gun, weapon of any kind)

Consequences and Support for Inappropriate Behaviours

Taking into consideration the student's age, maturity level, history or special needs of any intellectual, physical, sensory, emotional or behavioural nature, the following consequences and degrees of intervention will be determined.

• MINOR MISBEHAVIOURS

- Discussion with adult—teacher, supervision aide

• REPEATED OR MODERATE MISBEHAVIOURS

- Discussion with adult: supervision aide, teacher and vice principal and parent involvement
- Filling out problem-solving sheet—problem solving process with teacher and/or vice principal
- Loss of privileges—recess, lunch time

• CHRONIC OR SERIOUS MISBEHAVIOURS

- Discussion with adult—teacher, supervision aide
- Problem-solving process with vice principal
- Parent involvement
- Behaviour plan developed
- Other adults involved including perhaps — counselor, district staff—behaviour resource, ministerial agencies, school liaison/police officer
- Informal/formal suspension



Collingwood School's 3 Step Student Problem-Solving Process

We teach our children how to solve their own problems whenever possible. When they are in an

1. **Respectfully ask, "Please STOP _____. I don't like it when you _____".**

It is expected that the difficult behaviour STOP after the 1st request. **Move away from the person.**

2. **"Please STOP _____. If you don't STOP, I will tell an adult."**

3. **Tell an adult.**

VSB SUSPENSION POLICY

In accordance with the School Act, Sec. 85(2)(ii) and (d), the Board authorizes the Principal or designate of any school in the district to suspend a student from attendance at school for up to five days.

Suspensions may be for the following reasons:

- because a student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board.
- because the behaviour of the student breaches the District Code of Conduct or policy and/or has a harmful effect on others or the learning environment of the school.
- because the student has failed to comply with the School Code of Conduct.

Suspensions over five days are made in consultation with the appropriate Director of Instruction as per District Policy (<http://www.vsb.bc.ca/district-policy/jgd-r-district-student-code-conduct-regulation>)

Problem-solving Steps with Adult Intervention and Support

1. Clarify EVENTS

- Each child AGREES to LISTEN to the other(s). Try to reach consensus as a group.

2. Ask student(s) how the problem was dealt with and what RESULTED from the BEHAVIOUR(S) in question.

- What part of our MOTTO was not followed? (Taking Care of Self, Others or Our Community)
- WHO or WHAT was HURT or DAMAGED by these actions? (feelings, physical harm, etc)

3. Help child list ways the DAMAGE that was done or hurt that was caused can be FIXED or REPAIRED or HEALED?

- Student CHOOSES ACTION to repair damage, help to heal the hurt (apology, replacing item, cleaning up ...).
- Discuss whether CONSEQUENCE and/or

4. Plan for ALTERNATE ACTIONS or better choices next time.

- Student chooses more appropriate action or better choice for next time.
- Decide what help they might require to demonstrate this better behaviour
- Ask if child is satisfied with process and outcomes.

FOLLOW-UP—How are things going? Remembering appropriate behaviour?