

Code of Conduct for Carlin Elementary Middle School



This applies while at school, at school related activities, and in other circumstances where engaging in the activity will have an impact on our school environment.

Carlin Elementary Middle School has a conduct code designed to provide a safe and caring school environment in which our students can learn and thrive. This code is grounded in a set of guiding principles based on our beliefs for our school community:

At Carlin School we believe:

- Everyone belongs to our school community
- Everyone has the right to feel safe
- In respect for yourself, others and surroundings
- Everyone is responsible for their own behaviour and learning
- Everyone can learn to the best of their ability

In Reference to the BC Human Rights Code:

Carlin Elementary Middle School promotes the values expressed in the BC Human Rights Code respecting the rights of individuals in accordance with the law - prohibiting discrimination base on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation and gender identity or expression - in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment.

The school will treat seriously behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical status, physical or mental disability, sex or sexual orientation and gender identity or expression (prohibited grounds set out in the BC Human Rights Code)

Failure to meet the Behaviour Expectations as expressed in our beliefs results in the following.

SCHOOL-WIDE BEHAVIOUR EXPECTATIONS MATRIX

"THE FANTASTIC FOUR"

EXPECTATIONS

SETTINGS

	Respect for Self	Respect for Others	Respect for Environment	Respect for Learning
All Settings	Be prepared to give your best effort. Do your personal best Dress, speak, act appropriately	Keep your hands and feet to yourself Be considerate Use good manners and appropriate language	Recycle Keep the school clean	Be prepared with homework and supplies Respect others efforts and contributions Be a good listener
Hallways & Stairs to Library	Walk to the right Use inside behaviour Keep moving	Use appropriate voice Keep hands and feet to yourself Be aware of space	Help keep school clear of debris/litter Enjoy/appreciate others displays and space	Remember to be quiet in the halls and stairs.
Field (Outside)	Respect equipment and space Play safe Follow expectations	Respect personal space Use appropriate language Practice sportsmanship Bring in sports equipment	Place litter in garbage cans Take care with school property	Follow instructions and rules Use observation skills to promote safety Be positive with classmates
Classroom at Lunch	Keep the school clean Make healthy food choices Use proper manners	Speak in a normal voice and only to the people near you Keep it clean	Treat furniture appropriately. Inside behaviour Recycle	Use listening skills Focus on task given Use your good manners
Library & Computer Lab	Work quietly Explore opportunities appropriately Respect equipment	Wait your turn Leave things in their proper place Follow procedures for use of equipment	Keep area tidy Replace the things you use Eat and drink elsewhere	Share materials and equipment as needed Use appropriate research sites Respect equipment
Assembly	Remain quiet and seated Watch for hand signal to be quiet Keep your eyes on the speaker	Keep hands and feet to yourself	Eat and drink elsewhere	Youngest Classes at the front
Gym	Appropriate dress and footwear Moderate voice level Listening skills-focus on the speaker Participate as needed	Encourage others to do their best Follow the rules Share equipment Learn/follow safety rules	Use equipment appropriately Put equipment away in appropriate place Keep it clean Eat and drink elsewhere	Listening skills Know and practice rules Pay attention
Bus	Travel safely Sit appropriately Stay on grounds until bus comes	Demonstrate courteous behaviour Follow driver rules	Care for bus Wait in designated areas	Inside behaviour rules

Behaviour Discretions:

For Example: Lack of Participation and Effort, Classroom Concerns, Conflict with Others, Inappropriate Technology Use, Inappropriate Language, Physical Aggression, Defiance, Incomplete Work

These behaviours are handled by the classroom teacher or the attending adult at the Step deemed most appropriate.

Note: Restitution is a process always available when dealing with student misbehaviour. The goal of Restitution is to fix the mistake and help those involved become stronger people.

Step 1: Verbal reminder to the student of the expected appropriate behaviour

Step 2: Verbal reminder to the student of the expected appropriate behaviour

Classroom teacher informed

Step 3: Verbal reminder to the student of the expected appropriate behaviour

Classroom teacher informed

Home contact made by the classroom teacher in consultation with

the attending adult

Step 4: Student Discipline Referral Form (on clipboard in main photocopy room)

Escalating Behaviour Discretions:

For Example: Continued behaviours from above, Bullying, Disrespect, Minor Vandalism, Direct Defiance, Excessive Absenteeism, Safety Risk, Harassment, Theft

These behaviours are handled initially by the attending adult, but are referred to the Vice-Principal or Principal if they become chronic.

Note: Restitution is a process always available when dealing with student misbehaviour. The goal of Restitution is to fix the mistake and help those involved become stronger people.

Step 1: Verbal reminder to the student of the expected appropriate behaviour

Classroom teacher informed

Step 2: Home contact made by the Administration in consultation with the attending adult and classroom teacher

Step 3: Principal in consultation with those involved determines consequences and course of action

Major Behaviour Discretions:

For Example: Serious Breaches of above, Drug and Alcohol Offence, Fighting, Weapons, Major Vandalism, Swearing at a Staff Member

These behaviours are immediately referred to the administration

- Verbal reminder to the student of the expected, appropriate behaviour
- Classroom teacher informed
- Student Discipline Referral Form completed by the attending adult
- Administration determines with those involved consequences and the course of action:

Consequences become greater each time a child requires intervention

'May' include any of the following depending on circumstances:

Natural and logical consequences

Parent / Teacher / Principal / Student Meeting

In-school suspension (in accordance with School District Policy)

Out of school Suspension (in accordance with School District Policy)

School Based Team Meeting

Referral to Counselling

Special consideration may apply for students with special unique needs and/or known unique circumstances, if they are unable to comply with this Code of Conduct.