



Purpose

- **C. IAN MCLAREN SCHOOL** has a responsibility to ensure that students and staff are provided with welcoming, caring, respectful and safe learning environments that respect diversity and foster a sense of belonging and promote student wellbeing.
- **C. IAN MCLAREN SCHOOL** works with families and community partners to provide safe, caring, respectful, and welcoming, inclusive and equitable learning experiences that engage students to achieve their full potential in an increasingly interdependent world.
- **C. IAN MCLAREN SCHOOL** is committed to providing a safe learning and working environment free from bullying, harassment, discrimination, and violence.
- All those involved with **C. IAN MCLAREN SCHOOL** including **trustees, employees, students, parents, volunteers, and community members** must share in the responsibility for eliminating bullying, discrimination, harassment, and violence. Investigation of allegations of such behaviours will be conducted in a timely and respectful manner.

This **Student Code of Conduct** is intended to establish and maintain:

- An appropriate balance between individual and collective rights, freedoms, and responsibilities in the school community.
- Our purpose is **to promote student learning, growth and understanding as well as ensure that students possess a strong connection to their schools as welcoming, caring, respectful and safe places focused on their individual success.**
- It will be reviewed annually and publicly available on the school's website.

The **Student Code of Conduct** establishes:

- expectations
- interventions
- possible consequences for student behaviour
- Accountability for unacceptable behaviour and conduct that occurs **both inside and outside of the school building or school day, if the conduct negatively affects a member of the school or interferes with the school environment.** Behavior may include use of electronic means (e.g. social media).



Responsibilities of Students, Staff and Parents: The development of positive student behaviour is a **shared responsibility** between students, staff and parents and is framed within our four C. Ian McLaren, “**Cougar Commitments**”.

Unacceptable behaviour by students: Examples of **unacceptable behaviour** may include but are not limited to: (Section 12 of the School Act, 2015)

- behaviours that interfere with the learning of others and/or the school environment or that create unsafe conditions;
- acts of bullying, harassment, or intimidation/discrimination;
- acts of violence, physical aggression or threatening behavior;
- theft or damage of property

Consequences of unacceptable behaviour may include but are not limited to: (School Act, 2015)

- “making it right” (restitution) appropriate to the situation
- counselling and teaching the acceptable behaviour explicitly
- removal from environment for a time
- in-school suspension

Acceptable Behaviour includes but is not limited to: completing work, attend school, co-operate with staff, comply with school rules, respect the rights of others, and refrain from bullying (Section 12 of the School Act, 2015)

And the following C. Ian McLaren expectations:

**Students:**

I Am Here For Learning	I Show Pride in My School	I Keep My School Safe For All	I Respect Myself and Others
<ul style="list-style-type: none"> • I listen to my teacher when she/he is teaching. • I listen to my classmates. • I follow instructions. • I ask for help if I am having trouble with something. • I try to do the work that I am asked to do. • I keep track of my books and my supplies and keep my things neat and tidy. • I come to school on time and I attend regularly. • I work in my assigned space and remain on task. • I ask permission to leave my assigned space. 	<ul style="list-style-type: none"> • I wear shoes in school and runners for Phys. Ed. • I keep my coat and backpack on my cubby hooks and off of the floor. • If I make a mess or drop something, I pick it up and clean it up right away. • I use healthy habits in the bathroom by flushing the toilet and washing my hands. • I pick up litter in the school and in the playground. • I take special care of all of the furniture, books, supplies and equipment in the school • I speak kindly about my school when I talk to other people in the community. • I celebrate the great things that are happening in my school to other people. 	<ul style="list-style-type: none"> • I follow the school and playground agreements. • I listen to the adults in the school when they remind me of the agreements. • I use kind words. • I act helpfully. • I use my manners, for example, saying please, and thank you, excuses me, and you're welcome. • I treat everyone with kindness and helpfulness even if they are a different colour, religion, gender or ability level than me. • I tell my teachers or my administrators if I see people being unsafe and unhelpful to others. • If I act unkindly or unhelpfully, I make it right with the other person when I am calm. • I use the safe place to calm myself so I can rejoin my school family. 	<ul style="list-style-type: none"> • I use a kind and helpful tone of voice and words when I speak to all people at the school. • I keep my hands and my feet to myself. • I use what is mine and ask permission before I use things that belong to others. • I act helpfully. • I act kindly. • I accept the results of my choices.



Parents:

I Am Here For Learning	I Show Pride in My School	I Keep My School Safe For All	I Respect Myself and Others
<ul style="list-style-type: none"> • I read with or to my child most days. • I support the school by expecting my child to do his/her homework. • I help my child empty their backpack once a week to make sure I have the forms and information I need. • I monitor my child's exposure to violent, inappropriate and scary video games, movies and TV shows. The Canadian Pediatric Society and other peer-reviewed studies deem anything rated Teen or Mature is not healthy for K-6 students to be exposed to. • I make sure my child gets to school on time and attends regularly. • I attend parent/teacher interviews and student lead conferences • I check the school website frequently to sure I know about activities that are pertinent to my child. • I help my child keep track of their library books. • I ensure that I have regular communication with my child's teacher via email or phone call. 	<ul style="list-style-type: none"> • I volunteer at the school when and if I can. • I celebrate my child's success and the success of others at C. Ian McLaren School in and around the community. • I speak positively about the staff, students and parents at C. Ian McLaren School, in and around the community. • I speak positively to the staff , students and parents at C. Ian McLaren School in and around the community. 	<ul style="list-style-type: none"> • I follow the school rules when I am in school and act kindly and helpfully. • I remind my child to pick up after themselves and to keep track of their belongings. • I park in the appropriate parking spaces. • I drive slowly and carefully around the school. 	<ul style="list-style-type: none"> • I go to the teacher directly if I have a question, concern or compliment. • I go to the administrators of the school after I've spoken with the teacher. • I seek to understand an issue or a problem. • If I am concerned at all about my child's safety or well-being, I will go to the teacher or administrators immediately.



Staff:

I Am Here For Learning	I Show Pride in My School	I Keep My School Safe For All	I Respect Myself and Others
<ul style="list-style-type: none"> • I come prepared to teach my students every day. • I design learning for my students that is differentiated for their needs. • I intervene if a student is not understanding a concept right away. • I work with other teachers in Professional Learning Teams or with the Instructional Coach. • I commit to life-long professional learning. • I communicate with the parents of my students regularly and consistently via email or phone and newsletters or blogs 	<ul style="list-style-type: none"> • I lead by example and cheer on the school's accomplishments and achievements. • I speak positively about the students, parents and staff of CIM in and around the school community. • I actively work to support the activities and celebrations at the school. 	<ul style="list-style-type: none"> • I speak kindly to all. • I act helpfully to all. • I supervise students in the school and on the playground with diligence, care and concern. • If I see a hazard, I report it right away. • I intervene when I see or hear unsafe, unkind or unhelpful words and behaviours. • I reinforce and encourage kind, helpful and safe behaviours and words. 	<ul style="list-style-type: none"> • I go to the student directly if there is an issue. • I contact the parents of the student after I've spoken with the student. • I seek to understand the background of an issue or a problem with a student or a family. • I speak and act kindly and helpfully to all members of the school family (students, staff and parents).

What happens if students don't follow the code of conduct?

- A continuum of supports addresses how **C. IAN MCLAREN SCHOOL** will support students impacted by inappropriate behavior and to those students who engage in inappropriate behavior.
- Support, not just consequences, will be provided to those students that engage in inappropriate behaviour as denoted by a Progressive Discipline Continuum including such practices such as mentoring, restorative processes, student advisories, peer support networks, regular check-ins with teachers or schools counsellors, counselling, time-out, suspension and/or expulsion.
- Consequences of unacceptable behaviour **will take into account** the student's age, maturity and/ or individual circumstances.
- **Support will be provided** for any students who are impacted by inappropriate behaviour as well as for students who engage in inappropriate behaviour.



C. IAN MCLAREN

SCHOOL CODE OF CONDUCT

- Although the code of conduct will address issues such as consequences for unacceptable behaviour, the primary focus of the *Student Code of Conduct* is to help students learn how to address issues of dispute, develop empathy and become positive citizens both within and outside of the school community.

C. IAN MCLAREN SCHOOL has a continuum of supports to ensure this.

Unacceptable Behaviours include but are not limited to: refusal to work, disrespect towards staff and peers, fighting, swearing, bullying (see Section 12, School Act, 2015)

Progressive Discipline - C. Ian McLaren

Universal	Targeted		Individualized
	Classroom	School Based	
	<ul style="list-style-type: none"> · Making it Right · Classroom Meetings · Classroom rules · Phoning or e-mail parents with concerns · Withdraw privileges · Adapting Classroom environment · Breaks · Logical Consequences Restorative Practices 	<ul style="list-style-type: none"> · Weekly Team Meetings · Office referrals · Loss of Privileges · Making it Right · Alternate Spaces 	



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Definitions:

Respect: To show regard or consideration for others. To act in a kind and helpful way.

Harassment: Any behavior that in effect or intent disparages, humiliates, or harms another person or class of persons. It is behaviour that denies dignity and respect, and is demeaning and/or humiliating to another person or class of persons. Harassment may include, but is not limited to, references related to age, national or ethnic origin, religion, gender, sexual orientation, disability, race and/or sources of income or family status. Sexual harassment is any unwelcome behavior that is sexual in nature. Such behavior may directly or indirectly affect or threaten to affect in an adverse manner a student's well-being and/or learning environment. The behavior does not need to be intended as harassing to be considered as personal harassment. It is sufficient that one knows, or ought reasonably to know, that his/her behaviour is offensive and unwelcome. Harassment is not a relationship of mutual consent. It is any action including, but not limited to verbal, physical, written and cyber messaging that is unwelcome or intimidating and denies individual dignity and respect.

Discrimination: The denial of individual rights and freedoms in a manner which contravenes the *Canadian Charter of Rights and Freedoms* and/or the *Alberta Human Rights Act (AHRA)*. Discrimination on the basis of race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, and source of income, family status, creed, sexual orientation, and citizenship is prohibited.

Bullying: According to Alberta Education (2016) bullying is a repeated and hostile or demeaning behaviour intended to cause harm, fear or distress, including psychological harm or harm to a person's reputation. It often involves an imbalance of social or physical power.

Bullying behaviours are a form of repeated and targeted aggression and can be:

- Physical – For example: poking, elbowing, hitting
- Verbal – For example: name calling, insults, racist, sexist or homophobic comments, put-downs or threats
- Social – For example: gossiping, spreading rumours, excluding someone from the group, isolating, ganging up
- Cyber – For example: social or verbal bullying through the use of email, text messages or social media.

References

School Act, Alberta Education (June 2015).

Welcoming, caring, respectful and safe learning environments. Developing an Effective Code of Conduct (2015); The Society for Safe and Caring Schools and Communities (ASBA)