

CCES BEHAVIOUR POLICY

Our aim at CCES is to promote the good behaviour that has been encouraged at home, and thus create a happy, safe and secure school atmosphere for all students to learn and play. We expect students to demonstrate respect for:

- staff - listening, obeying, answering when called
- one another - kind words, sharing, politeness, cooperation
- the different school environments - classroom, library, computer lab, hallways, washrooms, gym, music room and playground.

Each CCES teacher has a classroom behaviour policy that includes both consequences for misbehaviours and rewards for good behaviours. The CCES School Behaviour Policy, however, is enforced particularly in the common areas, such as the hallways, foyers, washrooms, lunchrooms, playground and buses (for field trips), by all staff members. The policy has both proactive and reactive aspects, to teach, encourage and reward positive behaviours, and to provide consequences for misbehaviours that lead to appropriate conduct in the future.

Positive Behaviour Program

Proactively, both parents and students are given instruction, guidance and support in positive and appropriate school behaviours.

- The CCES Behaviour Policy is explained to parents by means of the Parent Handbook, emailed to parents on the first day of school. It is also explained to all students on the first days of school by the administrators and teachers.
- Appropriate touching with regard to play is taught in P.E. classes to all children in the school in September, and reinforced periodically throughout the school year.
- Three simple rules govern the program:
 - We Respect Ourselves
 - We Respect Others
 - We Respect This Place
- Social skills are taught during the school year using the Second Step program, which teaches positive behavior and problem solving.

Protocol for Misbehaviours

Reactively, other measures sometimes have to be taken to deal with misbehaviours. The following is the CCES policy for dealing with inappropriate behaviours.

Common Area Misbehaviours

Not keeping hands/feet to oneself
Running in the Hallways

Inappropriate Speech

Students who engage in such misbehaviours may be asked by the teacher, educational assistant, admin. assistant or Public Relations staff to identify the inappropriate behaviour, saying what they need to stop, and describe the appropriate replacement behaviour. If necessary the adult will assist the student. The appropriate replacement behaviours would be to keep hands/feet to themselves, use appropriate speech, and walk in the hallways. The incident will be documented using a “red slip” (see below) which will be signed /initialed by the reporting individual.

The red slip information will be recorded in a database and the slip returned to the homeroom teacher’s mailbox. The homeroom teacher files the slips by child to keep track of the number of infractions per student. Restitution is made as necessary. After three slips within a five-day period, the student will receive a consequence of some kind, as it is indicative of a pattern of misbehaviours. It could be that the child misses a particular activity for a minimum of 30 minutes. Grade two – six students will also write up an Action Plan (see below). The Action Plan is signed by the principal. The plan is then sent home for the parent’s signature and returned to school. Such misbehaviours may also be accompanied by some of the responses outlined below, depending on the teacher’s discretion.

- Problem-solving discussion
- Apology
- Missed privileges / favourite activity
- Community (school) service
- Recess / lunch restriction

Severe Misbehaviours

Sustained non-compliance
Ongoing harassment/bullying
Verbal threats to harm/kill

Serious Fighting/Physical Assault
Theft/vandalism

Students who engage in severe misbehaviours will be referred to an administrator for immediate corrective action. A red slip will be filled out with the “referral to administrator” line checked off. After consulting as necessary with the pertinent school personnel and the parents the principal will put in place appropriate consequences, and facilitate corrective action designed to help the student improve his/her behaviour. Consequences for severe misbehaviours may include but are not limited to:

- Restitution as necessary
- Behaviour contract / plan
- In-school suspension
- Out-of-school suspension

Red Slips & Action Plan

These cards can be found by each outside entrance and along the hallways in card pockets. As mentioned above, they may be filled out by the duty teachers, classroom teachers, the administrators, admin. assistants, educational assistants, and Public Relations personnel, all of whom are familiar with the Behaviour policy.

Teachers still contact parents about big issues as they happen. However, the use of Red Slips with the Action Plan keeps parents informed about their child's day-to-day behaviour as it is warranted. *Parents are not asked to discipline their children at home* for misbehaviours that occurred in school in the preceding week, *but they are made aware of the process*, and the student knows that parents and teachers are working together.

Red Slip

CCES Behaviour Documentation			
Date _____	Time _____		
Student _____	Class _____		
1. ___ Hands/feet to oneself			
2. ___ Inappropriate language			
3. ___ Running in the hallway.			
4. ___ Other			
___ Hallway	___ Foyer	___ Washroom	___ Lunchroom
___ Playground		___ Bus	

Staff signature _____		___ Referral to Administrator	

Action Plan

To receive an Action Plan form, a student must have received three red slips within a five-day period.

Student Responses:

1. Why did I get three red slips within a five-day period?

2. How will I keep from not getting any more red slips?

3. When I am tempted to misbehave, I will

Teacher's Response:

Comments indicating consequences:

Principal's Response:

Comments/signature:

Parent's Response:

Comments/signature
