



COLLINGWOOD SCHOOL

CODE OF CONDUCT & ANTI-BULLYING BEHAVIOUR GUIDELINES

Statement of Purpose:

At Collingwood School, expectations for student behaviour are high. We believe that students should positively represent themselves, their families, and the school. Students set the tone for a healthy school community and the guidance students receive during their days at school should be applicable to their lives.

Collingwood Core Values:

The Collingwood core values are fundamental beliefs that guide our community's attitudes and behaviours. Members of Collingwood School are thoughtful and intentional about their personal conduct and its impact on others.

Collingwood's values of courage, curiosity and community are at the core of who we are and what we do. Courage is the foundation on which we build integrity, confidence, resilience and respect for self and others. Curiosity drives passion for learning and exploration. Collingwood is a community and the diversity and inclusivity of our family is a strength. We focus on listening, patience, humility, teamwork, and positive compromise.

At its core, Collingwood community behaviour is supported by three statements of respect and we expect our students to abide by all three tenets:

Respect for self
Respect for others
Respect for community

The Collingwood Code of Conduct outlines behavioural expectations and standards of conduct. The Code is communicated to students, parents, faculty, and staff, and is reviewed annually to ensure that it reflects the needs of our community and aligns to both the core values and mission of the school – To prepare young people for meaningful lives.

Values in Action:

The School's high standard for personal conduct, treatment of others, and attitudes towards learning are reflected in the Collingwood values. Collingwood creates an environment and educational approach for students to appreciate and uphold these high standards of personal accountability, citizenship, and respect for self and others.

We expect Collingwood community members to demonstrate:

- Contributions to productive learning environments
- Respect for each other's strengths, weaknesses and inputs
- Respect for personal property, school property, and collaborative spaces
- Respectful conflict resolution strategies
- Respect for the law in terms of possession or use of illegal substances
- Support of peers
- A strong work ethic
- Respect for deadlines and classroom obligations
- Honesty and integrity
- Responsibility and accountability
- Respect for the environment – through conservation and sustainable practices
- Punctuality
- Pride in the school uniform and wearing it correctly
- Responsible use of technology
- Behaviour and appearance that affirms the reputation of the school

The progress made by the students to meet these expectations is maximized through the combined partnership of the student, parent, homeroom/mentor teacher, Head of House/counsellor, coach and administrator.

Process for Addressing Parental Questions:

We believe in the strength of partnerships between school and home when addressing matters related to a child's progress. If parents have questions related to their child's conduct in a particular class or activity, parents are asked to speak directly to the appropriate teacher, coach or activity sponsor. If parents have questions related to their child's conduct in a number of classes, parents are asked to contact the child's Head of House (Morven) or Homeroom Teacher (Wentworth) to schedule a team meeting. If after your discussion with the appropriate person(s) your questions have not been answered or resolved, parents are asked to speak to the Head of Wentworth or the Head of Morven.

Discipline Procedure:

When a student's behaviour significantly deviates from the expectations, the school will respond with a set of consequences intended to teach and guide the student. Each situation will be assessed individually and consequences determined based on the unique circumstances, seriousness, and impact of the case. The age and developmental stage of the student, the student's past history, and the student's willingness to make positive behavioural changes are considered.

The Collingwood Discipline Procedure has two goals:

- 1) To help create and maintain a safe, kind, and orderly environment for student learning and school life.
- 2) To help students learn valuable life lessons from mistakes and to be positive contributors to the school community and larger community as a result.

Discipline procedures address student issues in a constructive way. Collingwood takes an educational and restorative approach to discipline whereby, the student takes responsibility for their actions, and learns how to make better future decisions. This approach is integral to the student's development.

Each teacher, coach, or facilitator is responsible for creating and maintaining a positive tone and learning environment. Each is responsible to support student understanding of expectations, consequences of behaviour, and mutual respect to create positive student behaviour. Heads of House/School Counselor, Dean of Student Life, Division Heads, and the Heads of Campus assist classroom teachers and students as part of the School's restorative and progressive discipline approach.

Regular dialogue with the student, ongoing communication with the parents, appropriate consequences, and formal documentation of incidents provide the basis for behaviour management.

Students are expected to adhere to this Code of Conduct on campus and while representing the School at off-campus events such as co-curricular tournaments, school trips, field trips, etc. School administration will involve and will cooperate with law enforcement if behaviour or misconduct involves legal violation. Where an out of school incident may impact the school environment or reputation, student disciplinary action may also be taken. Collingwood reserves the right to report to colleges and universities a student's Code of Conduct history involving serious incidents that result in consequential discipline.

A behaviour response plan is set to reflect the School's belief that clearly defined expectations applied fairly and consistently, help students to become responsible individuals. It is framed as a progressive process and restorative practices are used to maintain respectful relationships and to support students with underlying issues. Collingwood may skip any step in the progressive approach depending upon the nature of the behaviour.

As part of the School's commitment to ensure the educational and emotional well-being of all students, the Collingwood administration and faculty, in consultation with the students, refined the following guidelines and procedures.

Student Behaviour Response Plan:

The following serves as a guide for the implementation of a student's progressive behavioural response plan:

1. The School, led by the Head of Campus or his/her delegate, investigates by speaking with the student and/or other students, faculty, or other pertinent people to determine the facts.
2. The School informs the parents about the incident and the result of the investigation.
3. Consequences are determined by considering the student's breach of the Code of Conduct, their age and stage of maturity, and their disciplinary history.

Some of these steps would be bypassed when a repeat of a minor infraction or a major behavioural infractions occurs.

Morven	Wentworth
<ul style="list-style-type: none"> • Restorative conversation (with classroom teacher) • Head of House referral • Student Written Reflection • Loss of privileges • Detention/merit service activity • In-school suspension • Saturday school • Out of school suspension • Non re - enrollment • Expulsion 	<ul style="list-style-type: none"> • Restorative conversation (with classroom teacher) • Division Head referral • Student Written Reflection • Loss of privileges • Merit service activity • In-school suspension • Out of school suspension • Non re - enrollment • Expulsion

When a student is referred to the Head of Campus, a faculty member or Head of House/ Division Head submit a "Disciplinary Referral Form" which describes the incident(s) and lists actions taken prior to the referral. The administration will record the infraction and a behavioural consequence will be assigned.

Breach of Code of Conduct:

To help categorize the significance of the student misbehaviours and deal with issues in a consistent and transparent manner, the following misbehaviours are categorized into three levels:

Level 1 (Minor) – Breach:	Range of consequence:
<ol style="list-style-type: none"> 1. Class or common space disruption 2. Disrespect for others or others’ property 3. Inappropriate use of electronic devices 4. Repeat tardiness: 3 or more in one week 5. Repeatedly not meeting uniform expectations 6. Leaving or reentering campus without signing out or in 7. Profanity, obscene language or gestures 8. Cheating, plagiarizing, falsification or copying work 	<ul style="list-style-type: none"> • Restorative conversation (with classroom teacher) • Head of House/Division Head referral • Student Written Reflection • Loss of privileges • Detention: 1 - 2 merit service hours • Documentation and letter on file <p>In the case of verified academic dishonesty (cheating, plagiarizing, falsification or copying work) – see Collingwood School Academic Integrity Guidelines</p>

Repeat of a Level 1 infraction: can move to Infraction Level 2 or 3

Level 2 (Major) – Breach	Range of consequence:
<ol style="list-style-type: none"> 1. Repeated minor (Level 1) offenses 2. Chronic tardiness 3. Damage to property 4. Creating an intimidating, hostile, or offensive environment 5. Theft 6. Possession of tobacco, alcohol, cannabis or a vaporizer (tobacco, cannabis, juice) 7. Leaving school without permission 8. Misuse of Technology 9. Truancy (the action of staying away from school or class) 10. Cheating, plagiarism and copying work (second offense) 	<ul style="list-style-type: none"> • Restorative conversation (with classroom teacher) • Head of House/Division Head referral • Student Written Reflection • Loss of privileges • Detention: 3 merit service hours • External counselling recommended and or required for continued attendance at school • Possible Police involvement • In school suspension (1 – 3 days) • Saturday School • Out of school suspension • Non re – enrollment • Documentation and letter on file <p>In the case of repeated acts of verified academic dishonesty (cheating, plagiarizing, falsification or copying work) - – see Collingwood School Academic Integrity Guidelines</p>

Repeat of a Level 2 infraction: can move to Infraction Level 3

Level 3 (Major) - Breach	Range of consequence:
<ol style="list-style-type: none"> 1. Bullying – refer to definition in our anti bullying policy 2. Discrimination and or harassment 3. Sexual harassment 4. False reporting of emergencies 5. Physical harm to other person 6. Willful damage to school or to another person’s property 7. Possession of dangerous objects 8. Use of tobacco, alcohol, cannabis or a vaporizer (tobacco, cannabis, juice) or intent to distribute 	<ul style="list-style-type: none"> • Restorative conversation (with classroom teacher) • Referral to Head of House/Division • Student written reflection • Loss of privileges • Payment for willful damage • Detention: 6 merit service hours • External counselling recommended and or required for continued attendance at school • Possible Police involvement • In school suspension (3 – 5 days) • Saturday School • Out of school suspension • Expulsion • Ineligibility to receive awards or leadership candidacy • Revoke any current leadership position • Documentation and letter on file

Process for Discipline Issues:

Based on new or unforeseen situations, the School reserves the right to change or amend this process to suit the situation.

1. A faculty member or Head of House/ Division Head investigates the incident. The investigation is recorded on a “Disciplinary Referral Form”. The form describes the incident(s) and includes actions taken prior to the referral.
2. The School, led by the Head of Campus or his/her delegate, reviews the investigation. This will include speaking with the student and/or other students, faculty, or other pertinent people.
3. The School informs the parents about the incident and the result of the investigation.
4. Consequences are determined by considering the student’s breach of the Code of Conduct, their age and stage of maturity, and their disciplinary history.
5. If expulsion is a possible outcome, the Head of Campus or the Dean of Student Life will brief the Head of School on the case.

In the Case of Expulsion:

In the case of an expulsion the student and their family are entitled to an appeal process. The appeal will be limited to a review of the procedures followed by the School's Investigative Team (School Based Team) to ensure fairness and correctness. Appeals will be adjudicated by the Head of School.

Should a student and their family wish to appeal, the following steps should be followed –

1. A letter outlining the reasons why they believe that the fairness and correctness of the disciplinary process were breached. This letter will be reviewed by the Head of School.
2. The Head of School will review the letter and will meet in person with the student and the family to hear their concerns.
3. The Head of School will make a decision on whether there was a breach of procedural fairness in the process and will inform the student and their family no later than 7 days after the meeting.
4. Should there be evidence that the disciplinary procedure violated fairness and correctness, the Head may decide to appoint a second and separate School Based Team to review all aspects of the case.
5. The decision of the Head of School shall be final and is not subject to further appeal or review.

Definitions:

Suspension – (definition and intent)

It is a privilege to attend Collingwood School. When a student violates an expectation as listed above, and when the consequence is suspension, they are fully suspended from all of the privileges of being a Collingwood student. That includes everything: academics, athletics, arts, and service. Suspension is never convenient and always impacts the student's life. That is why it is an effective consequence. The length of the suspension can and will depend on the severity of the situation, the age of the student, and the student's honesty and cooperation.

In-School Suspension

A student attends school, but does not follow the daily routine. The student will work under the supervision of an administrator and/or Head of House to complete school assignments independently. Academic work including tests and in-class are due following the in-school suspension. The student is suspended from all extra-curricular activities including athletics.

External Suspension

A student is not permitted to attend or represent the school. This means suspension from all Collingwood activities including academics, arts, athletics, and service. Academic work including tests and in-class assignments are due upon the student's return to school. An alternate schedule to complete assessments will be arranged between the teacher and the student. The student is suspended from all extra-curricular activities including athletics.

Probationary Status

When a student is placed on probation, students will be closely monitored and parents/guardians informed. Further misbehaviours could result in the student being asked to leave the school immediately, or re-enrolment not being offered for the following school year.

Behaviour Probation

Students will be closely monitored and parents/guardians informed. Further breach of the Code of Conduct could result in the student being asked to leave the School immediately, or re-enrolment not offered for the following school year.

Academic Probation

When a student's progress, work habit marks and/or grades are deemed unsatisfactory, meetings will be held with the student and clear expectations and goals are set. Students will be closely supported, monitored, and parents/guardians informed. Failure to improve and meet expectations could result in the School's recommendation for alternate school placement. Parents would be informed in a timely manner that the student is asked to leave the school or that re-enrolment is not offered for the following school year.

Expulsion

The student is asked to leave the School community immediately.

Restorative Practice

For any situation requiring intervention, Collingwood works to ensure that all parties involved in the incident: acknowledge their role; take responsibility for their actions; understand the impact of their actions; and are part of the solution. Collingwood's goal is to help students to resolve conflict, and to restore relationships.

This practice is done through a consistent line of questioning which may differ slightly based upon the age of the student(s) involved:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- What do you think has been affected by what you did? In what way?
- What or who do you need to make things right?
- How can you make sure this does not happen again?
- What can I do to help you?

CODE OF CONDUCT—ANTI-BULLYING GUIDELINES:

Collingwood School believes in and upholds the right of every individual to live, work, and learn in an environment free from bullying and fear of discrimination or harassment or hazing. The diversity of the Collingwood community offers an opportunity to learn and practice understanding, tolerance, and compassion. Impinging on the well-being or the rights others is unacceptable.

Collingwood School defines bullying as:

A persistent pattern of unwelcome or aggressive behaviour that hurts others physically and/or emotionally.

For a situation to be considered a bullying incident, three indicators are usually present:

1. Power – children who bully acquire their power through physical size and strength, by status within the peer group, and by recruiting support of the group
2. Frequency – bullying is not a random act. It is this factor that brings about the anticipatory terror in the mind of the child being bullied that can be so detrimental and have the most debilitating long-term effects
3. Intent to harm – children who bully generally do so with the intent to either physically or emotionally harm the other child

A person who shows bullying behaviour says or does something intentionally hurtful to others and they keep doing it, with no sense of regret or remorse – even when it's obvious that they've hurt a person or when they're asked to stop.

Examples of bullying may include repeated behaviours such as:

- Physical violence such as hitting or pushing at another student
- Discrimination or harassment
- Stealing, hiding, or damaging another students' property
- Using offensive names when addressing another student
- Teasing or spreading rumours about another student or their family
- Belittling another student's abilities and achievements
- Writing offensive notes or graffiti about another student
- Excluding another student from a group activity
- Ridiculing another student's appearance, way or speaking, or personal mannerisms
- Misusing technology (internet or cell phones) to hurt or humiliate another person

Our Students will:

Take reasonable steps to stop any incident of bullying, including reporting such incident to a teacher or administrator immediately.

Our Faculty and Staff are encouraged to:

Remain alert to signs of student distress and other indicators of bullying. They will investigate any suspected bullying behaviours and report appropriately to the Heads of House, Councillor or Division Head and then Dean of Students or Head of Campus.

Definitions:

Discrimination

All students and staff have the right to learn and work without discrimination. This means that people are not singled-out, excluded, or given preference based upon the prohibited grounds of discrimination in the BC Human Rights Code which include: "race, colour, ancestry, place of origin, religion, family status, marital status, physical disability, mental disability, sex, gender identity or expression, age, sexual orientation, or political belief."

Harassment

Harassment includes comments or conduct that is unwelcome or that offends another person. It may be one incident or a series of incidences, depending upon the situation. Examples of harassment include but are not limited to the following;

- Offensive comments, jokes or behavior that is intended to hurt or ridicules a person based upon one of the protected grounds (ex: race, colour, religion, sexual orientation, etc.)
- Inappropriate comments about an individual's age, personal appearance, or weight

Sexual Harassment

Sexual harassment is a form of discrimination which is based upon sex. Some examples of sexual harassment include but are not limited to:

- unwanted touching
- making offensive jokes or remarks about women or men
- making sexual requests or suggestions
- staring at or making unwelcome comments about someone's body
- showing sexual pictures or images
- being verbally abusive to someone because of gender

Hazing

Hazing is a term that has been defined as: Any potentially humiliating, degrading, abusive, or dangerous activity expected of individual(s) by a more senior individual(s), which does not contribute to either person's positive experience or development, but is required to be accepted as part of a team or group regardless of the individual's willingness to participate.

It's about an initiation of a new member into a group where the person doesn't feel that they can say "no" or "stop" and still be accepted into the group.