



Lakecrest Grades 5-9 Code of Conduct

INTRODUCTION

Our Lakecrest Grade 5-9 Code of Conduct serves as a guide to help foster a safe, respectful, and engaging atmosphere where everyone can thrive academically and socially. As members of our school community, we encourage each student to embrace responsibility, show kindness, and uphold the values that make our school a place of growth and success. This document outlines the expectations and standards we set for ourselves, promoting a culture of mutual respect, collaboration, and a shared commitment to excellence. When a concern is brought to a staff member from a student, depending on the nature of the concern, the student may be directed to the [Student Incident Reporting Form](#).

A) The Standards of Behaviour outlined apply to all members of the school community, including all students from grades 5-9, parents and guardians, school staff, volunteers and visitors when:

- On school property.
- Traveling on a school bus that is under contract to Lakecrest or when travelling with a parent driver.
- Participating in extracurricular activities.
- Participating in off-site school-sponsored activities.
- Engaging in an activity which will have an impact on the school climate.

i) Inappropriate Behaviours: General

In abiding by the Lakecrest Standards of Behaviour, all members of the school community are required to refrain from:

- Any behaviour that discriminates or diminishes anyone or groups of people based on economic status, national or ethnic origin, religion, culture, body image, gender, sexual orientation, gender identity, age or ability.
- Using inappropriate voice
- Violating the Lakecrest Dress Code Policy.
- Violating our Social Media Policy
- Violating our school wide Essential Agreement or our Student Rights and Responsibilities (outlined in our Lakecrest Parent/Student Handbook)
- Being unprepared to participate in school-based activities.
- Failing to take appropriate measures to support those in need.
- Disrespecting the property of the school and others.
- Failing to demonstrate honesty and integrity.
- Knowingly violating the school allergy policy.
- Any violent or bullying behaviour (physical, verbal, social, electronic/cyber) that intentionally causes harm (physically, socially, or emotionally) to another person.
- Injuring an individual, group of people or property (Injury of reputations, self-esteem, etc...)
- Breaking federal, provincial or municipal laws.

ii) Standards of Behaviour: Digital Citizenship

All members of the school community are expected to:

- Adhere to Lakecrest's Social Media Policy and Acceptable Use of Technology Policy.
- Keep personal devices in a secure place (at home or safely stored in school in lockers).
- Be respectful and safe in the online environment.
- Report any online activities that are not respectful or safe (to a trusted adult).
- Tell an adult about activities which cause you to be uncomfortable.

B) Behavioural Reinforcement Strategies

In abiding by Lakecrest's Standards of Behaviour, all members of the school community are expected to use both proactive and responsive strategies to promote behaviours that are conducive to learning. In dealing with behaviours that are not conducive to learning, attending staff members should consider:

The level of severity of the inappropriate behaviour (Appendix C)

The appropriateness of an intervention/consequence for a behaviour (Appendix D)

i) Behavioural Reinforcement Strategies: Proactive Strategies

Expected behaviours as identified in Lakecrest's Standards of Behaviour will be encouraged and supported through some of the following school-wide practices:

- The consistent communication of the Standards of Behaviour to all members of the school community using a variety of communication media.
- The consistent modelling/application of the Standards of Behaviour by all members of the school community.
- Choices may be offered (to students), so as to promote proactive decision-making skills.
- The active acknowledgement of appropriate (Student) behaviours through a variety of methods.
- The active acknowledgement of school community member accomplishments through a variety of methods.
- The promotion of curricular, co-curricular and extra-curricular programs that promote social skill development.
- The consideration of accommodations.
- The application of the referral process to determine and/or meet a student's needs.
- The consideration of the potential need for counselling.
- The consideration of the potential need for referral to outside agencies.
- The provision of focused support for small groups and individual students.

ii) Behavioural Reinforcement Strategies: Responsive Strategies

In reaction to inappropriate student behaviour, teachers and administrators of Lakecrest shall utilize responsive strategies, depending on:

- The level of the behaviour.
- Circumstances of the behaviour:
 - the other people involved (students/staff/etc.)
 - the environment
 - precipitating factors
 - special circumstances
 - etc...
- Past responsive strategies utilized for this student and the students resulting behaviour.
- The frequency of the behaviour.

Appendix C: Inappropriate Behaviours Rating Scale

Lakecrest Grade 5-9 – Inappropriate Behaviours Rating Scale

Behaviour	Level 1 (responded to by the teacher witnessing the behaviour)	Level 2 (referred to the Assistant Head) -Includes habitual level one behavior	Level 3 (reported to Assistant Head and Assistant Head will bring to Head of School as necessary)
Lack of Attention to Academics	<ul style="list-style-type: none"> ● Late ● Unprepared ● Incomplete assignments 	<ul style="list-style-type: none"> ● Skipping class ● Incomplete assignments (habitual) 	<ul style="list-style-type: none"> ● Skipping evaluations without parental consent. ● Work refusal ● Absent from school without parent consent
Academic Dishonesty	<ul style="list-style-type: none"> ● Classwork ● Homework 	<ul style="list-style-type: none"> ● Quizzes ● Tests ● Term projects 	<ul style="list-style-type: none"> ● Examinations
Dress Code Violation	Dress down clothing/shoes that do not follow the “appropriate attire” outlined in our DDD policy or purposefully not wearing the proper uniform or proper uniform pieces	<ul style="list-style-type: none"> ● Continued disregard to Dress Code Policy ● Displaying or promoting drugs/alcohol ● Displaying inappropriate language 	<ul style="list-style-type: none"> ● Promoting hate ● Promoting racism/sexism
Electronics Policy Violation	<ul style="list-style-type: none"> ● Using phone/Texting on school grounds without permission ● Earbuds/headphones in/on during instruction without permission 	<ul style="list-style-type: none"> ● Phone on during instruction ● Inappropriate websites ● Sharing of inappropriate material on a device 	<ul style="list-style-type: none"> ● Recording without consent ● Sexting
Vandalism	<ul style="list-style-type: none"> ● Marking on desks ● Marking on textbooks 	<ul style="list-style-type: none"> ● Defacing peer property ● Defacing school property 	<ul style="list-style-type: none"> ● Destroying school property ● Destroying public property when participating in a school event off of school grounds.
Inappropriate Physical Contact	<ul style="list-style-type: none"> ● Disrespecting personal space ● Horseplay 	<ul style="list-style-type: none"> ● Pushing/hitting ● Throwing items 	<ul style="list-style-type: none"> ● Intent to cause harm ● Causing harm

Inappropriate Voice/Language/ Physical representation	<ul style="list-style-type: none"> • Screaming/shouting • Non-directed profanities • Being disrespectful to teachers/staff/volunteers (ex: argumentative, defiant, rude comments or behaviors) 	<ul style="list-style-type: none"> • Verbal taunting • Directed profanities • Repeatedly being disrespectful to teachers/staff/volunteers (may be considered level 3 depending on severity) • Lying to a teacher 	<ul style="list-style-type: none"> • Any derogatory remark or offensive comments based on an individual's race, ethnicity, gender identity, sexual orientation, religion, age, disability • Promoting hate • Sexual language • Threats
Poorly Representing School	<ul style="list-style-type: none"> • In classrooms • In hallways • Back playspace • Front yard during dismissal 	<ul style="list-style-type: none"> • At assemblies, dances, etc. • With guest speakers 	<ul style="list-style-type: none"> • During field trips • During sporting events
Weapons		<ul style="list-style-type: none"> • Possession of matches • Possession of lighters 	<ul style="list-style-type: none"> • Possession of a dangerous weapon (knives, martial arts weapons, Improvised weapons, etc...)
Fighting		<ul style="list-style-type: none"> • Bystander • Active observer 	<ul style="list-style-type: none"> • Direct participation • Promoting fighting
Drug/Alcohol Use			<ul style="list-style-type: none"> • alcohol or drug use on school property
Bullying			<ul style="list-style-type: none"> • Social, verbal, physical, cyber
Sexual Behaviour			<ul style="list-style-type: none"> • Purposeful non-consensual contact • Consensual sexual behaviour on school property or during school sponsored activities

Appendix D: Inappropriate Behaviour Interventions /Consequences for Grades 5-9

Leveled Consequence Matrix	Behaviour Level	Behaviour Level Interventions/Consequences
	<p>Level 1 (responded to by the teacher witnessing the behaviour)</p>	<p>Verbal/non-verbal reminders Home contact (phone call or email) Positive Behavioural Supports Redirection toward expected behaviour (pulling them into conversation/activity) Peer mentor (student buddy to model behavior) Student, teacher – problem solving meeting Supervised breaks Class detention Natural/logical consequences Skill building Self-reflective exercise Model expected behaviour Opportunity to make amends Re-teach the expected behaviour Bullying intervention protocol Offer choices and consequences Parents/school conference</p>
	<p>Level 2 (responded to by the JH Assistant Head)</p>	<p><u>All level 1 interventions/consequences</u> may be employed for level 2 behaviours. Removal from class/activity Behavioural tracking Loss of privileges Parent/guardian, student, teacher – problem solving meeting Administrative detention Consultation with school administrative team Restorative justice Suspension (in-school) Referral to student support coordinator</p>
	<p>Level 3 (reported to the Assistant Head and brought to Head of School for Collaboration)</p>	<p><u>All level 2 interventions/consequences</u> may be employed for level 3 behaviours. Suspension (in-school/out of school) Behavioural Management Plan Removal from extra-curricular/co-curricular activities. Parent/guardian, student, teacher, administrator – problem solving meeting Possible expulsion Police involvement</p>

At Lakecrest Independent School, we are committed to creating a welcoming and inclusive environment where all students feel valued, respected, and supported. Discriminatory language and behavior have no place in our school community, and we hold ourselves accountable for upholding the principles of diversity, equity, and inclusion. **For this reason, any behavior that discriminates or diminishes anyone or groups of people based on economic status, national or ethnic origin, religion, culture, body image, gender, sexual orientation, gender identity, or ability will result in an immediate minimum one-day in-school suspension, in conjunction with time for reflection with the Student Support Coordinator.**