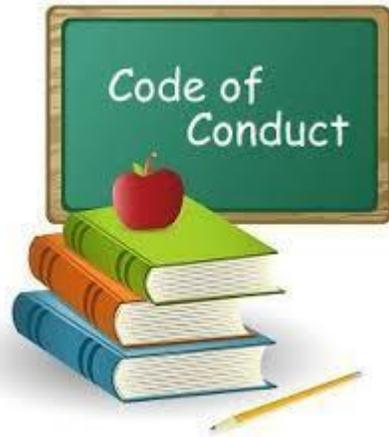


BRACKENDALE ELEMENTARY

STUDENT CODE OF CONDUCT 2019-2020

The primary objective of the Code of Conduct is to enable both staff and students to meet their needs in a way that not only works for them, but also respects the needs of others and addresses prohibited grounds of discrimination as set out in the BC Human Rights Code.



The School Rights and Responsibilities Code is based on the following rationale:

The purpose of our Code is to provide a framework for behaviour which allows for learning to take place with a minimum of disruptions. The school district, in a set of guidelines governing student conduct states: “The Board believes that the school must be a place for orderly, purposeful, high quality endeavours, within a pleasant, positive and supportive atmosphere of human interaction.”

Good discipline is usually positive rather than negative in nature, and is directed toward the over-riding principle of responsibility to others. Good discipline works to help students develop positive social skills such as making responsible decisions when interacting with others, accepting consequences for their actions, and learning from experiences. Good discipline builds upon students’ strengths, improves self-confidence, and encourages them to be self-directing.

At Brackendale Elementary School we strive to develop social responsibility within the students, based on the following principles that are taught and reviewed by staff.

- Behaviour is a matter of choice not chance, and helping students realize they have choices is critical to their social and emotional development.
- Accepting responsibility for our actions is a major component of being a socially responsible person.
- **Self-regulation** and communication skills are life long skills.
- Expectations change and increase as children grow and develop
- Clear expectations and consequences help create a safe and positive school climate.
- Consequences for behaviour are restorative rather than punitive; this means that punishment is not necessarily the most effective way to deal with misbehaviour.

Working collaboratively with children to help them accept responsibility and “make it right” is often more effective.

Each school community member:

- (a) Has the right to be respected
- (b) Has the right to be safe and secure
- (c) Has the right to have his/her personal and school property respected
- (d) Has the right to learn.

MINOR INCIDENTS

Minor incidents will be handled “on the spot” by any staff member. Students will have the opportunity to learn constructive alternatives for the future.

A pattern of minor incidents may be considered a major incident if it appears that the student, by repeating the misbehaviour, is refusing to follow staff direction.

MAJOR INCIDENTS

Certain kinds of behaviour can have a serious impact on oneself and on others, and as such will be considered major incidents. These include, but are not limited to the following list: (This is not an all inclusive list):

- Stealing or vandalism
- Bullying/Cyberbullying--name-calling, teasing, spreading rumours
- Intimidation
- Sexual Abuse
- Any violent behaviour whether physical or verbal
- Prohibited acts of discrimination as set out in the B.C. Human Rights Code including showing intolerance on the basis of an individual’s or a group’s race, colour, ancestry, place of origin, religion, family status, sex, or sexual orientation, dress, or other perceived differences.
- Possession of illegal or banned substances, including weapons (real or replica)
- Possession of/use of tobacco or vapour products
- Possession of fireworks and explosives
- Intruders or trespassers

- And any other conduct, which interferes with or threatens the orderly functioning of the school, adversely affects the well-being of others, or is injurious to the safety of students and staff.

If the same student is involved in several minor incidents in a short period of time, or in a major incident, their parent or guardian will be notified by phone or in writing and may be involved in subsequent restitution and discussions between students and teacher or administrators.

In response to all offences of a more serious nature any one or more of the following steps may be taken:

- Principal or Vice-Principal is informed and record is made.
- Parent and or student meets with Principal or Vice-Principal
- In-school or out-of-school suspension may apply.

Risk/Threat Assessment

A Risk or Threat Assessment will be initiated by the school administration when behaviors have been identified by staff or students that pose a potential risk to self and/or others.

Continuum of responses

A continuum of responses for student behavior means that over time, responses to misbehavior can involve a continuum. Often, responses to misbehavior are not made public or reported to the larger school community for student privacy and confidentiality. The following is an example, but not an inclusive list of some of the outcomes of misbehavior:

- Student responds to redirection by a supervisor/teacher/administrator
- A discussion takes place about the misbehavior and an informal plan is agreed to with the student for future behavior
- A teacher or administrator contacts the student's parents regarding misbehavior
- Meeting with parents
- A restorative practice is used (i.e. act of apology, community service, "making it right", relationship building, etc.)
- Loss of privilege may occur such as loss of outside time or restriction to specific areas of playground or school

- In school/out of school suspension
- Incident recorded by teacher or administrator

Please Note...

The steps described above are guidelines only and the Administration may vary the guidelines in response to the severity of the situation, the age of the child, or other contextual information. All students are also subject to the School District Code of Pupil Conduct. The codes of conduct applies to any student who is on school property, who is in attendance at school sponsored activities, or whose conduct at any time or place has a direct and immediate effect on maintaining order and discipline in the school.

CONFLICT AVOIDANCE

Conflict is a common outcome of human interaction. To help our students deal with conflict we teach them strategies for resolving conflict. When a student is interfered with or bothered by the actions or words of another student, he or she is taught to respond as follows:

1. Tell the other student firmly but politely what is bothersome and ask them to stop
2. Walk away or ignore the problem if possible
3. Should the problem persist, obtain help from an adult.

OTHER EXPECTATIONS

Dress Code

School is a work environment and students must dress in a manner that shows respect for themselves and others. Clothing worn to school should be appropriate for the weather, allow freedom of movement and not contain printing or pictures that promote prohibited acts of discrimination as set out in the B.C. Human Rights Code, alcohol, tobacco/vape, drugs, sexual innuendoes, or inappropriate language. Students may be asked to change if they arrive at school in clothing which the staff or administration considers to be inappropriate.

Photographs and digital information

To uphold our privacy and confidentiality protocols, students may not take photographs of staff or other students at school with personal devices including drones. Also, parents/guardians or any visitors are also prohibited from taking digital images of staff or other students at school with personal devices including drones, without permission of the administration with the exception of special after school events.

Electronic Devices

We believe that given the age range of an elementary school, student well-being is best served when kids are actively engaged with a variety of activities during break times. Therefore, students may not use personal electronic devices at school from 8:30am-3:00pm.

- Devices brought to school are required to be turned off and stored in a student's backpack.
- Students may be required to store their device at the office during the school day if it is not being used in accordance with these requirements.
- It is recommended that students leave their electronic devices at home as the school is not responsible for loss or theft.
- Some devices may be an important communication tool for students and families, however, use is restricted to before and after school, outside the school building.

A multitude of laptop carts and iPad carts are available for learning and the school supports teachers who wish to supervise students using a personal device as a learning tool.