



2019-2020 Brechin Elementary Student Code of Conduct

We are Respectful, We are Responsible, We are Safe

We at Brechin Elementary strive to have a safe, caring and inclusive learning environment. The Brechin Way:

- Is actively taught in classrooms and at Monday morning assemblies and highlights being respectful, responsible, and safe such as hallway practices, playground rules, lining up rules, etc.
- Promotes consequences that are age appropriate, restorative in nature rather than punitive, and take into consideration age, maturity and special needs
- Shares the values expressed in the **BC Human Rights Code** respecting the rights of all individuals.
- Supports our PBIS system of School Wide Behaviour Expectations.
- Guides our support of student social/behavioural learning through restorative practices.
- supports a "learning environment that reflects diversity, inclusivity and equity" as per the *district 2.10 Inclusion Policy*

CONDUCT EXPECTATIONS

Specific conduct expectations for safe, responsible and respectful behaviours are outlined in the positive behavior matrix. The behaviours are taught, practiced and modeled by all staff and students.

EXPECTED BRECHIN STUDENT BEHAVIOUR

- Respect self, others, the learning environment and the natural environment.
- Solve problems in peaceful ways
- Attend school **On time, Every time.**
- Walk inside the building and use assigned doors for entering or leaving the school
- Stay on school grounds at all times
- Engage in purposeful learning activities in a timely manner.
- Help to make the school a safe, caring and orderly place.
- Speak up and report incidents that demean others or threaten the personal or emotional safety of individuals or groups
- Foster the growth and responsibility of respectful interactions with students, staff and community members and other's property
- Act in a manner that brings credit to Brechin Elementary School.

- Walk bike or scooter when on school grounds
- Helmets mandatory, it's the law.
- Take care of any borrowed book and return it to the library when finished with it as the school has limited resources for replacement of materials.
- **Do NOT** bring items of value such as phones, other person electronics, and jewelry to school. Keep all of your valuable items at home.

UNEXPECTED BRECHIN STUDENT BEHAVIOUR

Unexpected behaviour refers to behaviour that interferes with the safe and orderly environment of the school, either person-to-person basis or through social media, including, but not limited to:

Behaviours that:

- **Interfere** with the learning of others
- **Interfere** with an orderly environment
- **Create** unsafe conditions

Acts of:

- **Bullying**, harassment or intimidation, including acts of cyber bullying
- **Physical** violence
- **Retribution** against a person who reported incident
- **Discrimination**, as outlined in the BC Human Rights Code, based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation.

Illegal acts, such as:

- Possession, use or distribution of illegal or restricted substances.
- Possession or use of weapons **including replicas.**
- Theft of or damage to property.

These expectations apply to behavior at school, during school-organized or sponsored activities, and behaviour beyond these times (including Internet, social media, texting behaviour) that negatively impacts the safe, caring or orderly environment of the school, and/or student learning.

CONSEQUENCES

The severity and frequency of unexpected behaviour, as well as the age and maturity of the student will be taken into consideration in determining appropriate consequences. Consequences will be:

- Educative, preventative and restorative rather than punitive wherever possible.
- Created with the direct involvement of the student so that they are purposeful and meaningful.

Restorative Practices

- focus on creating conditions for students to learn self-discipline, fix mistakes and return to the group/class/school strengthened.
- address the needs of those who have been harmed

- encourage the students, as often as possible, to participate in the development of meaningful, interventions through discussion or mediation to replace, repair or make “good” what has been taken, damaged, destroyed and/or defaced.
- response to the harm is meaningful in addressing the needs of all involved
- help students reclaim their self-esteem through self-evaluation, personal effort and restitution provide opportunities to model leadership
- emphasize the importance of positive relationships in building community and,
- speak to the obligation we all have to each other to move towards wholeness, restoration and belongingness.

Participating in a meaningful consequence and may include:

- a ‘do over’ opportunity
- “Think” sheets with the principal
- face to face meetings with staff to address the harm done
- group or classroom circles to restore equity, balance and respect
- an act of service to make a positive contribution to the class, school or community
- school/community support to learn and practice problem solving or conflict resolution strategies
- reflective/think process that includes the opportunity to create a plan to restore the harm done
- restorative practices involving families of those harmed and doing the harm

Minor Misbehaviour/Incidents

A. Students who make choices that do not follow our behavior expectations of Respectful, Responsible and Safe will:

Participate in a problem solving discussion with an adult. The student, with support, will describe what behaviour needs to be changed and will be assisted in making a better choice, and fixing the harm or hurt caused by their actions. The student/ staff discussion will be done in a respectful, quiet manner, with the emphasis on reinforcing the use of W.I.T.S. (walk away, ignore the behaviour, talk it out, seek help) to solve the problem.

B. If not effective, we use escalating consequences:

The student will participate in a second problem solving discussion. A time out may be given or a privilege may be removed. Again, referral back to what the behaviour expectations for all students will be given to help teach the student how to make better choices.

C. If not effective, continued escalating consequences:

The student will have a third problem solving discussion and will be given a more formal consequence – removal from the classroom to a

Triad room or Community Service. Think sheets will be used as well.

Escalating Unexpected Behaviour or Major Incidents

The following strategies may be used to guide changes in student behaviour when students continue to make choices that are not within our behavior expectations of SAFE, RESPECTFUL and RESPONSIBLE OR if a behaviour impacts the learning and/or safety of others.

First referral – Major offense:

1. A referral form will be filled out by the sending adult.
2. A problem solving session will be conducted. Student(s) will identify where they could have made better choices, effects of their behavior on others and self, and what needs to happen to make things right. School privileges may be withdrawn for a period of time.
3. The student and/or staff member will phone home and inform parents if needed.
4. The referral form will go home for signature and returned.

Second referral – Major Offense

1. Repeat steps 1 and 2 above
3. The principal will contact the parents and may set up a meeting at school to discuss the matter in person.
4. School privileges will be withdrawn for a longer period of time.
5. The counselor may be involved and a specific behaviour plan may be developed.

Suspension and Restorative Justice:

For severe offenses, parents will be informed and a plan will be implemented to deal with both the nature of the incident and the direct follow up. The plan may include an in-school or at-home suspension, Restorative Justice, Restitution, and the involvement of outside agencies for assistance. Issues at this level are treated on a case by case basis through a team approach.

NOTIFICATION

School Officials have a responsibility to advise other parents of serious breaches of this code of conduct.

- Parents of student offender(s) in every serious incident.
- Parents of student victim(s) in every serious incident.
- School District Officials as required by school District Policy.
- Police and/or other agencies as required by law, including the John Howard Society.
- All parents when deemed to be important to reassure community members that school officials are aware of a serious situation or incident and are taking appropriate action to address it.

Appeal Process

The Board of Education recognizes and respects the fact that students and /or parents or guardians may sometimes disagree with decisions made by employees. The School Act of British Columbia gives parents or guardians and students (with parental consent) the right to express concerns or appeal certain decisions. This right of appeal applies to decisions that significantly affect the health, education or welfare of students.

Information regarding the Board's appeal procedure and a copy of the formal appeal bylaw can be accessed at sd68.bc.ca / Board Policies / 1000 Board Governance / 4.0 Bylaws. Prior to an appeal it is expected that school administration, students and parents or guardians will work to try to resolve concerns at the school level.

Reference to the BC Human Rights Code

The *BC Human Rights Code* states that three of its purposes are to:

“(a) foster a society in British Columbia in which there are no impediments to full and free participation in economic social political and cultural life of British Columbia

(b) promote a climate of understanding and mutual respect where all are equal in dignity and rights.

(c) to provide a **means of redress** for those persons who are discriminated against contrary to this Code.”

It further states 8 1 (b) a person must not “discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons.”

The *Safe Caring and Orderly Schools: A Guide* states, schools should be places where students are free from harm, where clear expectations of acceptable behaviours are held and met, and where all members feel they belong.

NLPS Inclusion Policy states that all members of our school community “have the right to expect that policies, procedures, programs and communications are inclusive and respectful”

Administrative Procedure that support the school Code of Conduct include:

- AP 312 - Harassment, Intimidation, Bullying and Discrimination
- AP 344 - Code of Conduct
- AP 345 – Student Suspension
- AP 347 - Sexual Orientation and Gender Identity
- AP 250 - Honouring Diversity and Challenging Racism

USE OF ELECTRONICS

The use of cell phones and other electronic devices has become common place in our society. However, these devices can be a distraction to learning or infringe on the privacy of others. While classroom teachers direct learning opportunities that integrate technology in meaningful ways, the use of cell phones during the day **is not permitted**.



If students are using chromebooks inappropriately, their access to school devices may be limited.

In addition, if students bring personal devices, school personnel may, depending on the circumstances:

1. Place the device in the office for student to pick up at end of the day.
2. Place the device in the office to be picked up at the end of the day by a parent/guardian
3. Keep the device in the office until a meeting with student/parent/caregiver and school team can be arranged.

LOST AND FOUND

Parents are reminded to clearly label all items students bring to school. Found items are kept at school and may be claimed by students and parents. Parents are invited to check the Lost and Found regularly.

Examples of POSITIVE BEHAVIOUR EXPECTATIONS

Expectations	Hallway	Playground	Washrooms	Assemblies	Gym	Electronics
We are RESPONSIBLE	“On the right to be polite” Hands and feet to self	Return equipment Dress for the weather Use outside class doors Do not litter	Enter & leave quietly Report problems Be quick	Enter and leave quietly Keep your personal space Participate at all times Keep hands, feet and eyes to self.	Enter and leave gym quietly Return equipment to storage area Show good sportsmanship	Must be supervised by staff for educational purposes only Appropriate content (songs, lyrics, images)
We are RESPECTFUL	Eyes forward Quiet voices Walk in a line	Help others in trouble Take turns Include others Use kind words	Empty hands Eyes to self Keep floors and walls clean	Facing forward Legs crossed Eyes on speaker Clap nicely	Use equipment properly Be helpful to others Share equipment & space	Electronics turned off during school hours Messages handled through the office
We are SAFE	Quiet feet Walking	Hands, feet and objects to self Stay on school grounds Report problems	Flush Wash hands Feet on the ground	Hands feet and objects to self Empty hands Follow instructions	Follow instructions Use equipment safely Wear safe footwear	Visit only staff approved sites Photograph and record only with staff consent

POSITIVE BEHAVIOUR EXPECTATIONS

Expectations	Library	Field Trips	Emergency	Classroom
We are RESPONSIBLE	Enter and leave quietly Use quiet voices Follow instructions	Return permission slips Look after your own things	Stay calm Stay with the group	Arrive On Time, Every Time. Daily use of planner Be prepared Stay on task Neat and tidy
We are RESPECTFUL	Take care of books and materials Share and take turns	Use manners Listen Keep your personal space	Listen Be quiet Be helpful	Raise hands to share Inside Voice Listen and follow instructions
We are SAFE	Hands, feet and objects to self Push in chairs Walk at all times	Stay with the group Follow instructions Follow Electronics guidelines	Keep hands, feet and objects to self Leave area quickly Follow instructions	Keep hands, feet and objects to self Always walk Push in chairs Line up safely