

# **FRANK J. NEY ELEMENTARY CODE OF CONDUCT**

## **Code of Conduct**

### ***A. Statement of Purpose***

- To establish and maintain safe, caring and orderly environments for purposeful learning
- To clarify and publish expectations for student behaviour while at school, while going to and from school, and while attending any school function or activity at any location.

### ***B. Conduct Expectations***

#### **Acceptable Conduct**

- Respect self, others and the school
- Help to make the school a safe, caring and orderly place
- Report to an adult, in a timely manner, incidents of bullying, harassment or intimidation
- Accept responsibility for your own learning
- Engage in purposeful learning activities in a timely manner
- Act in a manner that brings credit to the school

#### **Unacceptable Conduct**

The following points are examples only and are not an all-inclusive list,

- Behaviours that:
  - interfere with the learning of others
  - interfere with an orderly environment
  - create unsafe conditions
- Acts of:
  - bullying, harassment or intimidation, threats
  - physical violence
  - retribution against a person who has reported incidents
  - 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:
  - Theft of or damage to property

- Possession, use or distribution of illegal or restricted substances such as firecrackers
- Possession or use of weapons
- Lying

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

### **C. Rising Expectations**

Expectations will increase for students as they become older and more mature, and as they move through successive grades. Students are expected to exhibit increased personal responsibility and self-discipline and there will be increasing consequences for inappropriate behaviour as students progress through the school system.

### **D. Consequences**

- responses to unacceptable conduct are pre-planned and consistent with the latitude to deal with the complexities of individual situations
- disciplinary action, wherever possible, is preventative and restorative, rather than merely punitive
- students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct, e.g., participating in working through a "Think Sheet or a Problem-solving sheet"

### **Minor Infractions:**

When students choose not to meet behavioural expectations in the classroom or the school, there will be natural, logical and consistent consequences. Minor indiscretions are handled by staff. Frequently the consequence will be in the form of a time-out, detention, apology letter, etc. It may also involve completion of a "Think Sheet" where students can reflect upon their actions and consider better choices next time. Parents are often informed and are required to sign the "Think Sheet".

### **Major Infractions (or Chronic Minor):**

Office Referral forms are issued for major offences. These include:

- persistent inappropriate behaviour, which disturbs, interrupts or disquiets the usual, orderly operation of the school (frequent non-compliance, causing frequent distractions, chronic work incompleteness, etc.)
- inappropriate behaviour judged to have a harmful effect on the safety of other pupils or the learning for other pupils (fighting, disrespect directed at an adult, alcohol and/or drug use, stealing, vandalism, use of fireworks or other explosive devices, etc.)

Students are referred to the Principal. Parents are contacted. Depending on the severity or frequency of the misbehaviour, students are given in-school suspensions, home suspensions, apology letters, or acts of restitution, etc.

In addition to applying natural and logical consequences for misbehaviour, our discipline procedures include such strategies such as developing behaviour contracts and counseling for pupils.

### **E. Notification**

In cases of serious breaches of the Code of Conduct, the school will advise other parties, including:

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

### **What to do if Your Child is Having Problems**

Should you feel that your child is having educational, emotional, or social problems at school, please contact the school to make an appointment with your child's teacher immediately. In consultation with you, your child's teacher will look for ways to support your child, and may make the appropriate referral for either learning assistance testing, sight, speech and language, hearing testing, or counseling services if necessary. If the concerns still persist, please contact the principal and make an appointment to discuss your concerns.

### **School District 68 Parent Student Appeals**

In accordance with Section 11 of the School Act, a student or the parent of a student entitled to an educational program in the School District may appeal a decision of an employee of the School Board which significantly affects the education, health or safety of the student. The failure of an employee to make a decision shall be deemed to be a decision for the purpose of bringing an appeal.

The Board advises that the proper channeling of complaints involving instruction, discipline, safety and health is as follows:

- Teacher
- School Principal
- Superintendent of Schools
- Board of School Trustees

Any complaint about school personnel will be investigated by the administration before consideration and action by the Board.