

École Belgo Elementary

CODE OF CONDUCT

As a member of the Belgo community:

- ★ I am compassionate
- ★ I am respectful
- ★ I am responsible
- ★ I persevere



The purpose of this Code of Conduct is to help set and maintain a safe, caring and orderly environment where students feel that they belong. Such an environment will allow maximum opportunity for learning, working, and succeeding. At Ecole Belgo Elementary, School-Wide Expectations are taught so that everyone knows what is acceptable. Our school-wide expectations apply to behaviour at school, to and from school, during school-organized or sponsored activities, and also to any behaviour beyond these times that negatively impacts the safe, caring or orderly environment of the school and/or student learning. The expectations set out for students at Ecole Belgo Elementary School are in line with the BC Human Rights Code, respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender, gender identity and expression or sexual orientation.

Because behaviour is learned, we believe it must be taught. Our School-Wide Expectations “Matrix” is taught to students, is posted in classrooms and on our website. It incorporates expectations for student conduct in all areas of the school environment. Consequences to infractions will be applied when students choose inappropriate behaviour. Positive behaviours are rewarded. Restorative justice and restitution are typical strategies used to solve conflicts between students. All consequences to inappropriate behaviour are decided on a case-by-case basis.



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CONSEQUENCES

Unacceptable conduct interferes with the learning of others, upsets an orderly environment, and creates unsafe conditions. Acts of bullying, harassment, intimidation, violence, and illegal acts such as possession, use or distribution of illegal or restricted substances, possession of weapons, theft or damage to property are unacceptable. Consequences for misbehaviour are administered fairly, firmly and consistently. There is flexibility in dealing with different age groups and unique situations. Special consideration will be given based on a student's ability to comprehend misconduct and its consequences; there is a clear progression of consequences as students mature. Whenever possible, and appropriate, consequences for breaches of a code are restorative in nature rather than punitive. Misconduct has been grouped into three categories: mild, moderate and severe. Cases of mild misconduct may be dealt with by a supervisor and reported to the classroom teacher. Moderate and severe misconduct will be referred to the principal who will ensure that there is follow-up and communication with parents. Open communication and ongoing dialogue with parents are important parts of the learning process. The Board of Education will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the code of conduct.

The following offences may result in a definite suspension from school. Very serious incidents could result in an indefinite suspension. An indefinite suspension involves the School District and may involve other interventions outside of the school system (RCMP, Ministry of Child & Family, etc.).

- Fighting
- Bullying
- Threats of violence
- Smoking, Drugs, Alcohol
- Use or possession of weapons
- Vandalism
- Starting a fire
- Maliciously activating the Fire Alarm
- Repeated major offences
- Behaviours or actions that are illegal and/or that cause damage, danger, or injury



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DISCIPLINE LEVELS

Examples of LEVEL 1 BEHAVIOUR (MILD)

- Teasing
- Swearing
- Talking loudly in class or out of turn
- Lack of respect for others, environment, property
- Misuse of personal equipment
- Unsafe conduct
- Inappropriate physical contact or touching
- Inappropriate clothing (hats, dress code)
- Inappropriate assembly or audience behaviour
- Misuse of washroom

Examples of LEVEL 2 BEHAVIOUR (MODERATE)

- Repeated level 1 behaviours
- Non-compliance with teacher requests
- Back-talk or arguing with a teacher
- Inappropriate use of computer
- Disrespecting teachers' personal space and belongings
- Inappropriate displays of affection
- Inappropriate representation of school (on field trips, sports teams, towards a TOC, etc.)
- Dangerous use or throwing of sticks, rocks or snowballs or other objects
- Bringing dangerous items to school (lighters, lasers, matches, etc.)
- Bullying (including continued teasing and put downs)

Examples of LEVEL 3 BEHAVIOUR (SEVERE)

- Chronic Level 1 & 2 behaviours (with intent)
- Retaliation
- Drugs or alcohol
- Destruction of property (vandalism)
- Theft
- Fighting, Violence, or Threats
- Leaving school grounds
- Weapons
- Truancy (skipping school)
- Defiance
- Swearing at an adult
- Fire starting
- Misuse of fire equipment or fire alarm
- Inappropriate behaviour (major)



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SCHOOL-WIDE CONSEQUENCES

Please note: Consequences to misbehaviour will be administered fairly, firmly and consistently. There will be flexibility in dealing with different age groups and unique situations. Whenever possible, and appropriate, consequences for breaches of a code are restorative in nature rather than punitive. Misconduct has been grouped into three categories: mild, moderate and severe. Cases of mild misconduct may be dealt with by a supervisor and reported to the classroom teacher. Moderate and severe misconduct will be referred to principal who will ensure follow-up communication with parents. Open communication and ongoing dialogue with parents are important parts of the learning process. Expectations for appropriate behaviour increase as students mature.

Level 1 Behaviors

- First Time: Communication between teacher (or principal) and student and reminder to students of behavioral expectations
- Second Time: Restitution by the student (this will be determined by the adults involved to create the conditions to recognize and "fix" the wrong). Student involvement in deciding how to "fix" the wrong is important. Communication with parents will take place.
- Second (or 3rd) Time: Discretion is required depending on the age and ability of the child to comprehend the misbehavior and/or consequence. However, this may be considered "Repetitive" and therefore treated as a level 2 Behavior.

Level 2 Behaviors

1. Communication with the principal.
2. Contact with the student's home.
3. Principal will meet with the student.
4. Suitable consequence such as restitution, service to the school, time spent out of class, and/or School-Based Team Meeting. Possible parent meeting.

Level 3 Behaviors

1. Immediate communication with principal.
2. Principal will contact the student's home. A parent meeting may be requested.
3. Principal will meet with the student.
4. More serious action taken such as in-school suspension, out-of-school suspension, involvement of the RCMP or other outside agencies.