



Falkland School

School District No. 83 - North Okanagan-Shuswap
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Principal: Spencer Ward

Falkland School Code of Conduct (Updated 2025)

This code of conduct applies while at school, at school related activities, and in other circumstances where engaging in the activity will have an impact on our school environment.

At Falkland School we believe in:

- RESPECT of self, others and property
- RESPONSIBILITY for actions
- SAFETY for all students

At Falkland School, we promote values expressed in the BC Human Rights Code respecting the rights of 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, sex or sexual orientation and gender identity or expression.

Furthermore, in accordance with School District Policy, we recognize homophobic and gender-based comments, discrimination and bullying are demeaning to all regardless of their actual or perceived sexual orientation. The school will not tolerate behaviour or communication that degrades, denigrates, incites hatred, prejudice or discriminates based on any of the areas protected by the BC Human Rights Code.

At Falkland School, we believe in solving problems when they are small and communicating about problems early. However, we can only intervene if we are aware of the problem and issues need to be reported to staff when they occur.

Philosophy of Behaviour

Behaviour is communicative and usually represents an individual's best effort to meet their needs. A conflict usually arises when the efforts to meet one's needs interfere with the needs of another. Conflict is inevitable in any group setting. Discipline provides an opportunity to learn a better way to meet an individual's needs and fix mistakes with those affected. The goal of any discipline is restorative, where the individuals and relationships involved are strengthened. Individuals must be willing to accept responsibility for their part in a problem or conflict for restoration of self and others to occur. If unwilling, consequences are assigned from a least restrictive to more restrictive approach based on a progressive discipline model.

Discipline Process for Inappropriate Behaviour

The progressive process starts in the classroom with an individual conversation or correction by the classroom teacher. If the inappropriate behaviour continues, the classroom teacher will contact home and discuss the situation with the parent. Having first tried the above procedure for behaviour management, the student will be referred to the School Principal. Each Referral is dealt with on a case-by-case basis depending on type of referral and student involved. If the problems persist, we will devise additional plans that may include additional conferences with parents, school-based team, and District support staff which may include Counsellors, District Principal and/or Director of Inclusive Education. Behavior and language should be suitable for an institution of learning, and there should be no profanity, inappropriate remarks, or touching of others. Public displays of affection (kissing, holding hands) in school are inappropriate. Tackling games (Football, Rugby) and wrestling or 'play'-fighting are also unacceptable. Outcomes may include:

- Time out of Class/Playground Restrictions/Time off the Playground/Direct Supervision
- In-School Suspension
- Out of School Suspension

First Referral:

A conference with the Principal resulting in time in the office and a Think Sheet completed by the student. Depending upon the significance of the incident, an electronic behaviour record may be completed. Restoration is made with the persons affected and consequences may be assigned based on a progressive discipline model – least restrictive to most restrictive. Alternative behaviour management strategies are explored with the teacher. Contact with parents is usually made by a follow-up letter or phone call.

Second Referral:

Another conference with the Principal resulting in time in the office and a Think Sheet completed by the student. An electronic behaviour record of the incident is completed. Contact with parents by phone call is made along with a follow-up letter. More restrictive consequences are assigned based on a progressive discipline model. An action plan in collaboration with the student, teacher, parents, and Principal is developed and implemented. Restoration is made with the people affected.

Third Referral (or more):

Another conference with the principal resulting in time in the office and a Think Sheet completed by the student. An electronic behaviour record of the incident is completed and contact with parents is made by phone call and follow up Behaviour Notice. Even more restrictive consequences are assigned based on a progressive model and could include an in or out of school suspension. A meeting may occur to review the action plan with teacher, parents, and Principal. Possibly a school-based team meeting referral completed to seek input from additional District staff to develop a more formal and comprehensive behaviour plan. Restoration is made with the people affected.

Discipline Process for Bottom Line Behaviours

When students are referred to the office for “Bottom Line” behaviours, School District 83 Policy is referenced, and Policy 311 Student Suspensions will be implemented. A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the Internet or made by gesture. Threats must be taken seriously, investigated and responded to. To keep school communities safe and caring, staff, parents, students and community members have a duty to report all threat-related behaviours to the School Principal or RCMP. Bottom Line Behaviours result in immediate referral to the office and include:

1. Weapons
2. Drugs and Alcohol (possession of or under the influence)
3. Violent Behaviour (including threats)
4. Dangerous or Outright defiance
5. Stealing or Vandalism
6. Smoking/Vaping (or possession of related materials)
7. Bullying and Harassment - Intentional intimidation resulting in emotional and/or physical harm including Cyberbullying

