



Falkland School

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

Falkland School Code of Conduct (Updated January 2026)

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 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. 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.

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. The first interaction between staff and students who contradict the Code of Conduct is a verbal reminder of the appropriate expectations. The goal is for the issue to stop at this point, and parents don't usually need to be contacted unless the behaviour or attitude escalates.

Discipline Process for Inappropriate Behaviour

The progressive process starts with an individual conversation or correction by the classroom teacher/staff member. If the inappropriate behaviour continues, a staff member may 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 the 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 by phone or email may or may not be made depending on circumstances.

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, and contact with parents is usually made by phone or email. 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.

Dress Code

The North Okanagan-Shuswap School District Policy 315 Student Dress Guidelines ensures all students dress in a respectful manner, which is appropriate and conducive to a positive and safe/inclusive learning environment. Students and adults are not permitted to wear clothing that depicts the use of tobacco, drugs (including cannabis), alcohol, or any other age restricted substance. Students and adults are not permitted to wear clothing, insignias, symbols or adornments that advocate illegal activity, or that contain profanity, pornography, or obscene images. Appropriate coverage is expected, and underwear needs to be under student's outerwear, and therefore, should not be visible. Footwear must be worn at all times, and inside shoes are mandatory for all students for safety and to help keep our school clean. As a courtesy and show of respect, students are asked to remove hats and hoods on hoodies once they enter the building. Hats and hoods may be worn during breaks while outside. Students who violate the policy may have their hat confiscated and held in the office until the end of the school day.


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* (anything used, designed to be used or intended for use in causing death, injury or for the purpose of threatening or intimidating any person; knives, lighters)
2. *Drugs/Alcohol* (possession of or under the influence)
3. *Violent/Threatening Behaviour* (serious violence or violence with intent to harm or kill, verbal/written threats to harm/kill others, Internet threats to harm/kill others, possession of weapons (including replicas), bomb threats and setting fires)
4. *Dangerous Behaviour/Outright Defiance* (Students are expected to follow directions from any adult employed at the school or volunteering for the school including while on field trips)
5. *Stealing or Vandalism* (If it doesn't belong to you, leave it alone or harming school property)
6. *Smoking/Vaping* (or possession of related materials)
7. *Bullying/Harassment* (Intentional intimidation resulting in emotional and/or physical harm including Cyberbullying)

Final Note

Special consideration may apply to students with special needs, if they are unable to comply with the Code of Conduct due to intellectual, physical, sensory, emotional, or behavioural disabilities. Decisions in this area are at the discretion of the Principal and school staff.



OUR MISSION

Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

OUR VISION

Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

OUR VALUES

Belonging
Respect
Reconciliation
Empathy
Equity
Perseverance



Student Focus

Students must be at the centre of the District. This requires all departments to align their resources to enhance the student experience.



Indigenous Focus

In the spirit of true Reconciliation, the programming and student experience must be relevant and resonate with Indigenous students, families, and communities to facilitate engagement and a sense of belonging.



Student Growth

All students have the potential to learn and grow. Growth is not limited to academics, it must also include social-emotional well-being. Schools should foster student curiosity and voice.



Diversity, Equity, Inclusion

The District needs to create spaces where everyone belongs, is respected, and feels safe to be their authentic self.



Parents/Caregivers

Parents/Caregivers are crucial partners in the education of children. It is important to provide opportunities for authentic voice.



Advocacy

Continue to pay attention to the need for adequate resources required to properly support all students.



Employee Well-being

To be a high functioning and performing district, those who work within it must have their well-being supported. Professional development, feeling valued, appreciated, and engaged are necessary for the success of students and the organization as a whole.



Stewardship

Schools must continue to advocate for sustainable practices, nurture a mindset of conservation, and actively engage in initiatives that protect the traditional lands and water of the Secwépemc people.



Safety


Emotional, cultural, and physical safety require inclusive and nurturing spaces where all feel protected, respected, and empowered.



At

FALKLAND ELEMENTARY

We Believe



- ◆ Be Respectful
- ◆ Be Responsible
- ◆ Be Safe