



Falkland Elementary School

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Falkland School Code of Conduct (Updated September 2023)

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 Elementary School we believe in...

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

We also believe in the importance of solving problems when problems are small, communicating about problems early. We can only intervene if we are aware of the problem.

In Reference to the BC Human Rights Code: Falkland Elementary School promotes the 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. In addition, 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 race, colour, ancestry, place of origin, religion, marital status, family status, physical status, physical or mental disability, sex or sexual orientation and gender identity or expression (prohibited grounds set out in 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 interferes 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 ultimate 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 in order 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 principal using the Falkland School Referral form. Discipline outcomes are typically communicated to parents.

First referral:

A conference with the principal resulting in time in the office and a thinking 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 follow up letter or phone call.

Second referral:

Another conference with the principal resulting in time in the office and a thinking 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 persons affected.

Third referral or more:

Another conference with the principal resulting in time in the office and a thinking sheet completed by the student. An electronic behaviour record of the incident is completed and contact with parents are 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 persons affected.

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, district support staff which may include Counsellors, District Principal and/or Director of Inclusive Education.

Outcomes may include any of the following depending on circumstance:

Restitution
Natural and logical consequences to ensure a Safe, Caring and Orderly School
Parent/Teacher/Principal/Student Conference
Time out of Class/Playground Restrictions/Time off the Playground/Direct Supervision
In-school suspension
Out of school suspension
School Based Team Meeting
District Support

Discipline process for Bottom Line Behaviours

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** – [SEE THREAT ASSESSMENT PROTOCOL AND FAIR NOTICE](#)
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.

[CLICK HERE](#) to learn more about what **BULLYING** is and how to support your child.

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.

More information about Threats and Threat Making Behaviour

Please [CLICK HERE](#) to access our **FAIR NOTICE Brochure** outlining the importance of reporting any potential threats. 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.

Special consideration may apply to students with special needs, if they are unable to comply with this Code of Conduct due to having a disability of intellectual, physical, sensory, emotional, or behavioural nature.