

SEAVIEW ELEMENTARY SCHOOL CODE OF CONDUCT

2015-2016



PURPOSE

- To establish and maintain safe, caring, healthy 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.

CONDUCT EXPECTATIONS

Acceptable Conduct

- Respect self, others and our environment
- 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
- 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
 - Physical violence
 - Retribution against a person who has reported incidents
- 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 (Note: This includes possession of replica weapons!)

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.

Bullying

Seaview Elementary School believes that all students, staff, and volunteers should be provided a safe, secure, and welcoming learning and working environment. To that end, acts of bullying and harassment will not be tolerated. Bullying is defined as an intentional action on the part of an individual which causes emotional or physical distress of victim.

Bullying implies a power difference of one individual over another. It may involve a single incident or a series of incidents over time.

Barbara Coloroso, the author of, [The Bully, The Bullied and The Bystander](#), says, “bystanders are the supporting cast who aid and abet the bully through acts of omission and commission. It is important that kids recognize that

they are all responsible for helping to create a safe, caring, respectful and bully-free environment.”

Bystanders will have consequences if they don't accept the responsibility of reporting incidences to teachers or supervisors.

Bullying takes four main forms:

- **Physical bullying** - involves hitting the victim in some way or taking or damaging a victim's property.
- **Verbal bullying** – using words to hurt or humiliate others.
- **Relational bullying** – trying to convince their peers to exclude or reject a certain person or people and cut the victims off from their social connections.
- **Cyber bullying** - Cyberbullying is the act of sending or posting electronic messages/photos/videos that are abusive, obscene, threatening, harassing, or damaging to or about another person. Cyberbullying is prohibited at Seaview Elementary. This prohibition applies to conduct off school property if it affects the educational environment and well-being of students at Seaview Elementary. Students participating in cyberbullying may, in certain circumstances, be reported to law enforcement.

Risk/Threat Assessment

SD 68 takes all threats seriously. What parents and students need to know? Students and parents need to be aware of the steps the school district will take in responding to a threat:

- Any threats must be reported to the school principal, counselor, or some other responsible adult
- Nanaimo-Ladysmith schools will follow up on every reported threat.
- Follow-up may involve the police
- Interviews will be held with the threat-maker and any other students who may have information about the threat.
- Threatening behaviour may result in discipline for a student

Intervention plans may be developed for the student making the threat and a support plan developed for any students who are the target of threats

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.

D. Consequences

- Responses to unacceptable conduct are pre-planned and consistent and fair – e.g., 3 steps (below)
- Disciplinary action, wherever possible, is preventative, educative, and restorative, rather than merely punitive. The goal for the student is:
 - to take ownership for his/her choices.
 - to reflect on the options that could have been chosen.
 - to fix any damage that may have occurred if possible.
 - to prevent the problem from reoccurring.
 - to have direct involvement so that the consequences are purposeful and meaningful. This could include working through a “Problem-solving sheet”

This process is intended to strengthen both the victim and offender

Special considerations may apply to students with special needs if these students are unable to comply with this code of conduct due to a disability of an intellectual, physical, sensory, emotional or behavioural nature. The severity and frequency of unacceptable conduct, as well as the age and maturity of the student will be considered in choosing appropriate consequences for unacceptable behaviour.

Step 1: Minor Infractions of the Code of Conduct

Discussion between student and staff member. When students choose not to meet behavioural expectations, there will be natural, logical and consistent consequence. Minor indiscretions are handled by staff. Frequently the consequence will be in the form of a time-out. It may also involve completion of a "Problem Solving Sheet" where students can reflect upon their actions and consider better choices next time. Parents are often informed and are required to sign the "Problem Solving Sheet".

Step 2: Repeated Minor Offenses or More Severe Offense

In classrooms, students will be sent to a designated buddy classroom with work, to remain there until the next natural break (i.e. recess, lunch, end of period). If the student needs to be sent to the BUDDY CLASSROOM twice within a month, or at the teacher's discretion, the classroom teacher will contact the parents to inform them and discuss possible remedies. Student Conduct Sheets will be issued. Student Conduct Sheets are issued for major offenses (i.e. rough play, bullying, fighting, physical abuse of others, throwing objects, defiance of authority, disrespectful/abusive language) and continual defiance of school rules. Students are referred to the Principal. Parents are informed.

Step 3: Major Offenses or Continued Inability To Respect the Code of Conduct Go Directly to Step 3

Parents are contacted for serious incidents of misbehaviour or if minor incidents persist beyond step two. Depending on the severity or frequency of the misbehaviour, students are given in-school or home suspensions for persistent inappropriate behaviour, which disturbs, interrupts or disquiets the usual, orderly operation of the school and/or inappropriate behaviour judged to have a harmful effect on the safety of other pupils

For the following, students can expect to be suspended immediately, from between one to five days: fighting, overt rudeness, alcohol and/or drug use, stealing, vandalism and any action that deliberately endangers the health and safety of others. The student may be suspended from school under the authority of School District and Ministry of Education policy. While the student will be provided with work to complete during suspension, it is expected that upon returning to school, the student will make up time for any academic areas missed. This may be done at noon hour or after school.

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

An action plan focusing on acceptable behaviour will be developed with the student and parents. This plan may include a modified time table permitting the student only partial attendance in regular classes for a specified time or until acceptable behaviour can be assured.

Where appropriate, Seaview staff and administration will employ additional disciplinary strategies designed to enhance the "educative nature of our disciplinary approach." Such additional disciplinary strategies for the student being disciplined might include:

- a. Being interviewed by community, police or fire safety authorities
- b. Being required to undertake the intervention of a counselor or social worker
- c. His/her family being required to pay restitution for damage done
- d. Being required to perform school or community service consistent with the offense
- e. Being required to perform an educational task appropriate to the offense; for example, a research assignment on the dangers of tobacco use.
- f. Being required to meet, in a controlled setting, with the "victim" of his/her offense, hearing of the impact of the offense on the victim and to provide specific restitution, apology, etc.
- g. Counseling

E. Notification

In case 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.

BEHAVIOUR REFERRAL FORM

In the event of a behavioural concern, the reporting staff member will complete a “Behaviour Referral Form”. This is a three copy form with one copy going (a) to home, (b) to the enrolling teacher, and (c) to the office. Parents are requested to sign and return the White Copy that is sent home. Please see a copy of the form below.

 Seaview Elementary Behaviour Referral Form		Minor <input type="checkbox"/> Major <input type="checkbox"/>	Action Taken <input type="checkbox"/> Alternate Room <input type="checkbox"/> Community/School Service <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Parent-Teacher Conference <input type="checkbox"/> Parent Contact <input type="checkbox"/> Student Moved <input type="checkbox"/> Problem solving/discussions <input type="checkbox"/> Redirected Behaviour <input type="checkbox"/> Think Sheet <input type="checkbox"/> Time Out in Class <input type="checkbox"/> Warning Administrative Action (if needed) <input type="checkbox"/> Alternate Placement <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Parent-Administrator Conference <input type="checkbox"/> Private Conference <input type="checkbox"/> Referral Sent Home <input type="checkbox"/> School Service <input type="checkbox"/> Suspension (In school) <input type="checkbox"/> Suspension (Out of School) <input type="checkbox"/> Time Out
Time: _____ Date: _____	Div: _____	Student's Name: _____ Gr: _____	
Reporting Staff: _____			
Incident			
<input type="checkbox"/> Defiance	<input type="checkbox"/> Lying		
<input type="checkbox"/> Disrespectful	<input type="checkbox"/> Non-Participation		
<input type="checkbox"/> Disruptive Behaviour	<input type="checkbox"/> Offensive Language/Gesture		
<input type="checkbox"/> Hands On Others	<input type="checkbox"/> Physical Aggression/Fighting		
<input type="checkbox"/> Intimidation/Bullying	<input type="checkbox"/> Other (_____)		
Location			
<input type="checkbox"/> Classroom	<input type="checkbox"/> Library		
<input type="checkbox"/> Computer Lab	<input type="checkbox"/> Playground		
<input type="checkbox"/> Eagle Feather	<input type="checkbox"/> Restroom/Washroom		
<input type="checkbox"/> Gym	<input type="checkbox"/> Support Room		
<input type="checkbox"/> Hallway	<input type="checkbox"/> Other (_____)		
Notes: _____			
Parent Signature: _____ (Please return next school day)			

White (Home) Canary (Teacher) Pink (Office)

Our school's Code of Conduct is also guided by the *BC Human Rights Code* and specifically includes the guidelines pertaining to discrimination as stated below:

Discriminatory publication

7 (1) A person must not publish, issue or display, or cause to be published, issued or displayed, any statement, publication, notice, sign, symbol, emblem or other representation that

- (a) indicates discrimination or an intention to discriminate against a person or a group or class of persons, or
- (b) is likely to expose a person or a group or class of persons to hatred or contempt because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age of that person or that group or class of persons.

Discrimination in accommodation, service and facility

8 (1) A person must not, without a bona fide and reasonable justification,

- (a) deny to a person or class of persons any accommodation, service or facility customarily available to the public, or
- (b) discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of persons.