

Damage to Property:

A student who willfully damages school property or the personal belongings of another member of the community will be required to pay for repairs and/or replacement.

Dress Code: (Interim)

Students will wear clothes and footwear that will not hamper safe participation in educational programs and play activities at school.

We ask that students not wear clothing that feature :

- symbols which promote the use of drugs and alcohol, or vulgarity.
- Words, pictures or drawings that are derogatory to a person's ethnic background , national origin, religious belief, sexual orientation /gender equality or disability.

Technology:

Students are to refrain from inappropriate use of computers, cellular phones, cameras and/or other communication devices. Digital citizenry is expected, relayed and monitored by staff. EES follows SD69 Board Policy 5056 (Internet Access and Network Citizenship).

Traveling to and from School:

When traveling to and from school, students are expected to conduct themselves in accordance with the school's Code of Conduct. Students who travel by school bus must abide by the regulations as set out in the Transportation Handbook and accept the authority of the bus driver.



ERRINGTON ELEMENTARY SCHOOL

Members of our school community support the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law—prohibiting discrimination based on race, color, ancestry, place of origin, religion, marital status, family status, physical and /or mental disability, sex or sexual orientation, gender identity or expression and age.

Revised Sept. 2017

ERRINGTON ELEMENTARY SCHOOL



P.O. Box 80,
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Phone: 248-8446 Fax: 954-1593

Principal: Mrs. Marsha Dawley
Vice Principal: Ms. Shauna Huggins

CODE OF CONDUCT

It is the responsibility of all members of the Errington Elementary School community to use common sense and to develop and maintain a safe, considerate and cooperative environment. To ensure a safe environment and to protect the rights of all, the school community has established the following simple rules to govern behavior:

1. Demonstrate Safe Behavior
2. Display Respectful Behavior
3. Be Prepared to Learn

Each classroom will also develop additional guidelines and procedures suitable for the age and needs of children. Infractions of regular procedures will be dealt with by the classroom teacher. Students who persistently fail to follow the school rules or playground guidelines will be dealt with through the discipline, strategies, and consequences listed in this pamphlet.

Retribution

All reasonable steps will be taken to prevent retaliation against a student who has made a complaint of a breach of the code of conduct.

School Wide

Problem Solving Strategy

Students are encouraged to take personal responsibility and use appropriate problem-solving strategies. Students are expected to use words not physical actions and to access adult support as needed. Ultimately we need to establish what the problem is, why it is a problem and how we can solve the problem.

In the classroom

Each classroom has a consistent set of rules, expectations and routines specific to the grade level and class, based on being safe, co-operative, prepared and respectful. The classroom teacher uses a variety of positive behavior management strategies and reinforcements to encourage appropriate behavior.

On the playground:

Students are expected to practice being safe, co-operative and respectful as they play. We expect children to use peaceful solutions to conflict by using the problem solving strategies that are taught at school.

Discipline and Consequences:

Discipline and consequences are used to teach and guide students to demonstrate appropriate behavior and conduct. Positive discipline provides the opportunity to learn and grow and helps children understand and be responsible for their actions empowering them to resolve problems. Discipline and consequences are incremental, progressing from mild to severe.

When students contravene the Code of Conduct, interfere with the rights of others, or with the learning environment, they will be subject to consequences that balance with the gravity of the offence. Consequences are determined by the individual situation and no two incidents are alike. Variables such as the age of the child, whether it is a repeat offence or the seriousness of the event all influence the potential consequence. One or a combination of consequences are employed. Special considerations may apply to students with Special Needs if those students are unable to comply due to an intellectual, physical, sensory, emotional or behavioral disability.

While discipline is progressive there are instances such as violence toward self or others, outright defiance and non-compliance or consistently disrupting the learning environment of others where a severe consequence is the initial consequence. Further, in relevant circumstances students may be subject to consequences prescribed in specific School Board Policies.

RANGE OF CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

- Teacher conference with student
 - Principal conference with student
 - Parent contact/involvement
 - Removal from the classroom
 - Loss of privileges
 - Time out
 - Recess or lunch hour detention
 - Counseling
 - Restitution
 - Restorative justice
 - In-school suspension
 - Out-of-school suspension
 - Behavior contract
 - Reduced day
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- School officials may have the responsibility to advise other parties/agencies of serious breaches of the Code of Conduct (i.e. Parents, District Staff, RCMP, Ministry of Children and Family Development).