

Dress Code

Students will wear clothes and footwear that are appropriate for safe participation in educational programs and play activities at school. We ask that students not wear clothing that feature:

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

Technology

Students are to refrain from inappropriate use of computers, cellular phones, cameras, and/or other communication/wireless devices.

Technology is expected to remain in the school during break times. Digital citizenry is expected, relayed, and monitored by staff. EES follows SD69 [Board Policy 5003 \(Acceptable Use of Technology\)](#).

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 or mental disability, gender, sexual orientation, gender identity/expression, or age.

Prevention of Retaliation

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.

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.

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Errington Elementary School
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Principal: Mrs. Sheila Morrison
Vice-Principal: Ms. Jennifer Fehrmann

CODE OF CONDUCT

We are a kind, caring, inclusive learning community where we strive to instill a sense of belonging. It is the responsibility of all members of the Errington Elementary School community to use common sense and to develop and maintain a considerate and cooperative environment. We have established the following pillars to guide behaviour:

- ❖ We are **SAFE**
- ❖ We are **RESPECTFUL**
- ❖ We are **RESPONSIBLE**

Each classroom will also develop additional guidelines and procedures suitable for the age and needs of the children. Infractions will be dealt with by school staff. Students who persistently fail to follow the expectations will be addressed through the intervention and consequences listed in this pamphlet.

School Wide Problem Solving Strategies

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, respectful, and responsible. The classroom teacher uses a variety of positive behaviour management strategies and reinforcements to encourage appropriate behaviour.

On the playground

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

Intervention and Consequences

Intervention 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. Intervention 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 who are unable to comply due to an intellectual, physical, sensory, emotional, or behavioural challenge.

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 Board of Education Policies.

CONSEQUENCES FOR UNEXPECTED BEHAVIOUR MAY INCLUDE:

- Teacher conference with student
- Principal conference with student
- Parent contact/involvement
- Removal from the classroom
- Loss of privileges
- Time out
- Think Sheet
- Increased supervision
- Reduced area/range
- Recess or lunch hour detention
- Counselling
- Restitution
- Restorative justice
- In-school suspension
- Out-of-school suspension
- Behaviour contract
- Reduced day

School officials 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).