

Dress Code

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

- 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

EES follows [SD69 Board Policy 501 \(Acceptable Use of Technology\)](#) and students are expected to follow the expectations outlined in the [EES Technology User Agreement](#). Students are to refrain from inappropriate use of computers, cell phones, cameras, and/or other communication or wireless devices. Technology is expected to remain concealed in a student's backpack before and after school and left in the classroom during break times. Students are to follow classroom expectations for technology use during the school day. Digital citizenry is expected, relayed, and monitored by staff.

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.

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, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender, sexual orientation, gender identity/expression, or age. Individuals have the right to be treated with respect and the responsibility to treat others with respect.

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

Errington Elementary School
PO Box 80;
1390 Fairdowne Road
Errington, B.C.
V0R 1V0

Ph: 250-248-8446
Fax: 250-954-1593

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ERRINGTON ELEMENTARY SCHOOL

*We acknowledge that we are on the traditional territory of
Qualicum and Snaw'naw'as First Nation.*

CODE OF CONDUCT

We are a kind, caring, inclusive learning community striving to instill a sense of belonging. We follow [SD69 Board Policy 700 \(Safe, Caring, and Inclusive School Communities\)](#). It is the responsibility of all members of the Errington Elementary School community to use common sense and to develop a considerate and cooperative environment. We have established the following pillars to guide our conduct:

- ❖ 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 are unable to follow the expectations will be addressed through the interventions and consequences listed in this pamphlet.

SCHOOL WIDE PROBLEM-SOLVING STRATEGIES

Students are encouraged to establish healthy boundaries, take personal responsibility, and use appropriate problem solving strategies. Students are expected to use respectful words (*not physical actions*) and to access adult support as needed. Ultimately, students need to recognize their role in a problem, understand why it is a problem, and work towards a peaceful resolution to the problem.

In the classroom and other learning environments

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 taught at school.

INTERVENTIONS and CONSEQUENCES

Interventions and consequences are used to teach and guide students to demonstrate appropriate behavior. Positive discipline provides opportunities to learn and grow, and helps children understand and be responsible for their actions, empowering them to resolve problems.

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. Intervention and consequences are incremental, progressing from mild to severe. 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. 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 (in or out of classroom)
- Think/Reflection Sheet
- Increased supervision
- Reduced area/range
- Recess or lunch hour detention
- Recommend counselling services
- 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).