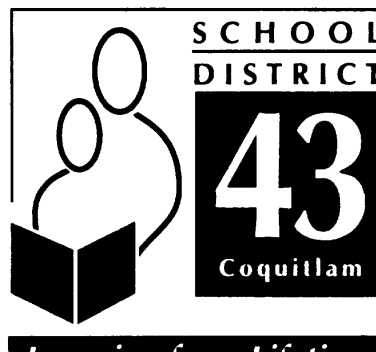


Code of Conduct 2023-2024

Updated June 2023



September 2023

Bramblewood Elementary

School Mission

The community of Bramblewood builds on the strengths of all students, helping them to develop socially, intellectually, and physically to become responsible members of society. We believe education is the shared responsibility of the home, school, and community.

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I. INTRODUCTION

School boards and schools are entrusted through the School Act with the authority to establish codes of conduct. Recognizing the autonomy of these bodies and acknowledging the effort they have already undertaken to ensure that school climates are as positive as possible, the provincial standards described below are provided to assist them in developing consistent and coherent policies and practices in the communities. The purpose of this document is to provide a basic framework and common expectation for Bramblewood Elementary students. The guidelines reflect the provincial standards for “Code of Conduct”, as directed by School Act 85 (2) (c).

II. CODE OF CONDUCT: KEY ELEMENTS

Process

All British Columbia schools include students, parents and staff in the development and review of codes of conduct. It is designed to reflect and communicate what our school community values and expects in terms of student behavior.

2. **Communication:** The Code of Conduct is made available to the public on the school website and is placed in our student planners that are given to all families in September.
3. **Implementation** At the beginning of the year, the code of conduct is reviewed in each class. Throughout the year, behavioral expectations are consistently taught and actively promoted. Restorative meetings are held on an ‘as needed’ basis allowing purposeful learner dialogue in addition to encouraging learners to examine their own personal responsibility to be a good citizen of Bramblewood Elementary School. Within classrooms, calming strategies and tools are used by students as needed. Parents are actively involved in the implementation of the code through their understanding and support of its use.
4. **Monitoring and Reviewing:** Conduct is continuously monitored to ensure the Code of Conduct reflects current and emerging situations. “Codes of conduct are reviewed and improved in light of evidence gathered and/or relevant research and are revisited as part of a regular cycle of policy review”. The code of conduct is reviewed at the beginning and end of each year by the staff and at PAC meetings.
5. **Alignment:** At Bramblewood we recognize that our Code of Conduct must be aligned with the principles of restorative practices. Our educators are focused on promoting self-regulatory capacity

in our learners to help them make choices that benefit their well-being and their learning. It is our intent that learners are given opportunities to develop understanding and strategies which will help them become increasingly capable of choosing positive, pro-social behaviours. The code of conduct is reviewed by district staff to ensure alignment across all district schools.

6. Standards:

a) Statement of Purpose

Bramblewood Elementary School recognizes that optimal learning occurs in an environment that is safe from threat or harm or emotional distress. We use a restorative approach to resolving conflict and teaching pro-social behaviors. The fundamental premise of *restorative practices* is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things with them, rather than to them or for them. (International Institute for Restorative Practices).

b) Conduct Expectations: *As per Section 8 of Human Rights Code of British Columbia, students shall not discriminate against others or class of persons regarding any accommodation, service or facility customarily available to the public because of the Indigenous identity, race, religion, colour, ancestry, place of origin, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons. Furthermore, as per Section 7 of the Human Rights Code of British Columbia, no student shall publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the aforementioned bases.”* Interventions will not discriminate against a student who cannot meet an expectation because of a disability. Students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise.

Acceptable conduct

Learners will demonstrate a sense of care – for themselves, others and the environment. This includes but is not limited to:

- taking responsibility for their choices
- playing in a safe manner and following playground rules
- using appropriate language
- taking care of our school and its property

As our learners move through the grades, we expect that they will show increasing personal responsibility and self-discipline.

Unacceptable conduct:

We will treat seriously all behaviour that has a negative impact on self and others. Behaviour may include but is not limited to:

- Bullying, cyber-bullying, harassment, and marginalization
- Threats, intimidation, or violence in any form
- Discrimination in any form including race, colour, gender, religious beliefs, sexual orientation, ancestry, or national origin
- Theft or damage to property

- Possession or use of weapon
- Possession, use or distribution of illegal, or restricted substances
- Misuse of...Cyberspace/cell phones/electronic devices/computers – students are to be aware that they may be subject to discipline (or, if applicable, confiscation of personal property) for misuse of technology if it negatively impacts the school environment.

c) **Consequences** – Bramblewood follows a restorative practices approach to discipline which:

- Acknowledges that relationships are central to the building of the school community. As such consequences will be corrective and restorative, not punitive in nature, taking into account the frequency and nature of the unacceptable conduct.
- Focuses on harm(s) done rather than rule(s) broken.
- Gives voice to the person who has been harmed.
- Engages in collaborative problem solving.
- Empowers change and growth for all involved.
- Enhances responsibility for actions and attitudes for all involved.
- Learners are disciplined in a timely, fair, judicious, and responsible manner with consequences for unacceptable behavior that take into account the student's age, maturity and special needs, if any (Policy 17, no. 2, no 2.4)
- Consequences may involve input from parents

(adapted from Amstutz and Mullet (2005) Restorative Discipline for Schools pp. 25-26. pp. 26-29)

When harm has occurred the following four restorative questions will be discussed:

- What happened?
- What were you thinking at the time?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

When the incident in question inflicted harm on another person, four additional questions will be asked on behalf of the person(s) harmed:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Special considerations may apply to the imposition of consequences on a student with special needs if the student is unable to comply with this Code of Conduct, due to a disability of an intellectual, physical, sensory, emotional, or behavioural nature.

d) Notification:

Parents and guardians will be notified should there be a serious breach of the Code of Conduct. If a serious breach of the Code of Conduct involves other students, the following parties will receive notification:

- parents of student causing harm
- parents of student victim(s)
- school district officials, if deemed necessary
- police and/or other agencies as required by law

Please note that notification to parents will include details of the incident, not of consequences issued to specific children other than their own.

A search by school officials of a student under their authority or a search of student property may be undertaken if the school has reasonable grounds to believe a school rule has been or will be violated, and that the evidence of that violation will be found in the location or on the person of the student being searched. Students know that their teachers and other school authorities are responsible for providing a safe learning environment and maintaining order and discipline at school. As a result, they must know that, where reasonable grounds exist, this may require searches of students, their lockers and their personal effects and the seizure of prohibited items.

Students should also be aware that the schools may collect, use, and disclose personal information about students for the purposes of investigating and addressing student misconduct, safety and maintaining order and discipline in school. Such collection and use of student information may include information that is obtained from witnesses or collected from other secondary information sources (e.g. social media). All personal information of students collected by the school will be collected in compliance with and under the authority of the Freedom of Information and Protection of Privacy Act (ss. 26(a),(b), and(c)) and the School Act. Questions about the collection, use or disclosure of student personal information should be directed to the Associate Director of Information and Learning Technologies Stephen Whiffin, at swhiffin@sd43.bc.ca.