



David Brankin Elementary School

www.surreyschools.ca/davidbrankin

Code of Conduct

Our School Code of Conduct recognizes the rights of:

- all students to learn
- school staff members to perform their duties
- staff and students to work and learn in a safe environment
- staff, students and parents to be treated respectfully

Behaviour Expectations

Acceptable and unacceptable behaviour while at school, attending school related activities (both on and off school grounds) or in any other circumstances where engaging in the activity will have an impact on the school environment. There will be rising expectations of behaviour as students mature.

ROAR

At our school, we believe that all children have the right to learn in a safe, caring and orderly environment. Our expectations are that students will practice their ROAR to maintain an attitude that is proactive, cooperative, and respectful.

Be Responsible

- I understand that there are consequences for my decisions and actions.
- I can take steps to make myself feel good.
- I can set goals to better myself.
- I can manage my emotions.
- I can ask for what I need.

Be Open Hearted

- I can help and be kind.
- I can build relationships and be a thoughtful and supportive friend.
- I can tell when someone is sad or angry and try to make them feel better.
- I am aware that other people can be different from me.
- I appreciate that each person has unique gifts.

Be Active

I Actively:

- make my classroom, school, community, or natural world a better place.
- take care of my mental health and physical health.
- make others feel welcome.
- support diversity and defend human rights.

Be Respectful

- I can listen to others' ideas and concerns.
- I understand that other people can be different from me.
- I recognize that everyone has something to offer.
- I show empathy for others and adjust my behaviour to accommodate their needs.
- I am polite.

Unacceptable Behaviour:

Inappropriate behaviour can consist of, but is not limited to:

- rudeness, swearing
- fighting (or play fighting)
- lack of respect for others
- throwing objects (rocks, sticks, snowballs, etc.)
- defiant behavior, insolence
- running in the halls
- unauthorized leaving the school grounds
- damaging school property or equipment

Safe and Caring Schools

Are free from acts of:

- Bullying (including cyber-bullying)
- Harassment, threat, intimidation and marginalization
- Violence in any form
- Abuse in any form (verbal, physical, sexual)
- Intolerance and discrimination in any form, i.e. based on an individual or group's race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, or age.
- Retribution against a person who has reported incidents

Do not tolerate the presence of:

- Intoxicating or banned substances (including alcohol, cigarettes and drugs)
- Theft and vandalism (or damage to personal property)
- Weapons or replica (toy) weapons (including laser pointers); explosives (including fireworks) and pepper or other obnoxious sprays.
- Intruders or trespassers (all visitors must first report to the office)
- unacceptable slogans imprinted on clothing

Misuse of Electronic Devices/Computers

School computers and other electronic devices are only to be used for school/education related activities. They are not permitted for social networking, gaming, illegal, obscene or inappropriate purposes. Inappropriate use includes, but is not limited to, attempts to vandalize, gain unauthorized access to data or another person's account or resources, and sharing of data without personal or parental consent as appropriate.

- Recording of visual images is not permissible at school unless permission has been received by the classroom teacher with respect to a classroom project.
- Students are to be aware that they may be subject to discipline (or, if applicable, confiscation of personal property) for misuse of any technology, if it negatively impacts the school environment.

Consequences

Consequences will take into account the age, maturity and special needs (e.g. intellectual, physical, sensory, emotional or behavioural disability), severity and frequency of actions. Consequences will be progressive and will focus on being restorative rather than punitive in nature. Depending upon these and other factors, one or more of the following actions may be taken:

- Review of expectations and a timeout
- Review of expectations, written assignment and/or loss of privileges
- Parents informed
- Meeting with parents
- Short-term (in-school or at home) suspensions up to 5 days
- Long-term suspension over 5 days or referral to a district program
- Consultation with police and/or fire department
- Suspension/Expulsion

Notification:

School administration will advise parties as follows:

- Parent/guardian of student exhibiting major behaviour problem - every instance.
- Parent/guardian of student on the receiving end of a major incident - every instance.
- Assistant Superintendent, Safe Schools Department and/or other District Staff
- Ministerial agencies and/or School Liaison Officer (RCMP)

References

This Elementary Code of Conduct has been structured to align with, and adhere to the standards outlined in:

- The School Act 85 (1.1); 168 (2) (s.1); Provincial Standards Ministerial Order 276/07 (m276/07), effective October 17, 2007.
- BC Human Rights Code, as depicted in Surrey Schools Anti-Discrimination and Human Rights Policy No.10900; and Regulation No. 10900.1
- BC Ministry of Education: Safe, Caring and Orderly Schools, A Guide (November 2008) and Developing and Reviewing Code of Conduct: A Companion (August 2007), both found at <http://www.bced.gov.bc.ca/sco/>
- Surrey Schools – Safe and Caring School Handbook – policies, procedures and guidelines for schools found on <http://www.surreyschools.ca>
- Ministerial Order No.M 208: (a) a reference to each of the prohibited grounds of discrimination set out in section 7 (*discriminatory publication*) and section 8 (*discrimination in accommodation, service and facility*) of the *Human Rights Code*, RSBC 1996, c. 210;