

# JS Clark School: Code of Conduct

The JS Clark School's Code of Conduct includes the School District 81 Code of Conduct

## School District 81 Code of Conduct

The purpose of our Code of Conduct is to provide a safe, caring and orderly school environment for our students.

Students in School District #81 are expected to:

1. Treat others with dignity, respect, tolerance and courtesy.
2. Respect the rights of others to learn and work in an environment free from abuse, intimidation, harassment, bullying, disruption or discrimination (ie, discrimination on the basis of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of persons).
3. Act in a safe and responsible manner toward themselves, others and others' property.
4. Comply with classroom and school standards for attendance, promptness, language and behaviour.

Each school will describe consequences for misbehaviour that reflect the maturity level of its students and allows for special considerations for exceptional students. When it is possible to do so, our schools will focus on consequences that are restorative in nature.

Finally, schools and the School District will take all reasonable steps to prevent retaliation against any student or individual who reports a breach of school or the School District Codes of Conduct.

## SECTION D - Behaviour

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### Behaviour

Most parents identify discipline as the most important issue facing schools. The majority of children at J. S. Clark behave well and make growth in their social skills.



## **J. S. Clark School Standards of Behaviour**

**Rationale:** At J. S. Clark School we want all students to feel safe at all times – while at school, and while attending any school functions or activity at any location. We believe that students who feel safe will act appropriately, think clearly and learn more readily. The establishment and maintenance of a safe, caring and orderly environment in the school leads to focused and successful learning by all students.

Students are well behaved and show respect towards themselves, others and the school. “Be a Buddy” is our guideline. These “Buddy Rules” are easily understood by young children and have proven to be an effective operating guideline for student behaviour.

Most student misbehaviour is minor and is dealt with by the classroom teacher. In most cases the parents are not contacted because the problem is solved by a simple discussion.

When further behavioural interventions are called for, they will reinforce appropriate and discourage inappropriate behaviour. As outlined in the district policy, appropriate interventions may include:

- a. A student conference;
- b. Short term removal from class under direct supervision in the office;
- c. In school detention at recess and/or lunch;
- d. Parent conference/contact;
- e. In school suspension;
- f. Referral for school based student services;
- g. Counselling for the student;
- h. Course or program modification; or
- i. Referral to District staff for programs or services.

Parents/guardians will be appraised regarding interventions (c) through (i) above or for repetitive interventions.

In very rare situations, a child in our age group may become physically abusive towards an adult. This is a serious violation and will be dealt with accordingly. Equally so, abusive language towards an adult will be dealt with as a serious violation.

## **Buddy Rules**

Our basic rules, the J. S. Clark “Buddy Rules” are as follows:

### ***Be a Buddy...***

**Be prepared.**

**Use good manners.**

**Do kind deeds.**

**Discuss problems.**

**You always respect other people and their things.**

The above rule is very general. We have been reluctant to set down a long list of behavioural do’s and don’ts. Instead we have said to children “Be a Buddy”. We have found that both children and staff need to know the parameters of behaviour in order to be consistent in our approach to good behaviour. On the following page are some guidelines to help children be good “Buddies”.

## **Behaviour Guidelines**

1. Halls
  - a) Walk and talk appropriately in the halls.
  - b) Go straight to the washroom, then straight to wherever you should be recess and lunch.
  
2. Gymnasium
  - a) Students should not be in the gym at any time unless they have been specifically directed to go there by a teacher or unless a teacher is present.
  - b) Clean gym shoes must be worn or students should go barefoot.
  - c) Only shoes which do not leave scuff marks should be worn in the gym.
  
3. Bicycles
  - a) Bicycles must be operated carefully. Please ride very slowly by the driveway or near pedestrians.
  - b) Get off your bike and walk down the bicycle path on the school grounds.
  - c) Bikes are to be parked in the bike racks and locked while at school.

4. Fighting and rough play are forbidden.
5. All property, private and public, must be respected.
6. Children must play inside the school playground. The parking lot and the bike racks are out of bounds.
7. The school interior and playing fields are to be kept litter-free and tidy.
8. Children must not leave the school grounds during school hours without approval from a parent or guardian and consent from staff.
9. All outdoor footwear must be removed and stored in mudrooms. Indoor footwear must be worn while in the school (runners, slippers, etc.).
10. Children must dress appropriate to the weather. All children will be expected to go out on "OUT" days.
11. "IN" days are those days when it is -20 degrees Celsius or colder. If we have a high wind-chill it will also be an "IN" day.
12. Classrooms during lunch:
  - a. students must sit in their own desks
  - b. students can go to the washroom or trash cans
  - c. students must sit to eat
  - d. hats are permitted during recess and lunch outside

*We always try to:  
Say what we mean,  
Mean what we say, and  
Do what we say we will do.*

### **Consequences**

In the early primary grades low-level misbehaviours are viewed as an opportunity for students to learn through appropriate consequences to their actions. This will involve a talk with the student by their teacher. Successive problems of a similar nature may involve the principal who will respond in a pre-planned, consistent and fair manner. Discipline will be preventative and restorative. The intent is for the student to learn from their actions. Students will be given a chance to explain themselves and help solve the problem.

## **How to Solve Problems**

Students are taught to solve problems in “The Second Step” and the “Focus on Bullying” program.

They learn to:

- a. identify the problem
- b. think of solutions
- c. choose a solution and use it
- d. see if it works

They also learn to be assertive in a respectful way by using the “I” statement (i.e.: I don’t like it when...Please stop..) Also, students are supported by an adult when they walk away from a problem and ask for help immediately. All staff is expected to help every student.

## **Rising Expectations**

As students mature they should become more responsible for their behaviour. Older students are expected to model appropriate behaviours to younger students. They are expected to follow the “Buddy Rules” at all times and to solve problems appropriately. Failure to master socially acceptable norms and expectations can result in increased consequences for inappropriate behaviour.

## **Unacceptable Conduct**

There are some behaviours which are not acceptable. They are:

1. Behaviours that:
  - interfere with the learning of others
  - interfere with the orderly environment
  - create unsafe conditions.
2. Acts of:
  - bullying, harassment or intimidation (threats)
  - physical violence
  - retribution against a person who has reported incidents
3. Illegal acts, such as:
  - theft or damage to property
  - possession or use of dangerous objects/ or objects in a dangerous manner

When students engage in any of the above significant misbehaviours, the principal will begin an investigation which respects student privacy; notify the parents of both parties involved; suspend the student from school for at least one day; provide help for victim(s).

### **Reporting Bullying**

Bullying is not tolerated. Every incident of bullying must be reported by both the students and parents. Students and parents can talk to either a teacher or the principal in a timely manner.

Bullying requires that a pattern be determined. Therefore, it is very important that inappropriate behaviours like name-calling, physical violence, threats and verbal abuse be reported quickly. A note or a phone call will alert staff to the problem thereby requiring them to begin a discreet investigation. The “Focus on Bullying” program provides both a framework for this for both the victim and the bully. The principal plays a central role in the process.

The process includes:

- an investigation of all parties involved
- written records
- acknowledgment and support of victim
- contact with parents
- consequence
- report to School District when required

#### ***Section D is founded on the following resource:***

*Safe, Caring and Orderly Schools : A Guide*

*Ministry of Education, British Columbia, March 2004*

\*note – the Presidents of the Parent Advisory Committee and the School Planning council both have copies of this book

**SIX CRITICAL LIFE MESSAGES  
FOR PARENTS AND TEACHERS TO GIVE TO CHILDREN**

I believe in you.

I trust in you.

I know you can handle it.

You are listened to.

You are cared for.

You are very important to me.

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**Classroom Management**

- ⊕ Due to the classroom management skills that teachers possess, the students at J. S. Clark are well behaved. Some of the things that staff members do to increase the positive behaviour are:
  - ⊕ Taking the time and effort to build positive rapport with their students and parents through a personal relationship built on trust, respect and caring.
  - ⊕ Treating children in a positive manner.
  - ⊕ Dealing with the offenders and not punishing the whole class for the behaviour of a few.
  - ⊕ Having high behavioural expectations and holding the students accountable.
  - ⊕ Dealing with any misbehaviours before they become a problem.
  - ⊕ Using the resources of the district to deal with severe misbehaviours. (i.e. counselling referral).
  - ⊕ Having concrete data to share with parents, when dealing with concerns.
  - ⊕ Sharing information with support staff ) (ie. Counsellor, SSRT, EA's, secretary)
  - ⊕ Following the Buddy Rules as a guideline at all times.
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**Parental Concern Process**  
**Regarding incident involving their child**  
(Guidelines from Policy 2230)

1. Talk to the classroom teacher, if comfortable, in situations where the concern involves the classroom or the teacher.
2. If not comfortable speaking with the teacher or if the incident involves a broader school or playground issue, take concerns directly to the Principal.
3. The Principal will address the issue. If a parent is not satisfied that their concern has been resolved, concerns should be taken to the Superintendent of Schools, who is the next level of appeal.
4. If a parent is not satisfied that their concern has been resolved at the Superintendent's level, they may appeal to the Board of School Trustees by phoning the Secretary-Treasurer at 774-2591, who will ask them for a letter describing the incident to be placed in the next Closed Board Meeting package. The parent will be asked to present their concern at the Closed Board Meeting. The Superintendent will contact parents to let them know the Board of School Trustees recommendations or decision.

**Please note:** the Principal, Superintendent or Board of School Trustees will not disclose confidential information regarding employee discipline or consequences applied to other students.