



Code of Conduct 2021-2022

CODE OF CONDUCT

At Pouce Coupe Elementary, we firmly believe that children are responsible for their behaviour. Decisions children make every day bring them either positive or negative consequences. We strive in formal and informal ways to teach our students how to make positive decisions on a daily basis. When a student chooses to make a poor decision, we use a restorative process to allow them to decide how they will repair and restore the balance to the learning community. The code of conduct is also created so that students know and realize that they are accountable for their actions. Our goal is to be a safe and caring school. As a safe and caring school students will conduct themselves:

- * politely and respectfully
- * safely
- * with kindness
- * responsibly.

PURPOSE

The purpose of the code of conduct is:

- 1) To establish and maintain safe, caring, and orderly environments for purposeful learning,
- 2) To establish and maintain appropriate balances among individuals and collective rights, freedoms and responsibilities,
- 3) To clarify and publish expectations for student behaviour while at school, while going to and from school, and while attending any school function or activity at any location, and behaviour beyond these times when it affects the safe, caring and orderly environment of the school.

This would include: web site postings, blogs or text messages by or about students or staff using electronic devices, and other means that negatively affect other members of the school community and student learning.

CONDUCT EXPECTATIONS

Students at Pouce Coupe Elementary have the right to:

- 1) Respect themselves, others and the school
- 2) Help to make the school a safe, caring and orderly place
- 3) Inform a “tell able” adult, in a timely manner (in advance, if possible) of incidents of bullying, harassment or intimidation
- 4) Engage in purposeful learning activities in a timely manner
- 5) Act in a manner that brings credit to the school.

Pouce Coupe Elementary promotes 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, sex or sexual orientation – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment.

CONSEQUENCES

When determining consequences, the severity and frequency of the unacceptable conduct as well as the age and maturity of students is considered in determining appropriate disciplinary action. Responses to unacceptable conduct are pre-planned, consistent, and fair. The disciplinary action, whenever possible is preventative and restorative rather than merely punitive. Students are, as often as possible, encouraged to participate in the development of meaningful consequences for violations of the established code of conduct.

The following pages list examples of unacceptable conduct and the consequences that may be used:

Please note that the information reflects both Primary and Intermediate; further, the policy considers both the one-time offender and those who frequently make poor choices. In most cases, the practices for the younger children will be different from those who are in the older grades. The consequences are not listed in order of how they would be used; it is just a list of different strategies. With the range of consequences, consequences will be based on the developmental level of the individual student. As well, please read the definitions at the end for bullying behaviour, cyber bullying, harassment, and intimidation.

POSSIBLE CONSEQUENCES

	First Situation	Repeated Problem
Physical Acts/Intimidation: including by not limited to: <ul style="list-style-type: none"> • Verbal threats • Physical threats • Fighting • Encouraging a fight • Being complicit to a fight 	<ul style="list-style-type: none"> • Time out • Class meeting • Visit the principal • Phone call home • Loss of privileges • Detention • Think sheet • Behaviour Plan • Suspension, internal or external 	<ul style="list-style-type: none"> • Phone call to the parent • School based team meeting - develop a behaviour action plan • Be sent home for the remainder of the day • Counselling • Go home for lunch break • Recess restrictions • Loss of privileges • Visit the principal • Suspension • Home Study
Inappropriate Language:	<ul style="list-style-type: none"> • Time out • Class meeting • Visit the principal • Phone call home • Loss of privileges • Detention • Suspension, internal or external 	<ul style="list-style-type: none"> • Phone call to the parent • School based team meeting - develop a behaviour action plan • Be sent home for the remainder of the day • Counselling • Go home for lunch break • Recess restrictions • Loss of privileges • Visit the principal • Suspension
Bullying:	<ul style="list-style-type: none"> • Time out • Class meeting • Meaningful apology • Visit the principal • Phone call home • Loss of privileges • Detention • Suspension, internal or external 	<ul style="list-style-type: none"> • Phone call to the parent • School based team meeting - develop a behaviour action plan • Be sent home for the remainder of the day • Counselling • Go home for lunch break • Recess restrictions • Loss of privileges • Visit the principal • Involve the R.C.M.P in very serious circumstances • Suspension
Teasing/ Name Calling	<ul style="list-style-type: none"> • Time out • Class meeting • Meaningful apology • Visit the principal • Phone call home • Loss of privileges • Detention 	<ul style="list-style-type: none"> • Phone call to the parent • School based team meeting - develop a behaviour action plan • Be sent home for the remainder of the day • Counselling • Go home for lunch break • Recess restrictions • Loss of privileges • Visit the principal • Suspension

POSSIBLE CONSEQUENCES

	First Situation	Repeated Problem
Off Task:	<ul style="list-style-type: none"> • Time out • Teacher/child conference (in the hallway) • Class meeting • Visit the principal • Phone call home • Loss of privileges • Detention 	<ul style="list-style-type: none"> • Phone call to the parent • School based team meeting - develop a behaviour action plan • Be sent home for the remainder of the day • Detentions appropriate to the misbehaviour • Recess restrictions • In school Suspension • Loss of privileges • Visit the principal
Vandalism:	<ul style="list-style-type: none"> • Repair or replace, wherever possible • Time out • Phone call home • Teacher/child conference • Class meeting • Visit the principal • Loss of privileges • Detention • Suspension 	<ul style="list-style-type: none"> • Phone call to the parent • School based team meeting - develop a behaviour action plan • Be sent home for the remainder of the day • Detentions appropriate to the misbehaviour • Recess restrictions • In school Suspension • Loss of privileges • Involve the R.C.M.P in very serious circumstances • Visit the principal
Disrespect:	<ul style="list-style-type: none"> • Time out • Meaningful apology • Teacher/child conference (in the hallway) • Class meeting • Visit the principal • Phone call home • Loss of privileges • Detention 	<ul style="list-style-type: none"> • Phone call to the parent • Written apology • School based team meeting - develop a behaviour action plan • Be sent home for the remainder of the day • Recess restrictions • In school Suspension • Detentions appropriate to the misbehaviour • Loss of privileges • Visit the principal
Non-Compliance: refusing to do things when asked.	<ul style="list-style-type: none"> • Visit the principal • Phone call home • Loss of privileges • Written apology • Suspension 	<ul style="list-style-type: none"> • Phone call to the parent • School based team meeting - develop a behaviour action plan • Be sent home for the remainder of the day • Counselling • Loss of privileges • Visit the teacher • Suspension beginning with partial day and expanding to multi-day

POSSIBLE CONSEQUENCES

	First Situation	Repeated Problem
Stealing:	<ul style="list-style-type: none"> • Repair or replace wherever possible • Time out • Phone call home • Teacher/child conference • Class meeting • Visit the principal • Loss of privileges • Detention 	<ul style="list-style-type: none"> • Repair or replace wherever possible • Phone call to the parent • School based team meeting - develop a behaviour action plan • Be sent home for the remainder of the day • Detentions appropriate to the misbehaviour • Counselling • Go home for lunch break • Loss of privileges • Visit the principal • Involve R.C.M.P in serious circumstances • Suspension
Tardiness (Student choice):	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Loss of privileges • Visit the principal • Phone call home • Detention • School based team meeting • Action plan
Inappropriate Dress •advertising drugs or alcohol •inappropriate sayings •tank tops and short shorts •showing of undergarments •expression of vulgar, racist, sexist comments	<ul style="list-style-type: none"> • Sent to the office • Call home • Clothing turned inside out • Borrow clothing • Tape over inappropriate language 	<ul style="list-style-type: none"> • Work in the office • Call home • Sent home
Cell Phones/Electronics: * phones are turned off when students arrive at school and left in backpacks until after school. Messages can be left for students at the office.	<ul style="list-style-type: none"> * Phone left with teacher * Phone left at office 	<ul style="list-style-type: none"> • Phone left at office • Phone picked up by parent
Smoking/Tobacco/Cannabis And Personal Vaporizers	<ul style="list-style-type: none"> • Office • Call home • Parent meeting • Suspension 	

DEFINITIONS

The following definitions may be useful in the development of codes of conducts so that everyone in the school community shares a common understanding of terms that appear in the codes. They are not legal definitions but have been commonly used in the school system.

Bullying behaviour: a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance.

Bullying behaviour is a type of harassment and intimidation. This aggressive behavior includes a physical or verbal behaviour and is an intentional and purposeful act meant to inflict injury or discomfort on the other person. There are three critical conditions that distinguish bullying from other forms of aggressive behaviour including:

1. **Power:** involves a power imbalance. Individuals who bully acquire their power through physical size and strength, including status within the peer group, and or by recruiting support of the peer group.
2. **Frequency:** is repeated over time. Bullying is characterized by frequent and repeated attacks. It is this factor that brings about the anticipatory terror in the mind of the person being bullied that can be so detrimental and can have the most debilitating long-term effects.
3. **Intent to harm:** is intended to hurt. Individuals who bully generally do so with the intent to either physically or emotionally harm the other person.

Cyber bullying: bullying behaviour, which is carried out through an Internet service such as email, chat room, blog, social media, texting, videos, discussion group or instant messaging. It can also include bullying through technology.

Harassment: any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person is an act of harassment. Of particular concern is such behaviour that persists after the aggressor has been asked to stop.

Any of the following behaviours could be considered harassment:

- Condescending treatment that undermines another's self-respect, name-calling, teasing, disrespectful comments
- Gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment
- Social isolation ("freezing out" or rejecting others), exclusion from a group threatening withdraw friendship
- Repeated unwanted communication
- Unwelcome jokes, innuendoes, insults, or put downs; taunts about a person's body, disability, religion, attire, age, economic status, ethnic or national origin
- Insulting graffiti directed at an individual or group
- Unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient.

Intimidation: Intimidation is the act of instilling fear in someone as a means of controlling that person.

For example, any of the following behaviours could be considered intimidation:

- Verbal threats; threatening phone calls, threats of violence against a person or property
- Physical threats: showing a weapon, jostling, threatening to punch, stalking or following
- Defacing or stealing victim property
- Daring or coercing victim to do something dangerous or illegal
- Extortion (demanding payment or goods for a victim's safety)
- Inciting hatred toward a victim
- Setting up a victim to take the blame for an offence

Disrespect: lacking courtesy, impolite, rude or insulting.