



Falkland Elementary School

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Falkland School Code of Conduct (Updated September 2017)

This code of conduct applies while at school, at school related activities, and in other circumstances where engaging in the activity will have an impact on our school environment.

At Falkland Elementary School we believe in...

- RESPECT of self, others and property
- RESPONSIBILITY for actions
- SAFETY

In Reference to the BC Human Rights Code: Falkland Elementary School promotes the values expressed in the BC Human Rights Code respecting the rights of 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, sex or sexual orientation and gender identity or expression - in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment. The school will treat seriously behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical status, physical or mental disability, sex or sexual orientation and gender identity or expression (prohibited grounds set out in the BC Human Rights Code)

Philosophy of Behaviour

Behaviour is communicative and usually represents an individual's best effort to meet their needs. A conflict usually arises when the efforts to meet one's needs interferes with the needs of another. Discipline provides an opportunity to learn a better way to meet an individual's needs and fix mistakes with those affected. The ultimate goal of any discipline is restorative, where the individuals and relationships involved are strengthened. Individuals must be willing to accept responsibility for their part in a problem or conflict in order for restoration of self and others to occur. If unwilling, consequences are assigned from a least intrusive to most intrusive approach based on a progressive discipline model.

Discipline Process for Inappropriate Behaviour

The progressive process starts in the classroom with an individual conversation or correction by the classroom teacher. If the behaviour continues, the classroom teacher will contact home and discuss the

situation with the parent. Having first tried the above procedure for behaviour management, the student will be referred to the principal using the Falkland Elementary Referral form.

First referral:

A conference with the principal resulting in time in the office and a thinking sheet completed by the student. Depending upon the significance of the incident, an electronic behaviour record is completed. Consequences are assigned from a least intrusive to most intrusive approach based on a progressive discipline model. Alternative behaviour management strategies are explored with the teacher and implemented. Contact with parents is made.

Second referral:

Another conference with the principal resulting in time in the office and a thinking sheet completed by the student. An electronic behaviour record of the incident and contact with parents are made. Consequences are assigned from a least intrusive to most intrusive approach based on a progressive discipline model. An action plan developed by the student designed for their success, with input by teacher, parents, and principal is developed.

Third referral or more:

Another conference with the principal resulting in time in the office and a thinking sheet completed by the student. An electronic behaviour record of the incident and contact with parents are made. Consequences are assigned from a least intrusive to most intrusive approach based on a progressive model and could include an in or out of school suspension. A meeting may occur to review the action plan with teacher, parents, and principal. Possibly a school based team meeting referral to seek input from additional district staff to develop a more formal behaviour plan.

Each Referral is dealt with on a case-by-case basis depending on type of referral and student involved. If the problems persist we will devise additional plans that may include additional conferences with parents, school based team, Director of Student Support Services, development and implementation of more formal behaviour plans, in or out of school suspension, changes in classroom placement, partial attendance and possible referrals to an alternate school.

Outcomes may include any of the following depending on circumstance:

Restitution
Natural and logical consequences
Parent/Teacher/Principal/Student Conference
In-school suspension/Out of school suspension
School Based Team Meeting
District Hearing

Discipline process for Bottom Line Behaviours: Immediate referral to the principal.

1. Office Referral Form completed by staff and notifies the principal, verbally, as well.
2. Principal will gather information via all sources. An opportunity is provided to the student to take ownership.
3. Principal will determine with those involved (including the student and his/her parent/guardian when appropriate) the course of action to best support the student while maintaining student safety and our school beliefs.
4. Affected staff and parent/guardian informed.

Outcome may include any of the following depending on circumstances:

Parent/Teacher/Principal/Student Conference
In-school suspension
Out of school suspension
School Based Team Meeting
District Hearing

Bottom Line Behaviours include:

1. Weapons

Defined as anything used, designed to be used or intended for use in causing death, injury or for the purpose of threatening or intimidating any person. Examples: Knives, Lighters, Laser Pens

Consequences:

Immediate Suspension and Referral to District

2. Drugs and Alcohol

Possession of or under the influence

Consequences:

up to 15 days for a first offense

up to 10 months for a second offense

3. Violence: No one is entitled to use violence at our school – SEE THREAT ASSESSMENT PROTOCOL AND FAIR NOTICE

- Violence is any act that hurts a person's body, feelings, or things:
- Harassment, intimidation and bullying are violence.

4. "Dangerous" defiance

Students are expected to follow directions from any adult employed at the school or volunteering for the school (field trips, etc.)

5. Stealing or vandalism: If it doesn't belong to you leave it alone.

6. Bullying and Harassment: Intentional intimidation resulting in emotional and/or physical harm including Cyberbullying.

**When students are referred to the office for "Bottom Line" behaviours,
School District # 83 policy will be followed often resulting in removal from the group.**

Special consideration may apply to students with special needs, if they are unable to comply with this Code of Conduct due to having a disability of intellectual, physical, sensory, emotional, or behavioural nature.

Student Threat Assessment Protocol: Fair Notice

What behaviours initiate a student threat assessment?

A student threat assessment will be initiated when behaviours include, but are not limited to, serious violence or violence with intent to harm or kill, verbal/written threats to harm/kill others, Internet website/MSN threats to harm/kill others, possession of weapons (including replicas), bomb threats and fire setting.

Duty to report

To keep school communities safe and caring, staff, parents, students and community members must report all threat-related behaviours.

What is a threat?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the Internet or made by gesture. Threats must be taken seriously, investigated and responded to.

What is a Threat Assessment Team?

Each school has a Threat Assessment Team which is multi-disciplinary. The team may include Principal, Vice-Principal, District Resource Counsellor, School Counsellor and Police.

What is the purpose of a student threat assessment?

The purposes of a student threat assessment are:

- To ensure the safety of students, staff, parents and others.
- To ensure a full understanding of the context of the threat.
- To understand factors contributing to the threat makers' behavior.
- To be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat maker.
- To promote the emotional and physical safety of all.

What happens in a student threat assessment?

All threat making behaviour by a student shall be reported to the Principal who will activate the protocol for the initial response. Once the team has been activated, interviews may be held with the student(s), the threat maker, parents and staff to determine the level of risk and develop an appropriate response to the incident. Intervention plans will be developed and shared with parents, staff and students as required.

Can I refuse to participate in a threat assessment process?

It is important for all parties to engage in the process. However if for some reason there is a reluctance to participate in the process by the threat maker or parent/guardian, the threat assessment process will continue in order to promote a safe and caring learning environment for all.

What do I do if I have witnessed firsthand a threatening act of violence on school property?

- 1. Make sure you are safe.**
- 2. Contact the School Principal and/or the RCMP and file a report regarding what you witnessed**
- 3. The Principal will then investigate the report, depending upon the outcome, the Principal will contact the RCMP and the District Education Support Centre will determine next steps.**

Thank you for your attention to this matter.

In Support of Safe Schools,

Ms. Dianne Ballance

Director of Instruction – Student Learning

School District No. 83, Salmon Arm, British Columbia

Cc: R.C.M.P. Salmon Arm Detachment

CC: R.C.M.P. Armstrong Detachment

CC: R.C.M.P. Enderby Detachment

CC: R.C.M.P. Sicamous Detachment

Mr. Peter Jory, Superintendent

M.C.F.D. Salmon Arm, Kamloops and Vernon