

Misbehaviours (Unacceptable Behaviours)

Types of Misbehaviour

Misbehaviour is generally regarded on a three-point scale of severity. Below is a list of examples of unacceptable behaviour, to indicate how misbehaviours may be categorized. This list is not all-inclusive, but can serve as a guide

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Classroom disruption Running in the halls swearing teasing (single incident) Uncooperative behaviour Behaving in an unsafe manner 	<ul style="list-style-type: none"> Multiple level 1s Pushing, kicking, hitting Fighting Cheating Non-compliance Theft Discrimination Repeated teasing 	<ul style="list-style-type: none"> Multiple level 2s Possession of a weapon Possession of illegal substances Threats and intimidation Vandalism Defiance Racism

Consequences of Misbehaviour

At Brock, positive behaviour is acknowledged and recognized. Social emotional learning (SEL) is taught and SEL strategies are implemented in our classrooms. Students are provided opportunities to regularly participate in activities designed to enhance their SEL, as well as their awareness of the Brock Code of Conduct and Motto and the desirable behaviour it suggests. Student behaviour is always considered in the context in which it occurs. The child's age, maturity, special needs, the seriousness of the behaviour, the frequency of the behaviour and the specific circumstances are all considered when a child engages in inappropriate behaviour. All consequences are intended to teach students more appropriate behaviour. These general guidelines are used and intended to be consistent, preventative, fair and restorative, rather than punitive, wherever possible and appropriate.

The school will treat seriously behaviour or communication that discriminates based on the BC Human Rights Code with special consideration that may apply for students with special needs, if they are unable to comply because of physical, intellectual, sensory, emotional or behavioural disability. Racism will not be tolerated in our school.

When a consequence is necessary the following is a guideline used with rising expectations based on age, maturity, and movement through successive grades.

<p>Level 1</p> <ul style="list-style-type: none"> Addressed by a staff member -eg., discussion with student to identify better choices, possible time out Incident may be documented, parent may be contacted Consequences may include one or more of the following: warning, age appropriate Self-Reflection Problem-Solving Sheet, apology, restriction – time out/loss of privileges, community service as appropriate
<p>Level 2</p> <ul style="list-style-type: none"> Principal or Counsellor may be involved Incident will be documented and parent will be contacted Consequences will include one or more of the following: restitution, in-school suspension, as well as Level 1 consequences
<p>Level 3</p> <ul style="list-style-type: none"> Principal will be involved Student will be removed from the situation Incident will be documented* and parent will be contacted immediately Parents of other children may be contacted to reassure them that appropriate action has been taken An outside authority may be involved as may school district officials Consequences will include one or more of the following: suspension, behaviour contract, referral, legal action, as well as level 1 and 2 consequences

In accordance with the School Act, Sec. 85(2)(ii) and (d), the Board authorizes the Principal or designate of any school in the district to suspend a student from attendance at school for up to 5 days. Suspensions may be for the following reasons:

- Because a student is willfully and repeatedly disrespectful to a teacher or to any employee of the Board carrying out responsibilities approved by the Board.
- Because the behaviour of the student breaches the District Code of Conduct or policy and/or has a harmful effect on others or the learning environment of the school.
- Because the student has failed to comply with the School Code of Conduct.

Suspensions over five days are made in consultation with the appropriate Director of Instruction as per the District Student Code of Conduct, AP350. As per AP350 6.7.1 an educational program must be provided.

The school will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of the Code of Conduct.

**Documentation involves recording the incident which allows the school to track behaviours and plan and implement strategies designed to improve student behaviour and increase socially responsible behaviour. A record of the incident may be placed in the student's file.*

General Brock Elementary Code of Conduct



BE SAFE

BE FAIR

BE KIND

Students must behave according to the Code of Conduct which recognizes the rights of:

- All students to learn
- Students and staff to work and learn in a safe environment
- Students, staff and parents to be treated respectfully

At Brock, we respect the rights and safety of

- Self
- Others and
- Environment

Code of Conduct

General Brock Elementary's Code of Conduct is based on creating a safe, caring and orderly learning environment that promotes positive academic, social and emotional development where all students are treated with respect and can achieve their full potential. All students are responsible for following the Code of Conduct and school rules at school, while going to and from school, and while attending school curricular and extra-curricular activities both on and off school grounds and while online. We want students to take responsibility for their actions to benefit their classroom and school community, act respectfully, safely and responsibly. At all times, Brock students are expected to use words to solve problems peacefully, treat others the way we like to be treated, speak and act kindly, allow everyone the chance to learn and respect personal space.

Our School community includes students, staff, parents, family members and volunteers. The following expectations apply to all members of our school community, their behaviour in school, online, at school sponsored functions and beyond.

Brock Elementary promote 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, colour, 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.

Mission Statement

The school will provide students with a positive, supportive and healthy environment in which to develop a strong feeling of self-worth and learn the knowledge, skills and attitudes needed to grow and develop to their maximum potential within a multicultural, technological society.

The purpose of the Code of Conduct is to provide a safe, supportive and enriching learning environment that will enable our students to become independent, responsible, confident learners and good global citizens.

Brock students are taught the five domains of the Heart-Mind Well-Being and have a responsibility to:

GET ALONG WITH OTHERS – develop and foster positive and healthy relationships with peers and adults

BE COMPASSIONATE AND KIND – be aware of their emotions and other people's emotions and have a desire to help when a person is in need

SOLVE PROBLEMS PEACEFULLY – act in a peaceful and respectful way in a variety of situations and relationships

BE SECURE AND CALM - take part in daily activities and approach new situations without being overwhelmed with worries, sadness or anxiety

BE ALERT AND ENGAGED - stay calm, focused and alert; to demonstrate self-control and to slow down and think before acting

Students' Rights and Responsibilities

At Brock students have:

- The **Right** to be safe and the **Responsibility** to act safely, not to hurt, harm or threaten anyone
- The **Right** to fairness and the **Responsibility** to treat other with fairness
- The **Right** to be treated with kindness and the **Responsibility** to be kind towards self, others and the environment
- The **Right** to learn and the **Responsibility** to listen to instructions, work quietly, complete assignments, and not disturb others

- The **Right** to hear and be heard and the **Responsibility** to listen quietly and attentively, consider others' perspectives and viewpoints
- The **Right** to be treated respectfully and the **Responsibility** to treat others respectfully

Be Respectful to:

- **Self** – Be active, stay healthy, eat well, get a good sleep, take care of your body and mind
- **Others** – Be caring, compassionate, empathetic, polite, thoughtful, solve problems peacefully, play fairly, use good manners, ask for help
- **Environment** – Take care of all our surroundings, respect nature and our school, reduce, reuse, recycle

Additional School Expectations

Based on experience, certain specific rules, mainly to do with safety, are also required to guide students' behaviour. They are:

- Students are expected to walk in the hallways, transition quietly and to not raise their voices.
- Play safely, share, and include others. Dangerous and rough play is not allowed.
- Students must stay on the school grounds during school hours.
- No unapproved cell phone or electronic device from 8:45 am – 3:15 pm.
- Everyone is expected to keep the school grounds clean and safe. Use the garbage cans and respect nature.
- Chewing gum is not permitted at school.
- Bicycles, rollerblades, skateboards, heeies, baseballs, footballs and scooters must not be used on school property.
- Students must not bring toy or replica guns, knives, or other weapons to school