

Major offences continued....

- Hiding in areas of the building or outside (safety issue)
- Bullying, harassment, intimidation— verbal, physical— which are “of serious concern” (see *website grid*) including cyber bullying
- Bullying, harassment, intimidation— verbal, emotional or physical— which are “of concern” and repetitive (see *website grid*)
- Bus incidents
- Snowballs or rock throwing (safety issue)
- Threats— verbal, written, email, phone calls
- Discrimination in any form including race, gender, religious beliefs, sexual orientation, or ancestry.
- Weapons or dangerous items
- Sexually explicit behaviour, drawing, comments or e-mails, cyber bullying (texting/’sexting’)
- Continuous disregard for classroom or school based rules

Possible Consequences for Major Offences

Depending on the offence, the age of the child and the frequency of the students’ overall behaviour, the following consequences may occur:

- Student is seen by the Principal or the designated Teacher in Charge (TIC).
- Behaviour report can be sent home, signed by the parent and returned to the office OR a phone call is made home and the incident is reported to the parent/ guardian. (Victim’s parents would be contacted by the classroom teacher to discuss a plan for support.)
- Primary can receive a half day in-school suspension the same day. Intermediates can receive a full day in-school suspension the same day.
- Loss of privileges such as: field trips, school sponsored extra-curricular activities, exclusion from a school presentation, remaining indoors during noon hour, etc.

3. Severe Offences

- Repeated Major Offences
- Theft

- Intentional physical harm or physical fighting
- Abusive language, threats or actions directed at staff, volunteers or students
- Possession of weapons, drugs, tobacco or alcohol
- Actions directed by District policy and regulations
- Actions directed by the Criminal Code

Possible Consequences for Severe Offences

- Replacement or repair of damaged property
- Restricted school hours
- Loss of school privileges
- Referral for anger management, conflict resolution or alternate program through the School Counsellor or other local agencies
- Contact with RCMP Liaison Officer
- Suspension until a Working Team Meeting has taken place to develop a Behaviour Plan for the student

Communication Protocol

For minor consequences parents can expect the classroom teacher to have regular contact either by phone or through use of the school planner to inform you of behavioural issues and intervention. (*Please note: Regular contact does not necessarily suggest “daily” contact.*)

For on-going minor, major or severe consequences parents can expect the school Principal to phone the home, or for a meeting to be requested with the parent or guardian. A Working Team Meeting (WTM) will be called for students who require the implementation of an Individualized Behavioural Plan.

RISING EXPECTATIONS

It is our expectation that as students become older that they will increase their personal responsibility and self-discipline by involving themselves in activities and events which foster leadership, community involvement, citizenship, mentorship and acts of kindness. We encourage involvement in Student Council, Big Buddies, School Helpers, Sports Teams, School Clubs, Fundraising activities and Presentations.

CODE OF CONDUCT



Our Philosophy

At Parkland Elementary
we value education.

We respect ourselves,
others and our environment.

Parkland Elementary

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Quesnel, BC V2J 6X7

Phone: 250-992-5922
Fax: 250-992-5542

Beliefs

The students, staff and parents at Parkland Elementary believe:

1. In working together,
2. Education is important,
3. In respecting people, their needs, and their feelings,
4. In safety,
5. In respecting property and our environment.

Rationale

Parkland Elementary recognizes that fostering respect, honesty and courtesy in students when dealing with others is not only a necessary contribution to emotional and social school growth, but is essential as well for the achievement of a positive learning climate in the school.

We believe that children can learn from their mistakes and can learn to take responsibility for choosing effective behaviours and creating positive solutions. Key components of the Parkland Elementary School Code of Conduct include:

- Building self-esteem
- Promoting self-discipline
- Focusing on internal motivation
- Allowing students to make amends
- Eliminating fear and coercion

Intervention considerations

When implementing consequences for intervention the following will be considered:

- Seriousness of the action
- Intent of the action
- If the action is a repeat occurrence
- Previous intervention that was required
- Impact on the victim(s)
- Overall attitude of the student during the intervention

Conduct Expectations

Parkland school expects all members of the school community to treat each other with respect and courtesy, and to conduct themselves in a manner worthy of the respect of others, in order to promote a safe and positive school climate. All members of the school community have:

- The right to mutual respect and a positive self-image
- The responsibility of being respectful of each others' abilities and needs
- The responsibility of behaving in a non-violent, non-threatening way
- The responsibility of being caring and empathetic towards others
- The responsibility to help maintain a clean and healthy environment
- The right to a safe environment

5 Step Behavioural Process

Step 1: Verbal warning from teacher/ supervisor.

Step 2: Brief removal from activity or classroom. Time out with teacher/supervisor intervention. Discussion about expectations.

Step 3: Removal from class for a 15-30 minute period. Student is sent to a time out area in a "buddy classroom". (Teacher to inform parent/guardian via planner or phone call.)

Step 4: Removal from class for a period of the day. Student is sent to a time out area in the office. Principal intervention. (Teacher to inform parent/guardian via planner or phone call.)

Step 5: Student in-school suspension or sent home. Principal to contact parents regarding student behaviour, expectations and consequences.

Step 6: Documentation by staff

PARKLAND CHARACTER TICKETS
Caring.....**H**elpful.....**A**ctive.....**R**espectful....
Always Safe.....**C**lean environment....**T**eamwork....
Effort.....**R**esponsible.....

Acceptable Conduct

Acceptable conduct varies in different environments. Please see our *Belief Statement Grids* regarding Appropriate and Inappropriate Behaviour which are posted throughout the school.

Consequences and Notification

1. Minor Offences

Minor offences include areas such as excluding others from play, name calling, pushing, teasing, littering, not demonstrating respectful classroom/ assembly/ washroom/ hallway behaviour, disrespectful talk, spitting, inappropriate use of cell phone during class, etc.

Consequences for a minor offence could be among the following:

- Phone call home from the classroom teacher
- Note in the student planner to the parent/ guardian
- Brief intervention by the teacher to discuss the issue
- Referral to the school's counsellor
- Loss of privileges at noon hour, for field trips, clubs or teams
- Restitution plan to the school or individual
- Student required to submit and written report/ research assignment
- Detention at noon hour

Please note that a minor offence which is repeated can be considered a major offence.

2. Major Offences

Major offences will be dealt with at the office and are listed below:

- Repeated minor offences or student is now at Step 4 in the "Behavioural Process"
- Willfull disobedience of staff directives
- On-going unsafe play, physical harm through kicking, tripping, shoving and/or hitting
- Inappropriate language, derogatory remarks directed at an individual with an intent to harm
- Leaving the grounds without permission (safety issue)
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