

BES CODE OF CONDUCT

BES has a responsibility to ensure that students and staff are provided with welcoming, caring, respectful and safe learning environments that respect diversity, foster a sense of belonging and promote well being. BES is committed to providing a learning and working environment free from bullying, harassment, discrimination and violence. The school expects employees, students, volunteers, parents, community members or any person who visits our school to conduct themselves in a manner which promotes and protects the best interests of students, staff and colleagues. The Code of Conduct is intended to establish and maintain an appropriate balance between individual and collective rights, freedoms and responsibility in the school community. It establishes expectations, interventions and possible consequences for student behaviour.

Students will be held accountable for unacceptable behaviour and conduct that occurs both inside and outside of the school building or school day, if the conduct negatively affects a member of the school or interferes with the school environment. Behaviour may include, but is not limited to, the use of electronic means (e.g. social media). Although this Code of Conduct addresses issues such as consequences for unacceptable behaviour, the primary focus is to help students learn how to address issues or disputes, develop empathy and become positive citizens both within and outside of the school community.

Procedures

Responsibilities: The development of positive student behaviour is a shared responsibility between students, staff and parents.

Students:

a. Students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth. Students are valued and contributing members of their school community and accept the responsibility for their behaviour while at school, at school sponsored activities, or while engaging in other non school activities that have a direct influence on maintaining a welcoming, caring, respectful, and safe learning environment in the school. While school staff are not able to control what students do outside of school, when the behaviour has an impact on the school environment and/or the school community, there may be consequences or interventions for inappropriate behaviour.

b. In accordance with the Education Act students are expected to conduct themselves in accordance with the School Student Code of Conduct developed by school leadership, staff, students and community.

Examples of (but not limited to) acceptable behaviour for students include;

- i. Be ready to learn, and actively engage in, and diligently pursue your education.
- ii. Attend school regularly and punctually.
- iii. Cooperate with all school staff.
- iv. Know and comply with the rules of your school.
- v. Be accountable to your teachers and other staff for your behaviours.
- vi. Respect yourself and the rights of others in the school by demonstrating appreciation of diversity of all school members regardless of their race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation of that person or class of persons.
- vii. Ensure your conduct contributes to a welcoming, caring, respectful, inclusive and safe learning environment that fosters a sense of belonging of others in your school.
- viii. Refrain from, report and discourage bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.
- ix. Inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns in the school.
- x. Always demonstrate behaviours that positively contribute to and honour our school and community.
- xi. Dress appropriately for classes and activities.
- xii. Adhere to CRPS policies regarding appropriate use of technology and transportation.

Examples of (but not limited to) unacceptable behaviour for students include;

- i. Behaviours that interfere with the learning of others.
- ii. Behaviour that creates unsafe conditions.
- iii. Acts of bullying, harassment, intimidation or discrimination.
- iv. Acts of violence, physical aggression or threatening others.
- v. Illegal activity.

c. Support will be provided to students impacted by inappropriate behaviour and to those students who engage in inappropriate behaviour. Support, not only punishment, will be provided to those students that engage in inappropriate behaviour.

d. The following examples of responses may be considered in addressing inappropriate behaviour:

- i. Mentoring
- ii. Mediation
- iii. Counselling
- iv. Restorative processes
- v. Peer support networks
- vi. Regular check-ins with designated school staff
- vii. Student detention

- viii. Withdrawal of privileges
- ix. A cooling off period
- x. Behaviour contract

e. The use of corporal punishment is prohibited.

f. Appropriate physical restraint may be used by school employees in crisis situations in which a student is causing, or is likely to cause, physical harm to themselves or others as per the procedures outlined in [AP 388 Behavioural Intervention](#).

g. Suspension or expulsion of a student is deemed to be a serious punitive measure to be invoked when other measures have proven to be ineffective or when the seriousness of the behaviour warrants such actions.

2. Staff:

a. Under the leadership of the Principal, staff are responsible for establishing a positive classroom and school climate in which structure, support and encouragement is provided to assist the student in understanding the importance of education, and developing a sense of self-discipline and positive self esteem.

b. Staff will use proactive and preventative approaches to reduce the occurrence of unacceptable behaviour and maintain environments that are welcoming, caring, respectful, safe and are conducive to teaching and learning.

c. Staff will treat parents, students, and fellow staff with respect at all times.

d. Staff will deal with all discipline matters in a calm, objective, and professional manner, reflecting individual differences and situations.

e. Classroom teachers are responsible for conduct and consequences in the classroom and are expected to communicate expectations to students early in the school year.

f. Staff will engage in ongoing and timely communication with other staff and parents to encourage and provide the opportunity for active and constructive parental involvement in the education of their children.

g. Staff are required, at all times, to follow their designated professional code of conduct.

h. Staff shall at no time conduct themselves, either professionally or personally, in such a manner so as to bring the Board or its representatives or elected officials, employees, or officers into public disrepute or ridicule.

i. Staff shall not in any way harm the reputation of the school, the Board or the Board's students.

3. Parents/Guardians:

a. Parents are partners with respect to their child(ren)'s education. They have a responsibility to take an active role in their child(ren)'s educational success and will support their child(ren) in complying with their responsibilities as students. Parent conduct should contribute to a welcoming, caring, respectful and safe learning environment.

b. Parents are responsible for:

- i. Encouraging, fostering and advancing positive and respectful relationships with teachers, principals, other school staff and professionals who provide supports and services in the school.
- ii. Ensuring that their child attends regularly and is punctual.
- iii. Being aware of, and supporting, the expectations from the school Code of Conduct.
- iv. Respectfully communicating and collaborating with school staff about any concerns regarding their child's needs or the student Code of Conduct.
- v. Encouraging the peaceful resolution of conflict.
- vi. Supporting welcoming, safe and caring school environments by refraining from any forms of aggression, threatening behaviour, harassment or intimidation while on school property or when communicating with school staff, including, but not limited to, face to face, via phone, email, and social media.
- vii. Supporting welcoming, safe and caring school environments by refraining from entering school property while under the influence of alcohol, illicit drugs or cannabis.

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