

BBMS CODE OF CONDUCT

Codes of Conduct are meant to reflect the entire school community and how everyone will interact with each other – not just students.

Purpose for the Code:

- To ensure that BBMS is a safe, caring and orderly school.
- To ensure all students are academically and socially successful.
- To clarify and publish expectations for behaviour while at school, at a school-related activity or in other circumstances where engaging in an activity (including on-line) will have an impact on the school environment.
- To provide a process by which students take ownership of acceptable and unacceptable behaviours.

Acceptable Conduct:

“PAWS” – a motto for our behaviour expectations

PAWS

Positive

pos•i•tive (adjective) – respecting oneself, others and the school’s facility and grounds

Accountable

ac•count•a•ble (adjective) – engaging in responsible behaviour in all learning and school activities (attend classes regularly, be seated in your seat by the second bell, be prepared for class, complete all assignments, and use good manners and good common sense)

Willing

will•ing (adjective) – modeling respectful and responsible behaviour to peers and younger students, in the community and while acting as school ambassadors

Safe

safe (adjective) – conducting oneself in a manner which in no way compromises the safety or well-being of others

“PAWS” – Acceptable Conduct Matrix/Expected Behaviours

These expectations apply to behaviour at school, during school-organized or sponsored activities on or off school grounds that impacts the safe, caring and orderly environment of the school, and/or student learning.

BBMS promotes the values expressed in BC Human Rights code respecting the rights of all individuals in accordance with the law. BBMS will treat seriously, behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender, sexual orientation, or age (prohibited grounds set out in the BC Human Rights Code).

Unacceptable Conduct:

Safe & Caring School Environments:

Are Free From Acts Of

- ✓ bullying, cyber-bullying, harassment and marginalization
- ✓ threat and intimidation
- ✓ violence in any form
- ✓ discrimination in any form including race, colour, gender, religious beliefs, sexual orientation, ancestry or national origin
- ✓ retribution against a person who has reported incidents

Do Not Tolerate the Presence Of

- ✓ theft and vandalism
- ✓ intoxicating or banned substances
- ✓ weapons or replica weapons and explosives
- ✓ intruders or trespassers (All visitors to the school must first report to the office)

Or Misuse Of

- ✓ cyberspace/cell phones/electronic devices/computers – students are to be aware that they may be subject to discipline (or, if applicable, confiscation of personal property) for misuse of technology if it negatively impacts a safe, caring and orderly school.

Guiding Principles for Responses to Unacceptable Conduct:

- Our entire discipline process is designed to be an instrument of success & inclusion.
- Our entire discipline process is designed to be preventative and proactive.
- We aim to be clear about behavioural expectations and what success looks like.
- We aim to be fair, reasonable, and consistent with responses and/or consequences.
- We aim to pre-correct anticipated behaviours and/or rule violations.
- We try to consider the function (the why) of the behaviour.
- We respect the uniqueness of each student, each incident, and each set of circumstances.
- We attempt to balance consequences with recognition and positive feedback.

The behaviours cited above serve as examples and in no way is this an all-inclusive list.

Rising Expectations:

We understand behaviours like academics need to be taught and the students understanding of the concepts of respect, responsibility, and safety deepens with maturity and experience. Therefore, behaviour expectations will be on a continuum to reflect the individual student's developmental stage. As the student becomes older, more mature and moves through successive grades, increasing personal responsibility and self-discipline is expected. Therefore, increasing consequences for inappropriate conduct/unacceptable behaviour exist.

Consequences:

The guiding principles (mentioned above) set the parameters in determining appropriate disciplinary action. The severity and frequency of unacceptable conduct as well as the age and maturity of students are all considered. The guiding principles ensure that:

- Responses to unacceptable conduct are planned, consistent and fair.
- Disciplinary action, wherever possible is preventative and restorative, rather than merely punitive.
- Students as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct.

Special considerations may apply if a student is unable to comply with the expectations due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

Notification:

BBMS has the duty to report unacceptable behaviour to involved personnel where deemed appropriate. This includes:

- Parents/ Guardians of student offender(s).
- Parents/ guardians of student victim(s).
- School district officials – as required by school district policy. Usually the principal of enrolling student and if necessary district staff (see conduct committee for details).
- Police and/ or other agencies as required by law.
- All parents – (when deemed to be important) to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it.

Retaliation Prevention:

BBMS will take all reasonable steps to prevent retaliation against a student who has reported a code of conduct breach.