

BBMS CODE OF CONDUCT – DRAFT

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 student 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, Respectful attitude

pos•i•tive (adjective) –

a. having a good effect <a *positive* role model>

b. marked by optimism <the *positive* point of view>

re•spect•ful (adjective) –

willingness to show consideration or appreciation <*respectful* of the environment>

Actions are Owned

ac•tion (noun) –

the manner or method of performing <she explained her *actions*>

owned (verb) –

to have power or control over <he *owned* the bike>

Willing to Learn and Do My Best

will•ing (adjective) –

acting or ready to act gladly <*willing* and eager to help>

best (noun) –

the greatest degree of good or excellence, one’s maximum effort <do your *best*>

Support a Safe and Caring Environment

sup•port (verb) –

<p style="text-align: center;">אוסף כללי</p>	<ul style="list-style-type: none"> - know and follow class rules and take responsibility for your actions - be prepared - be on time - complete assigned tasks - attend regularly - admit mistakes and work to make things right 	<ul style="list-style-type: none"> - know and follow school rules and take responsibility for your actions - clean up after yourself, use garbage and recycling cans 	<ul style="list-style-type: none"> - clean up after yourself, use garbage and recycling cans - know and follow school expectation of no smoking - know and follow school expectation of closed campus 	<ul style="list-style-type: none"> - know and follow gym rules and take responsibility for your actions - be prepared - be on time - complete assigned tasks - attend regularly - admit mistakes and work to make things right
<p style="text-align: center;">אוסף כללי</p>	<ul style="list-style-type: none"> - be prepared - be on time - complete assigned tasks - attend regularly - ask for help appropriately when needed - listen to instruction - try new or difficult things - support others who are trying new or difficult things 	<ul style="list-style-type: none"> - admit mistakes and work to make things right 	<ul style="list-style-type: none"> - admit mistakes and work to make things right 	<ul style="list-style-type: none"> - be prepared - be on time - complete assigned tasks - attend regularly - ask for help appropriately when needed - listen to instruction - try new or difficult things - support others who are trying new or difficult things
<p style="text-align: center;">אוסף כללי</p>	<ul style="list-style-type: none"> - use positive actions, thoughts, comments - be honest with yourself and others - treat others as you wish to be treated - be supportive, courteous, helpful, appreciative - keep class clean, use garbage and recycling cans - use appropriate language - respect other's personal space and property - respect other's thoughts and opinions - respond appropriately to adult requests 	<ul style="list-style-type: none"> - use positive actions, thoughts, comments - be honest with yourself and others - treat others as you wish to be treated - be supportive, courteous, helpful, appreciative - respect other's personal space and property - keep stairs, main traffic areas, and entry/exit areas clear 	<ul style="list-style-type: none"> - clean up after yourself, use garbage and recycling cans - use positive actions, thoughts, comments - be honest with yourself and others - treat others as you wish to be treated - be supportive, courteous, helpful, appreciative - respect other's personal space and property 	<ul style="list-style-type: none"> - use positive actions, thoughts, comments - be honest with yourself and others - treat others as you wish to be treated - be supportive, courteous, helpful, appreciative - respect other's personal space and property

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 or sexual orientation (prohibited grounds set out in the BC Human Rights Code).

Unacceptable Conduct:

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.

Unacceptable Conduct Examples:

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

Teacher Managed	Office Managed
Inappropriate Language	Abusive Language
Physical Contact	Physical Aggression
Defiance/Non-Compliance	Disrespect
Disruption	Bullying/Harassment
Property misuse	Fighting
Dress Code Violation	Skiping
Technology Violation	Vandalism
Late	Theft
Lying/cheating	Alcohol/Drugs
	Arson
	Weapons
	Repeating Minor Behaviours

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.