



BERT BOWES MIDDLE SCHOOL

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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.

Restrictions on Student Use of Personal Internet-Connected Devices

Bert Bowes Middle School expects a learning environment with limited distractions and the responsible use of digital technology. It recognizes the research that shows that frequent cellphone interruptions in the classroom, social media platforms with addictive algorithms and an increasing level of cyberbullying and online exploitation of young people, are having a negative impact on instruction, learning, and student mental health.

Definition

“Personal Internet-Connected Devices” include, but are not limited to, cell phones, tablet computers, smartwatches, and portable video game systems.

Guidelines/Principles:

- Students will have access to school/district-owned technology at an age-appropriate level that supports learning and the development of digital technology skills and digital citizenship.
- As outlined in an Individual Education Plan (IEP), Learning Support Plan (LSP), or health plan, schools will exempt specific students from restrictions on the use of personal internet-connected devices when they are needed for full inclusion in a specific learning activity.
- At a minimum, access to and the use of, personal internet-connected devices at the middle and secondary levels will not be permitted during instructional time. At the teacher’s discretion, an exemption may be made when the use of such devices supports a specific curricular objective and is part of instructional planning.
- The security and storage of personal internet-connected devices is the sole responsibility of the owner/user. The District assumes no responsibility for the safety, security, loss, repair or replacement of such devices.

Bert Bowes Middle School Behaviour Matrix



Bert Bowes Middle School

Social Emotional Learning & Positive School Culture

“PAWS” Matrix 2022



PAWS	All Settings	Classroom	Hallway / Lounge	School Grounds	Gym	Communication Cell phone use:text, games, etc
POSITIVE	<ul style="list-style-type: none"> ~Listen to instruction and school announcements ~Use positive actions, thoughts, comments ~Be supportive, respectful, honest ~Respond appropriately to adult requests or direction 	<ul style="list-style-type: none"> ~Respect the thoughts and opinions of others ~Treat others as you wish to be treated 	<ul style="list-style-type: none"> ~Make your way to class when bell sounds and be on time ~Be in class unless given permission by teacher ~Use appropriate amount of time for washroom or drink breaks ~Sit on benches, keep table tops clean ~Respect any posters/displays/artwork 	<ul style="list-style-type: none"> ~Practice Fair Play 	<ul style="list-style-type: none"> ~Demonstrate sportsmanship and fair play ~Wear clean shoes ~Wear appropriate clothing, including proper footwear. ~Respect non-district facilities and staff. 	<ul style="list-style-type: none"> ~Positive ~Positive language being used during designated break times (Sound) ~Positive response when asked to put it away (Feel) ~Positive use of WIFI / thinking about others' use for educational purposes
ACCOUNTABLE	<ul style="list-style-type: none"> ~Keep school clean, use garbage and recycling cans ~Use technology appropriately ~Use appropriate language and volume ~Wear appropriate clothing (length, coverage, logos/messages) 	<ul style="list-style-type: none"> ~Be prepared ~Be on time ~Complete assigned tasks ~Attend regularly 	<ul style="list-style-type: none"> ~Refrain from public displays of affection ~Clean up spills you've made ~Go to and from your destination in a quiet and timely manner ~Use a hall pass from your class ~Washrooms (Go, Flush, Wash, ~Leave, Report Mess or Damage) ~Use/touch only your locker ~Keep your locker combination private 	<ul style="list-style-type: none"> ~Return any borrowed equipment to the office ~Remain on school grounds for the day ~Clean shoes before entering 	<ul style="list-style-type: none"> ~Keep gym clean, food and drink to remain outside, ~Secure your valuables in you locker (money, electronics, etc.) 	<ul style="list-style-type: none"> ~Accountable ~Phones put away (backpack/locker) without being asked to ~Only used during unstructured times (lunch) ~Asking for permission to use the device if needed during class (for learning purposes)
WILLING	<ul style="list-style-type: none"> ~Ask for help appropriately when needed ~Admit mistakes and work to make things right. 	<ul style="list-style-type: none"> ~Listen to instruction ~Try new or difficult things ~Support others who are trying new or difficult things 	<ul style="list-style-type: none"> ~Encourage others to keep the hallways clean 	<ul style="list-style-type: none"> ~Get involved in intramurals, contribute to a positive school community 	<ul style="list-style-type: none"> ~Try new or difficult things ~Do your fair share in setting up or taking down equipment 	<ul style="list-style-type: none"> ~Willing ~As a hallpass, turning it in prior to leaving without it being an issue. ~Know where your phone SHOULD be ~Used only as directed by teacher ~Hands off policy...I don't want to see it or hear it! ~Know that the phone will be there for students later when the class is over. Parents/Friends will reach you later when the class is done
SAFE	<ul style="list-style-type: none"> ~Respect the personal space and property of others ~Respect school property/equipment ~Tobacco, Drug, and Alcohol free environment ~Report ill (any unsafe act or condition) ~Report ill (any act of bullying or harassment) http://www.erasebullying.ca/ 	<ul style="list-style-type: none"> ~Follow specific safety rules for classroom ~Know the evacuation route and procedures 	<ul style="list-style-type: none"> ~Keep hallways accessible (if your group gets too big, move to gym, lounge, or outside) ~Keep doorways, entryways, stairways, stair landings clear and accessible ~Only use elevator if you have permission ~Keep to the right of hallway and stairs as you travel. 	<ul style="list-style-type: none"> ~Participate in safe activities during free time (non-examples: climbing trees, snow ball fights) 	<ul style="list-style-type: none"> ~Support and encourage others who are trying new or difficult things ~Use equipment so it's safe for you and others ~Only be in the gym, equipment room or weight room if supervised by an adult 	<ul style="list-style-type: none"> ~Safe ~Locked screen/put away so others cannot use it ~Keeping your online community safe and inclusive for others (treating people how you want to be treated) ~Knowing your environment and how it can affect you/others in that environment (you are associated with that environment if you are in it-going along with it and being a part of the problem) ~Think before you text (T.H.I.N.K. posters)