



HOLLYBURN ELEMENTARY - CODE OF CONDUCT

At Hollyburn, students, staff, and families believe learning takes place in a safe, supportive, and predictable environment, and open for teaching and learning. The purpose of our Code of Conduct is to establish and maintain a safe, caring, and orderly environment for purposeful learning and to establish and maintain appropriate balances between individual and collective rights, freedoms, and responsibilities.

Hollyburn Elementary School's Code of Conduct outlines clear expectations for student behaviors while at school, at a school-related activity, or in other circumstances where engaging in the activity will have an impact on the school environment. In all cases students are expected to act in a manner that reflects positively on the school. Students will not be involved in any form of bullying (physical, social, emotional, or cyber), harassment, intimidation, and threatening or violent behaviours. Please note that special considerations may apply to specific students if they are unable to comply with a Code of Conduct expectation due to having an identified disability of an intellectual, physical, sensory, emotional or behavioural nature.

Hollyburn Elementary School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law and prohibiting discrimination based on (but not limited to) appearance, Indigenous identity, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, real or perceived sexual orientation, gender identity or expression, and age - in respect of discriminatory publication and discrimination in accommodation, service, and facility in the school environment.



ACCEPTABLE CONDUCT

Hollyburn is committed to providing a safe, caring and socially responsible school environment. At Hollyburn Elementary School we endeavour to basis of acceptable conduct at our school, with examples of behaviours listed below each expectation:

1. BE SAFE (physically & emotionally)

- ✓ Follow district, school and classroom rules
- ✓ Walk in hallways and stairways
- ✓ Refrain from violence or threats of violence
- ✓ Maintain appropriate standards of hygiene, dress and language
- ✓ Solve problems peacefully and fairly
- ✓ Use playground equipment appropriately
- ✓ Report behaviours that are unsafe

2. BE RESPECTFUL (respect others, their ideas, & their belongings)

- ✓ Maintain courteous relations with fellow students, teachers, staff and people in general
- ✓ Respect public and personal property
- ✓ Be kind, caring, and sensitive to others
- ✓ Work at our studies without disturbing others
- ✓ Include others
- ✓ Support/help peers
- ✓ Cooperate, collaborate
- ✓ Respect the environment

3. BE YOUR PERSONAL BEST

- ✓ Actively promote the general welfare of the school
- ✓ Be honest and straightforward in your interactions
- ✓ Be courteous (please, thank you, excuse me)
- ✓ Share
- ✓ Demonstrate self-regulatory behaviours
- ✓ Attend school daily and promptly
- ✓ Be organized and prepared
- ✓ Complete homework
- ✓ Listen actively
- ✓ Strive for personal best



UNACCEPTABLE CONDUCT

Unacceptable conduct includes but is not limited to the following:

1. Acts of:

- Teasing, threatening, bullying, cyberbullying, bystander behaviour, harassment, intimidation, threatening or violent behaviours while at school, at a school-related activity, or in other circumstances wherein engaging in the activity will have an impact on the school environment
- Retribution against a person who has reported incidents

2. Illegal acts, such as:

- Possession, use or distribution of illegal or restricted substances
- Possession or use of weapons (and objects imitating weapons)
- Theft of or damage to property

3. Behaviours that:

- Negatively impact the learning of others
- Create unsafe conditions (physical & emotionally)
- Are impolite and offensive
- Hurtfully exclude others based on differences

Personal Electronic Devices (PEDs)

PEDs are not to be used during instructional hours or shared with others during school hours except with teacher permission. Cell phones and smart watches may not be used without permission during school hours.

Dress Code

Hollyburn Elementary School is committed to providing students with learning environments that are safe, responsive, and inclusive. Our dress code recognizes that decisions about dress reflect individual expression of identity, socio-cultural norms, and that such decisions are personal.

Students may attend school and school-related functions in dress of their choice provided that their choices:

- Do not represent or promote alcohol or drugs
- Use respectful language
- Do not depict or promote violence, racism, sexism, or discrimination
- Conform with established health and safety requirements for the intended activity
- Are not intimidating to others

Students have the right to dress in a manner consistent with their gender identity or gender expression. This includes students who may dress in a manner that is not consistent with the societal expectations of masculinity/femininity.



Response Plan/Intervention Strategies

Our practice at Hollyburn is to inform our parents and students about our philosophy regarding student discipline, our expectations of behaviour, and the process of intervention we follow.

Our **response plan** includes **restorative** intervention strategies for students who have not followed the code of conduct. The school believes in a restorative approach that incorporates self-regulation theories and student consultation when finding resolutions to problems. This approach has been designed based on the belief that all students have control over and responsibility for their own behaviour and that consequences are a part of the learning process. Consequences take into account the student's age, maturity and special needs. The following plan allows students the opportunity to make choices to self-correct and learn from their errors in judgment. The plan is incremental and is intended to move students along a continuum of consequences.

The **goal** of this plan is to restore students to the routines and environment of the classroom and school settings as quickly as possible. If the needs of the child and/or the school indicate a necessity to vary from this plan, other responses may occur. Such special consideration and advocacy may apply to children with special needs and/or learning differences if the child is unable to comply with the code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature. Special consideration and advocacy may also apply for children and families of Indigenous ancestry, with an approach that is mindful of historical context and Indigenous ways of knowing and perspectives.

Level I - Classroom Interventions

1. If an infraction occurs, the students will be given feedback on the behaviour and given the opportunity to self-correct.
2. If the student chooses not to self-correct and has to be re-addressed based on the same behaviour, one of the following intervention strategies may be used:
 - in class time out
 - loss of privileges
 - time after school
 - informal interview with the teacher
 - parent involvement (e.g. telephone call home, conference)
 - withdrawal from classroom
3. If infraction occurs again the student will move into level II interventions

Level II - School Interventions

Infractions that are of a serious nature may mean that a student moves straight to level II. Examples of serious fractions may include but are not limited to physical aggression, threatening language, and misuse of school property.



1. If classroom intervention strategies are unsuccessful, the student will move from the classroom level to the school level.
2. If the student is moved from the classroom to an alternative learning environment, he/she will be asked to reflect on the incident, or series of incidents, both in writing and verbally, under supervision of either the teacher, the principal or other school or District personnel. Parents/guardians may be notified.
3. Following an independent time for reflection, the student will debrief the situation with a staff member. The debriefing will follow the format of negotiating an agreement by:
 - Identifying the part of the code of conduct that was not followed
 - Identifying the people that were impacted by the infraction
 - Reflecting upon what should have occurred and how to prevent future infractions
 - Identifying ways to make things right (including apologies and consequences) and strategies to rebuild trust

Level III

If Level I and Level II plans are unsuccessful, a one to three day in-school suspension may follow. Duration of the in-school suspension will be determined by the principal or designate. Parents will be notified and parent input may be sought. The range of consequences outlined in Levels I, II and III may include the development of a written contract. The goal of the contract will be to help the student make better choices to improve their behaviors.

Level IV

There may, from time to time, be certain situations involving dangerous or long-term disruptive behaviors, which will require an out of school suspension. There would be a meeting with the parent(s) to develop a plan for re-entry and for addressing the problem behaviour. This action will occur at the discretion of the principal or designate and will follow the procedures outlined in the School Act.

Retaliation Prevention

Hollyburn Elementary School will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of this Code of Conduct. We encourage bystanders to report unsafe behaviour confidentially to figures of authority to safeguard against retaliation.