



Brooksbank Elementary School  
980 East 13<sup>th</sup> Street  
North Vancouver BC V7N 2L2  
604-903-3280 Callback: 604-903-3285

### **Brooksbank Mission Statement:**

The Mission of the Brooksbank School Community is to provide a safe and caring learning environment where respect, responsibility, and co-operation are valued.

### **Brooksbank's Code of Conduct:**

#### **Compassion in our thoughts, words and actions.**

These fundamental obligations are intended to ensure that students learn in a safe environment free from threats to their physical and emotional welfare, and that the time for teaching and learning is optimized. This Code of Conduct was developed in relation to the School Act (Sections 6, 10, 103, 191), the School Act Regulations, and the District of North Vancouver's Policy on Student Conduct.

The School Code of Conduct will apply to students while at school (including before and after school), while going to and from school, while attending school curricular or extra-curricular functions, and during school related activities.

It is the intent of this Code of Conduct to encourage and reinforce positive behaviour. It is expected that students follow the Brooksbank Code of Conduct and that school administration, staff, and parents/caregivers work together to support learning and a positive school climate.

### **Clear Expectations for Students**

Staff members at Brooksbank communicate expectations to students through assemblies, presentations, signs and posters, and teaching. Students are taught how to create compassionate environments where everyone belongs.

#### **1. Safety**

All students and staff have the right to a safe school environment.

Students are expected to:

- Behave in a safe manner. (Play without harming or without threatening others.)

- Arrive at school no earlier than 8:35 and leave the school promptly when dismissed unless otherwise instructed by school personnel. Doors open at 8:41 am.
- Remain on the school grounds, in the designated areas, at recess and lunch.
- Provide written permission from a parent or guardian to leave the school grounds during the school day.
- Bicycles, scooters, Heelies, and skateboards are not to be used on the school grounds.

## **2. Respect**

All students and staff have a right to be respected.

Everyone is expected to:

- Demonstrate empathy towards others.
- Be considerate of everyone's feelings.
- Listen to the ideas and opinions of others.
- Behave in a non-disruptive manner.
- Follow staff directions co-operatively.
- Come to school dressed appropriately; hats and hoods are not to be worn inside.
- Care for the property of others.
- Care for the school and community environment.

Every act of physical, verbal, emotional, or psychological abuse is not acceptable. Every act of violence against property is not acceptable. This includes, but is not limited to, fighting, bullying, profanity, belittling, name-calling, intimidating, stealing, threatening, and damaging property. Failure to respect the authority of Brooksbank Staff Members is also unacceptable.

In accordance with School District #44 Policy # 302, Students at Brooksbank Elementary School are expected to meet the standards set out in the BC Human Rights Code, which include the prohibited grounds of discrimination based on the race, colour, ancestry, place of origin, religion, marital status, family status, size, physical or mental disability, gender, sexual orientation, or age of that person or that group or class of persons.

## **3. Responsibility**

All students have a right to learn.

Students are expected to:

- Be on time.
- Be attentive.
- Be ready to work.
- Complete school and home assignments to the best of their ability
- Seek help when needed.
- Use problem-solving skills to settle differences.
- Come with appropriate outside clothing.

- Sitting quietly while eating their lunch. Eating lunch with peers at school is a privilege that students must respect by demonstrating responsible behaviour.
- Support others and be positive role models.
- Behave in an age appropriate manner.
- Be accountable for personal property.
- Increase personal responsibility and self-discipline as they become older and move through successive grades.

Prohibited items include, but are not limited to, inappropriate clothing (i.e.: negative social comments), knives, fireworks, items which are weapon like or intended to be used as a weapon (including toy knives and guns). Inappropriate items will be confiscated. A meeting with the parents, administrator, and RCMP will take place. A "Serious Incident Report" will be filed with the School District of North Vancouver.

**Code of Conduct: Strategies & Consequences**

The staff will recognize students who consistently display appropriate conduct. Students will be taught and encouraged to use proactive and appropriate decision-making and social skills. Should intervention be required to help students follow the Code of Conduct, the following progressive and logical consequences may be applied. The levels act as a guideline for staff, and when implementing consequences the child and the situation will be taken into consideration.

**Level 1**

For behaviours that are minor violations of the Code of Conduct, a staff member will speak directly to the student. The following consequences may be used to encourage more positive behavior with the message to the student of "Try it again."

Examples of behaviours: -OR- Behaviours may include:	Examples of consequences:
<ul style="list-style-type: none"> <li>• running in hallway</li> <li>• occasional name-calling</li> <li>• minor physical or verbal aggression (e.g., poking someone)</li> <li>• occasional and minor lack of respect for environment or property</li> <li>• lateness</li> <li>• incomplete homework (at discretion of teacher), inappropriate attire</li> <li>• poor assembly/audience behavior</li> </ul>	<ul style="list-style-type: none"> <li>• reminder/informal discussion</li> <li>• use of problem solving techniques</li> <li>• verbal or written warning</li> <li>• contact with parents/guardian by the classroom teacher</li> <li>• separation from peers</li> <li>• written or verbal apology</li> <li>• restitution for damage</li> </ul>

## Level 2

For behaviours that are repeated or are more serious, a staff member will speak directly to the student. A problem-solving sheet may be sent home to parents with a request to review the Code of Conduct and to return the signed sheet back to the school. The following consequences may be used to encourage more positive behavior.

Examples of behaviours: -OR- Behaviours may include:	Examples of consequences:
<ul style="list-style-type: none"> <li>• repetition of same "Level 1" behaviours</li> <li>• repeated name-calling, teasing, or actions that bother others</li> <li>• repeated and/or more serious physical or verbal aggression (more harmful in intent or result than Level 1)</li> <li>• repeated disruptions in class</li> <li>• accessing inappropriate internet site</li> <li>• disrespecting others' personal space/ belongings</li> <li>• non-compliance with teacher/support staff requests withholding information when requested (refusal to comply when asked)</li> <li>• disrespecting other students,</li> <li>• inappropriate representation of school (field trips/athletics)</li> <li>• off school grounds (without permission)</li> </ul>	<ul style="list-style-type: none"> <li>• any from <b>Level 1</b></li> <li>• verbal or written warning</li> <li>• contact with parents/guardian by the teacher and/or administration</li> <li>• a behaviour plan may be developed by members of the School-Based Resource Team</li> <li>• removal from the classroom/situation</li> <li>• Incident Report completed</li> <li>• Tracked within the Student Information System</li> <li>• Administration is involved</li> <li>• Counsellor may be involved</li> </ul>

## Level 3

For incidents of a serious nature, students will be referred to an administrator. The nature and severity of the infraction, the intent behind the infraction and the frequency of the infraction will be considered when determining the level of consequence. It should also be noted that all disciplinary decisions are made in consideration of individual circumstances. The following consequences may be used to encourage more positive behavior.

Examples of behaviours: -OR- Behaviours may include:	Examples of consequences:
<ul style="list-style-type: none"> <li>• Repeated significant disruptions to the learning environment (e.g. violent behaviour/ physical or verbal aggression, physical fights, coercion,</li> </ul>	<ul style="list-style-type: none"> <li>• any from <b>Level 1 and/or Level 2</b></li> <li>• Incident Report completed</li> <li>• referral to counsellor &amp; the School Based Team</li> <li>• administration involved in</li> </ul>

extortion, racist or sexist taunts, discrimination of any kind, repeated disrespect toward staff members, major theft or significant property damage, significant or sudden escalations in worrisome behaviour)	discussion/planning consequences <ul style="list-style-type: none"> <li>• official written documentation of the incident</li> <li>• directly supervised recess/lunchtime activity</li> <li>• suspension</li> <li>• RCMP may be contacted</li> </ul>
---	---

### **Suspensions**

In accordance with the School Act, the North Vancouver School Board of Trustees have authorized the administration to suspend students. Students may be suspended because their behaviour harms the mental or physical well-being of other member of our school community. Some examples of instances when suspension will be considered include physical fighting, cyber-bullying, and vandalism to the school, student or staff property. The Parent or Guardian will be asked to return with their child to meet with the administration and make a commitment to improve behavior, which may involve outside agencies.

Please note that if there is a violation of a very serious nature, suspension will be immediate, and parents will be contacted by phone and letter.

It is hoped that this system will encourage students to monitor their behaviour, know what is expected of them, and strive toward maintaining and/or improving their academic and social skills.

### **Restorative Action and Reconciliation**

The goal of restorative action is reconciliation and reparation. Students failing to adhere to the Code of Conduct are given the opportunity to take responsibility for their behaviour and restore damaged relationships, correct the injustice, or restore material damages. Restorative action includes:

- Ensuring well-being and safety of the victims as well as supporting re-integration of the offender
- Creating opportunities for offenders to repair harm done; supporting successful re-integration rather than isolation
- With consent of the victim, creating opportunities for safe and respectful dialogue between victim and offender, with the focus on restorative action
- Ensuring the offender takes into consideration the human impact (emotional, relational, physical) of their actions

In all circumstances where a challenging behaviour is being addressed our goal is to help students reflect on their actions and behaviours and learn from their mistakes and ultimately change their behaviour to reflect our Code of Conduct goals. We also strive to help students

become more socially and emotionally connected to the school community, increasing their sense of belonging, as misbehaviour often surfaces when these connections are lacking.

***Parents are reminded to respect the privacy of students and their families when discussing consequences for Code of Conduct violations. For privacy reasons, school staff members will provide parents with details pertaining to their child/children but will not provide details pertaining to disciplinary actions relating to other students.***

### **Parents as Partners**

Parents are encouraged to review and model the Code of Conduct with their children.

Parents can support their children in building social responsibility by:

- Teaching and modelling appropriate ways of dealing with conflict
- Developing problem-solving skills, with an emphasis on effective use of communication
- Helping children find safe and appropriate ways to express and deal with anger or frustration
- Listening to children and responding to needs and concerns in ways that develop social capacity: *What was the problem/issue? How did the problem or issue affect you? Others? What did you do to solve the problem? Did your strategy work? Why or why not? What would you do differently next time?*
- Helping children understand the value of reflecting on individual differences and seeing “both sides” of a story or situation (develop child’s empathy skills)
- Monitoring and discussing television viewing, playing of videos, and on-line games, and engagement with social media
- Ensuring a healthy balance of social activities; involving children in games and activities that develop collaboration and cooperation
- Providing opportunities for children to develop the vocabulary to effectively communicate about issues and to practice the language of problem solving
- Encouraging and explicitly expressing value for cooperative fair play in competitive situations