JAMES BAY COMMUNITY SCHOOL
CODE OF CONDUCT

Guiding Principles:
SAFETY~RESPECT~RESPONSIBILITY
Take care of yourself, take care of others, and take care of this place

ASPECT	Social Responsibility	JBCS Code Criteria
Classroom and School Community	• **Welcoming, friendly, kind, and helpful** • **Participates in, commits to, and contributes to classroom learning and group activities**	• **Work together** • **Work hard** • **Be on time and prepared** • **Be on task** • **Keep all areas clean** • **Care for school property** • **Help others** • **Choose purposeful inside activities** • **Use equipment and materials appropriately** • **Clean up mess** • **Honour personal space** • **Be truthful**
Solving Problems in Peaceful Ways	• **Express feelings honestly** • **Manage anger appropriately** • **Listen to others politely** • **Apply appropriate reasoning to resolve problems** • **Explain a situation to clarify the problem** • **Select strategies to solve problems or issues** • **Get adult help to solve problems that can not be solved on your own**	• **Solve problems in the right way** • **Apologize when necessary** • **Use appropriate words, voice level, and tone** • **Get help when necessary** • **Listen to others** • **No teasing with words or actions** • **Use your words to solve problems**
Valuing Diversity and Human Rights	• **Treats others respectfully and fairly** • **Shows interest in correcting injustices** • **Prohibited grounds for discrimination include: Race, Colour, Ancestry, Place of Origin, Religion, Marital Status, Family Status, Physical or Mental Disability, Sex, Sexual Orientation and Age**	• **Play safely** • **Keep hands and feet to self** • **Ask to borrow things from others** • **Make new friends/welcome others** • **Greet people** • **Include others** • **Listen politely to others** • **Be polite-use please, thank you, and excuse me** • **Eye contact, talking and listening** • **Encourage people** • **Move quietly** • **Wait your turn** • **Honour privacy**
Exercising Rights and Responsibilities	• **Show responsibility toward the classroom, school, community, and world** • **Make a difference by acting on opportunities for action** • **Honour and support the Aboriginal worldviews and teachings that we all share the responsibility to be Custodians of our Environment**	**Responsible use of resources (Reuse, Recycle & Reduce)** • **Strive to be active** • **Enjoy and respect displays** • **Keep coats/cubbies neat and tidy** • **Pick up garbage** • **Show respect, take care of and return equipment** • **Be organized before going out-coats, snacks, washroom** • **Conserve paper and soap** • **Make good choices** • **Move safely** • **Stay on school grounds** • **Wheels: Walk it, lock it, leave it**

JAMES BAY COMMUNITY SCHOOL
Progressive Discipline Model

James Bay Community School is a place where people care for and about each other.

Three principles guide our behaviour: SAFETY~RESPECT~RESPONSIBILITY

This means that as students, staff and parents we will:

1. Play and work in a responsible and safe way.

2. Treat others with kindness, dignity and respect.

3. Learn and work to the best of our ability.

4. Respect and care for the school environment.

Progressive Discipline Model

A Progressive Discipline model relies on educators and parents planning/focusing on prevention and providing children with situations that will motivate successful, positive behaviour. In this manner, our community can promote healthy attitudes about others and develop a positive self-concept.

Consequences for inappropriate behaviour vary according to the needs of the child, community, and considerations detailed in the JBCS Code of Conduct. At James Bay Community School we are fortunate to have staff members that are experienced in handling situations as they arise. Children are taught to use their WITS to solve problems, and to report serious misconduct to adults.

Immediate Responses

Immediate response to a situation gives staff the best opportunity to discuss and correct student inappropriateness. Our emphasis is to educate students in all areas including individual and collective social responsibility.

An immediate reaction to a student incident involves student removal from the situation and will range from a corrective comment to a longer conversation. In both instances, the aim is to make the student aware of what behaviour was inappropriate, how to make amends, and ideas for better choices in the future. Each instance varies-at this level of intervention parent contact is possible but left to the discretion of staff members.

'Respect the Code' Action Plan

When an action is deemed inappropriate or objectionable students require more time to reflect and document better options for future situations. In this case, the student will be requested to fill out a *Respect the Code Action Plan*. At staff discretion, the *Respect the Code Action Plan* might be sent home for your follow-up and support.

The intent of the plan is to allow the student to begin a process that focuses on understanding the depth and breadth of their actions while examining future alternatives that lead to more desirable choices.

A copy of the *Respect the Code Action Plan* could be sent home for parents to discuss with their child. Parents can share their comments, ideas, and experience with their child and record it on the *Respect the Code Action Plan*. When parents have finished with the Action Plan, they will need to sign and have their child return the form to JBCS. **Any lost student privileges (at school) related to the Action Plan will not be reinstated until the Action Plan is returned to the office.**

Intentional, Unsafe, and/or Reoccurring Behaviour

Behaviour of a more serious nature that affects others in a negative way requires a response that reduces the chance of reoccurrence. Examples of this type of incident would fall into categories where an individual's physical, mental (e.g.: harassment, discrimination, bullying), or emotional welfare is threatened (intended and/or reckless) or damaged and/or there is a serious disruption to the learning environment. The BC Human Rights Code protects children from discrimination based on Race, Colour, Ancestry, Place of Origin, Religion, Marital Status, Family Status, Physical or Mental Disability, Sex, Sexual Orientation and Age. The JBCS Discipline Model focuses on the rights of those who were subjected to the inappropriate behaviour and the education of the aggressor.

In extreme and/or repetitive cases, there is the likelihood that follow-up may extend beyond the school and students will receive an in-school or out-of-school suspension. In the instance where a suspension is the response, parents are involved immediately, along with the School Based Team and the necessary community agencies.

Discipline Strategies

The goal of our discipline model is to help children become responsible, self-disciplined members of the school community. The following page details some of the strategies teachers, supervisors and administrators use to encourage children who have made poor choices to learn better ones. These strategies apply to all areas of our school and school grounds.

Minor misbehaviour:

- Varies according to age, grade and needs of the child
- Adheres to the main ideas of Code of Conduct

Conversations might include:
- Asking child, *"Is what you're doing safe? Respectful? Responsible? Caring?"*
- Reminder/discussion of a portion of the Code of Conduct
- Discussion about how behaviour needs to change to ensure understanding
- Discussing reasonable choices and consequences; stress positive options; time to allow for problem-solving and reflective thinking; follow-through on consequences
- Time-out for cooling down or making changes.
- Fill out a Respect the Code Action Plan sheet.

Major misbehaviour:

May involve one or more of the following:
- Fill out a Respect the Code Action Plan sheet
- Removal from classroom and/or school (parents contacted for pick-up)
- Referral to School-Based Team
- Assignment to small group for skill development (counselor)
- Detention for purposes of problem-solving or work completion
- Parent conference
- Loss of related privileges
- In-school or out-of school suspension. Suspensions require a re-entry conversation involving teacher, administration, parent, and student.
- Contact with outside agencies and/or authorities involved
- Student behaviour contract is put into place
- Student restraint in severe cases where injury to self and/or others is likely

In accordance with School District Policy, all serious incidents will follow protocols which include investigation, documentation, school-parent communication, and planning for re-entry to school. Serious incidents may involve referrals to community agencies and involvement of the Associate Superintendent of Schools.

If you have any questions about the Progressive Discipline Model, please feel free to contact the administration of James Bay Community School.

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Dear Parents and Guardians:

At James Bay Community School we work to provide the best learning environment possible for your children. Safety, Respect and Responsibility are the three principles that guide our behaviour and help our students make good choices. The *James Bay Community School Code of Conduct* gives us a framework with which to help children understand and reflect upon appropriate behaviour for school.

Please read and discuss the Code of Conduct with your child or children, and write down any questions or comments you or your child has about the document. Then sign and return the tear-off portion to the school office.

Yours truly,

Louise Sheffer
Principal

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We have read and discussed the *James Bay Community School Code of Conduct*.

Comments or Questions:
_____
_____
_____

Parent(s) Signature(s) _____

Student's Name _____ Homeroom: _____

Student Signature _____

Date: _____

Code of Conduct is attached ⇨