



John Allison Elementary School

499 Corina Ave, PRINCETON, BC, VOX 1W0

P: 250-295-6727

Principal: Mrs. Crystal Larsen

JAE Code of Conduct

Mission

John Allison Elementary School is a safe and caring place where everyone can succeed. We foster appreciation of others and the world around us. Together we learn from our shared diverse experiences and encourage personal growth to become lifelong learners.

Values

We are committed to creating an inclusive, anti-racist, respectful learning environment that values the diversity and cultures of all students. We embrace nê?kepmx, Syilx, and Metis cultures, and have high expectations of learning for all and the rights of all as expressed in the BC Human Rights Code of Conduct.

Conduct Expectations

We believe that everyone has the right to learn in a safe, caring and orderly environment. All members of the John Allison Elementary school community should respect themselves, others, and the world around them.

Respect Yourself	Respect Others	Respect the World Around You
<p>Be sensible – make good decisions, regulate your emotions</p> <p>Be proud – celebrate your accomplishments and personal growth</p> <p>Be responsible – complete your work, own your mistakes, seek support</p> <p>Be brave – embrace challenges and pursue your personal best</p> <p>Be prepared – arrive on time with your materials, fully engaged in your learning</p> <p>Take responsibility for your actions and choices</p> <p>Be positive with yourself (and others)</p>	<p>Use your manners – be polite, listen actively, follow instructions</p> <p>Treat others the way they want to be treated</p> <p>Be mindful of the personal space of others</p> <p>Develop positive relationships built on mutual respect and understanding</p> <p>Help out in all situations. Offer help to those in need – approach situations with empathy and openness</p> <p>Be a bucket filler – someone who adds to the happiness bucket of other people</p> <p>Learn from different perspectives and/or cultures</p>	<p>Follow school rules and direction from staff</p> <p>Clean up after yourself</p> <p>Walk calmly in the hallways – stay in designated areas</p> <p>Take good care of school property, your property, and the property of others</p> <p>Use shared spaces appropriately (e.g., cafeteria, gym, bathrooms, etc.)</p> <p>Report dangerous situations, bullying, or harassment to staff</p>

We do not tolerate:

- Treating anyone unfairly because of their race, colour, where they come from, religion, family, if they have a disability, their gender, who they like, or how old they are
- Bullying (physical, verbal, social, cyber), harassment, leaving people out or making them feel like they don't belong
- Violence and abuse (including threats and intimidation)
- Retaliation against those who report incidents
- Having or using things that are not allowed, like drugs, weapons, or things that hurt people

Consequences

The meaning of discipline is “to teach.” Therefore, action in response to unacceptable behaviour is, whenever possible, restorative. Students are encouraged to participate in the development of meaningful actions that will make restitution to others and to themselves. It is important that the child can state the problem and acknowledge their responsibility in an issue.

Consequences are as immediate as possible and appropriate to the action. Consequences can include, but are not limited to, removal from the classroom or playground, conferences with the principal, and some form of restitution with others involved. In cases of severe behaviour infractions, parents will be asked to meet with staff and students may be suspended.

Supports to Help Students Learn and Practice Respectful Behaviour

We support all students in learning positive behaviour. We treat everyone fairly and help them learn from their mistakes. We encourage our students to use their “WITS” (W = Walk away, I = Ignore, T = Talk it out, S = Seek help in conflict and bullying situations). As students mature, they learn, and we expect increasing personal responsibility, self-regulation and self-discipline. We expect them to own and fix their mistakes using the strategies they have learned or with the support of adults. Special consideration may apply to students with special needs if they are unable to comply due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

Possible Supports to Guide Behaviour (examples but not limited to)	Possible Supports for the Wronged (examples but not limited to)
<ul style="list-style-type: none">• Review of expectations, 3R's Reflection Repair & Restitution• Coaching• Conflict resolution with impacted parties – facilitated by teacher/administrator• Parents/guardians informed or meet with parents/guardians and other relevant parties• Counselling• Safety Plan• Functional Behaviour Assessment	<ul style="list-style-type: none">• Coaching / mentoring• Teaching strategies for building self-esteem / assertiveness• Creating a network of care• Providing strategies to process emotions/feelings• Building capacity to assess the scale of the event

For Safety Reasons

Closed Campus: Students may not leave the grounds without permission - this also applies during recess and lunch. Please be sure to

- use Safe Arrival to inform school
- let teachers and the office know if you pick up your child early

Parking lot safety: Please escort your child to the front door or playground entrance.

Visitors to the School: For the safety of the children, we take seriously the presence of any intruders or trespassers on school property. All visitors to the school must immediately report to the office.

Technology Use: To support positive age-appropriate technology use, online safety and focused learning, students may not use their own technological devices like cell phones, tablets, or gaming devices during school hours, including recess and lunchtime. If students bring their devices to school, they need to keep them in their backpack until the end of the day. The school will not be responsible for lost or stolen items. Under adult supervision, technology may be used for instructional and digital literacy purposes.

Students with documented disabilities, unique learning abilities, or health-related requirements may be able to use their personal digital devices in line with their designated support plans and Individual Education Plans (IEP).

BC Human Rights Code

All participants in school activities, events, or business shall conduct themselves in accordance with the BC Human Rights Code and its basic principles of respect and fairness. John Allison Elementary promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender or sexual orientation – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment. The school will address behaviour or communication that discriminates based on any of the prohibited grounds listed above.

Guiding Legislation/Policy:

School Act, RSBC 1996, c 412, ss 85(1.1), 6(1)(b), 177

Human Rights Code, RSBC 1996, c 210, ss 4, 7-8

Canadian Charter of Rights and Freedoms, Part 1 of the *Constitution Act*, 1982, being Schedule B to the *Canada Act 1982* (UK), 1982, c 11

BC Ministry of Education. (2022). Safe, Caring and Orderly Schools: A Guide.

<http://www.bced.gov.bc.ca/sco/>

Developing and Reviewing Codes of Conduct: A Companion (Aug. 2007),

<http://www.bced.gov.bc.ca/sco/>

SD 58 Policy Nos. 500.1, 502.1, 502.3, 502.4, 502.5, 503.0, 508.0, 901.3

TRC, Education Call 6 We call upon the Government of Canada to repeal Section 43 of the Criminal Code of Canada (Although MCES cannot make the repeal, we wish to support this call by finding ways other than force to correct a child's behaviour), Education for Reconciliation Call 63: iii

Building student capacity for intercultural understanding, empathy, and mutual respect.

UNDRIP, Article 14:2, Article 15:1