



BICENTENNIAL SCHOOL
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Bicentennial School

Code of Conduct

Education is a developmental process; the shared responsibility of home, school and community. As part of the Education Act, schools are required to develop a Code of Conduct that aligns itself to the HRSB and Provincial Codes of Conduct. Bicentennial School has a program called "Bears Awards" that supports/reinforces positive behaviors. The school has a behavioral matrix that is posted on the website and is in every classroom promoting ways to show respect for self, other, learning and the environment with positive behaviors. Together with the behavior matrix and code of conduct, Bicentennial will provide a safe and positive environment where students grow to help reach their full potential.

The mission of Bicentennial School is to promote and provide a safe, positive and caring educational environment for all students. We also believe that education and behaviour are shared responsibilities of the home, school and community.

Rights and Responsibilities

1. I have the right to be treated with respect.

I have the responsibility to show respect for others and the school environment.

2. I have the right to be safe at Bicentennial School.

I have the responsibility not to tease, threaten or hurt anyone at school or when traveling to and from school.

3. I have the right to hear and be heard at Bicentennial School.

I have the responsibility to listen without interruption or making judgment.

4. I have the right to be myself in this school-to be free from prejudice, bias, discrimination, harassment and intolerance.

I have the responsibility to treat all people fairly, regardless of their age, race, size, gender, sexual orientation, religion, economic position, or physical and mental ability.

5. I have the right to learn in a positive school environment.

I have the responsibility to put forth my best efforts academically and socially.

This Code of Behaviour is in accordance with policy of the Halifax Regional School Board and Department of Education. Within the

Bicentennial School Believes:

- Student learning is maximized in positive, inviting, safe and caring school environments where all members of the school community demonstrate standards of behaviour consistent with the principles of respect, responsibility and rights.
- Behaviour is learned; therefore, behaviour can be influenced and acceptable behaviours can be taught and learned.
- A proactive approach to discipline is the most effective method of developing a positive, inviting, safe and caring school environment.
- The development of our School Matrix encourages students to understand the fundamental values that are essential to the well being of individuals, daily school life and society, and to accept responsibility for the consequences of their actions.
- Self-discipline is a collection of attitudes, skills and behaviours that allows for effective learning.
- Effective discipline enhances self-knowledge, self-esteem and self-confidence.
- Self-discipline implies the development of integrity, accountability, personal ethics and self-management.
- Disciplinary procedures must recognize and respect cultural diversity and individual differences.
- Effective discipline includes the use of dynamic and flexible strategies for rewarding positive behaviour, as well as correcting inappropriate behaviour by students.

Our school is focusing on creating and maintaining systems of behavioural supports that will improve our learning environment for all by reducing problem behaviour and increasing desired behaviour.

The principles that guide us in our effective behaviour system are based on the following:

- Behaviour is predictable
- If it is predictable it is preventable
- Behaviour is learned
- Behaviour can be taught

We will implement positive strategies such as directly teaching and reinforcing/rewarding behavioural expectations in the context of our school environment. We will be proactive, reward appropriate behaviour and respond to inappropriate behaviour in a supportive manner. School wide expectations will be taught and used to inform our students what is expected. In the stated Code of Conduct, examples of strategies to achieve desired behaviour as well as possible actions/consequences are listed.

The consequences follow a tiered system based largely on reoccurring inappropriate behaviours and also take into consideration the age and development of the student and/or intent. Behaviours are classified “minor”, “middle” or “major”.

”Minor” behaviours tend to be behaviours that are handled by the attending adult. ”Middle” behaviours tend to be behaviours that are either reoccurring ”minor” behaviours or behaviours that are handled by the attending adult and referred to administration. ”Major” behaviours are behaviours that are automatically referred to administration.

MINOR	MIDDLE	MAJOR
Inappropriate dress	Chronic attendance problem	Defiance of Adult authority
Inappropriate / unsafe movement / activity in the school building	Chronic lateness	Illegal activity
No school supplies	Disruption to the learning environment	Racial misconduct
Unacceptable noise level (shouting)	Dishonesty	Severe disruption to the operation of the school
	Not in the assigned or supervised location	Use of profanity
Assembly misbehavior Lying	Prohibited equipment	Fighting
Inappropriate hallway behavior	Throwing objects (sand, gravel, rocks, pebbles, snow, ice...)	Threatening/intimidating behaviours
	Verbal abuse	Physical aggression
Teasing and/or derogatory remarks	Play fighting	Defiance
Homework	Pushing, shoving	Use of harmful objects
Talking out of turn	Violation of "hands are for helping" rule	Theft (serious)
Pushing in hallways or on stairs		Non-emergency Fire Alarm / 911
Inappropriate use of personal equipment (skateboards, hats, etc.)		Inappropriate internet sites and/or print material
Disrespecting personal space/desk		Inappropriate representation of school (e.g. field trips, performances)
Inappropriate clothing		Making inappropriate racial or sexual remarks
		Sexual harassment
		Vandalism
		Defacing school property

A range of proactive strategies to achieve desired behaviours may include but are not limited to following:

- Teach all students school -wide expectations using Code of Conduct Matrix
- Reinforce compliance to School Wide Expectations (e.g., Bear Awards) Communicate & seek support of parent/guardian
- Seek staff support (e.g., SPT, Administration)
- Involve RCH and sexual harassment volunteer school liaisons
- Promote school and classroom environments that are free from stereotypes and discrimination based on gender, ability or race
- Purchase and use of resources which promote respect for and positive attitudes towards the contributions and values of various cultural and ethnic groups
- Seek advice of SAC
- Involve community support (e.g., liaison officer, guest speakers, presentations, cultural events, drama)
- Seek support of School Board (e.g., Safe Schools) and Department of Education (DOE) staff
- Referral to guidance counsellor
- Purchase & use of resources: Second Step, Peaceful Schools International, Peer Mediation, Bully Smart, Lions Quest & other Social Programs
- Follow DOE and school board policies & recommended practices
- Establish conflict intervention strategies for staff use, such as non-violent crisis intervention methods

- Structure transitions, minimizing opportunities for disruptive behaviour
- Monitor school environment, reinforcing pro-social behaviour & redirecting/re-teaching less desired behaviour
- Limit, restrict & monitor access to specific areas (Out of bounds)
- Remove graffiti and repair damaged property as soon as possible
- Invest in developing relationships/friendships for all students
- Find opportunity for students to excel
- Analyze data to examine patterns in behaviours and triggers
- Avoid engaging a student who is upset/argumentative (Give time)
- Redirect behaviour and/or provide opportunity for student to remove self from the circumstance
- Plan responses as a preventative measure

A range of possible actions/consequences may include but are not limited to following:

- Verbal intervention - revisit/re-teach school wide expectations using Code of Conduct Matrix
- Direct instruction/counselling (e.g., victim impact, conflict resolution strategies, anger management)
- Participation in awareness and sensitivity training, appropriate to student's age
- Involvement of RCH program advisor
- Withdrawal of privileges
- Ensure that victim(s) receive(s) support and school takes measures to ensure safety for victim(s)
- Reporting of sexual assault incidents to child welfare authorities and police in accordance with the Children and Family Services Act
- Reflection, talk-it-out, time-out, detention, detention with academic support to make up work and time missed
- Inform classroom teacher, Inform parent/guardian.
- Referral to school administration
- Conference with student, conference with student and parent/guardian
- Home contact by teacher or administration (e.g., phone, note, email)
- Involvement of community school liaison officer
- Referral to police and/or fire marshal as appropriate
- Seek advice of School Advisory Council (SAC)
- Design and implementation of an individualized behaviour plan
- Referral for intervention (e.g., psychologist, school planning team)
- School-based community service linked to type of vandalism
- Involve outside agencies
- In-school suspension
- Suspension in accordance with the Education Act
- Repair damage (e. g. wash desk)
- Written or verbal apology
- Restitution
- Return or replace item
- Confiscate item

Bicentennial School
Code of Conduct

This document has been created in consultation with the School Advisory Council, parents, staff, and students.

I have reviewed the Bicentennial School Code of Conduct with my child,

Parent Signature: _____ Date: _____

Comments: _____

Please return to your child(ren's) classroom teacher



BICENTENNIAL SCHOOL
STUDENT REFERRAL FORM

DATE _____ CLASS _____ TEACHER _____
STUDENT NAME _____ HOME _____
ROOM: _____

THE INCIDENT OCCURRED: IN CLASS OUT OF CLASS

LATE
NOT PREPARED FOR CLASS
HOMEWORK INCOMPLETE
ASSIGNMENT INCOMPLETE
ACADEMIC DIFFICULTY

INAPPROPRIATE BEHAVIOR
DISRUPTIVE BEHAVIOR
DEFIANCE
BULLYING / TEASING
HARASSMENT
RACIAL SLURS
GENDER SLURS
VERBAL ABUSE
PHYSICAL VIOLENCE

SEXUAL MISCONDUCT
SOCIAL / EMOTIONAL
CONCERNS
OTHER

- **CHECK OFF THE APPROPRIATE REASON FOR REFERRAL:**

DESCRIBE INCIDENT:

TEACHER INTERVENTION:
VERBAL WARNING TIME OUT DETENTION
PARENTAL CONTACT:
PHONE EMAIL NOTE MEETING
COMMENTS: _____

OFFICE REFERRAL REQUESTED _____
OFFICE INTERVENTIONS:
COUNSELLED STUDENT WARNING TIME OUT DETENTION AT OFFICE
RESTRICTED PRIVILEGES **IN-SCHOOL SUSPENSION**
WRITTEN NOTICE
SUSPENSION:

ADMINISTRATOR INVOLVED _____

