

Code of Conduct

At Grindrod we expect students to act in a safe, respectful and responsible manner and to treat others with politeness and consideration at all times.

Our code of conduct introduces a framework for expectations around student behaviours to establish an optimal learning and working environment.



The code of conduct applies to all school related activities both on and off school property. It may also apply beyond these times when behaviour affects the safe, caring, and orderly environment of the school.

BC Human Rights Code

The values expressed in the BC Human Rights Code are foundational to our code of conduct. Behaviour or communication that discriminates based on race, ethnicity, gender, age, ability, culture, ancestry, language, religious beliefs, sexual orientation, and socioeconomic background is treated seriously.

Social Responsibility

The cornerstone of Grindrod's behaviour policy is a strong belief in **RESPECT**. It is expected that students...

- Be respectful to themselves
- Be respectful to others
- Be respectful to property and the environment
- Be responsible for their own words
- Be responsible for their own actions
- Demonstrate fair play in all activities
- Be inclusive of others

Student Discipline Procedures

Grindrod staff members use a pro-active approach when dealing with discipline. Staff often discuss "expected" and "unexpected behaviour" with students prior to beginning a new activity. This practice has resulted in Grindrod having an excellent reputation with regard to student behaviour in our community.

If behaviour problems do occur, they are treated as either Minor or Major offences and staff will usually work with students to solve the problem through a process of restitution.

Restitution

In the philosophy of restitution there is recognition that it's OK to make a mistake. What's important is that students take responsibility for their mistake and actively seek ways to fix the problem and/or give back to the community. The restitution process allows a student to return to the group strengthened and helps encourage students to become the person they want to be. Restitution moves beyond consequences and encourages students to "do the right thing because it's the right thing to do."

Restitution does not ignore "bottom line" behaviours such as violence, direct defiance, and theft, to name a few.

Minor Offences (Poor Choices)

Minor offences are handled on the spot in the classroom, playground, or other areas of school. Staff will review expectations with students and work with them to solve the problem that occurred through restitution. Problem solving may include a conversation, phone call or email to parents, notes in the student planner, or "thinking papers/pictures". If minor offences continue to occur after these consequences, they will be brought to the attention of the office.

Major Offences (Bottom Line Behaviours)

For repetitive behaviours, or behaviours of a more serious nature, a progressive discipline cycle is implemented through the office. The Major offenses dealt with at the office level may include the following:

- Bullying
- Discrimination
- Damaging or stealing property
- Fighting (we are a "HANDS OFF" school)
- Drugs or alcohol
- Smoking or vaping
- Dangerous behaviour (ie. throwing objects with the intent to hurt/damage or purposeful hitting)
- Repeated direct defiance of an adult
- Truancy or repeated tardiness
- Disrespectful or abusive language
- Swearing
- Weapons
- Theft
- Repeated minor offences

Consequences

When dealing with Major and Minor offences, a number of responses may be used depending on the nature and frequency of the offence.

- Warnings
- Thinking Papers
- Conflict Resolution
- Restitution
- Natural and logical consequences
- Parents notified
- Parent/Student/Principal meeting
- Behaviour Contract
- Behaviour Plan
- In-school Suspension
- Out-of-school Suspension
- Suspension pending a District Hearing

If a serious violation occurs at any time, an immediate in-school suspension or out-of-school suspension may occur.

Special Considerations

Special consideration may apply to students with special needs if these students are unable or do not comply with a code of conduct due to a disability of an intellectual, physical, sensory, emotional or behavioral nature. In this case, the school-based team will create a support plan to anticipate and deal with behaviours in way that promotes the development of lagging skills.
