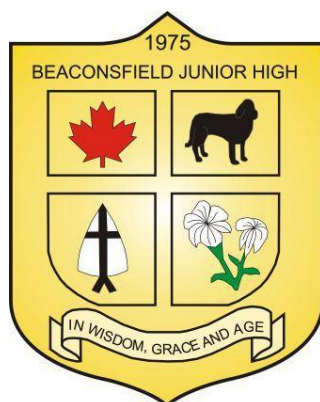


BEACONSFIELD JUNIOR HIGH

Beaconsfield Junior High embraces diversity in a safe and caring environment, where all students succeed now and in the future.

www.bjhsaxons.com

CODE OF CONDUCT



Our Mission

The Beaconsfield community strives to enhance student achievement in a safe and caring school environment. A positive school climate exists when all members of the school community feel safe, supported, cared for, accepted and are treated with dignity and respect.

The Code of Conduct helps guide us towards our mission. It applies to all members of the school community, including students, parents and guardians, school staff, volunteers and visitors when:

- On school property.
- On a school bus contracted to the school and/or school district.
- Participating in extra-curricular and school-sponsored activities.
- Engaging in an activity which will have an impact on the school climate.

School strategies for promoting positive behaviour are outlined in Appendix A. Students who choose not to follow the Code of Conduct for behaviour within the school community will face consequences. There are different levels of consequences, depending on the severity and frequency of the inappropriate behaviour, and these are outlined in Appendix C. These Appendices are available on our school website, under Downloads.

Behaviour Expectations

Respect Yourself and Others

- Treat one another with dignity and respect at all times, regardless of economic status, national or ethnic origin, religion, individual differences, culture, body image, gender, sexual orientation, gender identity, age or ability.
- Respect the rights of others, including their right to personal space and personal property.
- Ensure all students with allergies can learn safely. Do not bring identified food allergens or scented products onto school grounds or buses.
- Do not bring food or drink to class without specific permission from a teacher.
- Follow the “hands-off” policy; do not push, shove, hit or wrestle another person.
- Demonstrate and expect respect during communications between all members of the school community.

Accept Everyone

- Welcome other students to project groups, cafeteria tables, bus seats, etc; do not exclude others.
- Do not direct hateful or rude comments or threats towards others.
- Avoid language that discriminates against members of the school community.
- The school will offer a diversity of opportunities so that all students can be involved in school activities that interest them.

Be Prepared

- Memorize and follow the school schedule (see Appendix B).
- Bring schoolwork, textbooks and supplies (pencil, pen and eraser) to class daily.
- Catch up on missed work when absent from class.
- Use your locker to stay organized; keep it clean, and use it at permitted times (morning, recess, lunch)

Listen Attentively

- Listen attentively in class.
- Listen to announcements.
- Listen when it is someone else's turn to speak.
- Obey supervision staff during non-instructional time.

Do Your Best

- Follow your seating plan, and keep your workspace tidy.
- Demonstrate best effort during class time by listening attentively and seeking help when needed.
- Complete all assigned tasks and evaluation on time and to the best of your ability.
- Prepare and study for quizzes and tests.

Be Fair

- Be honest in all conversations.
- Do not commit acts of bullying (social, physical or cyber).
- Take action to stop bullying that you witness, by speaking up, telling a teacher and supporting your peers.
- When given permission to leave the classroom during instructional time, always return to class promptly.
- When lining up in the cafeteria or otherwise, patiently wait your turn and do not skip.

Work Together

- Walk calmly through the hallways in the permitted directions; do not shout or push.
- Cooperate with others on the parking lot, patiently following the rules for where to drive and park.
- Clean up after yourself; use garbage and recycling bins appropriately.
- Staff will work together with each other and the school community to improve learning and safety.

Participate

- Participate in all class activities to the best of your ability.
- Where possible, participate in extracurricular activities and afterschool tutorials.
- Ask questions in class, complete all seatwork, do your homework.
- Take advantage of field trips and other out of class opportunities.
- Staff will participate in meetings and professional development to continually improve.

Communicate Openly

- Use appropriate volume in conversation; use appropriate language.
- Do not use curse words; they create a hostile learning environment.
- Ensure that communication with technology does not distract from learning. Turn off cell phone notifications, and do not use mobile technology without specific teacher permission.
- Be respectful in the online environment and report any online activities that are not in keeping with this respect.
- Parents/guardians should notify the school when students must leave the school during school hours, and should meet the student in the office.
- Parents/guardians should notify the school and provide necessary documentation if doctor prescribed medication needs to be administered at the school, or if a student has specific medical needs of which staff should be aware.
- Permission forms are used to ensure parents/guardians are informed and consenting to all field trips.
- Staff will communicate openly with each other and the school community.

Make Smart Decisions

- Respect the smoke-free policy of school grounds and places where school activities take place.
- Clothing should be appropriate for a junior high setting, and should cover shoulders to knees. Clothing showing symbols of hate, racial slurs, alcohol, drugs or sex, an excessive amount of skin or visible undergarments are not permitted.
- To ensure all students' safety, the following items are not allowed: drugs, cigarettes, lighters, lasers, stolen goods, gun paraphernalia, or weapons (knives, guns).
- Respect school property; do not damage school property (books, desks, bathrooms, equipment, etc).
- Leave valuable items at home, or locked in your locker.
- Do not take or share photos of students during school time.

Other Safety Guidelines:

- School doors should be locked during all times. Do not open side doors for students.
- Students arriving late, parents/guardians and visitors should ring the bell to enter the school, and check in at the office upon arriving at the school.
- In the event of a lockdown or secure school, all members of school community should remain in classroom, listen for announcements and follow procedures outlined in Appendix E
- Parents and visitors are not permitted in classroom areas unless permission is given by the administration.
- In the event of school closure during the day, the Synervoice phone system will contact parents/guardians. The information will also be available on www.nlesd.ca.
- The school should always have updated phone and email contact information for parents/guardians.

On the Bus

The bus service is a privilege and not a right. You must follow these guidelines to use the bus:

- Sit appropriately and remain in your seat until you have reached your drop off.
- Follow bus driver's rules.
- Model appropriate behaviour and be a positive role model. Use polite and profanity-free language.
- Dispose of garbage properly. It should not remain on the bus.
- Report any graffiti or damage that seem out of the ordinary.
- Do not smoke.

Appendix A - School Strategies for Positive Behaviour

Expected behaviours as listed in the Code of Conduct will be encouraged and supported through the following school-wide practices:

- Behaviour expectations will be clear and frequently reiterated through homeroom, classroom teachers, the school website, emails and a hard copy in each classroom.
- Expectations, strategies for positive behaviour, and interventions will be applied consistently across the school, led by staff professional discretion.
- All staff will model the values and appropriate behaviour at all times.
- Positive behaviour will be encouraged through verbal feedback, contact with parent/guardian and rewards (prizes, draws, certificates, privileges, etc).
- Staff cooperation and communication concerning students' behaviour will promote team-based, proactive solutions.
- Staff will regularly document behaviour and track improvements and difficulties.
- Staff will make use of school district, community and external resources to promote healthy school culture (e.g., presentations, guest speakers, extra-curricular events, referrals for counselling).
- Saxons Smileys will be given out to students who demonstrate respect for self, respect for others, responsibility and/or academic effort.
- The school will organize periodic events to celebrate students who follow the Code of Conduct. For example: Spirit Week activities, field trips, pancake breakfasts, etc.

Appendix B - School Bell Schedule

School Bell Schedule

- Homeroom (8:05 - 8:15)
- Period 1 (8:17 - 9:15)
- Period 2 (9:17 - 10:15)
- Recess (10:15 - 10:25)
- Period 3 (10:27 - 11:25)
- Lunch (11:25 - 12:10)
- Period 4 (12:12 - 1:10)
- Period 5 (1:12 - 2:10)
- Buses Depart (2:20)

Appendix C - Interventions

Students who choose not to follow the Code of Conduct for behaviour within the school community will experience interventions. There are different levels of interventions, depending on the severity and frequency of the inappropriate behaviour.

Level 1

For example: being late, unprepared, distracting in class, disrespectful of school property, dishonest, etc

Possible intervention: reminders of expectations (verbal or non-verbal), behaviour monitoring, request for apology, context-specific consequences, detention with classroom teacher, change of seating plan, loss of privilege or access to facilities for a specific time, restitution, contact with parent/guardian by phone or email

Level 2:

For example: bullying (social, physical, cyber), verbal taunting, inappropriate physical contact, direct defiance, harassment, snowball throwing, chronic abuse of Level 1 expectations, etc

Possible intervention: detention, loss of privilege or access to facilities, meeting with parent/guardian, behaviour tracking sheet

Level 3:

For example: fighting, physical aggression, destruction of property, leaving school property, vandalism, discrimination, weapon or drug possession, theft, chronic abuse of Level 1 and 2 expectations, etc

Possible intervention: parent-school conference, in-school suspension, out-of-school suspension, program change, behaviour management plan, alternate school application, police involvement

Appendix D - Bullying Prevention and Intervention Process

An incident of bullying can be reported by anyone to any member of staff. If an incident is reported:

- The staff member should fill out the “Bullying Incident Referral form” (available at office and on our school website)
- The form should be placed in the office mailbox of SACS chair (K. Bussey) for distribution to a member of the SACS committee for Phase 1 Bullying. The tracking document will be kept in the office discipline file.

Phase 1 Bullying: A member of the SACS committee will speak with the alleged bully and document the conversation using the “Tracking Sheet”. During the conversation the alleged bully will be reminded of what is considered bullying and of appropriate behaviours and responses. Follow-up should also be done with the alleged target of the bullying to verify that the situation has improved.

Phase 2 Bullying: Home contact is made to the family of the alleged bully by a member of the SACS committee. The student will serve a lunchtime detention with a SACS member during which they will complete a reflective assignment.

Any bullying incident may also be dealt with directly by the administrative team.

Appendix E - School Lockdown and Secure Schools

In the event of a safety risk or school intrusion, the school will invoke one of the following:

- Secure School - in which students and staff lock classroom doors and remain in classes; teaching continues until an announcement signals the end of the procedure
- Lockdown - in which students and staff lock classroom doors and remain in classes, sitting with the lights off against a secure wall until an announcement signals the end of the procedure

The full details of these procedures are available on the school website under Downloads.