



GEORGE M. MURRAY ELEMENTARY SCHOOL

Box 968 Lillooet, BC V0K 1V0
TEL: (250) 256-7543 FAX: (250) 256-4765

Susan Schalles, Principal

Code of Conduct

June 2010

The purpose of George M. Murray School's Code of Conduct is to establish and maintain a safe, caring, orderly school that will enable purposeful learning and positive social development of all students. To do this, we will:

Be Respectful & Caring
Be Cooperative
Be Responsible

Our Code of Conduct applies to all members of our school community (students, staff, parents and visitors to the school). George M. Murray Elementary School promotes the values of the BC Human Rights Code of 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, sex or sexual orientation.

At GMM we

- *believe everyone has the right to feel supported in reporting unsafe conditions, actions, or potential incidents, without fear of retaliation.*
- *recognize the needs of students may vary depending on age and maturity of the student as well as the frequency and severity of behaviours*

Conduct Expectations:

Being Respectful & Caring:

- Being friendly – share and include others in play
- Being courteous with each other, as well as with staff members and visitors.
- Taking care of school property inside the building and outside on the grounds.
- Dressing in a respectful manner - (For example: slogans and logos on tee-shirts must be appropriate)
- Removing hats upon entering the school
- Making healthy food choices

Being Cooperative:

- Be friendly – share and include others in play
- Be helpful
- Follow directions from adults
- Be on time, organized and ready to participate
- Enter and leave buildings in an orderly fashion



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Being Responsible:

- Play safely
- Keep your hands and feet to yourself at all times.
- Remain on the school grounds during school hours unless written permission has been given by the parent/guardian.
- Inform an adult as soon as possible of incidents of bullying or intimidation
- Take pride in the appearance and care of our school and school grounds

Unacceptable Behaviour / Conduct:

- Interfering with the learning of others
- Creating unsafe conditions
- Bullying or intimidation
- Fighting or physical aggression (e.g. Hitting, lashing out, kicking)
- Theft or damage to property
- Defiance or non-compliance
- Interfering with an orderly environment
- Repeated occurrences of minor misbehaviours

Consequences:

Consequences are tied to the severity and frequency of inappropriate behaviours as well as the age and maturity of the students, and special needs, if any. Disciplinary action is preventative and restorative, consistent and fair. Whenever possible and appropriate, consequences will be restorative in nature rather than punitive. Special consideration may apply to students with special needs if these students are unable to comply with a code of conduct due to having a disability of an intellectual, sensory, emotional or behavioural nature. Students, where appropriate, will participate in the development of meaningful consequences for violations of the Code of Conduct. All reasonable steps will be taken to prevent retaliation by a person against any student who has made a complaint of a breach of the code of conduct.

Level One Consequences may consist of the following:

- On the spot:
 - reminder of expectations,
 - Time Out with specific tasks given
 - thirty second intervention



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- Restitution (to make it right)
- A record may be made

Level Two Consequences may consist of the following::

- A logical restorative consequence such as but not confined to:
 - Clean up of damage
 - Service to the school
 - Act of kindness to person(s) who were affected by the unacceptable behavior
 - Class meeting
- Problem solving sheet
- Review of the Code of Conduct
- Parent/guardian may be contacted
- A record will be made
- Restorative consequences may take place during student's break times as appropriate

Level Three Consequences may consist of the following:

- A referral to the principal is made immediately as a result of the unacceptable behavior or repeated level one or two behaviours.
- A team meeting with classroom teacher, supervisors, STA or ASSW, learner support teacher , principal and parents/guardians may be called to develop a plan of action
- Behavior plan developed if needed
- Contact with community agencies
- Referral to counseling

Level Four Consequences may consist of the following:

- In school suspension
- Out of school suspension are given for severe acts of violence such as using a weapon or threatening to use a weapon, severe fighting or as a last resort to repeated, ongoing misbehaviours
- Restorative consequences are also part of the consequences at this level

Level Five Consequences may consist of the following:

- Serious breaches of the Code of Conduct will result in procedural notification, including, but not limited to:
 - School District officials
 - Parents/guardians of offenders and student victims
 - The RCMP and/or Ministry of Family and Children Services as required by law
- If, following repeated suspensions, a student is unwilling or unable to follow the School Code of Conduct, the student may be expelled from school. A student who is under 16 who



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has been suspended for an extended period of time will be provided with an alternate education/home study program.