BRAEMAR HOUSE SCHOOL

Code of Conduct

A Policy designed to support each child's right to learn.

At Braemar House School, we believe that everyone has the right to learn and teach in an environment that is safe, welcoming and respectful of people and property. We believe that all behaviors have consequences, and that Students, Staff and Parents share the responsibility for demonstrating, supporting and reinforcing appropriate behaviour. We view education as a joint responsibility shared by students, their families, staff and the community.

BRAEMAR HOUSE SCHOOL

STRIVING FOR EXCELLENCE

Reasons for Expected Behaviour	Expected Behaviour
We want a safe physical and emotional environment where individuals can learn and play.	• Control your own behaviour • Respect everyone's personal space, keep hands and feet to yourself • Keep the school environment free of hazards and report unsafe situations • Take care of school and personal property • Know the school and classroom rules and follow them • No verbal abuse, no put downs, bullying, teasing, name-calling.
We want our school environment to be open, peaceful, orderly and courteous.	• Speak and treat others as you would like to be spoken to and treated • Play fairly, i.e., take turns and share equipment; follow game rules; agree on game rules before you start • Respect the Teacher's right to teach • Treat visitors to the school (i.e., classroom, assembly) politely
We want our school community to care about individuals.	• Use caring and supportive language and actions • Offer to help others who need a hand • Be sensitive and responsive to others' feelings
We want everyone in our school to feel secure, that they will be treated fairly, in a respectful and trustful manner.	• Act in a fair manner • Provide everyone an opportunity to state their views and have their views heard and respected • Be honest, dependable and trustworthy • Be responsible

Examples of Minor, Moderate and Severe Behavioural Infractions:

	In School	On Playground
MINOR	1. Unprepared for class, not completing work 2. Disruption (talking, out of seat, disturbing others) 3. Running in hallways 4. Loud noise in hallways, bathrooms 5. Unintentional profanity/inappropriate language (not personal)	1. Disputes over equipment 2. Interruption of games 3. Unfair play (not taking turns)
MODERATE	1. Persistent unpreparedness for class, not completing work 2. Refusal to comply with a reasonable request 3. Persistent class disruption 4. Persistent defiance of authority, disrespect 5. Pushing and shoving (Severe Offence if injury occurs) 6. Improper use of Internet 7. Disrespectful use of school property	1. Repetitive problems on playground 2. Provoking 'physical' behaviour 3. Verbal put downs, cursing, unacceptable language 4. Exclusion
SEVERE	1. Persistent refusal to comply with a reasonable request 2. Bullying or harassment (verbal, physical, emotional or cyber) 3. Verbal/written threat, harassment, intimidation or extortion towards others 4. Fighting (throwing punches) or assault 5. Vandalism or Theft 6. Flagrant disrespect 7. Leaving school without permission 8. Profanity, vulgarity, inappropriate gestures to students or adults 9. Possession of weapons i.e., knives, firearms; possession of alcohol, drugs, tobacco	

Addressing Behaviours

Each case is different. School leadership personnel will determine when to move from one step to the next. In some situations, parental involvement or suspension will be immediate. As well, a progressive approach may be necessary and the consequences more severe if misbehaviours reoccur and as the student gets older. If suspension occurs, the Education Committee and Board of Directors are informed.

MINOR

Restorative Action It is important to recognize that misbehaviour should not be understood only as breaking rules. It violates people, relationships and community. Students are asked in all situations to acknowledge and if appropriate apologize for their actions. The offender has an obligation to make amends. Reparation should be decided by those affected by the incident, and focus should be placed on the victim and the reconciliation of all parties. The apology, either verbal or written, should state the action, state how it made the other person(s) feel, state how the student will act differently in the future, and finish with an apology and/or restitution.

Thinking Paper Students may be required to complete a Thinking Paper for mild or moderate misbehaviour. The purpose of the Thinking Paper is to provide the student(s) with an opportunity to reflect on his/her actions. The questions posed by the Thinking Paper provide the framework upon which the student can base his/her apology and the appropriate restitution. The Thinking Paper MAY be completed during recess restriction or sent home to be completed with the parents. In both situations, the Thinking Paper needs to be signed by parents.

MODERATE

Recess Restriction Students exhibiting mild or moderate misbehaviour may be required to forego recess. During this time, students will be under the supervision of school staff. Tasks to be completed by the student will be outlined on the Discipline Report. Depending upon the misbehaviour, students should be given a logical consequence such as completing the Thinking Paper, developing a plan for restitution, providing community service or completing work.

Community Service Students exhibiting moderate or severe misbehaviour may be required to undertake tasks within the school boundaries, which will benefit the school community. Community service may include such tasks as watering the garden, weeding, and tidying up the equipment room. Student suggestions will be considered. Students exhibiting moderate or severe misbehaviour must complete the Thinking Paper. Restorative justice practices should include discussions where victims and offenders discuss the issues and behaviours of concern, with special attention to allowing victims the opportunity to have their voices heard.

Parental Notification Consequences for Severe Offences will always include parental notification and Conferencing with the Principal and Executive Director.

SEVERE

Professional Intervention The school may require that parents arrange for professional counselling and/or support for the student outside of the school and at the parents expense.

Suspension Students may be suspended for a half day or more depending upon the infraction. Suspension may be either in or out of school. The classroom teacher will provide the student with schoolwork to be completed during the suspension. In-school suspensions are under the supervision of the Principal, with no recess privileges.

Demission Braemar's Demission Policy is an established and recognized final solution that is undertaken in response to either very serious infractions, or sustained and ongoing significantly disruptive student conduct, or both.

Restoring & Rebuilding

Our Approach

*The word discipline comes from the Latin **disciplina** which means learning. This must be balanced with the purpose of a Code of Conduct which is to ensure that one child's behaviour does not diminish the educational experience of the other students. We recognize that effective disciplinary action must seek to involve students in the modification of their behaviour through student, parent and teacher interactions.*

At Braemar discipline rests on the Restorative Justice model. It is our intent to educate our students about the impact of their actions on others, to hold our students accountable for their actions in a constructive and meaningful way, and to provide an opportunity for them to make amends to those they have affected. We want to provide our students with opportunities to learn vital skills necessary to develop healthy relationships and to give victims a chance to be heard, to heal, and to see improvement in a situation. The school understands that the development of appropriate behaviour can be a long term process that requires patience, empathy and persistence.

Braemar recognizes the significant negative impact that bullying or harassment (verbal, physical, emotional, or cyber) can have on a school and its students. It adversely affects our students' ability to learn, and our school's ability to educate its students. Bullying will not be accepted on school property, at school-related activities, or in any other circumstances that would have a negative impact on the school climate.

Naturally, we expect that adherence to our Code of Conduct will extend to all school activities, events and trips, especially if these take place off of school grounds. Our conduct in public places speaks strongly to the greater community of the values we hold.

The tenets of The Virtues Project inform our Code of Conduct.

Expectations for the Use of Information Technology and the Internet:

Braemar House School internet technology must be used in accordance with School policy and may not be used or accessed for any illegal purposes, including but not limited to harassment, threats, pornography, or violence.

Braemar House School
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