



BEACON HILL ELEMENTARY SCHOOL STUDENT CODE OF CONDUCT

For the school to complete its mission of providing the best possible learning environment for all its students, and in looking out for the best interests of all its students, the staff must constantly make decisions to ensure a safe and secure environment for all. To that end, certain behaviors must be welcomed and practiced while other behaviors must be deemed inappropriate and unacceptable.

At Beacon Hill, maintaining the dignity of each person, in all situations, is crucial in managing behavior. Effective discipline comes from the belief that teaching individuals to take responsibility for their behavior is more motivating in creating behavioral changes than teaching individuals to be obedient in order to avoid punishment.

At Beacon Hill, we believe in the responsibility model of discipline. By implementing logical and consistent consequences, and by providing individuals with opportunities to become responsible and caring members of the community, they will learn about their behavior, their choices and their impact on others while maintaining their dignity.

Appropriate behaviors to create a healthy and secure learning environment:

- Be prepared for class by studying and organizing work
- Respect school hours by arriving to school on time
- Be courteous, civil, and respectful with all adults (substitute teachers, daycare and lunch educators) in the school as well as with the bus drivers and volunteers during school transportation
- Respect all guests, fellow students, and volunteers in the school
- Respect the rights and dignity of all staff and students when using social media
- Resolve conflicts in a peaceful manner
- Use positive and encouraging language
- Respect classroom and school rules
- Walk quietly in halls and classroom and not disturb others

Inappropriate and unacceptable behaviors include:

- Disruptions in class
- Profane language and swearing
- Bullying
- Name-calling, pushing, or rough play
- Defacement or damage to school property or other student's or staff's personal property
- Aggressive verbal confrontations with other students or with staff members
- Racial slurs
- Throwing of snowballs or dangerous objects
- Violence towards another person (such as kicking, tripping, pushing, punching, or hitting)
- Non-compliance with any staff member
- Disrespectful, negative behavior or profane language towards staff, students, bus drivers or volunteers during school or on social media.
- Using recording devices without explicit permission from all parties

| <i>Normal Conflict</i> | <i>Bullying</i> |
|---|---|
| Occasional | Is a repeated intentional action |
| Not pre-planned, in the heat of the moment | Premeditated, on purpose, planned |
| Genuine upset to both parties | Person being bullied is more upset |
| Trying to work things out | Trying to be the one in control |
| Not wanting to take something from someone | Want to take power or possession from someone |
| Both parties admit some responsibility | Blame is laid on the person that is being bullied |
| Effort to solve the problem by both parties | No effort to solve the problem by the person bullying |

DISCIPLINARY SANCTIONS

These sanctions also apply to the bus, lunch program and daycare.

The administration will impose consequences for behavior based on the severity, circumstances and/or frequency of the behavior. It should be understood that sanctions put in place are to educate and create a safe environment for all.

BEHAVIOURAL INFRACTIONS:

Following intervention with school personnel, infractions could result in the following measures:

- Reflection time
- Caring behaviors
 - a. Note of apology/spoken apology
 - b. Written reflection about incident
 - c. Teaching opportunity (student prepares lesson for younger students)
 - d. In school community service
 - e. Project
 - f. Other
- Loss of recess and/or lunch and/or daycare outside play privileges.
- Communication with parents (telephone, incident report, letter, email)
- Loss of field trip privileges.
- Loss of grad activity privileges (where applicable).
- Loss of extra-curricular privileges.
- Loss of bus privileges

In addition, serious or repeated offences may also involve one or more of the following measures:

- An in-school meeting with the parents and the child to establish a behavior contract
- A conference with the principal and/or teacher
- Supervision of the student during unstructured time

A suspension in school or out of school followed, if necessary, by a meeting with parents before the student may return. When determining the duration of the suspension, Beacon Hill shall take into account the student's best interest, the severity of the incident, and any previously taken measures.

- Referral for specialized programs or services
- Court a domicile/Home Study
- If the problem continues, an individual discipline plan involving school professionals and parents may be developed.

Positive behaviors avoid problems. Learning to take responsibility for one's actions, accept the consequences, make restitution, and eventually make better behavioral choices is our goal.

Please talk about these expectations as a family and work with us as a team to resolve difficulties.



Beacon Hill Elementary School

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Student and Parent(s) Commitment Agreement Regarding the Beacon Hill Code of Conduct for Students 2025-2026

We, both student and parent(s), acknowledge reading and reviewing the content of this Code of Conduct. We will do our very best to always respect the behavior expectations and dress code of Beacon Hill Elementary School, in the school, on school property, on the bus or on field trips.

Parent Name and Signature

Student Name and Signature

Date

Thank you for your cooperation.

Beacon Hill Elementary School