

Code of Conduct 2011 – 2012



June 2011

Ecole Banting Middle

School Mission: Ecole Banting Middle School provides a supportive environment which promotes the active participation of students in their intellectual, cultural, physical and social development, enabling them to contribute responsibly in our changing world.



École Banting Middle School Code of Conduct

I. INTRODUCTION

École Banting School's Code of Conduct outlines school expectations and acceptable student behaviour as directed by the School Act 85(2)(c). The Code of Conduct is communicated to students, parents/guardians, staff, as well as to visitors and other district staff. The Code of Conduct is taught, reinforced and monitored consistently, through our F.I.E.R.T.E./P.R.I.D.E. matrix. Each year the Code of Conduct is reviewed to reflect the school's community needs and to align with the district and provincial school safety initiatives. The Code of Conduct is posted throughout the school and distributed to the parents/guardians through our newsletter.

II. CODE OF CONDUCT: KEY ELEMENTS

1. Process

Our School Planning Council, Parent Advisory Council, Student Leadership, staff have reviewed the Safe, Caring and Orderly Schools document. We have discussed how our school's code of conduct meets the Ministry requirements and District #43(Coquitlam) policies.

2. Communication

Expectations regarding acceptable conduct are made known to all students, parents and school staff, as well as to temporary staff and visitors. Protocols while acting as ambassadors of the school are also made known to students, parents, coaches and involved members of the community.

The code is communicated to:

- Students via school-wide assemblies, classroom teachers, student planners, posters, school announcements, school website, F.I.E.R.T.E./P.R.I.D.E and class preventative and proactive activities.
- Parents via SPC, PAC meetings, newsletters, school website, school announcements.
- Staff via Staff Handbook, staff meetings, team meetings, Banting Leadership Team, F.I.E.R.T.E./P.R.I.D.E, professional development, posters, school announcements.
- Temporary staff/noon hour supervisors are informed about the content and expectations of the code via teacher-on-call and casual noon-hour supervisor handbooks.

3. Implementation

"Behavioural expectations outlined in the code are consistently taught and actively promoted. Responses to unacceptable behaviour are based consistently on sound principles and are appropriate to the context." Safe, Caring and Orderly Schools Guide)

Parents as represented by SPC and PAC are involved in the implementation process through the consultation and collaboration process and reinforce the code at home.

There is school-wide understanding and modeling of social behaviours by adults in the school. Staff are actively involved in the implementation process. The code and our F.I.E.R.T.E./P.R.I.D.E MATRIX are reviewed at leadership meetings, staff meetings, team meetings. Staff also inform parents about student progress using the Social Responsibility Performance Standards on report cards. Staff regularly review and discuss the code in classes through F.I.E.R.T.E./P.R.I.D.E activities. Regular school-wide reminders are made through our website and public announcement system.

Student representatives are actively involved in the implementation through our student leadership program. Strategies used to involve students include First Week activities, school-wide assemblies, theme lessons and activities.

Our Code is universally communicated, understood and embraced by the whole school community through our student agenda planners, school website, posters and P.R.I.D.E. activities.

Monitoring and Review

“Conduct is continuously monitored to ensure the code reflects current and emerging situations and contribute to school safety.” (Safe, Caring and Orderly Schools Guide)

“The code of conduct is reviewed and improved in light of evidence gathered and/or relevant research, and is revisited as part of a regular cycle of policy review.” (Safe, Caring and Orderly Schools Guide)

Grade 7 Satisfaction Surveys, F.I.E.R.T.E./P.R.I.D.E forms, information from noon hour supervisors, bullying survey, bullying reporting website and office referrals are used as data to review and improve the code. Staff, Student Leadership, SPC and PAC will discuss the code in June and make any changes necessary.

4. Alignment

Our code is compatible between schools in the community and across elementary, middle and secondary levels.

5. Standards

a) Statement of Purpose

- Establish and maintain a safe, caring and orderly environment for positive learning and teaching climate.
- Clarify and outline school-wide expectations and acceptable student conduct at school, in the community and while acting as school ambassadors.
- Ensure a positive human rights environment that values openness, diversity, fairness and equity as referenced in the B.C. Human Rights Code.
- Encourage thoughtful and responsible citizenship

b) Conduct Expectations

Acceptable conduct

- Respecting oneself, others and the school facility
- Engaging in responsible behaviour in all learning and school activities (attend classes regularly, be prepared for class, complete all assignments, and use good manners and common sense)
- Helping to ensure the school environment is a safe and caring place for all to learn
- Informing an adult of an unsafe situation (individual or behaviour)
- Modeling respectful and responsible behaviour at school, in the community and while acting as school ambassadors
- Practicing “Ethics of Information Use” (see “Intellectual Honesty”) by always citing research sources (text, sound, graphics, video, etc)

- Following the F.I.E.R.TE./P.R.I.D.E matrix

Unacceptable conduct

- Interfering with the learning environment of any school member
- Creating an unsafe and dangerous learning environment while at school, at a school related event or in other circumstances where engaging in the activity will have impact on the school environment.
- Demonstrating a lack of caring for oneself, others and the school community
- Demonstrating bullying, harassment,, intimidation or relational aggression online in both static posting environments and electronic chat environments.
- Displaying an inappropriate use of mobile technological devices including cellular telephones and especially those devices which have camera, video and text messaging capabilities. Students may be subject to discipline for both ON and OFF CAMPUS misuse of technology that negatively impacts on individual or the school community.
- Demonstrating bullying, harassment, intimidation, relational aggression or exclusion. These behaviours may include but are not limited to: physical or verbal bullying such as putdowns, name calling, gestures or actions; discriminatory behaviours, verbal, written or gestured, that comment on a person's race, colour, ancestry, place or origin, political beliefs, religion, physical or mental disability, gender, sexual orientation, physical appearance or health.
- Are punitive in nature; especially when they are enacted in retribution for the reporting of an unsafe or violent incident.
- Are illegal (possession of weapons, possession, use of trafficking of illegal chemicals, drugs, or restricted substances, theft of school or personal property, vandalism of school or personal property).

Behaviours cited above are only some examples and not an all-inclusive list.

Rising expectations

As the students in middle school mature and progress from grade 6 to 8, there are rising expectations of personal conduct and exemplary behaviours. Students are expected to:

- Model positive behaviours for their peers and younger students
- Support and reinforce appropriate behaviours with one and other
- Assist in peaceful resolutions to problems and seek adult help regarding unacceptable conduct
- Demonstrate better self-control and implement conflict resolution strategies

c) **Consequences**

Consequences will be applied fairly and consistently to unacceptable student conduct, while maintaining that every student is an individual and will be treated as thus. Special consideration may be given to students with special needs if the student is unable to comply due to a disability of an intellectual, physical, sensory, emotional or behavioural nature. The consequences will be implemented based on the severity and the frequency of the behaviour. Progressive discipline methods will be implemented to alter the inappropriate and/or unsafe behaviour. Consequences and support will be preventative and restorative. Students will participate in meaningful consequences related to unacceptable behaviour. Parents/Guardians will be notified prior to the implementation of any of the methods of consequence listed below:

- School or community counseling

- Conflict resolution strategies
- Small group mediations
- Informal suspension
- School or community service
- Partial day school programs
- Behaviour plans
- Formal suspension: District Code of Conduct: Suspension Process – Level I, II, or III (for serious or dangerous behaviours)

d) **Notification:**

- Parents/Guardians of the student offender(s) will be contacted
- Parents/Guardians of the student victim(s) will be contacted

Dependent on the nature of the unacceptable behaviour a member of staff may contact the following people:

- Coquitlam School Board officials will be contacted as required by school district policy, e.g. Level I, II and III suspensions
- Police and other agencies as required by law
- School staff and school community as deemed appropriate by the school and/or district administration

Consultation will occur with parents/guardians regarding the nature of any consequences, in a timely manner

For specific school rules with examples please refer to the school planner.