

# Code of Conduct

## 2021 – 2022



**Citadel Middle School**  
**June 2021 (revised)**

# Citadel Middle School Code of Conduct

***“My contention is, first, that we should want more from our educational efforts than adequate academic achievement and, second, that we will not achieve even that meager success unless our children believe that they themselves are cared for and learn to care for others.”***

Nel Noddings

## **Context, Process, and Next Steps**

School culture is the product of either design or default. It is either the result of deliberate actions on the part of school community members to create, model, and cultivate a culture rooted in shared and commonly held values or it is simply left to chance, without purpose or direction. A school’s Code of Conduct must embody these shared values; the Code must reflect values that are woven into the fabric of a school’s daily practices, structures, and events. The values must be lived and thus enshrine the Code as a living document, evolving and strengthening, renewed, and subject to revision by the changing community.

The process to “re-root” Citadel Middle School’s culture in common and care-based values begins in September 2021. For most students at Citadel, all they have known of school for more than a year has been influenced by COVID restrictions. The lack of opportunity to make connections, demonstrate care through leadership programs and initiatives, and build relationships outside of cohorts has inhibited our school’s next steps.

Soon we will begin a process to determine student ideas and attitudes, “*what kind of school do you want to see?*” This initial activity will generate value-based attributes that we can use to determine themes and areas of need. Staff and parents will engage in a similar process. Once the information is gathered from all stakeholders, we will look to determine what common core values are most desired in our school community.

These core values, once determined, will form the basis for how we want to live and work while at school. The values will become the framework for our Code of Conduct and will align with the Ministry of Education’s Safe, Caring, and Orderly Schools mandate. Until we have developed our new code, co-constructed with the community, our pre-existing Code of Conduct will remain in place.

## **Communication**

Expectations regarding acceptable conduct are made known to all students, parents, and school staff, as well as to temporary staff or visitors. Protocols while acting as ambassadors of the school are also made known to students, parents, coaches and involved members of the greater community. Detailed information about the Code of Conduct is available on the school website and is reviewed throughout the school year.

## **Implementation**

Behavioural expectations outlined in the Code of Conduct are directly taught to students, consistently reviewed, and actively promoted. During the first week of the school year, staff will review with students the behaviour expectations outlined in our Code of

Conduct. Teachers will also use the Code of Conduct as the basis of their classroom expectations and/or charters. Our staff models welcoming, respectful behaviour to all members and visitors of our community.

Responses to undesirable behaviour are rooted in restorative practices. Whenever possible, teachers and students reflect on actions through restorative conversations. Restorative practices are intended to focus on relationships, opportunities for learning, acknowledging responsibility for choices, problem solving and trying to repair any harm done if appropriate.

### **Monitoring and Review**

Beginning in September 2021, students, staff, and parents will embark on a new process of determining core values. How people in our school community are “in relation” with one another matters. We need to learn what is important to all people in the community and ask of everyone, “*what kind of school do you want to see?*” From asking questions, we can learn what is truly important and from there look for themes that are common to most. Once some common core values are determined, we can use values as the framework for our Code of Conduct. This process will take time and will be ongoing. Values, once determined, must be modelled, taught, and revisited continually. In other words, they must be lived values, otherwise they are simply rules on paper.

### **Alignment**

Citadel’s Code of Conduct is aligned with the BC Human Rights Code and is compatible with those from other middle schools in the district as well as the family of schools in our geographical area. It is also in alignment with the District Code of Conduct. Discussions with the members of our community of schools take place regularly throughout the school year. Citadel’s Code of Conduct is aligned with our school goal: *For all students and staff to build and maintain healthy relationships and to experience connectedness and belonging in a supported and purposeful learning environment.*

## **CODE OF CONDUCT**

### **Statement of Purpose**

- *To establish and maintain safe, caring, and orderly environments for purposeful learning*
- *To clarify and actively teach behaviour expectations for students so that they understand what it looks like to be positive, responsible, respectful members of our school community*
- *To establish and maintain appropriate balances among individual and collective rights, freedoms and responsibilities*
- *To clarify and publish expectations for student behaviour while at school, while going to and from school, and while attending any school function or activity at any location*
- *To establish and maintain a school community where self-respect and respect for others is valued*

## Conduct Expectations

These expectations apply to behaviour at school, during school-organized or sponsored activities, and behaviour beyond these times (including on-line behaviour) that negatively impacts the safe, caring or orderly environment of the school, and/or student learning. All Citadel community members are expected to contribute towards building a safe, caring and orderly school environment for students, staff and visitors.

***As per Section 8 of Human Rights Code of British Columbia, students shall not discriminate against others on the basis of the race, religion, colour, ancestry, place of origin, marital status, family status, age, sex, sexual orientation, gender identity or expression, or physical or mental disability. Furthermore, as per Section 7 of the Human Rights Code of British Columbia, no student shall publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the basis.***

## Acceptable Conduct

- *Speak and act towards other students, staff, and visitors to the school in a caring and respectful manner so that words and actions do not cause injury or discomfort to anyone*
- *Help ensure the school environment is a safe and caring place for all to learn*
- *Report in a timely manner to a staff member of an unsafe individual or behavior*
- *Engage in responsible behavior in all learning and school activities (attending classes regularly and on time, being prepared for class, completing all assignments thoroughly and in a timely manner, and using good manners and good common sense)*
- *Use electronic devices in classrooms, for curricular purposes, with teacher permission*
- *Model respectful and responsible behaviour at school, in the community and while acting as a representative of the school.*
- *Treat other students, all staff members, and visitors to the school with care and respect.*
- *Follow the individual rules, guidelines and instructions of all classroom teachers and staff*

## Clothing

While the responsibility for personal dress and grooming rests primarily with students and their parents, clothing which is comfortable, clean and modest is most conducive to a positive and productive educational climate. The following guidelines are observed at Citadel Middle School:

- *Conform with established health and safety requirements for the intended activity.*
- *Clothing does not depict or promote violence, racism, sexism, or discrimination.*
- *Clothing items may not promote alcohol, drugs, or tobacco.*

Ultimately, the school administration has the responsibility to apply the dress guidelines when necessary. If any person dresses in an inappropriate manner, the student will be advised personally and discreetly and given an opportunity to meet school guidelines.

### **Unacceptable Conduct**

The cited behaviours are examples only, not an all-inclusive list.

Behaviours that:

- *Interfere with an individual's right to learn*
- *Interfere with an individual's right to feel safe*
- *Interfere with an orderly environment*
- *Disrespect the school facility/environment*
- *Negatively impact students' and staffs' ability to learn and work*
- *Negatively impact the school's status as a caring and orderly learning and working environment*

Acts of:

- *Bullying, harassment, or intimidation, including online and texting*
- *Inappropriate language and put downs*
- *Retribution against a person who has reported incidents*
- *Physical violence*
- *Aggressive horseplay/hands on behaviour*
- *Disrespect or insubordination towards teachers or staff*
- *Unethical behaviour, such as cheating and plagiarism*
- *Using/naming a physical illness, disability, or condition to threaten, harass or intimidate others in the community*

Illegal acts, such as:

- *Possession, use, or distribution of illegal or restricted substances*
- *Possession or use of weapons*
- *Theft of or damage to property*

*A search by school officials of a student under their authority or a search of student property may be undertaken if the school has reasonable grounds to believe a school rule has been or will be violated, and that the evidence of that violation will be found in the location or on the person of the student being searched. Students know that their teachers and other school authorities are responsible for providing a safe learning environment and maintaining order and discipline at school. As a result, they must know that, where reasonable grounds exist, this may require searches of students, their lockers and their personal effects and the seizure of prohibited items.*

*Students should also be aware that the schools may collect, use and disclose personal information about students for the purposes of investigating and addressing student misconduct, safety and maintaining order and discipline in school. Such collection and use of student information may include information that is obtained from witnesses or collected from other secondary information sources (e.g. Social media). All personal information of students collected by the school will be collected in compliance with and under the authority of the Freedom of Information and Protection of Privacy Act (ss. 26 (a),(b), and (c), and the School Act.) Questions about the collection, use or disclosure of student personal information should be directed to the Director of Information and Learning Technologies, Stephen Whiffin, at [swiffin@sd43.bc.ca](mailto:swiffin@sd43.bc.ca)*

## **Rising expectations**

As students mature and progress through their three years at middle school, it is expected that the level of personal accountability will increase. Students are expected to increase their social and personal responsibility, as well as their self-discipline.

While at middle school, students are expected to:

- *Be responsible for one's actions*
- *Exhibit socially responsible behaviours;*
- *Understand that levels of maturity, personal responsibility, self-discipline, modeling, and leadership are expected to improve*

## **Consequences**

- *Wherever possible and appropriate, the focus will be on responses that are restorative in nature rather than punitive; students will be provided with an opportunity to participate in the development of meaningful consequences for violation of the established code of conduct*
- *Every attempt is made to ensure that the responses are as consistent and fair*
- *Each situation will be treated according to the particular circumstances and with the intention of meeting the needs of the student(s) involved*
- *Special considerations may apply to the imposition of consequences on a student with special needs if the student is unable to comply with this Code of Conduct due to a disability of an intellectual, physical, sensory, emotional or behavioural nature.*
- *The school and the school board will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the Code of Conduct.*

Responses to undesirable conduct may include any and/or all of the following:

- *Teacher interventions and in-team consequences*
- *discussion with administration*
- *Behaviour plans*
- *Parent notification and/or meeting*
- *Loss of privileges*
- *Small group mediation and/or conflict resolution*
- *Alternate to suspension meetings and/or programs*
- *In-school suspensions*
- *Formal Suspension Level I, II or III for serious or dangerous behaviours*

Responses to inappropriate technology use may include any and/or all of the following:

- *Teacher and classroom-based warnings and loss of privileges – teachers may collect and store the device for the remainder of the day.*
- *After repeated classroom warnings, the device will be sent to the office where it can be picked up at the end of that day.*
- *If inappropriate use continues, students will be asked to leave the device at home; parents will also be contacted.*
- *Any incident deemed serious enough could result in the immediate loss of this privilege for an extended period of time.*

Parents are asked to contact the school office to communicate with their children as opposed to texting or calling them during class time. Students bringing electronic devices to school do so at their own risk. The school assumes no responsibility for damage, loss, theft etc.

### **Notification**

In instances where serious violations of the code of conduct have occurred, school officials may have a responsibility to communicate to other parties. These parties may include some and/or all of the following:

- *Parents of all students who are involved, both the wronged and wrong doer*
- *School district officials, as required by school district policy;*
- *Police and/or other agencies, as required by law;*
- *Other school staff, district support staff, and community supports as deemed appropriate by the school and/or district administration*
- *All parents within the school community, in cases where it is important to reassure all members of the school community that school officials are aware of a serious situation or incident and are taking appropriate actions to address the matter.*