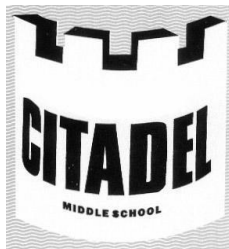
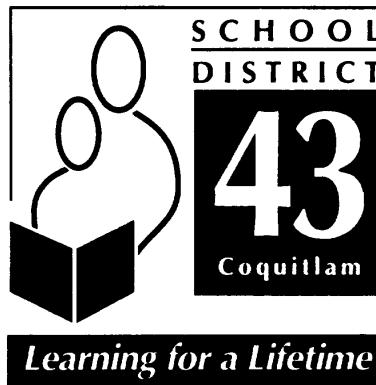


Code of Conduct 2017 – 2018



Citadel Middle School

May 8, 2017

School Mission: Working together, our mission is to provide a safe, nurturing and responsive environment that meets the unique developmental needs of early adolescents.

Citadel Middle School Code of Conduct

CITADEL MIDDLE SCHOOL CODE OF CONDUCT - Introduction

Process

All British Columbia schools include students, parents and staff in the development and review of codes of conduct. School boards and schools are entrusted through the *School Act* with authority to establish codes of conduct. All students, staff and parents have regular access to the Codes of Conduct through the school website and are welcome to take part in the annual review of the Code of Conduct. Please contact the office to participate in monitoring, evaluating and reviewing continuous improvements being made at Citadel Middle School.

Purpose

The Citadel Code of Conduct adheres with the BC Human Rights Code to “foster... full and free participation in economic social political and cultural life of British Columbia” and “promote a climate of understanding and mutual respect where all are equal in dignity and rights.” The Citadel Code of Conduct adheres with the *Safe Caring and Orderly Schools: A Guide*, to ensure that schools are a safe place (e.g. students and their parents can easily inform school authorities of safety concerns), a caring place (e.g. promote appropriate adult-student relationships), and an orderly place (e.g. characterized by a climate of mutual respect and responsibility).

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 for all children is available on the school website and is reviewed throughout the school year as needed.

Implementation

Behavioural expectations outlined in codes of conduct are consistently taught and actively promoted. Responses to unacceptable behaviour are based consistently on sound principles and are appropriate to the context. The staff at Citadel Middle employs a proactive, responsive, team-based and restorative framework to maintain a safe, caring and orderly environment for purposeful learning. Restorative practices are intended to focus on relationships, opportunities for learning, acknowledging responsibility for choices, problem solving and accountability. Students are to employ self-regulated and brain-based strategies that support positive behavioural expectations.

Monitoring and Review

Conduct is continuously monitored to ensure codes reflect current and emerging situations and are contributing to school safety. Codes of conduct are reviewed and improved in light of evidence gathered and/or relevant research, and are revisited as part of a regular cycle of policy review. Annually, the codes of conduct are reviewed by staff, students and members of the PAC.

Alignment

Codes of conduct are compatible between schools in the community and across elementary,

middle and secondary levels. The safe school attributes align directly with Citadel Middle School's goal of Social Responsibility with emphasis on self-regulation and social and emotional learning. Citadel Middle is working on the Personal and Social core competencies and the Social and Emotional Learning competencies. Restorative practices and self-regulated learning strategies are utilized to teach, model and encourage socially responsible behaviours and resiliency in students. Classroom circles allow students and teachers to speak openly and safely about specific issues of importance while maintaining safe, and caring relationships in an orderly environment.

CODE OF CONDUCT

Statement of Purpose

- To maintain a safe, caring and orderly environment conducive to the pursuit of purposeful learning and excellence
- 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

Conduct Expectations

Students, while attending school and school-sponsored functions and activities, shall be subject to the District Code of Conduct for Students and the school's rules of conduct and department established by the principal. Students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school-sponsored function or activity, while the student is going to and from school, or at an alternate location.

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 Associate Director of Information and Learning Technologies, Stephen Whiffin, at swhiffin@sd43.bc.ca.

Acceptable conduct

- Respect self, others, the school, and the school environment
- Help to make the school a safe, caring and orderly place
- Arrive to class on time, with materials, and be ready to learn
- Take responsibility for your own learning and respect the rights of others to learn
- Follow the individual rules, guidelines, and instructions of all teachers and staff
- Promptly inform an adult of incidents of bullying, harassment, or intimidation
- Act in a manner that brings pride to Citadel Middle and shows respect of property
- **As per Section 8 of the Human Rights Code of British Columbia, students shall not discriminate against others on the basis of their 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 aforementioned bases.**

Unacceptable conduct

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

Behaviours that:

- Interfere with the learning of others
- Are unsafe or cause others to feel unsafe
- Interfere with an orderly environment
- Disrespect the school facility/environment
- Negatively impact students and staffs' ability to learn and work
- Negatively impact the schools' status as a caring and orderly learning and working environment

Acts of:

- Bullying, harassment, or intimidation, including 'cyber bullying'
- 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

Illegal acts, such as:

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

Note: Use of Cell Phones and Technology in the School Community

Cell phones or electronic devices, iPads, iPods and laptops, which may include internet, cameras, text or video capabilities, must be used appropriately at school and during school activities. Students may be subject to discipline for on or off campus misuse of technology that negatively impacts an individual or the school community.

Rising expectations

- Increasing accountability for academic program
- Increasing expectations in terms of social responsibility including personal responsibility and self-discipline
- Increasing levels of consequences for inappropriate behaviours

Consequences

- Disciplinary action, wherever possible, is intended to be preventative and restorative, rather than merely punitive; students are encouraged to assist with the development of meaningful consequences for violation of the established code of conduct; if necessary, an additional level of support may be required: a student threat assessment or violent threat risk assessment may be initiated when behaviours are of a serious nature including but not limited to violence, violence with intent to harm, possession of weapons (including replicas)
- Responses to unacceptable conduct are pre-planned, and every attempt is made to ensure that the responses are as consistent and fair as possible
- Consequences are delivered in a progressive manner, always considering the severity and frequency of the unacceptable conduct
- Each situation will be treated according to the particular circumstances and with the intention of meeting the needs of the students 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.

Examples of Citadel Middle's approach to progressive discipline include the following:

Teacher interventions; in-team consequences; office referrals; behaviour improvement forms; parent notification; loss of privileges; in-school suspensions; and formal suspensions. Progressive discipline that takes the form of Restorative Practices model

respectful and responsible processes for managing conflict through the teaching and practicing of prosocial behaviours.

Restorative Practices

The fundamental practice is that people are happier, more cooperative, productive, and more likely to make positive changes to their lives when those in authority do things “with them”, rather than “to them” or “for them.” As a result, a focus of behaviour intervention should be to help an offender and then reinforce positive behaviours, in order to return the offender to the school community stronger, and more resilient than before the offense. (International Institute for Restorative Practices <http://www.iirp.edu/what-is-restorative-practices.php>).

Notification

School officials may be required to advise other parties in the event of serious breaches of the Code of Conduct, including the following:

- Parents of student offender(s) – in every instance
- Parents of student victim(s) – in every instance
- Follow-up calls and/or conversation with the victim(s) - in every instance
- Follow-up calls and/or conversation with the victim(s) parents in every instance, and an opportunity for counselling if requested/deemed necessary.
- All parents – when deemed important, to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it
- School District officials – as required by School District policy
- Police and/or other outside agencies – as required by law