



Code of Conduct 2015 – 2016



Montgomery Middle School A Rights Respecting School

June 2015

Montgomery Middle School is a community of learners and leaders focused on the nature and needs of young adolescents as they prepare for a lifetime of learning in the 21st Century.

Montgomery Middle School Code of Conduct

I. INTRODUCTION

This Code of Conduct is a result of collaboration between the parents, students and staff of the Montgomery Middle School Community and is designed to reflect and clearly communicate what we, as a school community, value and expect in terms of student behaviour.

We believe that safe, caring and orderly schools are developed by committed, thoughtful school communities using appropriate and ever-improving policies, procedures and practices.

Montgomery Middle School's Code of Conduct outlines school expectations and acceptable student behaviour, as directed by the *School Act* 85 (2) (c) and the 2007 Ministerial Order, "Provincial Standards for Codes of Conduct".

II. CODE OF CONDUCT: KEY ELEMENTS

1. Process

The Montgomery Middle School Planning Council coordinated a process of gathering input from students, parents and staff. Students gave input through their core classes. Staff members were given the opportunity to view the draft copy, provide feedback and recommendations, and participate in discussions. Parents were given access to the draft document and were given an opportunity to provide written or verbal feedback. The result is a code of conduct that represents the values and beliefs of our school community.

The School Leadership Team, SPC, staff and students review the Code of Conduct annually.

2. Communication

The school will take the following steps to communicate expectations to students and the greater school community:

- Our school code of conduct is posted on our school website and, as such, is available to the public: www.montymiddle.ca
- Our school code of conduct is distributed at the beginning of each year to all staff, parents and students.
- The code of conduct is included in the student planner which each student in our school receives in early September and is expected to use each day
- When students start at our school mid-year, they receive the code of conduct in their planner and we ask parents to review the code with their child.
- The code of conduct is posted near the office along with information about what it means to be a Rights Respecting School with our Student and Staff Charters.
- Weekly Newsletters with associated topics and updates on meetings for PAC and SPC input
- Key elements will be reviewed with students during Opening Monty Culture School Week activities and taught explicitly as part of our R.O.C.K.S. Social Responsibility Program
- Term Assemblies and Monthly Level Meetings with students
- All school members participate in a weekly Community Circles session based upon Restorative Circles in Schools
- Parent Interviews with principal and or classroom teacher involving behaviour or restorative/ restitution issues

3. Implementation

Each student receives direct instruction on our school's code of conduct during the first weeks of school and parents are asked each September to read and discuss the section of the planner to ensure that the code of conduct has been reviewed. This supports that there is reinforcement of the code of conduct at home. At the beginning of each school year expectations are clearly stated through a week of explicit Social Emotional Area of with the school administration and Team teacher discussions. As well, all fieldtrip notices require parents sign indicating their understanding that students are responsible for adhering to the school's code of conduct while on fieldtrips and outings.

Rights Respecting Schools (RRS) is an initiative of UNICEF Canada's Global Classroom program. This initiative uses the United Nations Convention on the Rights of the Child as the basis for enhancing an inclusive, participatory and respectful school culture for children and adults.

As a framework for educational improvement, the initiative helps schools address the whole learning environment through a consistent, rights-based approach. It is premised on the understanding that in order for children to want to achieve, they have to feel included, that they belong and that they matter. It brings children into early contact with the universal ideals of respect for oneself and for others, in the school community and in an interdependent world.

1. Connecting Circles: Our students will meet weekly in smaller circle groups to learn a wide range of social communication skills.
2. Use of restorative practices as a method to help students deal with solving problems.
3. Continue to focus on the RRS program with students through school wide activities. Organize Class Charters, School and Staff Charters, Technology Charters and other in class based activities.
4. Continuation of a SEL committee to discuss, support and monitor our school's progress.

4. Monitoring and Review

The Code of Conduct undergoes annual review and revision, through both the School Planning Council and the staff, ensuring opportunities for all stakeholders to have a voice in assessing the effectiveness of the code of conduct in addressing current school safety issues. Our S.E.L. Committee will work to develop this code of conduct into a document that fully reflects the progress of our school in becoming a Rights Respecting School, with Restorative Practices that are used throughout our Community Circles and Restitution Model of building a safe culture.

Classroom Meetings, weekly Community Circles and monthly Team Assemblies involve the following:

- Classroom meetings focusing on developing the Five Social Competencies of self-awareness, self-management, social awareness, relationships skills and responsible decision making all focusing on strategies and techniques for students to use when dealing with stress and inappropriate conduct and work issues.
- Community Circles focus on developing student voice using our 5 key foundation articles from the UNICEF Convention of Children's Rights through the use of Restorative Circles.
- The process of monitoring student behaviours and reviewing school wide expectations is one that involves all staff at team level meetings and individual teacher chats.

- There is an Incident Referral System that uses a paper tracking system for behavioural and discipline issues. These referrals are compiled on the offending student and consequences for their actions are outlined in the standards section of this code of conduct under consequences. Office referral data (student behaviour incident forms) is stored in a binder in the Administrator's offices.

5. Alignment

Administration from our community of schools (elementary, middle and secondary) met to compare our respective codes of conduct and school-wide discipline systems. Although it is recognized that there is a need for some school-wide autonomy, schools are attempting to strive for continuity in terms of language used with students regarding safety and belonging. A strong degree of alignment in core values is evident among schools in the community. Specifically, Cape Horn Elementary, one of our feeder schools, is also a Rights Respecting School, a partnership we have maintained over recent years.

Montgomery Middle School's Code of Conduct is aligned with our school district Code of Conduct policy (Policy 17) and is also supported by Policy 18 (Violence, Intimidation, and Possession of Weapons), Administrative Procedure 355 (Suspension of Students), Section 85 of the School Act, Policy 13 (Appeals Regarding Student Matters) and the BC Human Rights Code.

6. Standards

Montgomery Middle School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, physical or mental disability, sex or sexual orientation – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment.

a) Statement of Purpose:

- To establish and maintain safe, caring and orderly environments for purposeful learning.
- To establish and maintain appropriate balances among individual and collective rights, freedoms, and responsibilities.
- To clarify expectations for behaviour while at school, on the way to and from school, and while attending school functions or activities at any location.
- To assist children in developing socially responsible behaviours, showing a developing awareness of their role as ethical decision-makers and moral citizens.

b) Conduct Expectations:

Acceptable Conduct

At Monty, our high expectations for behaviour are expressed through our slogan, "Monty R.O.C.K.S." It stands for:

- R** – **Respect**
- O** – **Organization**
- C** – **Cooperation**
- K** – **Kindness**
- S** – **Safety**

As a staff we have decided to focus on 5 key articles from the UNICEF Convention on the Rights of a Child and they are:

Article 12: We have the right to our opinion, and for adults and others to listen and take it seriously.

Article 13: We have the right to find out things and share what we think with others by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 19: We have the right to be protected from being hurt and mistreated, in body and mind.

Article 24 – You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 29: Our education should help us use and develop our talents and abilities. It should also help us learn to live peacefully, protect the environment and respect other people.

Students are expected to:

- Not discriminate against others on the basis of the race, colour, ancestry, place of origin, marital status, family status, age, religion, sex or sexual orientation, or physical or mental disability, or for any other reason set out in the Human Rights Code of British Columbia (Section 7 and 8), nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the basis of any such grounds
- Understand and respect the rights of everyone in our community
- Treat all students and staff members with respect
- Act in a safe, caring and responsible manner, respecting personal space and property
- Engage in purposeful learning activities in a productive manner
- Respect the right of students to learn and teachers to facilitate learning
- Follow the Classroom/ School Charters for all community members;
- Take pride in their middle school and respect the surrounding community.
- Model responsible problem solving skills at school and in the community by using your W.I.T.S. to solve problems (Walk Away, Ignore, Talk About It, Seek Help)
- Demonstrate and show respect for the feeling of others by following the “Head, Heart, Body Check”
- Follow the Technology Charter and use computers, cell phones, tablets or electronic devices that may include cameras, text or video capabilities, appropriately and respectfully as instructed by the classroom teacher.

Unacceptable Conduct

(Behaviours cited as unacceptable are examples only and do not represent an all-inclusive list.)

Behaviours that:

- Interfere with the learning of others
- Interfere with an orderly environment
- Create unsafe conditions

Acts of:

- bullying, harassment, intimidation (*Bullying includes, but is not limited to, physical or verbal intimidation, verbal harassment and cyber bullying, occurring on or off school property. District Policy 17*)
- rough play or physical violence

- retribution against others

Illegal acts, such as:

- possession, use, or distribution of illegal or restricted substances – cigarettes, electronic cigarettes, alcohol, drugs
- possession and use of weapons or items used as potential weapons
- theft or damage to property

Students shall not discriminate against others on the basis of the race, religion, sex or sexual orientation, or disability, or for any other reason set out in the Human Rights Code of British Columbia, nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the basis of any such grounds.

Students may be subject to discipline under the school and/or District Code of Conduct for any conduct, including the use of technology, 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, or otherwise.

Rising Expectations:

As students gain maturity and knowledge, we expect a higher standard of responsibility, self discipline and accountability.

c) Consequences:

We believe that all children can learn socially responsible behaviors.

- Consequences of not meeting behavioural expectations are based on what is best for the student. How can we best help him/her make a better choice next time? Consequences of unacceptable behaviour must take account of the student's age, maturity and special needs, if any. 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.

Apology RAP Protocol – a written response for students to formalize the ownership of their wrongful actions and to initiate brainstorming of more respectful choices that are available for student problem solving. Responses are kept in Incident referral Book for the duration of the year.

- a. Responsibility – for offending actions
- b. Apologize – for pain, suffering or damage done
- c. Promise – commitment to not engage in further disrespectful activities
- d. All signed and dated by the student and parent/guardian

Bully Conflict Resolution Process – a management discussion process that engages conflicting parties and witnesses to the event.

- a. Restitution – attempt to bring issues of balance to the event
- b. Resolve – examination of root of issue and how to deal with emotions
- c. Reconciliation – an agreed meeting between involved parties
- d. Restorative Circles – involving students, staff and parents

Restorative and/or preventative, rather than punitive consequences will be applied in progressively escalating steps, depending on the severity and persistence of the difficulty.

Some possible consequences might be:

- apologize/fix problem
- discussion with teacher/discussion with administrator
- written apology
- school service
- parent phone call/ parent meeting/ student timeout with parent guardian
- loss of noon hour/nutrition break
- in-school suspension
- out-of-school suspension

Note: Serious breaches of the code of conduct may result in a suspension when the child's presence at school creates an unsafe environment for him/herself, other students or school staff.

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 will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a code of conduct.

d) Notification:

It is our desire to work with parents to help students make good choices and respect the rights of all members of our school community. Teachers and Administrators will phone home for many reasons, with both "Good News" and "Bad News" messages. Parents will often be asked to be involved in helping shape productive behaviour. The decision to notify parents will be made by school staff.

There will definitely be contact with home if any of the following occurs:

- If a student is absent or missing with no parent contact.
- If a student is involved in behaviour which is chronically unkind, interferes with the learning of others, is disrespectful or unsafe.
- If a student is frightened, intimidated, injured, upset in any significant way.

For serious breaches of the code of conduct the following people will receive notification:

- parents of the student offender(s)
- parents of the student victim(s)
- school district officials – as required by school district policy
- police and/or other agencies – as required by law
- school staff & school community as deemed appropriate by the school and/or district administration 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.

Student Rights and Responsibilities Samples

Through Rights Respecting Schools*, students learn they have a responsibility to respect their own rights and those of others (based on class charters).

Be Heard

Rights	Responsibilities
<p>Article 12 - You have the right to give your opinion, and for adults to listen and take it seriously.</p> <p>Article 13 - You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people</p>	<p>Respect others' right to share their views by asking what they think or want to do.</p> <p>To share and take hold of another's perspective is the right of each person and the responsibility to view ideas from another person.</p>

Be Safe

Rights	Responsibilities
<p>Article 19 - You have the right to help if you've been hurt, neglected or badly treated.</p>	<p>Students are responsible for their actions and should lead by example through proper, peaceful conduct.</p> <p>Respect others' right to protection from harm by being kind and stopping bullying</p>

Be Healthy

Rights	Responsibilities
<p>Article 24 - You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</p>	<p>Students are responsible for living a healthy lifestyle, ie: getting plenty of rest, eating nutritious food and getting daily exercise.</p>

Be Yourself

Rights	Responsibilities
<p>Article 29: Our education should help us use and develop our talents and abilities. It should also help us learn to live peacefully, protect the environment and respect other people.</p>	<p>Students have the responsibility to learn about their talents and other cultures as the opportunities arise and to be respectful of differences amongst people and our interactions with others and the environment.</p>

*UN Convention on the Rights of the Child (1989)

STAFF CHARTER: Developed and on display in our main hallway Spring 2015 to be reviewed Fall 2015

BECAUSE

You have the right to give your opinion, and for adults to listen and take you seriously. (Article 12)

WE BELIEVE

Your voice is important and needs opportunities to be heard.

WE WILL

Provide Community Circle time.

Engage in Student-led discussions, conferences and assessments.

Facilitate a student Government Body.

Create class charters.

Facilitate class meetings.

Provide collaborative learning opportunities

BECAUSE

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people. (Article 13)

WE BELIEVE

You are naturally curious and there are multiple ways to explore and express your learning.

WE WILL

Provide opportunities to demonstrate your understanding in a variety of ways.

Provide choices in tools, strategies and products.

Provide access to various learning resources.

Provide opportunities for Project Based Learning and Inquiry Based Learning.

BECAUSE

You have the right to be protected from being hurt and mistreated, in body or mind. (Article 19)

WE BELIEVE

School should be a safe and caring environment for everyone.

WE WILL

Provide opportunities to build community.

Be available to listen, guide and support.

Demonstrate and teach Rights Respecting Behaviours.

Create opportunities to develop SEL (Self Awareness, Self-Management, Social Awareness, Interpersonal Relationships, Decision Making).

BECAUSE

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well. (Article 24)

WE BELIEVE

The best learning happens in a safe and healthy environment.

WE WILL

Teach and encourage healthy nutrition.

Provide filtered water.

Encourage recycling and responsible cleaning -up by all.

work as a community to maintain health and safety checks and practice emergency preparation

BECAUSE

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. (Article 29)

WE BELIEVE

Each individual brings with them their unique interests, skills and passions.

WE WILL

Engage everyone in new experiences.

Challenge everyone to explore and grow their interests.

Raise awareness of our actions in our local and global communities.

Teach you how to be a contributing global citizen.

Student Charter: Developed and on display in our main hallway Spring 2014

WE BELIEVE

That we have the right to have and share our opinion and for adults to listen and take us seriously.

WE WILL

Listen to others and their opinions; we will not interrupt others, nor be offensive with our words our actions.

WE BELIEVE

Students should be encouraged to reach the highest level of education of which they are capable.

WE WILL

Be ready to learn with a positive attitude.

WE BELIEVE

That we have the right to find and share information that is applicable to our studies

WE WILL

Make sure we are getting our information from reliable sources. We will make sure that our information is respectful.

WE BELIEVE

That we have the right to rest and play

WE WILL

Rest and play at appropriate times and do our best to communicate these needs to the adults

WE BELIEVE

That we have the right to a special education if we have unique needs of any kind

WE WILL

Respect everyone as we would respect ourselves and friends because we are all the same and there should be no difference.

WE BELIEVE

That you have the right to choose your own friends and join groups as long as it isn't harmful to others.

WE WILL

Allow others to join our friend groups and try to befriend people and always be welcoming and respectful