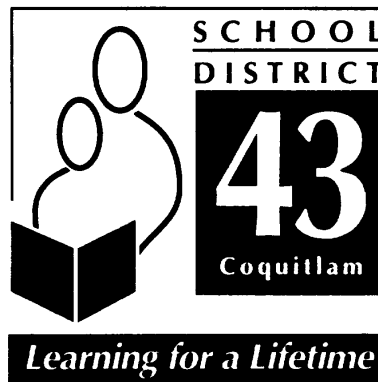


Code of Conduct 2022-2023



School Mission: At École Moody Middle School of the Arts, students will integrate and innovate through the arts to foster student learning, leadership, and social emotional development in a safe and caring learning environment.

École Moody Middle School of the Arts Code of Conduct

I. INTRODUCTION

École Moody Middle School of the Arts' code of conduct outlines school expectations and acceptable student behaviour as directed by the *School Act, section 85*. The code of conduct is communicated to students, parents, staff and other district staff (also to visitors if deemed necessary). Our code of conduct is taught, reinforced and monitored. Each year it is reviewed to reflect the school's community needs, and to align with the district and provincial school safety initiatives.

II. CODE OF CONDUCT: KEY ELEMENTS

1. Process

"All British Columbia schools include students, parents and staff in the development and review of codes of conduct."

The code of conduct as set out in Section 6 of this document, "Standards", is updated annually with input from students, parents, staff and district staff. The code of conduct is thoroughly reviewed to determine whether any amendments are necessary.

École Moody Middle School of the Arts has a collaborative and progressive behaviour support plan in place to assist with the alignment of all stakeholders to the code of conduct by focusing on expected behaviour and restorative practice in our school. Each year we review and update our expectations to best reflect our values and beliefs in our learning community. Our focus is on a restorative justice approach to create and maintain a peaceful environment for all students and staff.

2. 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 made known to students, parents, volunteers and involved members of the greater community."

The code of conduct, refreshed annually, is posted on our school website and published in our student handbook. Each year teachers review it with our students in September and at ongoing points throughout the year. Parents are asked to acknowledge that they have read and discussed the code with their children. The code is also inserted in the staff handbook, where it is supplemented with the student responsibilities process to be used at École Moody Middle School of the Arts (EMMSOTA).

In 2017, the learning community of EMMSOTA engaged in a collaborative process involving all staff and students to update and implement our shared values. After this very

effective planning process with the school community, a clear set of values and expectations were published at EMMSOTA. Classroom lessons around our values and expected behaviour has been and will continue to be integrated into our culture beginning with the September Maverick Week.

Behaviour expectations are communicated to students: by their core teachers, via the daily announcements, in assemblies, during pod meetings and in our advisory groups called BRICK. Parents are provided with updates in newsletters, through teacher communications, in special emails or on our website in the *announcements* section as necessary. When students need to take responsibility for harm/damage that they have caused, the discussion between student and adult will always contain reference to expected behaviours, alternative choices the student might have made, and a plan to make things right. Parents are also contacted to discuss the issue.

3. Implementation

“Behavioural expectations outlined in the code 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 École Moody Middle School of the Arts community believes it is important to establish a safe, caring environment where everyone belongs and feels connected. We do this by:

- Caring for and including others
- Respecting and accepting people
- Respecting and caring for property
- Showing safety for self and others

Our code of conduct applies to all members of the École Moody Middle School of the Arts community. We use our code to model, teach and encourage positive behavior. We also acknowledge that pre-adolescence is a busy, active time of growth and development as children become teenagers. Young adolescents at this stage, where they are experiencing their first sense of independence, will make mistakes and errors in judgment and will encounter peer conflict. As part of the school community, the staff work directly with our students, both victims and offenders, to address and restore the harm that was done and facilitate a timely and mutually agreeable resolution. Using a restorative justice approach, we find that all involved parties benefit from this method of addressing conflict in a respectful and effective manner.

Behaviour expectations are consistently modeled, taught and actively promoted throughout the school. At the beginning of each year, teachers take time to teach expected behaviour directly to students. This year staff will be using our shared values that form the acronym; RESPECT.

The acronym RESPECT stands for:

R-responsible/responsable
E-educated/éduquée
S-supportive / soutenir les autres
P-positive
E-empathetic/empathique
C-creative/créative
T-tenacious/ténace

During the year, teachers and other staff will focus on various needs as they arise in the school. A situation could potentially be addressed school-wide, by pod, classroom or by grade, depending on the issues identified. Aspects of self-regulation, appropriate specifically to children during the rapidly changing middle years are introduced and integrated into all school activities. Proactive measures the school has taken to foster strong relationships is to introduce an advisory block called BRICK. These small groups of grade 6, 7 and 8 students are led by a teacher who meet with their BRICK classes two days per week. During this time, learning is structured within four areas connected to our school. One of the areas is entitled *Building Respect*. Regular lessons created with this theme focus on RESPECT, restorative practice, school culture, personal and social competence and community circles.

All staff model socially responsible behaviour and they make their presence felt during the continuity of instruction, accounting for breaks as well as the time before and after learning. Adults are in constant communication with students to encourage social responsibility and self-regulation, and they communicate with their classes to emphasize points they feel need to be made on a wider scale.

We utilize our leadership BRICK students, and all students in general, to model and encourage the creation and maintenance of a restorative, and peaceful school environment. Considerable time and energy is spent inviting all students to participate in and join in one or more of the many extra-curricular teams, clubs and activities offered by the school, to increase their connectedness and sense of belonging. Pods focus on creating that unique sense of belonging to a pod, especially during September, and also throughout the whole year during both online and face-to-face instructional time.

Other parts of our implementation plan include anti-bullying/kindness initiatives, in combination with social emotional learning. Students and parents alike benefit from an understanding of the differences between, and the overlap between peer conflict, mean behavior and bullying. Our district leadership team has a bulletin that addresses this.

4. Monitoring and Review

“Conduct is continuously monitored to ensure code reflects 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.”

The code of conduct will be reviewed yearly by various representatives of the school community including the PAC, student leaders and the staff, in order to monitor its efficacy. Teachers will engage in a similar process involving consultation with students in homeroom and BRICK classes. As a result of this consultative process, it will be determined whether any part of the school policy around conduct, behaviour and response requires review, including: the code of conduct itself, the RESPECT behaviour matrix, and the communication strategies.

Throughout the year, we continue to monitor student behaviour using a variety of information channels including core/curricular competencies, office behavioural support data, classroom assessment data, MDI-7 results and anecdotal data. Ministry and school-based parent satisfaction surveys will yield a further source of information.

Our school community will engage in a process to highlight our shared values and code of conduct with special emphasis on building a respectful culture including one that relates to respecting the school’s physical school facilities. This will allow us to embrace updated and current language to reflect our new school culture, while maintaining our rich culture of care and respect.

5. Alignment

“Codes of conduct are compatible between schools in the community and across elementary, middle and secondary levels.”

The École Moody Middle School of the Arts code of conduct is closely aligned with the codes of our elementary and secondary schools. Recently, the codes of conduct from all levels from our family of schools were consulted to ensure consistency in language and expectations.

6. Standards

a. Purpose

The purpose of this Code of Conduct is to:

- establish and maintain a safe, caring and orderly environment for a positive learning and teaching climate
- outline and clarify school expectations and acceptable student conduct at school, on the way to and from school, and while attending any school function or activity at any location and within our online community
- ensure a positive human rights environment that cherishes openness, diversity, fairness, and equity
- encourage thoughtful and reflective citizenship

b. Conduct Expectations

Rising Expectations

École Moody Middle School of the Arts students share a culture of **RESPECT**.

R-responsible/responsible; **E**-educated/éduquée; **S**-supportive / soutenir les autres;

P-positive; **E**-empathetic/empathique; **C**-creative/créative; **T**-tenacious/ténace.

Students are expected to learn and to mature and progress through their 30 months of middle school and should:

- model positive behaviours for their peers and younger students
- support and reinforce appropriate behaviours with themselves and others (self-regulation) as outlined through the school's goals of RESPECT
- assist in peaceful resolutions to problems and seek adult help regarding unacceptable conduct
- demonstrate increased self-control and implement conflict resolution strategies
- engage in a restorative practice philosophy

Acceptable conduct is demonstrated by:

- respecting oneself, others and the environment
 - *caring for and including others*
 - *respecting and accepting all members of our school community*
 - *respecting and caring for property*
 - *cleaning up after oneself and others on the school property*
 - *dressing appropriately for a learning environment*
 - *believing in yourself with an "I make a difference" attitude*
- engaging in responsible behaviour in all learning and school activities
 - *attending class regularly and punctually*
 - *participating fully in learning activities and being prepared for class*
 - *completing all assignments well and in a timely manner*
 - *being polite and using common sense*
- ensuring the school environment is a safe, healthy and caring place for all to learn
 - *being a respectful participant*
 - *working cooperatively with others*
 - *being accepting of others' abilities and ideas*
- informing an adult of an unsafe individual or behaviour in a timely manner and in advance, if possible, for example, incidents of:
 - *fighting*
 - *bullying*
 - *harassment*
 - *intimidation*
- acting in a manner that brings credit to the school

Unacceptable conduct is demonstrated by behaviours that:

- interfere with the learning and teaching environment
- create an unsafe or dangerous learning environment
- demonstrate bullying, harassment, intimidation, violence or exclusion, such as:
 - *physical or verbal bullying such as putdowns, name calling, gestures or actions*
 - Use/name a physical illness, disability or condition to threaten, harass or intimidate others in the community
 - *bullying, such as harassing, insulting or intimidating others through the use of technology – students may be subject to discipline for on or off campus misuse of technology or any other conduct if it negatively impacts on the school environment*
 - *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 aforementioned bases.*
 - *touching or teasing any person who does not want it because all people have the right not to be touched, teased or humiliated*
- are acts of retribution towards someone who reported unsafe or violent incidents
- are illegal, such as:
 - *possession, use or distribution of illegal or restricted substances (tobacco, drugs, alcohol, fireworks of any kind, lighters, electronic cigarettes/vapes, etc.)*
 - *possession or use of any weapons*
 - *theft of or damage to property*

* The behaviours cited are intended as examples only and are not an all-inclusive list.

- 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 the conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise.
- 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.

Responses

When there is unacceptable student conduct, a restorative process begins. Progressive discipline methods will be implemented to alter the inappropriate and/or unsafe behaviour. Consequences and support will be preventative and restorative, whenever possible and appropriate. Consequences may be implemented based on the severity and frequency of the behaviour, as well as on the age and maturity of the student(s).

Some of these methods could include one or more of the following:

- students completing reflective behavior sheets that include an opportunity to create a plan to restore the harm caused by the behavior
- students participating in meaningful consequences for the unacceptable behavior
- face to face meetings with appropriate individuals to address the harm done
- small group or classroom circles to restore equity, balance and respect
- school or community counselling
- conflict resolution strategies
- informal suspension or “time-outs” at school or at home
- 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)

*Special considerations may apply to the imposition of consequences on students 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.

Parent Notification

Due to the nature of the unacceptable behaviour the school staff will contact the following people:

- parents of student offenders in incidents of bullying, harassment or illegal activity

- parents of student offenders who interfere with the learning of others, or who show disrespect to others and to the environment – as determined by individual staff member dealing with the situation, possibly after a warning or two
- parents of student victims
- school district officials – as required by school district policy
- police and/or other agencies – as required by law

all parents – when deemed to be 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.