



# HERITAGE WOODS SECONDARY

## Code of Conduct

2011 - 2012



July, 2011

### **School Mission:**

*At Heritage Woods, we will create the challenges and supports required to achieve success for every student.*

# HERITAGE WOODS SECONDARY

## CODE OF CONDUCT

Heritage Woods Secondary 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, staff, as well as to visitors and other district staff. The Code of Conduct is taught, reinforced and monitored. 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.

### CODE OF CONDUCT: KEY ELEMENTS

#### 1. Process

The code of conduct was initially developed with parents and staff when Heritage Woods opened in September 2004. The staff, parents and students have been involved in modifying the Code of Conduct in the fall of 2005, 2006 and 2008. The Code of Conduct was also reviewed and updated in 2009.

#### 2. Communication

Students and parents receive and sign-off the Code of Conduct at the beginning of each school year. Students new to Heritage Woods are provided with a copy with their student agenda. The Code of Conduct is referred to when meeting with students and parents when potential infractions to the code occur. The Code of Conduct is also available on the school website for parents, students, staff and the general public. In accordance with Ministerial Order M276107 the Code of Conduct is prominently displayed in the school office and is also provided to all employees.

#### 3. Implementation

Parents are expected to review the Code of Conduct located in the student agenda, with their child at the start of the school year and return a signed confirmation. Staff review the Code of Conduct in the beginning of the year in advisory class with all students. The administrative team meets with all grades in class assemblies at the start of the school year and reviews the Code of Conduct. Staff refer to the Code of Conduct when outlining class expectations, field trip expectations, and expectations of students participating in extra-curricular events such as sports. Student leadership groups such as 'Kodiaks With a Purpose' [KWAP], school hosts, and leadership classes implement the ideals of the school Code of Conduct throughout the year and promote those ideals with peers, staff and our community.

#### 4. Monitoring and Review

If school staff, students or parents recognize behaviour not covered by the Code of Conduct, they have the opportunity to bring this forward to the school administration for potential inclusion in the Code. Each year, additions or corrections are considered with each group before the Code of Conduct is submitted to the district. Additions or changes

to district policies are also reviewed each year and implemented in the Code of Conduct as necessary.

## **5. Alignment**

Heritage Woods Code of Conduct is shared and compared to the District Code of Conduct and also our feeder schools' Codes of Conduct for consistency and common language. As grade 9 students enter Heritage Woods Secondary they are provided with a Code of Conduct that they recognize because it is closely aligned with their previous middle school's Code of Conduct.

## **6. Standards**

### **a) Statement of Purpose**

Heritage Woods Secondary 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.

#### **THE PURPOSE OF THE CODE OF CONDUCT IS TO:**

- establish and maintain a safe, caring and orderly environment for a positive learning and teaching climate
- clarify and outline school expectations and acceptable student conduct at school, in the community and while acting as school ambassadors
- ensure a positive human rights environment that cherishes openness, diversity, fairness, and equity
- encourage thoughtful and reflective citizenship
- focus on consequences that are restorative and remedial rather than punitive, wherever possible and appropriate.

### **b) Conduct Expectations**

The following 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.

#### **Acceptable conduct is demonstrated by:**

- 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 good common sense)*

- helping to ensure the school environment is a safe and caring place for all to learn
- informing an adult of an unsafe individual or behaviour
- modelling respectful and responsible behaviour at school, in the community and while acting as school ambassadors
- using technology productively to support and advance learning

**Unacceptable conduct is demonstrated by behaviours that:**

- interfere with the learning and teaching environment of all school members
- create an unsafe or dangerous learning environment
- demonstrate a lack of caring for oneself, others and the school community
- demonstrate bullying, *\*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). harassment, intimidation or exclusion (physical or verbal bullying such as putdowns, name calling, gestures or actions; discriminatory behaviours such as verbal, written or gestured comments regarding a person's race, colour, ancestry, place of origin, political beliefs, religion, physical or mental disability, gender, sexual orientation, physical appearance or health; and all people have the right not to be touched, teased or humiliated)*
- acts of unkind words or hurtful behaviours towards others; bullying, harassment or intimidation; physical violence or assault; retribution towards someone who 'reported' unsafe or violent incidents
- using Cyberspace and current or emerging technologies, on or off campus, in a hurtful manner, that negatively impacts the school environment.
- Illegal acts, such as possession or use of a weapon; possession, use, or trafficking of illegal chemicals, drugs or restricted substances; theft of school or other's property; vandalism to school or other's property.

**Note:**

- 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 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 proceed through their years at Heritage Woods, we expect that they demonstrate more respect and responsibility in regards to the code of conduct.

### **c) Consequences**

Consequences will be applied to unacceptable student conduct. The consequence 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 the support will be preventative and restorative. Some of these methods could include one or more of the consequences below:

- students participating in meaningful consequences for the unacceptable behaviour
- school or community counselling
- conflict resolution strategies
- small group mediations
- informal suspension or “timeouts” – at school or 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 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 District 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:**

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

- parents of the student offender(s)
- parents of the student victim(s)
- 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