

# **Code of Conduct 2009 – 2010**



**May 2009**

**Riverside Secondary School**

**School Mission: “Our mission is to provide exemplary programs that challenge and inspire all learners to become reflective, caring and responsible citizens. We are committed to fostering a safe school community in which diversity is respected, and learners are encouraged to achieve their full potential.”**

# Riverside Code of Conduct

## I. INTRODUCTION

The purpose of this document is to provide a basic framework and common expectations for all schools. The guidelines reflect the new provincial standards for “Codes of Conduct”, as stated below:

School boards and schools are entrusted through the School Act with authority to establish codes of conduct. While recognizing the autonomy of these bodies and acknowledging the efforts they have already undertaken to ensure school climates are as positive as possible, the provincial standards described below are provided to assist them in developing consistent and coherent policies and practices in their communities. Although most schools have codes of conduct in place, it is expected that all British Columbia schools will revisit existing codes and/or develop new codes of conduct reflecting the provincial standards.

(Safe, Caring and Orderly Guide, page 15)

## 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. At Riverside, school staff, the Parent Advisory Council, Student Government, and the School Planning Council have reviewed the current code of conduct to meet the Ministry requirement of page 15 of A Guide for Safe, Caring and Orderly Schools.

### 2. Communication

Expectations regarding acceptable conduct are made known to all students, parents and school staff, as well as to temporary staff and visitors. Protocols, while acting as ambassadors of the school, are also made known to students, parents, coaches, and involved members of the greater community. Student conduct is regularly reviewed with students at assemblies, through advisory, and in regular school classes. The Code of Conduct is printed in student agendas and also posted on the school’s website. Codes of Conduct are also provided to employees of the board who are assigned to the school during the school year when they are so assigned, and to students and parents when a student starts attending the school during the school year.

### 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. Examples of implementation strategies that teach, model, and encourage socially responsible behaviours include weekly Advisory classes (RAP), special presentations for students, grade level assemblies, staff meeting presentations, and information sessions for teachers and

support staff. Parents are given the opportunity to be involved in the implementation process during presentations at SPC and PAC meetings, and we often refer to the Code of Conduct during parent conversations where we ask for their support in reinforcing the code at home.

#### **4. Monitoring and Review**

Conduct is continuously monitored to ensure codes reflect current and emerging situations and are contributing to school safety. Each fall, a formal review process with school partner groups is completed. This process includes formal and informal consultations with students, staff, and parents, reviewing office referral and suspension data, and reviewing Provincial standards in order to track trends and identify areas requiring further development.

#### **5. Alignment**

Riverside's Code of Conduct is compatible between schools in the community and across elementary, middle, and secondary levels. Codes of conduct are shared between administrators and at South Side Family of Schools meetings.

#### **6. Standards**

Riverside 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 service and facility in the school environment (Ministry Order 6a).

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

- To establish and maintain a safe, caring and orderly environment for purposeful learning
- 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

##### **b) 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.

## **Acceptable conduct**

*Students at Riverside are expected to:*

### **Personal Responsibility**

- Contribute to a safe environment by keeping oneself and others out of harm's way
- Arrive on time prepared to learn
- Identify, describe, and follow class, school, and district expectations
- Work independently and as a member of a group
- Demonstrate positive problem solving skills related to personal issues

### **Relationships**

- Model positive behaviour
- Cooperate with others
- Listen attentively
- Be inclusive
- Respect and promote diversity

### **School and Community Involvement**

- Assist others in the school and community
- Maintain a clean physical environment
- Respect school and personal property
- Participate in school and community activities
- Initiate projects that support the school and community

## **Unacceptable conduct**

- *The following behaviors are deemed unacceptable; they are broad in nature and are not intended to be all inclusive*

Behaviours that:

- interfere with the learning of others
- interfere with an orderly environment
- create unsafe conditions

Acts of:

- physical violence
- bullying, harassment, or intimidation
- cyber bullying or harassment
- discrimination (specifically, students shall not discriminate against others on the basis of 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

Illegal acts, such as:

- possession, use, or distribution of illegal or restricted substances
- gambling for money, goods, or services
- possession or use of weapons
- theft of or damage to property

### **Rising expectations**

- As students become older, more mature, and move through successive grades it is expected that they will show increasing personal responsibility and self-discipline
- There will be a system of increasing consequences for inappropriate behaviour as students progress in grade level.

### **c) Consequences**

- Those in authority (adult supervisors, teachers, and administration) will consider the severity and frequency of unacceptable conduct in determining disciplinary action
- Disciplinary action will focus on corrective rather than on punitive measures
- Students, as often as possible, will be encouraged to participate in the development of meaningful consequences for violations of the established Code of Conduct
- Special consideration may apply to the imposition of consequences on a student with special needs if the student is unable to comply with the Code of Conduct due to a disability of an intellectual, physical, sensory, emotional, or behavioural nature.
- All reasonable steps will be taken to prevent retaliation by a person against a student who has made a complaint of a breach of a code of conduct.

Consequences could include (this is not meant to be an all-inclusive list):

- school or community counselling
- conflict resolution meetings

- informal suspensions (at school or home)
- school / community service
- partial day school program
- behaviour plan
- formal suspensions (as per District Code of Conduct)

a. **Notification:**

➤ *School staff may, depending on the severity and frequency of unacceptable conduct, may have a responsibility to advise other parties of serious breaches of the code of conduct:*

- Parents of student offender(s) – in every instance
- Parents of student victim(s) – in every instance
- 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