



## ÉCOLE CITADEL MIDDLE SCHOOL

School District #43

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# CODE OF CONDUCT 2025/26

## I. INTRODUCTION

The École Citadel Code of Conduct is an evolutionary document that meets the necessities of the École Citadel teaching and learning community. It is developed, adapted, and maintained by all major groups that actively participate in the École Citadel school community. This is to ensure everyone involved in this school environment knows the day-to-day expectations. The Code of Conduct is reinforced and monitored throughout the year by the staff of the school, proactively and when harm has been done. A positive school environment that is shared throughout the École Citadel school community is important for student educational success. Our Code of Conduct and the idea that we Take care of ourselves, others and this place is the key to our successful learning environment.

As a school we recognize the importance in modeling respectful and responsible processes for managing conflict. Whenever possible we try to use a restorative approach to resolving conflict and teaching pro- social behaviors. The fundamental premise of restorative practices is that people are happier, more cooperative, and productive, and more likely to make positive changes when those in authority do things with them, rather than to them or for them.

In general, we believe the focus of behavior interventions should be to recognize and repair the harm done, teach and reinforce positive behaviors and return the offender to the community stronger and more resilient than before the offense. Social learning is a key underpinning of the middle school landscape, and we believe our practices should support positive and learning-focused social education.

We value the importance of working with students as a collective but also as individuals. Responses to conduct issues will take into consideration the student's age, maturity, and past conduct. Interventions will not discriminate against a student who cannot meet an expectation because of a disability.

Every effort will be made to support students. However, if there are ongoing conduct issues after having implemented restorative interventions, disciplinary actions will be undertaken and align with the School District #43, Code of Conduct.

## **II. CODE OF CONDUCT: KEY ELEMENTS**

### **1. Process:**

The École Citadel Code of Conduct outlines the school expectations and acceptable student behaviour. Input is gathered from our students, parents, and staff. Students give input through their core classes and student surveys. Staff members are given the opportunity to view the document, provide feedback and make recommendations to update the code of conduct. Through our PAC, parents are given access to the document and an opportunity to provide written and verbal feedback. The result is a document that represents the values and beliefs of our school community. Our Code of Conduct is posted to our website and communicated at the outset of the school year. Parent feedback is welcomed and received regularly by staff and school administration.

### **2. Communication:**

École Citadel will take the following steps to strengthen communication ties regarding the Code of Conduct:

- École Citadel Code of Conduct expectations are communicated electronically to all parents at the outset of the school year
- Parents are encouraged to discuss our Code of Conduct expectations with their child, so each family is prepared to be active in a positive way throughout the École Citadel community
- Code of Conduct expectations will be reviewed by all École Citadel staff at the beginning of the year in the classrooms and in assemblies
- Copies of the Code of Conduct will be given to new students and staff members that arrive after the normal September intake
- Copies of the Code of Conduct will be accessible to temporary and part time staff as well as all visitors should they need access
- The Code of Conduct will be posted on the École Citadel website
- Review and reminders of how we Take Care of Ourselves, Others and this Place will be provided by all staff across all learning communities, throughout the school year

### **3. Implementation:**

- Community building activities during the opening weeks focus on our core values
- Staff use class time and student relationship building activities to reflect on the need for a strong commitment in building a positive school environment which would ensure student academic and social success are not hindered by student actions
- École Citadel school has developed a common language around Taking Care of Ourselves, Others and this Place to ensure everyone fully understands the importance of building community within classrooms, learning communities and the entire school
- The École Citadel school community leaders continually role model the Code of Conduct expectations and recognize students for contributing to a positive school community
- Staff will also engage in conversations about restorative practices and how to respond to unexpected behaviour. This will be done through staff meetings, collaborative community meetings and professional development sessions.

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

- Restorative practices guide social learning where students are misguided, and outcomes are monitored and shared
- Patterns and trends that are noticeable are shared with the school community - this includes both positive and negative school concerns of the school community
- Patterns and trends are shared with staff regularly to allow for planning and/or adapting the school environment to address community concerns

- Positive patterns are recognized and used as a base for any needed adaptations for concerned patterns
- Relevant information is shared with the student population to show the positives and concerns of the school community

## 5. Alignment:

École Citadel's Code of Conduct aligns with:

- District #43's District Code of Conduct
- School District #43 middle schools' common guiding practices
- BC School Act and the BC Human Rights Code
- Current research and practice in middle years social development and learning

## 6. Standards:

École Citadel Middle School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals. In accordance with the law, students shall not discriminate against others on the basis of the race, color, 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. 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.

*"As per Section 8 of Human Rights Code of British Columbia, students shall not discriminate against others based on indigenous identity, race, religion, color, 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."*

### a) 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
- Ensure a positive human rights environment that cherishes openness, diversity, fairness, and equity
- Encourage thoughtful and reflective citizenship

### b) Conduct Expectations:

#### ***Rising Expectations***

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)
- respect and comply with all applicable federal, provincial, and municipal laws.
- respect the authority of school staff and other people in positions of responsibility at school and in the community.
- 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 showing care, understanding and compassion for members that are less privileged
  - 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
  - unsafe act
- 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 Assistant Superintendent and Chief Information Officer Stephen Whiffin, at [swhiffin@sd43.bc.ca](mailto:swhiffin@sd43.bc.ca).*

### Personal Digital Devices in Schools

All cellular phones or similar personal communication devices are to be appropriately stored during the school day and not visible at any time. Digital devices of any kind are only to be used at the discretion of your teacher when identified as appropriate for your learning environment or because of unique circumstances. Any use of personal digital devices at school is subject to all other expectations for conduct and use of technology, including AP 140.2 – Digital Responsibility for Students.

### Digital Responsibility Guidelines

École Citadel values face-to-face social interactions and as such limit's student access to personal devices during unstructured times. Students are expected to be off of their digital devices before and after school, while on school grounds unless directly supervised by a school personnel for work or project completion.

Following are appropriate use guidelines for cell phones at École Citadel:

#### 1. Academic and Learning Purposes

At the discretion of the teacher, students have access to cell phones for learning purposes in the classroom including organizational applications. Teachers can require students to have cell phones in their lockers or stored securely in the classroom and should not be on their person during the school day.

#### 2. Home Communication

Communication with home is encouraged to be done through our main office. Parents are encouraged to communicate outside of class hours; and, at times, students will not have access to their phones to reply to messages as this can be a distraction from learning in the classroom. Teachers reserve the right to have

students use the office phone or classroom phone in place of personal devices. Parents cannot expect timely responses to instant messages. Students, with the teacher's permission, can communicate with home.

### 3. Social Media

Internet safety and social media communication is the jurisdiction of both home and school. Middle school students require significant adult support to navigate social media safely and responsibly. While we are committed to educating our students about positive and safe choices on social media, our focus is on teaching and learning and social media use will not be permitted during school hours. Photography and video are strictly prohibited during school hours.

The student use of technology also must align with our student code of conduct.

#### *Message to Parents:*

Supporting our students to use technology appropriately is the shared responsibility of home and school. École Citadel staff is committed to working with our students and values its partnership with parents and the community. Once we have ensured a common understanding in our school at the outset of the year, this is what you can expect if your son/daughter requires extra support managing the above guidelines:

1. First offence – student will be issued a warning by a staff member.
2. Second offence – phone will be held in the office until the end of the school day.
3. Third offence – parent will be contacted and phone will be held at the office or at home for an established amount of time.
4. Ongoing infractions will result in the student being disallowed a phone at school.
5. Above steps may vary for more serious infractions.

Digital responsibility is a part of educating students to be socially responsible in their workplace: school. At École Citadel, our goal is to support our students in developmentally appropriate ways, so they thrive in every area of their learning: academic, behavioral, social, emotional, and physical. We thank you for being such an important part of the work in our learning community.

#### **c) Responses to unacceptable conduct**

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 or altered day school programs
- positive behaviour support plans
- connections with other schools to enhance restorative justice
- formal suspension: District Code of Conduct suspension process – Level I, II or III (for serious or dangerous behaviours)

To note:

- As student progress from Grade 6 to Grade 8, consequences may be more stringent as older students should have a better understanding of expectation for the École Citadel school community
- Progressive discipline is used to give repeat offenders as many opportunities to change their behaviors and re-establish themselves with the École Citadel community (restorative justice)
- Retaliation to an individual is not acceptable.
- 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 behavioral nature.

#### **d) Parent/Guardian Notification:**

Depending on the nature of the unacceptable behavior, school staff will contact the following people:

- parents of students accused of bullying, harassment, or illegal activity
- parents of students who repeatedly disrupt the learning of others, or who show disrespect to others and/or the environment
- 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

#### **e) Restorative Practices:**

When working with school members in restorative conferences and/or circles, the following questions may be discussed:

- What happened?
- What were you thinking at the time?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

When the incident in question inflicted clear and direct harm on another person, additional questions may be asked:

- What did you think when you realized what had happened?
- What impact has this had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?