

# Code of Conduct 2022-2023



## Gleneagle Secondary School

2022-2023

### **GLENEAGLE MISSION STATEMENT:**

*At Gleneagle Secondary School we strive to create a unique and safe learning environment where we honour the diversity of the community by empowering our students to think critically, act responsibly, advance technologically, and develop in a dynamic world.*

## **I. INTRODUCTION**

The purpose of this document is to provide a basic framework and common expectations for all schools. The guidelines reflect 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**

Each year the Gleneagle Community is involved in a process whereby all stakeholders (students, parents, and staff) are given an opportunity to provide feedback and make recommendations to improve the Code of Conduct. Students are provided with a voice through Student Council, staff is involved through staff meeting time, and parents have the opportunity to contribute through the Parent Advisory Council.

### **2. Communication**

Gleneagle 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 reviewed annually to reflect the school’s community needs, and to ensure that it is aligned with both district and provincial safety initiatives. The Code of Conduct is communicated to students, parents, school and district staff, coaches, and visitors. The Code of Conduct is:

- Posted on the school website and intranet SharePoint site
- Included in the agenda app that is accessible to all students and parents
- Presented to students at grade assemblies at the beginning of each year and reinforced throughout the school year in various settings. If assemblies are not permitted due to the pandemic, the Code of Conduct will be delivered in classrooms, via technology and the classroom teacher
- Distributed to all staff at the beginning of the year, and provided to individuals who join the staff throughout the school year via email
- Communicated to parents through school newsletters, the school app (MySchoolDay app), emails, our website’s Talon Talk daily bulletin and through the Parent Advisory Council
- Included in all Teaching Teachers on Call folders and CUPE sub books

### **3. Implementation**

- The Code of Conduct is taught and communicated through various structures and events such as assemblies, Grade 9 Orientation at the beginning of each year, grade wide assemblies, staff meetings, student council meetings, newsletters, and the school website
- The Code of Conduct is reviewed regularly through interaction with students as they connect with teachers, counselors and administrators.
- Staff members model the expectations of the Code of Conduct and guide students in decision-making and problem solving
- Student leaders in the school are asked to model behavior that reinforces the expectations laid out in the Code of Conduct. In addition, student leaders talk to new students about the expectations at Gleneagle in the first few weeks of school
- Students are encouraged to resolve conflicts through peaceful means such as mediation and to follow due process when resolving problems/challenges
- Staff are asked to review aspects of the Code of Conduct at select staff meetings and professional development sessions
- All school staff expect community members to adhere to the Code of Conduct everywhere on the school property
- The tenets of the Code of Conduct are evident in sports activities, both at home and away, where a commitment to sportsmanship and fair play prevail
- Parents are asked to review the Code of Conduct that is on our website, under the heading 'About' with their son/daughter.
- Parent Advisory Council will have a role in the review of, and any modifications made to, the Code of Conduct

### **4. Monitoring and review**

Student conduct and the school's Code of Conduct is monitored and discussed to ensure that the code reflects the current and emerging situations that contribute to school/student safety. The monitoring function is achieved through:

- Weekly school-based team meetings attended by the administration team, counsellors, student services, teachers and the youth worker
- Administration meetings
- Department meetings and school leadership (DH) meetings
- Student based meetings such as through the school counsel and in leadership
- Parent based meetings such as PAC and SPC (once annually)
- Meetings between administration, counsellors, teachers, students and/or parents
- Communication with parents through report card comments (formal/informal), "in progress" forms and parent/teacher interviews

## 5. Alignment

The Gleneagle Code of Conduct is aligned with:

- District and Provincial policy
- Administrative procedures
- The Human Rights Act
- The School Act
- The Criminal Code Of Canada
- Schools within the community

## 6. Standards

Gleneagle 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

Gleneagle's Code of Conduct is in place to:

- Establish and maintain a safe, caring, and orderly environment for a positive learning and teaching climate
- Encourage thoughtful and reflective citizenship
- Ensure a positive human rights environment that cherishes openness, diversity, fairness, and equity
- Maintain appropriate balances among individual and collective rights, freedoms, and responsibilities
- Clarify and outline school expectations and acceptable student conduct at school, in the community and while acting as school ambassadors
- Address conduct beyond the school property/functions/activities negatively impacting the school environment

### 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 environment of the safe, caring, or orderly environment of the school, and/or school learning.

As per Section 8 of the 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.

## Acceptable conduct

- Respect oneself, others, the school facility and the property of others
- Engage in responsible behaviour in all learning and school activities
- Be on time, attend all classes, and be ready to learn
- Be prepared for class and complete all assignments
- Use good manners and common sense
- Take ownership of the school facility by cleaning up after oneself and recycling wherever possible
- Practice acceptable use of technology on or off school grounds according to the district Digital Citizenship for Students policy (<http://www.sd43.bc.ca/Board/Policies/Administrative%20Procedures/Administrative%20Procedure%20140-2.pdf>)
- Wear suitable and appropriate attire for the school learning environment
- Help to ensure the school environment is a safe and caring place for all to learn
- Ask any visitors to report to the office (student visitors are discouraged at Gleneagle, unless they are on official business)
- Inform an adult of an unsafe individual, behaviour or situation
- Cooperate with school staff when investigating incidents
- Model respectful and responsible behaviour at school, in the community, and while acting as a school ambassador

## Unacceptable conduct

The following behaviors are deemed unacceptable:

- Interfere with and/or compromise the learning and teaching environment of any school member
- Interfere with and/or be uncooperative or impede school staff who are supervising or investigating school community activities
- Demonstrate academic dishonesty (cheating, plagiarism etc.)
- Demonstrate bullying, harassment, intimidation or exclusion (physical or verbal bullying such as put downs, 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, physical or mental disability, gender, sexual orientation, physical appearance or health. 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
- Demonstrate a lack of caring for oneself, others, the school facility and/or the school community
- Misuse any forms of technology or communication (cell phones, computers, iPods, gaming sites, Facebook, YouTube etc.)
- Are illegal acts such as
  - Possession or use of a weapon
  - Possession, use or trafficking of illegal chemicals, drugs, alcohol, or restricted substances

- Theft, vandalism, graffiti, damage to school/other's property
- Smoking cigarettes, including electronic cigarettes or vaporizers, on school property
- Gambling for money, goods and/or services (Note: playing card games or other activities is acceptable without gambling for money, goods or service etc.)
- Involve being in possession of and/or the use of e-cigarettes, vapes and other smoking devices whether or not drugs/nicotine is being consumed using the device'

*Behaviours cited above are only some examples and not an all-inclusive list*

In ensuring Gleneagle is a safe environment for all members, discrimination, intimidation, harassment and/or bullying will not be tolerated and should be reported.

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](mailto:swhiffin@sd43.bc.ca).

**Discrimination (B.C. Human Rights Code):** is an intentional or unintentional act which adversely affects a person or group on the basis of prejudice:

- Discrimination because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of persons.
- Discrimination in accommodation, service and facility. A person must not, without a bona fide and reasonable justification,
  - (a) deny to a person or class of persons any accommodation, service or facility customarily available to the public, or
  - (b) discriminate against a person or class of persons regarding any accommodation, service, or facility customarily available to the public

**Intimidation (Ministry of Education – Developing and Reviewing Codes of Conduct, 2007):** Intimidation is the act of instilling fear in someone as a means of controlling that person. For example, any of the following behaviours could be considered intimidation:

- Verbal threats: threatening phone calls, threats of violence against a person or property
- Threats through email, text messaging or other electronic means/any new social networking technologies in the future
- Physical threats: showing a weapon or replica, jostling, threatening to punch, stalking or following
- Defacing or stealing victim's property
- Daring or coercing victim to do something dangerous or illegal
- Extortion (demanding payment or goods for a victim's safety)
- Inciting hatred toward a victim
- Setting up a victim to take the blame for an offence
- Seeking retribution against a person who has reported incidents

**Harassment (From Ministry of Education – Developing and Reviewing Codes of Conduct, 2007):**

any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person is an act of harassment. Of particular concern is such behaviour that persists after the aggressor has been asked to stop. Any of the following behaviours could be considered harassment and are unacceptable:

- Condescending treatment that undermines another's self-respect, name-calling, teasing, disrespectful comments
- Gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment
- Social isolation ("freezing out" or rejecting others), exclusion from a group, threatening to withdraw friendship
- Repeated unwanted communication; unwelcome jokes, innuendoes, insults, or put downs; taunts about a person's body, disability, religion, attire, age, economic status, ethnic or national origin
- Insulting graffiti directed at an individual or group
- Unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient

**Bullying Behaviour (Ministry of Education – Developing and Reviewing Codes of Conduct 2007):**

a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance. Bullying behaviour is a type of harassment and intimidation. This aggressive behaviour includes physical or verbal behaviour and is an intentional and purposeful act meant to inflict injury or discomfort on the other person.

There are three critical conditions that distinguish bullying from other forms of aggressive behaviour including:

- *Power* (involves a power imbalance): individuals who bully acquire their power through physical size and strength, through status within the peer group, and/or by recruiting support of the peer group.

- *Frequency* (repeated over time): bullying is characterized by frequent and repeated attacks. It is this factor that brings about the anticipatory terror in the mind of the person being bullied that can be so detrimental and can have the most debilitating long-term effects.
- *Intent to harm* (intended to hurt): individuals who bully generally do so with the intent to either physically or emotionally harm the other person.

### **Rising expectations**

As students progress through grades 9-12, behavioural expectations will rise so that:

- Student levels of maturity, personal responsibility and self-discipline will improve
- Discipline for unacceptable conduct in senior grades will likely result in more serious consequences
- Older students will model positive behaviours for their peers and younger students

### **b) Consequences**

- Wherever possible and appropriate, the focus will be on consequences that are restorative in nature rather than punitive
- 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
- Those in authority (adult supervisors, teachers and administration) will consider the severity and frequency of unacceptable conduct in determining disciplinary action
- Students, as much as possible, will be encouraged to participate in the development of meaningful consequences for violations of the established Code of Conduct
- Gleneagle Secondary School will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the Code of Conduct

Consequences could include but are not limited to:

- school or community counselling
- conflict resolution meetings
- restorative conversations and actions
- informal suspensions (at home or school)
- school/community service
- alternative to suspension meetings and/or programs
- behaviour plans
- Formal Suspension Level I, II or III as per the District Code of Conduct
- Special considerations 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.

### **c) Notification**

School staff, 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/guardians of the student offender(s)
- Parents/guardians of the student victim(s)
- Police and other agencies as required by law
- All parents and/or staff 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
- Coquitlam School Board officials as required by school district policy

The Gleneagle Secondary School Code of Conduct has used the structural set up, designated passages and terminology from the BC Ministry of Education Standards Department *Safe, Caring and Orderly Schools Document: The Guide*

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The Safe and Caring School Document can be found on the internet at [www.bced.gov.bc.ca](http://www.bced.gov.bc.ca)