

Code of Conduct



Gleneagle Secondary School

2024-2025

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.



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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).

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.
- Presented to students at grade assemblies at the beginning of each year and reinforced throughout the school year in various settings.
- Distributed to all staff at the beginning of the year, and provided to individuals who join the staff throughout the school year.
- Communicated to parents through school newsletters, the school app (MySchoolDay app), emails, our *Talon Talk* daily bulletin and through the Parent Advisory Council.
- Included in all Teachers-Teaching-on-Call folders and CUPE sub books.

3. Implementation

- The Code of Conduct is taught and communicated through various structures and events such during September Orientations at the beginning of each year or during New Student Orientations when new students arrive, grade wide assemblies, parent newsletters, open house, staff meetings, student council meetings, newsletters, and the school website.



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Implementation cont'd...

- The Code of Conduct is reviewed regularly through interaction with students as they connect with teachers, counsellors and administrators.
- Staff members model the expectations of the Code of Conduct and guide students in decision-making and problem solving that is restorative in nature.
- 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 school property.
- All school community members are expected to adhere to the Code of Conduct during school-related activities on or off site.
- 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 child/children.
- 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, learning supports and services teachers, teachers, (indigenous) youth worker and possibly, parent(s).
- Administration meetings.
- Department meetings and school educational leadership (EL) meetings.
- Student based meetings such as through the Student Council and student leadership team.
- Parent based meetings such as the Parent Advisory Council.
- Meetings between administration, counsellors, teachers, students and/or parents.
- Communication with parents through progress report comments (formal/informal), "insufficient evidence" 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
- Section 8 of the BC Human Rights Code
- The School Act
- The Criminal Code of Canada
- Schools within the community



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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, indigenous identity, place of origin, religion, marital status, family status, age, 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 with a focus on restorative practices.

b) Conduct Expectations

These expectations apply to behaviour at school or off-site, during school-organized or school-sponsored activities, and includes 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, or otherwise.

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, indigenous identity, 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 composting/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).



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Acceptable Conduct cont'd...

- 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 are uncooperative or impede school staff who are teaching, supervising or investigating school community activities.
- Demonstrate academic dishonesty (cheating, plagiarism, use of artificial intelligence technology, etc.)
- Demonstrate bullying, harassment, intimidation or exclusion (emotional, 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, indigenous identity, place of origin, political or religious beliefs, physical or mental disability, gender, sexual orientation, physical appearance or health). All people have the right to feel psychologically safe and 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 incident(s).
- 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, air pods, gaming sites, Facebook, Instagram, YouTube, etc.)
- Are illegal acts such as:
 - Possession or use of a weapon (including body or chemical sprays, etc.)
 - Possession, use or trafficking of illegal chemicals, drugs, alcohol, or restricted substances.
 - Theft, vandalism, graffiti, damage to school/other's property.
 - Possession, use or distribution of 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 services, etc.)
 - Involve being in possession of and/or the use of e-cigarettes, vapes and other smoking devices whether 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.



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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 Assistant Superintendent of Information and Learning Technologies Stephen Whiffin, at swhiffin@sd43.bc.ca.

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

- Discrimination against a person or class of persons because of the race, colour, ancestry, indigenous identity, 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, using a potentially harming spray, jostling, threatening to punch, stalking or following.
- Defacing or stealing victim's property.
- Daring or coercing the 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.



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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.

Personal Digital Devices in Schools (Ministry of Education – 2024):

all cellular phones or similar personal communication devices are to be appropriately stored during **<the school day (for student's grade K-8)/class time (for students grades 9-12)>**. 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 a unique circumstance.

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.

Special considerations with respect to life skills (special needs) students:

- **Individualized Support Plans:** Life skill students may have individualized support plans in place to address their unique needs and challenges. These plans, developed in collaboration with parents/guardians, teachers, and support staff, outline specific accommodations, interventions, and strategies to support the student's success.
- **Understanding and Patience:** We approach disciplinary matters involving life skills students with understanding, patience, and empathy. We recognize that behaviors exhibited by these students may be a result of their unique circumstances, and we strive to address underlying needs rather than simply applying punitive measures.
- **Collaborative Approach:** Disciplinary decisions involving life skills students are made collaboratively, with input from relevant stakeholders, including parents/guardians, teachers, support staff, school administration and any other professionals involved in the student's care. This collaborative approach ensures that disciplinary actions are tailored to the individual needs of the student and aligned with their support plan.

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.



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Consequences

- Wherever possible and appropriate, the focus will be on consequences that are **restorative in nature** rather than punitive.
 - **Restorative Philosophy:** At Gleneagle, we believe in the power of restorative practices to resolve conflicts and build stronger relationships within our community. We recognize that every member of our school community has inherent worth and dignity, and it is our collective responsibility to support one another in times of conflict and challenge.
 - **Restorative Consequences:** When incidents occur that violate Gleneagle's Code of Conduct, we prioritize restorative consequences over punitive measures. Restorative consequences aim to address the harm caused, promote understanding, and repair relationships.
- 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:

- restorative conversations and actions.
- conflict resolution meetings.
- school or community counselling.
- 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.



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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