

CODE OF CONDUCT

2025-2026

I. INTRODUCTION

The Maillard Code of Conduct is an evolutionary document that meets the needs of the Maillard teaching and learning community. It is developed, adapted, and maintained by all major groups that actively participate in the Maillard 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 is essential for student educational success. Our Code of Conduct is a part of establishing that 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 behaviours. 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 behaviour interventions should be to recognize and repair the harm done, teach and reinforce positive behaviours and return the offender to the community stronger and more resilient than before the offense. Social learning is a key component 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 Maillard school community groups have had in the past, and will in the future, the opportunity to analyze and contribute to the school Code of Conduct. The staff, Parent Advisory Council and student representatives have read and contributed to the code's development. Ongoing dialogue regarding our code's process and procedures takes place over any given school year. Staff meetings and Team Leader meetings are structures for staff involvement and are venues where school climate and culture are continuous. 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:

Maillard has taken the following steps to strengthen communication ties regarding Code of Conduct:

- Maillard Code of Conduct expectations are communicated electronically to all parents and guardians at the outset of the school year
- Parents and guardians 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 Maillard community
- Code of Conduct expectations will be reviewed by all Maillard 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
- Maillard Code of Conduct display will be placed in the school that is accessible for visitors
- The Code of Conduct will be on the Maillard website
- Review and reminders of expectations will be given to individuals, groups, classes, teams, and the school population when needed throughout the school year
- Teachers regularly engage their students with the values and expectations of our Code of Conduct

3. Implementation:

- Restitution and Restorative Practice and incorporation of our Core Values of Connection, Community, Kindness, and Acceptance are embedded in the Maillard community and establish community contribution and understanding of expectations
- 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 students' academic and social success are not hindered by student actions
- The Maillard school community leaders continually role model the Code of Conduct expectations and recognize students for demonstrating compliance with expectations and school values

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

Maillard'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

Maillard 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, colour, 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, 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."

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:

Acceptable conduct is demonstrated by, but not limited to:

1. Respecting oneself, others, and the environment

- Cleaning up after yourself and others on the school property
- Dressing appropriately for a learning environment
- Treating others kindly
- Believing in the best in yourself and in others

2. Engaging in responsible behaviour in all learning and school activities

- Arrive to class on time
- Be prepared to engage in learning
- Complete all assignments to the best of one's ability
- Using common sense

3. Helping to ensure the school environment is a safe and caring place for all to learn

- Pay attention in class
- Respecting personal boundaries
- Work cooperatively with others
- Accept others' abilities and ideas

4. Tell an adult about an unsafe individual or behaviour in a timely manner and in advance, if possible, for example, incidents of:

- Fighting
- Harassment/Intimidation
- Bullying
- Drugs/Alcohol/Vapes
- Weapons

Unacceptable conduct is demonstrated by behaviours that:

1. Disrupt the learning and teaching environment
2. Create an unsafe or dangerous learning environment

Demonstrate bullying, harassment, intimidation, or exclusion, such as:

- Physical or verbal bullying such as putdowns, name calling, or actions
- Cyber bullying, such as harassing, insulting, or intimidating others using technology such as computers, the internet, email, text messaging, cellular telephone, chat rooms or the like – students may be subject to discipline for on or off campus misuse of technology if it negatively impacts on the school environment
- Discriminatory behaviours such as verbal, written, or gestured comments regarding a person's race, colour, ancestry, religion, physical or mental disability, gender, sexual orientation, physical appearance, or health
- Touching or teasing any person who does not want it (all people have the right not to be touched, teased, or humiliated)
- Any acts of retribution towards (get back at) someone who has reported an unsafe or violent incident

Are illegal, such as:

- Possession, use or distribution of electronic cigarettes, vaporizers, marijuana, and other drugs including alcohol
- Possession or use of any weapons
- Theft of or damage to property

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.

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

Maillard values face-to-face social interactions and as such limit's student access to personal devices during unstructured times.

The following are appropriate use guidelines for cell phones at Maillard:

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 housed in other ways in the classroom (i.e. pocket charts behind teacher's desk, corner of students' desks, backpacks etc.) during instructional time in fitting with their requirements in the classroom.

2. Home Communication

Communication with home is done through our main office. Parents and guardians are encouraged to communicate outside of class hours; 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 and guardians cannot expect timely responses to instant messages. Students, with teacher 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 and guardians:

Supporting our students to use technology appropriately is the shared responsibility of home and school. Maillard staff is committed to working with our students and values its partnership with parents and guardians 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 – teacher will have a conversation with the student and remind them of the expectations.
2. Second offence – phone will be held in the office until the end of the school day and home contact will be made by the classroom teacher.
3. Third offence – phone will be held in the office and a parent will need to pick it up from the school.
4. Ongoing infractions will result in the student not being allowed to bring 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 Maillard, our goal is to support our students in developmentally appropriate ways, so they thrive in every area of their learning: academic, behavioural, social, emotional, and physical. We thank you for being such an important part of the work in our learning community.

Maillard Middle Dress Sense

Maillard Middle School is committed to providing students with learning environments that are safe, responsive, and inclusive for everyone. The school recognizes that decisions about dress reflect individual expression of identity, socio-cultural norms, and that they are personal.

Students may attend school and school-related functions in dress of their choice provided that their choices:

- Conform with established health and safety requirements for the intended activity
- Reflect appropriate judgement with respect to a learning environment
- Do not represent or promote alcohol or drugs
- Use respectful language
- Do not depict or promote violence, racism, sexism, or discrimination
- Are not intimidating to others

Ultimately, the school administration has the responsibility to apply the dress guidelines when necessary. If any person dresses in an inappropriate manner, the student should be advised personally and discretely and given an opportunity to meet school and district guidelines.

c) Consequences

Consequences, wherever appropriate, will be restorative rather than punitive. Progressive discipline will be used if behaviours re-occur or intensify, and consequences will be designed both to prevent future behaviour and to make amends for past behaviour. Possible meaningful consequences include:

- School or community counseling
- Conflict resolution strategies
- Small group mediations
- Informal suspension or "time-outs" at school or at home
- Community service
- Partial day school programs
- Behaviour support plans
- Formal suspension: District Code of Conduct suspension process – Level I, II or III (for serious or dangerous behaviours)
- Altered day schedules
- Connections with other schools to enhance restorative justice

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 Maillard school community
- Progressive discipline is used to give repeat offenders as many opportunities to change their behaviours and re-establish themselves with the Maillard 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 behavioural nature.

d) Notification:

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

- parents and guardians of students accused of bullying, harassment, or illegal activity
- parents and guardians of students who repeatedly disrupt the learning of others, or who show disrespect to others and/or the environment
- parents and guardians of student victims
- school district officials – as required by school district policy
- police and/or other agencies – as required by law
- all parents and guardians – 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