PINETREE SECONDARY

##### **CODE OF CONDUCT**

Pinetree Secondary School’s Code of Conduct outlines school expectations and acceptable student behaviour as directed by the *School Act 85(2)(c)*. Pinetree 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 respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment. The Code of Conduct is communicated to students, parents, staff, as well as to visitors and other district staff. The Code of Conduct is taught, reinforced and monitored. Each year the Code of Conduct is reviewed to reflect the school’s community needs, and to align with the district and provincial school safety initiatives.

**THE PURPOSE OF THE CODE OF CONDUCT IS TO:**

* establish and maintain a safe, caring and orderly environment for a positive learning and teaching climate;
* clarify and outline school expectations and acceptable student conduct at school, in the community and while acting as school ambassadors;
* ensure a positive human rights environment that cherishes openness, diversity, fairness, and equity;
* encourage thoughtful and reflective citizenship.

**CONDUCT EXPECTATIONS**

**Acceptable conduct is demonstrated by:**

* respecting oneself, others and the school facility; engaging in responsible behaviour in all learning and school activities *(attending classes regularly, being prepared for class, completing all assignments, and using good manners and common sense)*;
* helping to ensure the school environment is a safe and caring place for all to learn;
* informing an adult of an unsafe individual or behaviour or situation;
* modeling respectful and responsible behaviour at school, in the community and while acting as school ambassadors;
* practice ‘Ethics of Information Use’ (see ‘Intellectual Dishonesty’) by always citing research sources (text, sound, graphics, video, etc.);
* dressing appropriately for the school learning environment that is respectful to oneself and others.

**Unacceptable conduct is demonstrated by behaviours that:**

* interfere with the learning and teaching environment of other school members;
* create an unsafe or dangerous learning environment;
* demonstrate a lack of caring for oneself, others, and the school community;
* demonstrate bullying, harassment, intimidation or exclusion (physical or verbal bullying such as putdowns, 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, religion, 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; extortion;
* illegal acts, such as possession or use of a weapon; possession, use, or trafficking of illegal chemicals, drugs or restricted substances; theft of school or other’s property; vandalism to school or other’s property;
* illegal acts, such as gambling for money, goods, services or any other items (Note: playing card games or other activities is acceptable without gambling for money, goods or service, etc.);
* inappropriate behaviour while using chat lines, blogs, MSN, hotmail, cell phones that negatively impacts at school on students and/or staff.

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

**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;
* consequences for unacceptable conduct in senior grades will likely result in more severe consequences.
* older students will model positive behaviours for their peers and younger students

**CONSEQUENCES**

Consequences will be applied to unacceptable student conduct. The consequence will be implemented based on the severity and the frequency of the behaviour. Progressive discipline methods will be implemented to alter the inappropriate and/or unsafe behaviour. Consequences and the support will be preventative and restorative.

* Ministry Order 6 (e)

. Some of these methods could include one or more of the following:

* students participating in meaningful consequences for the unacceptable behaviour;
* school or community counselling;
* conflict resolution strategies;
* small group mediations;
* informal suspension or “timeouts” – at school or home;
* community service;
* partial day school programs;
* behaviour plans;
* formal suspension: District Code of Conduct: Suspension Process – Level I, II or III (for serious or dangerous behaviours).

**NOTIFICATION**

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

* parents or guardians of the student offender(s) will be contacted;
* parents or guardians of the student victim(s) will be contacted;
* Coquitlam School Board officials will be contacted as required by school district policy, e.g. Level I, II and III suspensions;
* police and other agencies as required by law;
* school staff and school community as deemed appropriate by the school and/or district administration.

The Pinetree Secondary School 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