STUDENT CODE OF CONDUCT

D. W. POPPY SECONDARY SCHOOL

How Our Graduate Profile Directs Our Expectations for Acceptable Behaviour:

The Graduate Profile is the vision statement for the District. Its purpose is to describe the attributes of students graduating from Langley schools. All curriculum, administrative and teacher practice, assessment, evaluation and reporting processes, will be directed toward the achievement of this vision.

Progression of Expectations

It is recognized that discipline is learned over time with the modeling and support of the family and school community. Therefore, the youngest and less mature of our students require more time to learn how to behave in acceptable ways. Every situation has unique circumstances. As students mature it is expected that students demonstrate greater self-discipline and increasingly better performance aligned with the Graduate Profile.

Ethical and Respectful Citizens

Who act in caring, principled and responsible ways, respecting the diversity, gender, age, race, ability and cultural heritage of all people and the rights of others to hold different ideas and beliefs.

What this looks like……

- respecting self, others and the school

- helping to make the school a safe, caring and orderly place

- appreciating the impact of technology (eg. cell phones) upon others

- "Making a Big Deal" with the purpose of accessing help for those in need (eg. helping a classmate access counseling support)
- informing a "trusted" adult in a timely manner (in advance, if possible) of incidents of bullying, harassment, intimidation, discrimination or other BC Human Rights Code contraventions

What this doesn't look like….A Respectful Citizen would not……..

- disrupt the learning of others and learning environment

- directly or indirectly cause harm to the physical or emotional well-being of others

- bully, harass or intimidate others

- interfere with an orderly environment creating unsafe conditions

- use threats, physical violence, retribution against a person who has reported the incidents

- participate in or knowingly associate with illegal acts, such as:

    - possession, use or distribution of illegal or restricted substances (eg. drugs, alcohol, tobacco, fireworks)

    - possession or use of weapons (eg. knives, chemical sprays, handmade weapons or implements to harm others)

    - theft or damage to property (eg. stealing of iPods, vandalizing lockers, writing on someone's textbook)

    - promoting hatred or discrimination (eg. wearing clothing with a "hate groups" logo, laughing at racial jokes, encouraging isolation of someone because of their ethnicity)

    - threats of intimidation (ie. verbal, text-messaging, gestures)

    - use technology tools for the purpose of harm to others or the community (eg. e-mail , internet use, text-messaging, social networking sites, phones, etc.)

    - use technology tools (eg. phones, internet) that would place others at risk (eg. using a cell phone during school lockdowns)

Democratic Participants

Who, as Canadian and global citizens, make knowledgeable decisions, and take actions which consider the needs of others, show historical awareness and are in accordance with the principles, laws, rights and responsibilities of a democracy.

What this looks like……

- solving conflict in peaceful ways

- understanding behavioral impact on others

- being knowledgeable of types of "Discrimination", advocates non-discriminatory practice and reports concerns to administration

What this doesn't look like….A Democratic Participant would not……

- ignore illegal acts or inappropriate behaviour

- purposely exclude or ostracize others with ill intent

- discriminate on the basis of gender, race, sexual orientation, culture etc.

- publish (print or electronic) or display any notice or symbol that indicates discrimination or is likely to expose a person or group to hatred or contempt

- discourage restorative resolutions or the seeking of help

- knowingly avoid social learning opportunities (eg. skipping school assemblies)

- ignore their responsibilities for the impact of their actions in the local community and global community

Self-directed Individuals and Skilled and Knowledgeable Learners

Who in pursuit of personal and career goals display a strong work ethic, initiative, responsibility and a commitment to life-long learning while maintaining a balance in their lives.

Who demonstrate high standards of performance in reading, writing, listening and speaking; mathematics; the natural, applied and social sciences; the Fine Arts; the Applied Skills and information technologies.

What this looks like….

- attending school or work on a consistent basis without tardiness

- engaging in purposeful learning or training activities and applying efforts to the best of their abilities

- attending to learning or training in a timely manner and without distraction

- dressing in respectful and appropriate ways for a learning environment

- catching up on work missed due to illness or absence

- performing at an acceptable level in core subject areas

What this doesn't look like…A Self-Directed Learner would not…..

- miss school or work without a valid reason (eg. illness or family emergency)

- disrupt classroom instruction and work (eg. late, classroom misbehaviours, avoid or disengage from their learning activities, opportunities or obligations (eg. off task, work completion or participation))

- dress in disrespectful and inappropriate ways

- avoid personal responsibility for the Code of Conduct

- use technology tools (eg. cell phones, MP3's) during instructional time, unless with the consent of a teacher

Collaborative and Quality Contributors

Who demonstrate communication skills and commitment in pursuing group goals and purposes. Who contribute to the development of quality ideas, products and performance through learning, talent, creativity, flexibility, critical thinking and problem solving skills.

What this looks like….

- positively participating in the classroom and school community
- actively creating a climate of mutual respect and responsibility
- acting in a manner that brings credit to the school or local community

What this doesn't look like…A Quality Contributor would not…

- use inappropriate communication (put-downs, swearing, gestures, etc.)
- disrupt a working team or environment
- obstruct the opinion, ideas or efforts of others
- sabotage group goals and commitments
- use the work environment for self-serving reasons

- discredit the reputation of people, the school or community (eg. poor field trip behaviour, gossip, littering or vandalism)

Consequences for Unacceptable Conduct: Discipline is…..

TEACHING….Any consequences will always be planned, thoughtful and fair while being aimed at educating, therefore being preventative and restorative, rather than merely punishing. There is a responsibility to actively teach expectations as a regular, cultural part of our community.

LOGICAL….All members of the community must understand that when they behave in unacceptable ways, there will be a logical and fair response.

INDIVIDUAL…. The response will depend on the frequency, severity, and special circumstances of the incidence, and the age and maturity of the individuals involved.

MAINTAINING AND NUTURING RELATIONSHIPS….The desire is to ensure the development of goodwill, positive relationships and dignity for all individuals impacted and for their community.

ADVOCACY….Whenever possible or appropriate, an advocate or mentor (eg. parent, special education case manager, aboriginal representative, etc.) will be present with the youth during the discipline process.

Progression of Interventions

Interventions will be utilized and progress in relation to the seriousness and frequency of behavior.

Where behavior escalates over a period of time, reasonable attempts to involve parent discussion and notice will precede any formal suspension.

The types of interventions will be varied, the following list is not inclusive, but are examples of remedial and discipline interventions:

IN SCHOOL –

- Warnings
- Parent phone calls or meetings
- Classroom interventions
- School-Based Team interventions
- Letters to communicate concerns and strategies with parents
- Counselor interviews or assessments
- Confiscation of items
- Strategic In-School Suspension/Detention (focused opportunities to work on offending behaviours)
- Strategic Out of School Work Package (to be completed with family, external counsellors or other support agencies)
- School or Community Service (service learning related to the Code of Conduct)
- Acts of Kindness
- Community Agency Support (eg. Food Bank service)
- Reimbursement/Replacement (resolution gesture related to Restorative Justice concepts)
- Removal/Modification of School Activities/Programming

OUT OF SCHOOL (In District) –

- Specialist Referrals
- Intervention Programs
- School Specialists
- Outside Community Agencies (eg. Ministry of Children and Families, Langley Community Service, etc.)
- Specialized Intervention Program for education and support
- Project Resiliency Day Treatment
- Restorative Action
- Suspension from the educational environmental for a reasonable   amount of time to ensure appropriate safety and planning for a future intervention

OUT OF SCHOOL (Out of District) –

- RCMP Victim Services and Restorative Justice Program
- Criminal Code Charges

SCHOOL SPECIFIC INTERVENTIONS – Suspension

SUSPENSION FROM SCHOOL

Should a student display inappropriate conduct that does not conform to the expected guidelines and regulations of the school, he or she may be suspended. Depending on the infraction, a student may be suspended for a period of up to and including five days. A student suspended home is responsible for keeping up with his/her school work and may visit with teachers after 2:45 p.m. to receive or turn in assignments.

Suspensions for five school days or less are issued at the discretion of the School Administration and may result in a scheduled interview with parent or guardians before a student's return. Suspensions in excess of five days may be issued following a meeting with the Principal.

Some examples of suspension offences are:

Alcohol/Drugs

- Students are found in possession or under the influence of drugs or alcohol on or near the school premises while in attendance at school or at a school sponsored function.

- Students are found supplying drugs or alcohol to others either going to or coming from school, on the school premises or at school sponsored functions. In this situation, the students may also be referred to legal authorities.

Disobedience

- Students are willfully disobedient to a teacher or any other employee carrying out responsibilities approved by the school district.

Theft

- Any student that takes or removes the property of the school or of other students without permission. *Students may also be referred to legal authorities for further action.*

Violence

- Any student involved in a violent incident such as intimidation or fighting.

Willful Damage to Property

- Any student who causes willful damage to school property or to the property of staff or other students will be held liable for such damage. *In certain situations the offenders may be referred to legal authorities for further action.*

Definitions:

The following definitions may be useful in the development of codes of conduct so that everyone in the school community shares a common understanding of terms that appear in the codes. They are not legal definitions, but have been commonly used in the school system.

Bullying behavior: a pattern of repeated aggressive behavior, with negative intent, directed from one person to another where there is a power imbalance. Bullying behavior is a type of harassment and intimidation. This aggressive behavior includes physical or verbal behavior, 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 behavior including:

1. **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.

2. **Frequency:** is 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.

3. **Intent to harm:** is intended to hurt. Individuals who bully generally do so with the intent to either physically or emotionally harm the other person.

4.

Bullying Bystander: **is** someone who supports the incident by observing, laughing or having knowledge of the incident and not seeking the appropriate assistance or intervention.

Cyber bullying: bullying behavior which is carried out through an internet service such as email, chat room, blog, discussion group or instant messaging. It can also include bullying through mobile phone technologies and any new social networking technologies in the future.

Harassment: 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 behavior that persists after the aggressor has been asked to stop. Any of the following behaviors could be considered harassment:

- condescending treatment that undermines another's self-respect, name-calling

- teasing, disrespectful comments

- gossiping, spreading malicious rumors, "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

Teasing and Taunting

Not all teasing is harmful. Playful teasing can be fun and constructive. Teasing can help young children develop social skills that they will need in adolescence and adulthood. Playful or good-humored teasing occurs when it causes everyone to smile or laugh, including the person who is being teased.

Taunting, or hurtful teasing, includes ridicule, name-calling, put-downs, and saying or doing annoying things. Unlike playful teasing, hurtful teasing may cause the person being teased to feel sad, hurt, or angry. More hostile teasing, which may include tormenting or harassing, may require ongoing intervention by a parent, caregiver, teacher, or school administrator.

Discrimination (Human Rights Code) An intentional or unintentional act which adversely affects a person or group on the basis of prejudice:

- **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

- **Discrimination because of the race,** color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of persons.

- **Intimidation**: Intimidation is the act of instilling fear in someone as a means of controlling that person.

For example, any of the following behaviors could be considered intimidation:

- verbal threats: threatening phone calls, threats of violence against a person or property

- physical threats: showing a weapon, jostling, threatening to punch, stalking or following

- defacing or stealing victim's property

- daring or coercing a 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

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Safe schools: schools in which members of the school community are free of the fear of harm, including potential threats from inside or outside the school. The attitudes and actions of students, staff and parents support an environment that is resistant to disruption and intrusion, and enables a constant focus on student achievement.

Caring schools: schools where it is known that a sense of belonging and connectedness – not just for students, but for everyone in the school community - - is a necessary element in the creation and maintenance of a safe learning environment. Caring schools are ones in which members of the school community feel a sense of belonging and have opportunities to relate to one another in positive, supportive ways. All aspects of school life embrace and reflect diversity. The school is an inviting place for students, staff, parents and visitors. Staff members make conscious and concerted efforts to help other members of the school community feel connected.

Orderly schools: schools that are free from chaos and confusion, and alive with the sights and sounds of purposeful learning activities. Routines for repetitive activities are well established so students' minds and bodies are free to focus on the learning and development work at hand. A businesslike atmosphere exists, yet there is creativity and fun in abundance. Everyone in the school has work to do and does it in a timely way - - and in a way that doesn't interfere with the learning and development of others. Everyone feels a sense of meaningful accomplishment and feels the school is a good place to be. All members of the school community are informed about and exercise their rights and responsibilities as school citizens.