



Rock City School Code of Conduct

A. Statement of Purpose

- To assist in the growth and development of the whole child – one who attains academic proficiency and physical skills based upon appropriate developmental expectations; one who is socially aware and cooperative and who displays emotion and feelings in an acceptable manner.
- To articulate and publish expectations for student behaviour while at school, going to and from school and while representing the school in the community.
- Rock City 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, color, ancestry, place of origin, religion, marital status, family 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.

B. Conduct Expectations

Rock City Elementary School believes that all students, staff, and volunteers should be provided a safe, secure, and welcoming learning and working environment. All students are expected to take personal responsibility for their behaviour. As students grow, mature and move through successive grades, the expectations for them to assume more responsibility will increase. These expectations apply to behavior at school, during school organized and sponsored activities, and behaviour beyond these times (including on-line behaviour) that negatively impact the safe, caring, or orderly environment of the school and/or student learning.

Acceptable Behaviours

Students are expected to:

- demonstrate commitment to learning by attending classes punctually and regularly, and by working diligently on school learning activities and home assignments
- practice academic honesty and personal integrity by not participating in lying, plagiarism or cheating
- dress in a manner which reflects purpose and propriety in compliance with the school dress code
- respect the rights, dignity and diversity of others, such diversity including but not limited to race, ethnicity, gender, age, physical and/or mental ability, culture, ancestry, language, religious beliefs, sexual orientation and socioeconomic background
- refrain from any acts of discrimination in accordance with the *BC Human Rights Code*
- respect all property belonging to others including that belonging to the school or the District, and refrain from any acts of theft, vandalism or graffiti
- conduct themselves in a safe and responsible manner when going to and from school, in classes, in schools, on school grounds, on school buses, on field trips and during extra-curricular activities
- use respectful language and refrain from using obscenity or profanity while at school, at school events or on school property
- neither participate in nor condone, provoke, encourage or make a spectacle of any form of violence · seek to prevent violence and potentially violent situations by reporting to adults all incidents and concerns regarding student safety
- refrain from any behaviour that would physically or verbally harass, intimidate, bully or threaten in any way any person within the school community on or off school property (· refrain from being in possession of or using weapons of any kind while at school, at school events or on school property
- refrain from possession, use or trafficking any illegal or restricted drugs, alcohol or substances while at school, at school events or on school property
- refrain from inappropriate use of computers, cellular phones, cameras and/or other communication/wireless devices

Unacceptable Conduct

The following points are examples only and are not an all-inclusive list.

- Students shall not engage in any form of retaliation against an individual who makes a complaint or provides information regarding violations of the student code of conduct
- Behaviour that jeopardizes the safety of others or interferes with teaching or learning is unacceptable

- Acts of bullying, cyber-bullying, sexting, intimidation, physical violence or harassment are not acceptable
- Illegal acts such as theft, damage to property, possession or use of weapons, possession of illegal or restricted substances are not acceptable
- The school will treat seriously behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation (prohibited grounds set out in the BC Human Rights Code)

Bullying

- Acts of bullying and harassment will not be tolerated.
- Bullying is defined as an intentional action on the part of an individual which causes emotional or physical distress to a victim. Bullying implies a power difference between one individual and the other. It may involve a single incident or a series of incidents. Bullying takes four main forms:
 - **Physical bullying** - involves hitting the victim in some way or taking/damaging a victim's property.
 - **Verbal bullying** – using words to hurt or humiliate others.
 - **Relational bullying** – trying to convince their peers to exclude or reject a certain person or people and cut the victims off from their social connections.
 - **Cyber bullying** - includes taunting or humiliation through social media sites or the Internet, cruel websites targeting specific youth, humiliating others while playing online games, verbal or emotional bullying through chat rooms, instant message or texting, posting photos of other youth on rating websites, etc.
- Barbara Coloroso, the author of, The Bully, The Bullied and The Bystander”, says, “bystanders are the supporting cast who aid and abet the bully through acts of omission and commission. It is important that kids recognize that they are all responsible for helping to create a safe, caring, respectful_and bully-free environment.”
- Bystanders will have consequences if they don't accept the responsibility of reporting incidences to teachers or supervisors.

C. Consequences

Students unable to meet the school's stated expectations or abide by the school's rules will be subject to consistent and logical consequences (see **3 Steps** below)

- Appropriate interventions and disciplinary actions will have an educative, preventive and/or restorative focus and purpose. The goal for the student is:
 - to take ownership for his/her choices.
 - to reflect on the options that could have been chosen.
 - to fix any damage that may have occurred if possible.
 - to prevent the problem from reoccurring.
 - to have direct involvement so that the consequences are purposeful and meaningful. This could include working through a “Problem-solving sheet”

Note: The process is intended to strengthen both the victim and offender.
- Intervention is to be appropriate to the age and circumstances of the student and the nature of the misconduct
- More serious and/or repeated misconduct may result in intervention at the level of the school administration
- Serious or repeated misconduct may require intervention at the district level including referral to the District Discipline Committee
- Appropriate intervention that is educative, preventive and/or restorative in focus and purpose, and which seeks to be consistent and equitable may in some cases vary from student to student where the misconduct appears to be similar. Intervention may vary according to the needs of the student, the needs of the school or situation and the nature of previous interventions
- Students with identifiable special needs might be unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature. Such students may require special consideration in the selection of appropriate forms of intervention to ensure that they are

not subject to disciplinary or intervention measures as a direct or indirect consequence of having a special need.

- Serious and/or repeated misconduct may result in suspension from a regular school program.

Step 1: Minor Infractions of the Code of Conduct

Discussion between student and staff member. Minor indiscretions are handled by staff. Frequently the consequence will be in the form of a time-out or a logical consequence. It may also involve completion of a "Problem Solving Sheet" where students can reflect upon their actions and consider better choices next time. Parents are often informed and may be asked to sign a copy of a report or problem solving sheet.

Step 2: Repeated Minor Offenses or More Severe Offense

In classrooms, students may be sent to a temporary alternative location (buddy class etc.) with work to remain there until a natural break (i.e. recess, lunch, end of period). The classroom teacher may contact the parents to inform them of the pattern and to discuss possible remedies. Student Conduct Sheets will be issued to record the incident. Student Conduct Sheets are issued for major offenses (i.e. rough play, bullying, fighting, physical abuse of others, throwing objects, defiance of authority, disrespectful/abusive language) and continual defiance of school rules. Students are referred to the Principal. Parents are informed.

Step 3: Major Offenses or Continued Inability To Respect the Code of Conduct

Parents are contacted for serious incidents of misbehaviour or if minor incidents persist beyond step two. Depending on the severity or frequency of the misbehaviour, students are given in-school or home suspensions for persistent inappropriate behaviour, which disturbs, interrupts or disquiets the usual, orderly operation of the school and/or inappropriate behaviour judged to have a harmful effect on the safety of other pupils

D. Notification

In cases of serious breaches of the Code of Conduct, the school will advise other parties, including:

- i. Parents of student offender(s)
- ii. Parents of victim(s)
- iii. School District Officials as required by School District Policy
- iv. Police and or other agencies as required by law
- v. All parents - 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.

E. Discrimination

Our school's Code of Conduct is also guided by the BC Human Rights Code and specifically includes the following guidelines:

Discriminatory Publication

- **7 (1)** A person must not publish, issue or display, or cause to be published, issued or displayed, any statement, publication, notice, sign, symbol, emblem or other representation that
 - (a) indicates discrimination or an intention to discriminate against a person or a group or class of persons, or
 - (b) is likely to expose a person or a group or class of persons to hatred or contempt because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age of that person or that group or class of persons.

Discrimination in accommodation, service and facility

- **8 (1)** 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 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.