

Stanley Humphries Secondary School Code of Conduct

The Code of Conduct is intended to encourage acceptable student behaviour and to provide an atmosphere where all individuals feel a sense of respect, safety and belonging. This code applies to any student who is on school property, who is in attendance at school or whose conduct in the community has a direct and immediate effect on maintaining order and discipline in the school. The code promotes the values expressed in the B.C. Human Rights Code respecting the rights of all individuals in accordance with the law. The law prohibits discrimination based on race, colour, ancestry, place of birth, religion, marital status, family status, physical or mental disability, sex or sexual orientation, gender identity or expression, and age in the school environment.

Expectations for Students

Acceptable Conduct Expectations

While at school (including on-line behaviour), traveling to and from school or while attending any school organized or sponsored activities at any location, students are expected to conduct themselves in a manner that reflects our values and expectations for behaviour. Examples include, but are not limited to:

- respecting self, others and the school
- helping to make the school a safe, caring and orderly place
- informing an adult, in a timely manner (in advance, if possible) of incidents of bullying, harassment or intimidation
- engaging in purposeful learning activities in a timely manner
- attending school and classes
- being punctual
- being polite, respectful and cooperative at all times
- acting in a manner that brings credit to the school

Unacceptable Conduct Expectations

Below is a general list of unacceptable behaviours and should not be considered an all-inclusive list. Considered unacceptable at SHSS are:

- behaviours that:
 - interfere with the learning of others
 - interfere with an orderly environment
 - create unsafe conditions
 - discriminate based on colour, race, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation, gender identity or expression, and age
- acts of:
 - bullying, cyberbullying, harassment or intimidation
 - physical violence
 - retribution against a person who has reported incidents
- illegal acts, such as:
 - possession, use or distribution of illegal or restricted substances
 - possession or use of weapons
 - theft of or damage to property

Strategies to Support Behavior Expectations

Students are expected to behave in an appropriate manner in all classes and in school activities at all times.

The key to positively altering student behavior to ensure success is early recognition of the problem and the development of an effective change strategy. To help students learn and grow, SHSS will focus on consequences that are restorative in nature rather than punitive.

It is expected that contact be made with parents and the counsellors so that the most effective plan can evolve. It is also expected that teachers document the contacts made and the strategies used.

In general, the following steps will be used:

- Discussion between the teacher and student regarding the issue. Parent contact may occur.
- Parent contact and possible counselor referral.
- Parents meeting to be set up with teacher or counselor to create a **success plan**.
- Administrative involvement to help support the student **success plan**.

Rising expectations

Increasingly greater behavioural and academic expectations are held for students as they become older and more mature. While moving through successive grades there will be an increasing expectation on personal responsibility and self-discipline as well as increased consequences for inappropriate behaviour (ie: in school suspension, out of school suspension, indefinite suspension).

Special Considerations

Special considerations may apply to students with special needs if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

Board Involvement

The Board 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.

Expectations for Students in District Learning (DL) or On Line Courses and Part Time Students

Students wishing to register in a DL course offered through the Kootenay-Columbia Learning Centre (KCLC) must create a **learning plan** with a counselor and a parent by which they commit to completing the coursework in a timely manner, consulting with KCLC staff regularly and using the scheduled time to advance in their studies.

Students wishing to register in an on line course offered through outside providers (ie: Ebus, DESK) must create a **learning plan** with a counselor and a parent. While students may work on these courses at SHSS in accordance with their learning plan, it is the responsibility of the student and the home to monitor learning, task completion and success in these courses.

Students are expected to work in the designated work spaces for on line learning. If the course has been built in to the student's timetable, the expectation is that they be in the designated computer lab or library, engaged in their course work at the scheduled time. It is the responsibility of the student to attend their DL courses as they would in-class courses.

The classroom expectations outlined above apply to online courses. Poor attendance, non-completion of work or disruption of others' learning will result in a counselor review of the student's **learning plan**.

Part time students must create a **learning plan** with a counselor, administrator and parent. Students must adhere to their **learning plan**. Failing to do so will result in a review and possible amendment of the student's plan to support greater achievement.

Definition of Terms

BULLYING

Bullying behavior is serious, unwelcome and/or aggressive behavior. Bullying behavior has three key features, all three of which must be present in order for the situation to be considered bullying:

- 1) Power imbalance - one child clearly has “power” over another (or others), due to age, size, social status, and so on.
- 2) Intention to harm – the purpose of the behavior is to hurt or harm and clearly not accidental.
- 3) Repeated over time – the behavior continues over time, and sometimes gets worse with repetition; there is a real or perceived threat that the behavior won’t stop.

The impact of bullying behavior on the child being bullied is fear, apprehension and dis/stress. Supports for both the bully and the bullied are important; the student engaged in bullying behavior needs to learn to take responsibility for their actions and to change their behavior. The student being bullied needs to regain confidence and a sense of feeling safe.

Bullying behavior may be:

- physical actions (such as hitting, kicking, tripping, pushing, pinching, and so on);
- verbal actions (such as name-calling, insults, teasing, intimidation, and so on);
- social actions (such as behavioural actions designed to harm a child’s reputation or cause humiliation – like lying or spreading rumours, negative facial gestures, playing jokes intended to embarrass, mimicking, orchestrating social exclusion, and so on); and/or
- cyber actions (such as taunting or humiliation through social media, humiliating others while interacting online, unacceptable comments through instant messaging/texting, posting photos or other youth on social media, and so on)

DISCRIMINATION

The Code of Conduct upholds the discrimination sections of the *British Columbia Human Rights Code*. Specifically, the school will not allow the publishing, issuing, commenting or displaying of any statement, publication, notice, sign, symbol, emblem or other representation that indicates discrimination or an intent to discriminate against a person or a group or class of persons, or is likely to expose a person or group or class of persons to hatred or contempt because of their race, colour, ancestry place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and/or age.

DISTRICT LEARNING (DL) COURSES

These are the courses that are offered through the Kootenay-Columbia Learning Centre (KCLC). Students must register for these courses through a counselor so that they can be added to their learning plan. Students enrolled in DL courses on the timetable will work in Room 115 and check in daily with the KCLC teachers who provide support.

HARASSMENT

Harassment is a form of discrimination. It involves continued unwanted and annoying physical or verbal behavior that offends or humiliates a person. Generally, harassment is a behavior that persists over time. Harassment may be:

- remarks or jokes about a person’s race, colour, ancestry place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and/or age;
- threats or behavior that intimidates; and/or
- unwelcome physical contact, such as touching, patting, pinching, punching.

LEARNING PLAN

A student's timetable, the rooms to which they are assigned and the teachers to whom they are attached creates a student's learning plan. Should a student choose to pursue courses through DL with KCLC or online courses with an outside provider, these need to be included in the learning plan that is agreed to by parents and the school.

MEAN BEHAVIOR

Some students may engage in behaviors that are considered "mean" in order to assert themselves. This type of behavior may be such things as making fun of someone, using a hurtful name, taking something without permission, excluding a child, and so on. This type of behavior is typically not planned (seems to be spontaneous) and may be aimed at any child who happens to be nearby. The child engaged in the "mean" behavior usually feels badly when the harm caused by the behavior is pointed out to them by an adult.

In order to stop students from developing a pattern of mean behavior, which could, over time, escalate into bullying behavior, incidents need to be addressed quickly, firmly and respectfully.

ON LINE COURSES

These are the courses that are offered through outside providers, such as Ebus or DESK. Students must register for these courses with their parents in consultation with counseling so that they can be added to their learning plan. Students enrolled in On Line courses on the timetable may work in Room 115 or be off campus, in accordance with their specific learning plan.

PART TIME STUDENTS

Students registered in less than 7 on-timetable courses, including DL courses, at SHSS are considered part time students.

PEER CONFLICT

Students will, from time to time, find themselves in a situation of conflict with a peer. Students learn, over time, how to solve problems effectively and on their own. As they learn, they may become frustrated and say and/or do things that are not appropriate to solving the problem, such as saying something mean, hitting, kicking, and so on.

If the students involved in such behavior are typically "friends", have equal "power (similar age, size, etc), are equally upset, are equally interested in resolving the issue, and are willing and able to work things out (usually with an adult's help), we consider this behavior as peer conflict. Adults will work through these situations with the students involved, and will guide each student to see the other's perspective. This learning leads to developing empathy.

SUCCESS PLAN

If a student is struggling with attendance, achievement or behavior, school counselors and administration will create a success plan to support the student. This is a contract agreed upon by the student, the parent and an administrator which outlines specific supports and consequences to help the student achieve to their full potential.

The school will treat seriously any acts of discrimination, peer conflict, mean behavior, bullying, and/or harassment, and will investigate any complaints made thereof.