

West Island College

CODE OF CONDUCT

GOAL

It is the policy of West Island College to maintain a safe and inclusive learning and teaching environment through the adoption of a Code of Conduct that promotes responsibility, respect, civility and academic excellence, and sets clear standards of behaviour for all members of the school community. The goal is to create a positive school climate where all members of the school community feel safe, comfortable and accepted.

GENERAL

Our School Code of Positive Student Behaviour applies to all members of the school community; students, administrators, staff, parents and guardians, community users, visitors, volunteers, etc. while on all school property, school buses, at school-authorized events and off site at school-sponsored activities, or in other circumstances that could have a negative impact on the school climate.

RIGHTS

Student Rights Include:

- to be treated with dignity and respect
- to be provided with activities that are success oriented and build on individual strengths
- to receive a quality education

Parent Rights Include:

- to be treated with dignity and respect
- to be heard and to have concerns addressed
- to communicate with the school

Staff Rights Include:

- to be treated with dignity and respect
- to have a safe working environment
- to expect parents and students to be involved in creating a positive school environment

STANDARDS OF BEHAVIOUR

1) Respect, Civility and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially where there is disagreement;

- respect and treat others fairly, regardless of their race ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect all members of the school community, especially persons who are in a position of authority;
- respect the needs of others to work in an environment that is conducive to learning and teaching; and
- not swear at a teacher or at another person in authority.

2) Safety

All members of the school community must not:

- engage in bullying behaviors'

Definition of bullying:

- A)** The behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
- a) Causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
 - b) Creating a negative environment at a school for another individual, and
- B)** The behaviour occurs in a context where there is a real or perceived power imbalance between pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; (intimidation)
- C)** Bullying by electronic means (commonly known as cyber-bullying), including:
- i) creating a webpage or a blog in which the creator assumes the identity of another person;
 - ii) impersonating another person as the author of content or messages posted on the internet; and
 - iii) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals."
- D)** Bullying takes on different forms and contexts with age. It can be physical, verbal, social/emotional or through electronic means (cyber-bullying). Bystanders contribute to bullying by doing nothing to prevent it or by becoming actively involved in supporting it. Bullying may include but is not limited to the following:

- commit sexual assault;
- traffic in weapons or illegal drugs;

- be in possession of any weapon including, but not limited to, firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs;
- inflict, or encourage others to inflict, bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or violence;
- commit robbery;
- commit an act of vandalism that causes extensive damage to school property or property located on the premises of a school; or
- engage in any form of electronic communication directed to an individual or group of people that is intended to cause (or should be known to cause) fear, distress, and/or harm to other persons; feelings, self-esteem, or reputation, or that has a negative impact on the school climate.

STUDENT RESPONSIBILITIES

All students will:

- **Adhere to Section 12 of the School Act**
- accept responsibility for their personal actions;
- demonstrate respect for self, and others, and for those in authority;
- fulfill expected academic obligations;
- come to school punctually each day, prepared and willing to learn;
- obey the rules of the school, on school buses, and at other sites during school activities,
- dress appropriately in accordance with the school's policies regarding appropriate dress;
- use respectful language, free from profanity;
- work cooperatively with staff and other students;
- be honest in their academic work (refrain from plagiarism, cheating, etc.);
- use free time responsibly; and
- refrain from bringing anything to school that compromises the safety of others

STAFF RESPONSIBILITIES

The Administration will:

- take a leadership role in the daily operation of the school by demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
- hold those under their authority accountable for their actions and behaviour;
- empower students to be positive leaders in their school and community, and
- communicate meaningfully and on a regular basis with all members of the school's community.
- ensure that a School Code of Conduct is developed and communicated annually to the school community; and

- review the school Code of Conduct at least once every three years, and seek input from staff, students and Parent Advisory Council.

Teachers and school staff will:

- maintain order in the school;
- serve as role models;
- maintain consistent standards of behaviour for all students;
- help students work to fulfill their potential, develop self-worth, and prepare them for the full responsibilities of citizenship;
- communicate regularly and meaningfully with parents/guardians;
- demonstrate respect for all students, staff, parents, volunteers, and members of the school community; and
- empower students to be positive leaders in their school and community.

PARENTAL RESPONSIBILITIES

Parents play an important role in the education of their children and can fulfill this responsibility by:

- demonstrating respect for all students, staff, volunteers and members of the school community;
- supporting the efforts of school staff in maintaining a safe and respectful learning environment;
- showing an active interest in their child's school work and progress;
- communicating regularly with their child's school;
- assisting staff in dealing with disciplinary issues involving their child;
- helping their child be neat, adhere to the uniform expectations, be well rested and prepared and ready to learn;
- ensuring that their child attends school regularly and on time;
- promptly reporting their child's absence or late arrival;
- showing that they are familiar with the School's Code of Conduct and rules of behaviour; and
- helping and encouraging their child in following the School's Code of Conduct and the rules of behaviour.

IMPLEMENTATION OF WEST ISLAND COLLEGE'S CODE OF CONDUCT

The College works to focus on prevention and early intervention as the key to maintaining a positive school environment in which pupils can learn. The school supports the use of positive practices and progressive discipline as a whole school approach to foster the building of healthy relationships and encourage appropriate behaviours, as well as the application of consequences for inappropriate behaviour.

PROGRESSIVE DISCIPLINE

Progressive Discipline is a range of early and later interventions, supports, and consequences that are developmentally appropriate, and include opportunities for students to learn from mistakes and that focus on improving behaviour. These may include, but are not limited to:

- Student Success and Character Development strategies and programs;
- providing students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills;
- utilizing models based on the concepts of peer mediation and/or peer counselling;
- documenting incidents requiring disciplinary measures, and applying the mitigating factors;
- being sensitive to unique circumstances which may affect student behaviour;
- ensuring that contact with the parent(s)/guardian(s) of students is made early in the disciplinary process;
- maintaining contact with the parent(s)/guardian(s) and involving them in a plan to improve the behaviour until the behaviour is acceptable.

As incidents arise, it is recognized that each situation is unique. Incidents are managed in a consistent manner to ensure that fairness is integral to the process, and that all participants perceive this fairness. Within this process, consideration for consequences will be given for:

- student age
- frequency of incidents
- nature and severity of incidents
- student exceptionalities
- extenuating circumstances
- impact on the school climate

CONSEQUENCES

The school will use a range of interventions, supports and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

In addressing inappropriate behaviour by students, the school will:

- utilize a progressive discipline approach;
- utilize Student Success or Character Development strategies and programs;
- provide students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills;
- utilize models such as those based on the concepts of peer mediation and/or peer counselling;
- document incidents requiring disciplinary measures, and apply the mitigating factors to be sensitive to unique circumstances which may affect student behaviour;
- ensure that contact with the parents and guardians of students and involves them in a plan to improve the student's behaviour until the behaviour is acceptable; and/or
- utilize consequences such as short-term suspension as a useful tool, and respond as required with long-term suspension or expulsion.

The following are examples of consequences and supports / interventions, in no particular order. The application of consequences, supports and interventions are determined by the incident and the individual students involved.

Examples of Consequences:

- verbal reminder
- warning
- review of expectations / rules
- written or verbal apology
- letter written to parent
- phone call home
- student contract sheet
- restitution
- in-school community service
- class time detentions

Examples of Supports / Interventions:

- discussion with Head of Junior or Senior School
- reflective paragraph / essay
- problem solving
- conflict mediation
- discussion with parents (next steps, solutions)
- conference with others involved
- restorative justice
- Child and Youth Counsellor support
- student / teacher / parent meeting
- referral to outside agencies
- Suspension / Expulsion
- loss of in-school privileges
- loss of field trip privileges
- suspension from the bus