

CODE OF CONDUCT

Prince Rupert Middle School

Code of Conduct

Statement of Purpose

We believe a caring, orderly, and safe school is the foundation for a successful learning environment. This Code of Conduct is designed to build and sustain a community that values and fosters respect, inclusion, fairness, and equity. It is intended to allow community members to be fully informed of their rights and responsibilities, and to support positive behaviors in a culture that is consistent, fair and respectful.

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SAFETY

A safe school is one in which members of the school community are free of fear from 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 ensures a focus on student achievement.

Closed Campus:

- I have the *right* to be safe at school during my school day.
 - I have the *responsibility* to abide by school bells and boundaries.

Bikes, Skateboards, Rollerblades, Scooters, Etc.:

- I have the *right* to be in a safe environment that does not pose threats to my physical well-being.
 - I have the *responsibility* to walk my bike, and carry my scooter, roller blades, and/or skateboard on school property.

Alcohol, Drugs and Tobacco:

- I have the *right* to be in a learning environment free of alcohol, drugs, and tobacco.
 - I have the *responsibility* not to be in possession of, under the influence of, or involved in providing to others alcohol, drugs, or tobacco at any time at school or during any school function.

Weapons, Violence or Intimidation:

- I have the *right* to be in a learning environment that is free from weapons, violence (acts or threats of), or intimidation.
 - I have the *responsibility* to not be in possession of any weapons, fireworks, or any other illegal items nor be involved in violence (acts or threats of), or intimidation.
 - I also have the *responsibility* to report to school staff if I believe there are acts of violence, threats of violence, intimidation, or if there is a weapon in the school.

Cyber bullying and Misuse of Electronics

- I have the *right* to be in a learning environment that is free from bullying, harassment or intimidation that takes place online or through the use of electronic devices (at any time).
 - I have the **responsibility** to use online resources and electronic devices (social networking sites, blogs, email and messaging services, cameras, etc) in an appropriate manner.

CARING

A caring school is one in which members of the school community feel a sense of belonging and has 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.

Respect for Self and Others:

- I have the *right* to learn in a respectful environment and be treated with courtesy and respect.
 - I have the *responsibility* to treat all individuals with courtesy and respect regardless of their differences.

Positive, Supportive Learning Environment:

- I have the *right* to a positive and supportive environment.
 - I have the *responsibility* to demonstrate a commitment to my learning.

Appropriate Language:

- I have the *right* to be spoken to respectfully.
 - I have the *responsibility* to speak politely and use language and tone of voice that is respectful to all members of the school community.

Respect for School, Public and Private Property:

- I have the *right* to a clean and well maintained school learning environment.
 - I have the *responsibility* to respect school property, as well as the property of staff, students and the people who live in our neighborhood.

ACCOUNTABILITY

An orderly school is one in which members of the school community are informed about and exercise their rights and responsibilities as school citizens. Expectations about acceptable behavior, respect and decency are generally understood. Responses to violations are based consistently on sound principles and are appropriate to context.

Attendance:

- I have the *right* to attend school without excessive disruptions.
 - I have the *responsibility* to attend all my classes and be punctual.

Personal Electronic Devices:

- I have the *right* to a learning environment free from distractions such as iPods, MP3 players, cameras, cell phones, or other personal electronic devices. All electronics must be kept turned off unless explicitly allowed by a teacher.
 - I have the *responsibility* to follow the school rules regarding electronic devices.

Personal Appearance:

- I have the *right* to dress comfortably in a way that reflects my personal style, and not be distracted by the clothing of other students.
 - I have the *responsibility* to dress in a manner consistent with school expectations.

Student Movement and Designated Areas:

- I have the *right* to attend an orderly and safe school.
 - I have the *responsibility* to demonstrate orderly and safe conduct.

INTERVENTIONS AND CONSEQUENCES

Range of Interventions and Consequences:

Regardless of the nature or location of the misconduct, or the staff member involved, the following is a range of interventions and consequences that will be used in Prince Rupert Middle school:

1. Verbal reminder to the student of expected, appropriate behaviors.
2. Student & teacher meeting. (Teacher clearly describes unacceptable behavior)
3. Teacher contacts parent or guardian if necessary.
4. Additional time for the student with the teacher. (Restitution/detention).
5. Referral to counseling, administration, and/or community support services
6. Serious or repeated offences are reported to the vice-principal or principal.
7. Repeated Minors should have documented steps by teacher to resolve behavior issues.

Administration response may include steps 1-6 above. Serious or repeated offences will be consistent with school and district policy. Where students refuse to cooperate with staff directions and school expectations, as repeat offenders or through single incidents, parents will be involved and a suspension may result. As well, suspensions will be strongly considered and parents and police will be involved where chargeable offences occur (fighting, threatening, assault, willful damage, possession or use of weapons, theft, tampering with fire alarms, possession or influence of drugs or alcohol

Sequence of Consequences:

The range of responses is not necessarily sequential. This means that the point at which an intervention begins will vary with the severity of the incident, and that not all steps are necessary in all situations. For example, a teacher may simply confer with a student or may refer the matter to counseling or administration. Some issues, such as classroom misbehavior, may result in sequential elevation up the scale, depending on the student's response to teacher intervention. On the other hand, major infractions such as fighting, involvement with alcohol, etc. will be elevated directly to Step 6.

Minors

These behaviours can be managed by the classroom teacher or EA.

- Teasing and derogatory comments
- Inappropriate hallway behavior
- Swearing (not directed)
- Non-compliance
- Defacing school property
- Lateness
- Incomplete homework
- Disrupting the class
- Abuse of privileges
- Inappropriate use of personal electronic devices
- Inappropriate clothing
- Walking into classrooms without permission causing a disruption
- Cheating

Majors

These behaviours should be immediately referred to the administration

- Fighting
- Outright defiance (to follow clear and reasonable directions)
- Directed abusive language
- Vandalism
- Drug and alcohol use
- Repeated minor offences that have not stopped after teacher has tried steps 1-5.
- Skipping

Please get to know our behaviour beliefs for all areas of PRMS.

Storm Spirit Matrix

	Hallway	Bathroom	Classroom	Outdoors	Gym
Safe	-Walk in the hallways -Keep hands to yourself and feet on the floor -Keep path open to others	-Have permission to leave room so others know where you are	- Have permission to leave room so others know where you are - Keep hands and feet to yourself	-Walk and keep an eye on traffic -Keep space between each other - Use equipment safely - Keep hands to yourself and feet on the ground	-Wear proper footwear -Keep body and equipment under control -Keep hands and feet to yourself
Trustworthy	-Be in class unless you have permission to leave it -Have a hallway pass with you -Be where you are supposed to	- Go and then return promptly	-Do work honestly -Follow through on words and actions	-Keep to correct areas -Stay on school property	-Good sportsmanship -Play honestly
Organized	-Walk on right hand side -Keep your supplies together and close at hand	- Have a hallway pass with you	-Arrive on time -Bring all required materials to class each day	-Collect equipment and return it to proper spaces	-Have proper gym strip -Return equipment to proper spaces
Responsible	-Respect others personal space -Follow directions immediately	-Keep space clean and without vandalism	-Respect personal space -Be prepared -Show effort -Have permission to leave your desk	-Return to class on time -Put garbage and recycling in proper bins	-Watch out for others using the space -Respect rules
Mindful	-Say sorry for mistakes -Show your best manners	-Wash hands before leaving -Flush toilet and turn off water taps	-Be respectful of differences -Speak politely -Avoid disruptive behaviours; chatting, calling out, etc.	-Use school voices and school language only -Look out for others -No spitting	-Respect personal space -Share -Give compliments

