

# Revelstoke Secondary School

## Code of Conduct

Revised 2016



**R**espect

**S**afety

**S**uccess



## ***Mission Statement***

The staff of Revelstoke Secondary School will work towards the development of individual potential in all students. Together with the community, the staff will provide learning experiences which will improve self-esteem, pride, tolerance, and socially responsible behaviors. These activities will enable the students to acquire the knowledge, skills, and attitudes needed to contribute responsibly to the well being of our changing society, as well as creating a safe, caring and orderly school environment.

## ***Code of Conduct***

### **Respect...**

yourself, your environment and others

### **Safety...**

for everyone, everywhere

### **Success...**

in our endeavors

Annual review of our code of conduct occurs with students, parents and staff to encourage the promotion of the expectations in the code of conduct. Conduct is consistently monitored to ensure codes reflect current and emerging situations that contribute to school safety.

Staff and students have the responsibility to ensure a safe environment. Students are expected to report unsafe conditions. Students will be protected from any form of retaliation.

School officials may have a responsibility to advise other parties of serious breaches of the Code of Conduct.

# Revelstoke Secondary School

## BEHAVIOUR EXPECTATIONS

	All Settings/ Areas	Instructional Areas	Hallways and Stairwells	Cafeteria	Gym	Outside Areas	Assemblies	<u>Bus/Bus Areas</u>
<p><b>Respect...</b> <i>ourselves, our environment, and others</i></p>	<p>Be considerate and courteous of others</p> <p>Wear appropriate apparel</p> <p>Be tolerant of others and individual differences</p> <p>Be respectful of self, school and others.</p> <p>Use appropriate language, tone and volume</p> <p>Defend human rights</p>	<p>Accept individual differences and learning styles</p> <p>Follow classroom expectations</p> <p>Follow technology use agreement</p> <p>Be on time and prepared</p> <p>Use cell phones and other electronic devices appropriately</p>	<p>Honour individual space</p> <p>Follow "rules of the road"</p> <p>Maintain a clean environment</p>	<p>Wait your turn</p> <p>Clean up after yourself</p> <p>Use machines appropriately</p> <p>Cooperate with supervisors</p>	<p>Share equipment and space</p> <p>Care for and return equipment</p>	<p>Use garbage containers</p> <p>Use designated smoking area</p> <p>Be respectful of the property of others</p> <p>Use bike racks</p>	<p>Focus on speaker/presentation</p> <p>Demonstrate positive/appropriate responses</p> <p>Participate positively</p>	<p>Be courteous to driver and others</p> <p>Use appropriate language, tone and volume</p> <p>Be on time</p> <p>Appropriate care for the bus</p>
<p><b>Safety...</b> <i>of everyone, everywhere</i></p>	<p>Take responsibility for self and actions.</p> <p>Be substance free</p> <p>Follow school safety expectations</p> <p>Be scent aware</p>	<p>Keep aisles clear</p> <p>Practice appropriate safety procedures</p> <p>Use equipment appropriately</p>	<p>Use garbage containers</p> <p>Keep walkways clear</p> <p>Recycle</p>	<p>Use appropriate garbage/ recycle containers</p> <p>Report spills/unsafe conditions</p> <p>Sit properly at tables</p>	<p>Wear appropriate footwear and apparel</p> <p>Abide by posted gym expectations</p> <p>Use equipment appropriately</p> <p>Refrain from eating and drinking</p> <p>Use only when supervised</p>	<p>Keep traffic/ emergency lanes clear</p> <p>Observe safe driving practices</p> <p>Use designated entrance</p> <p>Follow school safety rules</p>	<p>Enter and exit in an orderly manner</p> <p>Remain with class in assigned area</p>	<p>Line up, load and unload in an orderly manner and in designated area</p> <p>Remain seated</p> <p>Remove garbage</p> <p>Keep aisles free</p>
<p><b>Success...</b> <i>in our endeavours</i></p>	<p>Make responsible choices</p> <p>Be involved</p> <p>Recognize positive efforts of self and others</p> <p>Be a positive role model</p>	<p>Attend regularly</p> <p>Actively participate</p> <p>Use class time productively</p> <p>Strive for excellence</p>	<p>Be courteous and considerate of others</p> <p>Keep areas free of harassment, intimidation and bullying</p>	<p>Make healthy food choices</p> <p>Contribute to a positive atmosphere</p>	<p>Play fair</p> <p>Demonstrate a positive attitude</p> <p>Include others</p>	<p>Demonstrate pride in physical surroundings</p> <p>Demonstrate a cooperative attitude</p> <p>Keep areas free of harassment, intimidation and bullying</p>	<p>Be a positive role model</p> <p>Show an appreciation for the activity</p>	<p>Follow bus etiquette</p>

## **School Wide Student Care**

RSS students and staff share responsibility for understanding and following expectations for conduct in the school. The following process is in place to ensure that students are able to learn to meet behaviours expectations and understand consequences for behaviours that do not meet those expectations.

The word, “discipline” means to teach. In every case where discipline is required, the aim is to help the student acknowledge their mistake, identify the impact of their actions, attempt to fix the mistake, and return to the group ready to be a positive, contributing member of RSS once again.

### **Minor Behaviours**

These type of behaviours generally have no intent to cause harm. These are primarily teaching opportunities and are, for the most part, isolated incidences.

Examples of Minor Behaviors

- Class Disruption
- Physical horseplay
- Teasing
- Unsafe conduct
- Swearing or offensive language
- Inappropriate use of technology in the classroom.

### **Moderate Behaviours**

These behaviours are more serious in intent and consequence. They affect the tone and safety of our school, and any restorative action and/or consequences must match the degree of harm that has been inflicted.

Examples of Moderate Behaviours

- Truancy, excessive 'lates'
- Non-compliance, defiance
- Plagiarism, cheating
- Chronic behaviours

### **Major Behaviours**

These behaviours are very serious and have the potential to cause great harm to the school community and school climate. These actions can profoundly impact the safe, caring and orderly environment of the school.

Example of Major Behaviours

- Harassment and/or bullying
- Illegal substance use and/or possession
- Major vandalism
- Property theft or destruction
- Profanity at staff
- Weapons, dangerous items
- Physical aggression

# School Wide Student Care Plan

## Minor Behaviours

1. Reminder of expectations/correction
2. Student restitution/ resolution and/or consequences
3. Student restitution/resolution and consequences and parent and guardian contact.
4. Move to moderate step 2

## Moderate Behaviours

1. Student restitution/resolution and parent /guardian contact
2. Referral to office
  - (i) school consequence
  - (ii) parent guardian/contact by office
3. Referral to office
  - (i) escalated school consequence
  - (ii) parent/guardian contact by office
4. Move to major step 2  
Entry in cycle may be at step 1 or 2 depending on degree of behaviour

## Major Behaviours

1. Referral to the office
  - (i) parent/guardian contact
2. Continued concern may result in escalating consequences.

## **Office Referral/Consequences**

Student whose behaviours have resulted in an office referral will be dealt with in a timely fashion and with consultation with the referring staff member.

Consequences which are fair and reasonable and are logically linked to the behaviour will be applied. Special considerations may apply to students with special needs. There are progressing expectations for students as they become older, more mature, and move through successive grades.

### *Respect*

- Consequences should be applied in a manner which models respect.
- Consequences should be clearly linked to behavioural actions and designed to encourage learning.

### *Safety*

- Consequences will reflect our belief that personal safety of students and staff is of paramount importance.

### *Success*

- Referrals will be tracked to ensure effectiveness of consequences as measured by student behaviours.

## **Process**

1. A referral is made to the office
2. Principal/Vice-Principal will gather background information from the referring staff member and when necessary, from other staff, a counsellor and parents/guardians.
3. A list of reasonable consequences is developed, (with the referring staff member when directly involved) and the student
4. Consequences are applied. Concerned staff is notified of incident and consequence, as are parents.
5. Follow-up processes may include the School Based Team.

## Discrimination

### As per the *Human Rights Code* (RSBC 1996):

*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, color, 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.*

At RSS we are committed to creating a safe and secure environment that is based on the equality of persons and is free from discrimination. Discriminatory behavior is prohibited at RSS and will be dealt with through the Code of Conduct.