



# **Mayne Island School**

## **Code of Conduct**

**At Mayne Island Junior Secondary School, we believe in a community of learners. Every individual in the community is special, has gifts and deserves to explore and share their gifts with others in a safe, respectful and fun environment. We encourage exploration, teamwork, compassion and understanding at all times. We support individuality, creativity and a strong holistic relationship with nature.**

### **The purpose of our code of conduct is to:**

- ✓ establish and maintain a safe, caring and orderly welcoming school that fosters optimal environments for learning
- ✓ provide students with the opportunity to gain self-awareness and self-regulation skills needed to respect themselves, others and their environment
- ✓ provide guidelines for teaching, modeling and encouraging socially responsible behaviour that contributes to the school community
- ✓ foster respect, inclusion, fairness and equity
- ✓ provide guidelines for members of the school community (whether it be students, staff, parents, or general community members) while at the school or any school related event to ensure safe, caring and orderly schools

### **The Code of Conduct involves inclusion of diverse learning needs and styles. We believe that:**

- ✓ staff and all other adults in the building should model the acceptable behaviours that we expect of our students
- ✓ behavioural expectations must be actively and consistently taught and promoted
- ✓ the Code of Conduct should be clearly communicated to students of different ages and developmental levels

### **At Mayne Island Junior Secondary School, we will ensure that:**

- ✓ our approach to school expectations are preventative and restorative
- ✓ we consider the severity and frequency of conduct, the impact on others, as well as the maturity, age and developmental level of the student in determining the appropriate interventions/actions
- ✓ students unable to comply with expectations because of an exceptionality of an intellectual, physical, sensory, emotional or behavioural nature, are treated fairly and with dignity and that they experience consequences that reflect the school's recognition and understanding of this fact
- ✓ an individual's dignity is maintained
- ✓ involve the use of alternatives which include counseling, mediation, and restorative justice measures whenever and wherever possible
- ✓ students may experience the natural consequence of their unexpected actions
- ✓ the school will take all reasonable steps to prevent retaliation against students who inform staff of another student(s) breach of the Code of Conduct

### **Expectations:**

Mayne Island Elementary Junior Secondary School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law. As such we respect the rights of all individuals in accordance with the law-prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation, and age. We believe that we should respect the place of learning, the people and the land it sits on. We believe that we should honour ourselves and others by doing the best that we can every day. Examples provided below do not represent an all-inclusive list.

**Be Respectful to Self** (caring about your learning and yourself) *Some examples include:*

- ⑩ keep track of your materials as you move place to place
- ⑩ healthy eating/sleeping/exercise at appropriate times
- ⑩ clean up after yourself
- ⑩ check in if you are late or leaving early
- ⑩ understanding and sharing feelings/emotions

**Be Respectful to Others** (considerate of others' personal feelings and properties) *Some examples include:*

- ⑩ respect each person's unique gifts and abilities
- ⑩ respect materials/equipment belonging to others
- ⑩ invite others into your activities
- ⑩ use appropriate, kind and encouraging language and support and look after each other

**Be Respectful to the Environment** (caring about your school and your environment)

*Some examples include:*

- ⑩ show care for living things
- ⑩ leave the space the way you found it (or better)
- ⑩ dispose of your garbage and recycling appropriately

**Be Safe** (learn and follow school expectations) *Some examples include:*

- ⑩ be aware and adhere to boundaries
- ⑩ stay in school ground areas
- ⑩ report dangerous situations to an adult
- ⑩ report bullying situations to staff
- ⑩ resolve conflicts peacefully
- ⑩ walk inside the building (except gym)
- ⑩ wear shoes at all times
- ⑩ not in some spaces, ie. woodshop, without supervision

**Be Ready** (have materials, and self, ready for activities) *Some examples include:*

- ⑩ wear appropriate clothes for the activity/environment
- ⑩ willing to ask for help and respectfully advocate for needs
- ⑩ use active listening skills
- ⑩ bring everything you need to the activity
- ⑩ come in as soon as you hear the bell

## **Unexpected Behaviour may have the following response:**

**For mild behaviours** (such as hurtful comments, not cleaning up after oneself)

- ⑩ review of expectations and redirection of behaviour,
- ⑩ create conversation between students to address the conflict and learn from the experience
- ⑩ student is guided and supported to fix their mistake/incident

**For moderate behaviours** (such as swearing towards others, breach of privacy)

- ⑩ a fix/response is created that establishes accountability, restores relationships, repairs the harm and are logically connected to the behavior by a staff member, or with members of the school team
- ⑩ behaviour will be documented
- ⑩ parents/guardians may be informed

**For severe behaviours** (such as activity that has a harmful effect on, or jeopardizes the safety and/or well-being of others)

- ⑩ behaviour will be documented
- ⑩ consultation with staff and/or parents/guardians
- ⑩ possible short-term (in school or at home) suspension (educational programming made available)
- ⑩ possible consultation with police or other agencies

## **Code of Conduct – Ongoing Support**

The Code of Conduct will be reviewed by classroom teachers and students at the beginning of the school year and as needed thereafter. It will be sent home and posted in the school lobby.

We offer daily support to students to build community and foster school spirit by celebrating our successes and encouraging positive and responsible engagement.

Classroom instruction, school meetings, and outdoor activities are held regularly to facilitate discussions around responsible and respectful engagement and address issues as they arise.

### **Duty to Report:**

School personnel are responsible both for reporting suspected child abuse and neglect and also for cooperating with resulting investigations. Identifying and supporting students who have experienced child abuse and neglect is important in meeting these responsibilities.