



This document is to reflect our schools Code of Conduct, which, in alignment with our school districts Code of Conduct, this will be updated annually as new or updated rules, expectations, and guidelines are established. Our school code of conduct is communicated to all staff, students and families each year within the first week of school. Also, the school code of conduct is also reviewed by staff, students and families to assess its effectiveness in addressing current school safety issues.

The following are content elements that must, in accordance with the [Provincial Standards for Codes of Conduct Order](#), be included in all codes of conduct.

1. *Clayburn Middle School affirms its commitment to the anti-discrimination principles and values contained in the B.C. Human Rights Code that includes the prohibited grounds of discrimination in respect of discriminatory publication and accommodation. Clayburn Middle School recognizes that students and staff have the right to a safe, inclusive and welcoming learning environment regardless of their “race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age...” (s. 7)*
2. *At Clayburn Middle School we want all students to feel safe and secure both physically and emotionally. Through shared responsibility involving home, school and community, we strive to provide a safe, positive and orderly environment where all students can learn.*
3. *Students are expected to adhere to a variety of acceptable behaviours to enhance their learning and support the school as a safe, caring, and orderly place. These include:*

*Honesty and Integrity: Students are expected to be always honest with fellow students, staff, parents, and others in our school community. Respectful words and actions build a reputation of integrity which is a very important quality.*

*Social Media: Many of the students at Clayburn Middle School have personal computers at home or have access to them elsewhere. More often than we would like, teachers, learning support services and administration are asked to intervene in conflicts between students that began, or took on a life of their own “via” messaging, email, or social media accounts. We encourage students to make choices to use the social network sites and email services appropriately and to resist the urge to become “cyber-bullies” by speaking unkindly or spreading rumors. We also encourage parents to be vigilant in monitoring and supervising the length and kind of computer use of their children.*

*Respect For and Safety of Others: Students are expected to always treat others with consideration and respect. They are to avoid situations that may lead to fighting, bullying*

*or threatening behaviour. Students have a responsibility to inform their teachers or the school administration promptly of incidents of bullying, harassment, or intimidation. Participation in play should consider safety and appropriateness. Students should model fair play and courtesy as a participant or spectator in all sports and recreational activities while at the school or representing the school offsite. Every member of the school community has a right to a safe and secure environment, to be treated with respect and to have safe passage, without interference, to and from school.*

4. *Transgressions of the School and District Codes of Conduct will be dealt with in an appropriate and timely manner. Examples of transgressions include:*

*Behaviours that interfere with:*

- *the learning of others and the emotional well-being of others*
- *our safe and secure environment*
- *one's own learning*

*Acts, such as:*

- *bullying, harassment or intimidation*
- *physical violence*
- *retribution against a person that has reported transgressions*

*Illegal acts, such as:*

- *possession, use or distribution of illegal or restricted substances*
- *possession or use of weapons*
- *theft of or damage to property (i.e. vandalism)*

5. *As you mature and become a more positive role model in our community, you will develop a deeper sense of pride and belonging to our school. This will enable you to guide younger students in reaching their potential within a safe, caring, and orderly environment. With maturity comes an increased awareness of personal responsibility, and you will better understand the need for escalating consequences for inappropriate behaviour.*

6. *The severity and frequency, age, and maturity of the students are taken into consideration when unacceptable conduct occurs. Additionally, considerations for a student's disability or diverse ability will be taken into account. The consequences will be consistent and fair. Disciplinary action, whenever possible, is preventative and restorative, rather than merely punitive. Escalating consequences include:*

1. *a discussion*

2. *a warning*
  3. *a natural consequence*
  4. *a thinking paper*
  5. *time out*
  6. *referral to school-based team or administration*
  7. *referral to district personnel*
7. *When there is a breach of the School Code of Conduct, school officials may have a responsibility to advise the following:*
1. *Parents of offenders, victims.*
  2. *School district officials as required by school district policy.*
  3. *Police and/or other agencies as required by law.*
  4. *All parents when deemed to be important to reassure members of the school community.*

### **Key Takeaways, Notes, and Summary:**

**Consistency:** Both Abby Schools & Clayburn Middle Schools' Codes of Conduct emphasize high behavior standards, logical consequences, and academic integrity.

**Dress Code:** Both Abby Schools & Clayburn Middle Schools' Codes of Conduct support equitable access and prohibit inappropriate clothing.

**Cell Phones:** Both Abby Schools & Clayburn Middle Schools' Codes of Conduct require phones to be stored in backpacks and lockers, with Clayburn adding details on confiscation.

### **References:**

[Developing and Reviewing Codes of Conduct: A Companion to the Provincial Standards for Codes of Conduct Order and Safe, Caring and Orderly Schools: A Guide \(2008\)](#)

[Provincial Standards for Codes of Conduct Order](#)