



Approved: December 1, 2020

PACIFIC MONTESSORI SOCIETY POLICY STATEMENT ON CODE OF CONDUCT

1.0 Policy Statement

The Pacific Montessori Society recognizes that all members of the Selkirk Montessori School community, including students, parents/caregivers, and staff, have both Rights and Responsibilities.

2.0 Policy Rationale

- 2.1 The purpose of this policy is to set the ground rules for the school.
- 2.2 The *School Act* requires the Board to establish a code of conduct for students.
- 2.3 Staff will use programs to raise students' awareness of the Code of Conduct.
- 2.4 Parents/caregivers are encouraged to know the Code of Conduct so they can support it from home.
- 2.5 Codes of Conduct must be reviewed annually by the school and its Board of Directors.

3.0 Code of Conduct

- 3.1 We have the Right to learn from our mistakes and to fail gracefully without exposure to humiliation or shame.
We have the Responsibility to arrive at school on time, listen to instructions, work productively, cooperate, participate, do our best, complete assignments and ask if we have questions or concerns.
- 3.2 We have the Right to be safe.
We have the Responsibility to act in a manner that is safe for others and ourselves, and to follow the rules and policies of our school.

- 3.3 We have the Right to be heard.
We have the Responsibility to listen and respond courteously when others are speaking.
- 3.4 We have the Right to share our thoughts and ideas.
We have the Responsibility to communicate with your ROCKS and to address concerns with those directly involved, with or without the help of a teacher.
- 3.5 We have the Right to be respected and supported as an individual.
We have the Responsibility to be a positive role model to other members of the school community.
- 3.6 We have the Right to our own personal space.
We have the Responsibility to respect the personal space of others.
- 3.7 We have the Right to enjoy school.
We have the Responsibility to participate in a way that helps make our school a place that others can enjoy.
- 3.8 We have the Right to be true to ourselves.
We have the Responsibility to be honest and show respect and consideration for others and their ideas.

4.0 Rising Expectations

- 4.1 As students become older, more mature, and move through successive grades it is expected that they will show increasing personal and social responsibility and self-discipline.
- 4.2 There will be a system of increasing consequences for inappropriate behaviour as students advance in grade level.
- 4.3 Consideration may be given to a student with special needs.

5.0 Unacceptable Behaviors (formerly “school ground rules”)

These behaviours will be addressed in accordance with our Discipline Policy. Students and staff subject to these behaviours will be offered supports toward reconciliation or healing, as appropriate, in accordance with the severity of the incidents.

- 5.1 No student may harm him/herself or another person in any way.
- 5.2 No one may damage another person’s property or the property of the school.
- 5.3 No student may disturb the work of another.

- 5.4 No one may engage in acts of physical violence, swearing and use of inappropriate language, bullying, harassment, or intimidation.
- 5.5 No one may engage in cyber bullying or transmitting or posting threatening, abusive, obscene or harassing material in an online or Internet environment.
- 5.6 No one shall engage in discrimination. Specifically, students shall not discriminate against others on the basis of their gender, race, culture, religion, sexual orientation or gender identity and expression, physical or mental disability or for any other reason set out in the Human Rights Code of British Columbia, nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the basis of any such grounds.

6.0 Consequences

- 6.1 Students may be subject to discipline under the school Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off school property, at a school sponsored function or activity, or otherwise
- 6.2 Those in authority (adult supervisors, teachers, and administration) will consider the severity and frequency of unacceptable conduct in determining disciplinary action.
- 6.3 Disciplinary action will focus on corrective and restorative rather than on punitive measures.
- 6.4 Students, as often as possible, will participate in the development of meaningful consequences and reconciliation for violations of the established Code of Conduct.
- 6.5 Consideration may be given to a student with special needs upon the imposition of consequences if the student is unable to comply with the Code of Conduct due to a disability of an intellectual, physical, sensory, emotional, or behavioural nature.
- 6.6 All reasonable steps will be taken to prevent retaliation by a person against a student who has made a complaint of a breach of a code of conduct.
- 6.7 Consequences could include:
 - Conflict resolution meetings
 - Restorative action
 - Temporary removal from the classroom
 - School / community service
 - Behaviour plan
 - Formal suspensions

- Expulsions / enrollment discontinued

7.0 Notification

All notifications should be made in a timely manner. Students should always be allowed to contact a parent if they are distressed unless there is a suspected or proven safety issue (as per Safer Schools).

7.1 School staff, depending on the severity and frequency of unacceptable conduct, may have a responsibility to advise other parties of serious breaches of the code of conduct:

- Parents of students involved
- Police and/or other agencies - as required by law
- The Board where there is on-going risk to safety, suspension, or expulsion
- All parents - when deemed to be important to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it.

8.0 Definitions

Bullying

“Bullying...is a pattern of repeated aggressive behaviour, with negative intent, directed from one child to another where there is a power imbalance.” (The most widely accepted definition from the work of leading Norwegian researcher, Dr, Dan Olweus)

Discrimination

An action or a decision that treats a person or a group negatively for reasons such as their gender, race, culture, religion, sexual orientation or gender identity and expression, physical or mental disability or for any other reason set out in the Human Rights Code of British Columbia

9.0 References:

- Safe, Caring and Orderly Schools: A Guide
- School Act
- Independent Schools Act
- British Columbia Human Rights Code
- Provincial Standards for Codes of Conduct Order
- Harassment and Bullying Prevention and Management Policy
- Discipline Policy