

AT ROSSLAND SUMMIT SCHOOL, WE VALUE:

- *Creating opportunities for **all students to be successful**. This will allow for our students to have strong communication and collaboration skills, develop emotionally and socially, and be able to think in creative and critical ways.*
- *Developing the **possibility and potential** of all our students.*
- *Engaging in meaningful and purposeful educational opportunities, which help our children to **thrive**.*
- *Developing direct and timely **communication** among and between staff and families in order to ensure productive dialogue and a process for resolving problems.*
- *Maintaining a **respectful, safe, caring, and orderly school community**.*

The Code of Conduct upholds the discrimination sections of the **British Columbia Human Rights Code**. Specifically, the school will not allow the publishing, issuing, commenting or displaying of any statement, publication, notice, sign, symbol, emblem or other representation that indicates discrimination or an intent to discriminate against a person or a group or class of persons, or is likely to expose a person or group or class of persons to hatred or contempt because of their race, colour, ancestry place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and/or age.

The school will treat seriously and promote the values expressed in the *British Columbia Human Rights Code* respecting 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, sexual orientation, gender identity or expression, and/or age – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment.

**Special considerations may apply to students with special needs if they are unable to comply with this Code of Conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioral nature.*

At RSS, students have rights and responsibilities, including:

- ✓ Being the best learner that they can be, which includes being ready to learn, and showing the best effort.
- ✓ Showing care, respect, and consideration for all students.
- ✓ Being respectful to all adults in our school.
- ✓ Accepting and celebrating individual differences.
- ✓ Creating a safe and caring school environment.
- ✓ Being a helpful bystander and telling a trusted adult about incidents of bullying, harassment, or intimidation.

At RSS, we believe that all children have the right to learn in a safe, caring, orderly environment, which are free from acts of:

- Bullying, cyber-bullying, and harassment
- Threat and intimidation
- Violence or abuse in any form
- Discrimination in any form
- Retaliation of any kind

Inappropriate behavior can mean (but isn't limited to):

- Deliberately hurting, harassing, intimidating, or bullying, another student
- Rudeness, swearing, unkind words
- Fighting or intention to harm
- Demonstrating a lack of respect for others
- Throwing objects (rocks, sticks, snowballs, etc.)
- Defiant or disrespectful behavior
- Theft and/or vandalism
- Bringing weapons or replicas to school, including any banned substances or items

Safe and caring schools are free of misuse of cyberspace, cellphones, and electronic devices/ computers. Students are to be aware that they may be subject to discipline for misuse of technology if it negatively impacts learning. These expectations apply to behaviour at school, during school-related activities and behaviour beyond these times that negatively impact the safe, caring or orderly environment of the school and or student learning, which includes e-postings, texts, blogs, etc. that negatively affect members of our school community or learning.

Student Code of Conduct and Discipline Policy

Rossland Summit School



Information for Students and Parents

A guide for helping parents share the responsibility for their children's education. It is designed to ensure that our school is a

*respectful,
safe,
caring,
and orderly environment
for all students.*

Progressive Discipline

STEP 1

The behaviour concern will be brought to the student's attention as soon as possible after the incident. Teachers or staff members will assist the student in understanding why the behaviour is inappropriate and how to identify appropriate replacement behaviour. **There will be focus on solutions-based problem solving and 'fixes' that are restorative in nature.** Parents/guardians *may* be informed, if it is deemed necessary.

STEP II

If the behaviour concerns cannot be resolved in Step 1, then the teacher refers the student to Principal or Child and Youth Care Worker. They will review the behaviour concerns, as well as behavioural expectations, with the student. They will also consult with the student, and *occasionally* the parents/guardians, to develop a plan that includes strategies for use at home and school. Consequences for the inappropriate behaviour are generally restorative in nature with a focus on addressing the behavioural choices; however, this may include loss of playtime at recess or lunch, restricted use of the playground, removal of privileges such as special classes or school activities.

STEP III

If following Steps I and II, the behaviour has not been resolved, parents/guardians and some members of the School Based Team (Teacher, Student Support Teachers, Child Care Worker, Principal) will meet and student assistance continues. The following steps will be considered: behaviour contract, suspension (for up to ten days) from the bus, playground, classroom, or the school. Superintendent of Schools will be notified.

STEP IV

If the behaviour concerns are not resolved at Step III, the Principal will refer the student and parents/guardians to the Superintendent of Schools.

The behavioural expectations set Rossland Summit School follow the Code of Conduct Policy authorized by the Board of Education, School District 20. The Board believes that the conduct of every individual should at all times contribute to a safe, caring, orderly, and positive learning environment. The board will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a code of conduct. Every individual is expected to respect the rights and property of others.

From Conflict to Bullying.... Understanding the terms

PEER CONFLICT

Students will, from time to time, find themselves in a situation of conflict with a peer. Students learn, over time, how to solve problems effectively and on their own. As they learn, they may become frustrated and say and/or do things that are not appropriate to solving the problem, such as saying something mean, hitting, kicking, and so on.

If the students involved in such behavior are typically "friends", have equal "power" (similar age, size, etc.), are equally upset, are equally interested in resolving the issue, and are willing and able to work things out (usually with an adult's help), we consider this behavior as *peer conflict*. Adults will work through these situations with the students involved, and will guide each student to see the other's perspective. **This learning leads to developing empathy.**

MEAN BEHAVIOR

Some students may engage in behaviors that are considered "mean" in order to assert themselves. This type of behavior may be such things as making fun of someone, using a hurtful name, taking something without permission, excluding a child, and so on. This type of behavior is typically *not planned* and may be aimed at any child who happens to be nearby. The child engaged in the "mean" behavior usually feels badly when the harm caused by the behavior is pointed out to them by an adult.

In order to stop students from developing a pattern of mean behavior, which could, over time, escalate into bullying behavior, **incidents need to be addressed quickly, firmly and respectfully.**

HARASSMENT

Harassment is a form of discrimination. It involves continued unwanted and annoying physical or verbal behavior that offends or

humiliates a person. Generally, harassment is a behavior that persists over time. Harassment may be:

- remarks or jokes about a person's race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression.
- threats or behavior that intimidates.
- unwelcome physical contact, such as touching, patting, pinching, punching.

BULLYING BEHAVIOUR

Bullying behavior is serious, unwelcome and/or aggressive behavior.

Bullying behavior has three key features, all three of which must be present in order for the situation to be considered bullying:

1. **Power imbalance** - one child clearly has "power" over another (or others), due to age, size, social status.
2. **Intention to harm** - the purpose of the behavior is to hurt or harm and clearly not accidental.
3. **Repeated over time** - the behavior continues over time, and sometimes gets worse with repetition; there is a real or perceived threat that the behavior won't stop.

The impact of bullying behavior on the child being bullied is fear, apprehension and dis/stress. Supports for both the bully and the bullied are important; the student engaged in bullying behavior needs to learn to take responsibility for their actions and to change their behavior. The student being bullied needs to regain confidence and a sense of feeling safe.

Bullying behavior may be:

- *physical actions (such as hitting, kicking, tripping, pushing, pinching etc.).*
- *verbal actions (such as name-calling, insults, teasing, intimidation etc.).*
- *social actions (designed to harm a child's reputation or cause humiliation - like lying or spreading rumours, negative facial or body gestures, playing jokes intended to embarrass, mimicking, orchestrating social exclusion etc.).*
- *cyber actions (such as taunting or humiliation through social media, humiliating others while interacting online, unacceptable comments through texting, posting photos on social media etc.).*

The school will investigate and treat seriously any acts of peer conflict, discrimination, mean behavior, harassment, and/or bullying. At Rossland Summit School we will attend to creating respectful, kind, and caring citizens.