



**École**  
**Arbutus Global**  
**Middle School**

**OUR VISION**  
*Foster BELONGING*  
*Explore PASSIONS*  
*Embrace CHALLENGES*  
*Further WELLBEING*  
*Cultivate SUSTAINABILITY*

## **CODE OF CONDUCT**

### **Purpose:**

At Arbutus Global Middle School, we seek to proactively nurture the development of students' personal and social responsibility, encouraging all members of our school community to exemplify the characteristics articulated in our School Vision (see above). While we promote an environment in which students go well beyond just our basic behavioural expectations, we also articulate the basic expectations in this Code of Conduct with the aim of maintaining a school environment that is as free from discrimination, harassment, drugs, and violence, and as safe and conducive to learning, as possible.

### **Expectations:**

Students are expected to conduct themselves in a manner that respects oneself, others, and the environment. As noted above, we expect our students *not* merely to comply with the "bottom line", but rather to act in a socially responsible manner and contribute positively to the school environment – that is, to meet their needs in ways that (at worst) do *not* unduly infringe on the needs of others and (at best) support others in meeting their needs too! Moreover, older students are expected to demonstrate increased maturity and provide a positive example to younger students. Unacceptable conduct includes, but is not limited to:

1. Behaviours that jeopardize the safety of oneself or others, or negatively impact the maintenance of a reasonably orderly environment (e.g. rough-play; running in halls; parkour; excessive noise-making; etc.)
2. Use of language, gestures, images, and/or symbols considered offensive and/or inappropriate in school environment, including accessing, creating, sharing, or posting inappropriate material at school
3. Acts of harassment or intimidation – whether in person or online (including posting anything personal or disparaging about others) – or physical violence while at school, on school-related activities, and/or toward any member of our school community
4. Possession of a weapon (note: a knife is considered a weapon at school except when permitted by a staff member for a safe and legitimate purpose)
5. Lying to (or intentionally deceiving) a staff member
6. Going off-campus or into any unauthorized location without staff member permission
7. Portraying schoolwork (ideas, content, etc.) as one's own when that is not the case (e.g. plagiarism, unauthorized use of "artificial intelligence", etc.)

8. Significantly disrupting the learning environment, particularly non-compliance with staff direction aimed at preventing or addressing disruptive conduct, such as:
  - a. Refusal to move, in a non-disruptive a manner, to an alternate location/activity when directed by staff to do so
  - b. Not remaining in this alternate location in a non-disruptive manner until permitted by staff to do otherwise
9. Violating the following district-wide Code of Conduct in relation to “Cell Phones & Personal Digital Devices”

### **District-wide Middle Code of Conduct - Cell Phones & Personal Digital Devices**

*A ‘personal digital device’ is a student owned device that can be used to communicate or access the internet, such as a cell phone, tablet, smart watch, gaming device, and/or electronic toy.*

- Equity must be considered when using and directing the use of personal digital devices in a manner that is culturally responsive and inclusive. Accommodations such as access to a computer or Chromebook can be made for students without personal digital devices who may need access to the internet to complete schoolwork. The use of personal digital devices may support students with disabilities, diverse abilities, or medical needs as outlined in the student’s support plan and Individual Education Plan and/or other agreed upon plans.
- The use of personal digital devices is restricted during instructional hours to facilitate focused learning and promote online safety. It is expected that personal digital devices are always stored out of sight and on silent or airplane mode to limit in-class distractions and interruptions. Students are expected to follow protocols set by their school and/or teacher(s).
- The use of personal digital devices during instructional hours is at the teacher’s discretion and direction for the purposes of instruction and promoting digital literacy. Use during class time is under the supervision of a teacher who may incorporate critical dialogue regarding responsible and appropriate use of devices.
- The use of personal digital devices outside of instructional hours is not permitted on school grounds, during field trips, or other school activities.
- No photos, video, or audio recordings will be taken of students or staff without consent from the individual or the individual’s parent or caregiver for children 13 years or younger.
- The main office phone at the school may be used to make and receive calls if students and their parent(s) or caregiver(s) need to communicate during the school day.

With regard to the above, please note:

- a. Personal electronic/digital devices (as with other possessions) are brought to school at the students’ (and parents’) own risk of loss, theft, or damage; the school is not responsible for the cost of repairs or replacement
- b. If brought to school, except when use is permitted and being directly supervised by their teacher, student cell phones and other personal digital devices (such as earbuds) must be turned off (so they make no sounds nor connect to other devices) and locked in their locker as soon as they arrive at school and not accessed again until the school day is over

- c. Students needing to contact their parents or others during the school day are expected to seek permission from a staff member to do so on a school phone rather than using a personal electronic device during the school day
  - d. Note for parents/guardians: with above expectations in mind, please refrain from calling or messaging your child directly. If you need to communicate with your child during the school day (e.g. to check-in or make logistical arrangements), please contact the school office; in general, we ask that you make your arrangements in advance of the school day or after school, so that student routines are not interrupted during the school day and our middle school youth further develop their organizational skills and independence
10. Acts of discrimination, as defined by the *BC Human Rights Code* which – in order to “promote a climate of understanding & mutual respect where all are equal in dignity and rights” – specifically prohibits discrimination and harassment based on factors such as race, colour, ancestry, place of origin, marital or family status, religion, physical or mental disability, age, sex, sexual orientation, or gender identity/expression
  11. Wearing clothing, text, and images that:
    - a. Promotes drugs or alcohol
    - b. Displays offensive or discriminatory language or images
    - c. Poses potential risk to physical health or safety (e.g. inappropriate footwear in PHE)
  12. Bringing excessive amounts of pop, caffeinated drinks, and other junk food to school; such products are discouraged and, if brought to school, must be a personal-portion size (i.e. max. 500 ml) unless brought to share as part of a teacher-organized student celebration
  13. Possession, selling, soliciting, distributing, or being under the influence of drugs, alcohol, tobacco, e-cigarettes, or vaporizers, and/or materials designed to use these substances
  14. The sale or trade (or soliciting the sale or trade) of items or activities to/from any other student (unless a legitimate school activity authorized by a staff member)
  15. Theft or damage to property, including graffiti
  16. Being a “bystander” to significant misconduct; for example, being present in a manner that actively or passively supports or encourages conduct that is unsafe, illegal, or harmful to people or property
  17. Words/Acts of retaliation; specifically:
    - a. Retaliation does *not* excuse violations of our Code of Conduct; while reacting to the impact of another person’s breach of our Code of Conduct may help explain one’s own misconduct (and may be considered when consequences are being determined), one is still responsible for not only one’s actions, but also one’s reactions to others
    - b. Words of hostility, threats, and/or acts of retaliation toward anyone reporting a concern and/or in relation to the concern, noting that (whether online or in person) making comments to or about peers involved in reporting or addressing misconduct will be viewed as a form of retaliation (except for conversations with, or facilitated by, relevant adults that are aimed at understanding and/or resolving the concern)

## **Consequences:**

Consequences for breaches of our Code of Conduct may include, but are not limited to:

- 1) Restorative conversations and processes
- 2) Referral to another level of intervention/authority (referred to school administration)
- 3) Community service
- 4) Confiscation of particular items (e.g. cell phones, ear buds, contraband items)
- 5) Informing parents/caregivers of the incident and any related concerns
- 6) Restrictions on accessing particular items, locations, and/or peers at school
- 7) Detentions and/or restrictions on participating in specific school activities, fieldtrips, etc.
- 8) Behavioural goal-setting and/or monitoring systems
- 9) Various tiers of suspension

When addressing misconduct, we generally provide students with opportunities and guidance to take responsibility for their actions, fix and learn from their mistakes, and resolve issues in a constructive manner, seeking a restorative approach where possible. In determining consequences, we take the following into consideration:

- the nature, severity, and impact of the student's misconduct
- possible mitigating factors, such as:
  - extraordinary needs (e.g. limited capacity) of those involved
  - provocation, with due consideration to its nature and severity, time-adjacency, and proportionality of the response (noting 17A above)
- the student's demonstrated degree of:
  - honesty and ownership in relation to their actions
  - demonstrated remorse for their misconduct
  - constructive engagement in restorative processes aimed at resolving the concerns
- the frequency and severity of the student's previous misconduct (with the likelihood of more significant consequences for repeated misconduct)
- other extraordinary circumstances relevant to the impact of particular consequences on:
  - the student engaged in the misconduct
  - the students and/or others directly impacted by the misconduct
  - the school community-at-large

## **Notification:**

Depending on various factors, such as the nature, severity, and frequency of the behavioural concern(s), school personnel may notify a student's parents/guardians of incidents of misconduct by telephone, email, or other means. When an out-of-school suspension is issued, school administration will send a formal letter of suspension to a student's parents/ guardians, copies of which are sent to the Associate Superintendent and placed in the student's school file. Police and/or other agencies will be notified of known or suspected misconduct as required by policy or law and/or if police or another agency's involvement is deemed warranted to address a particular incident or concern.