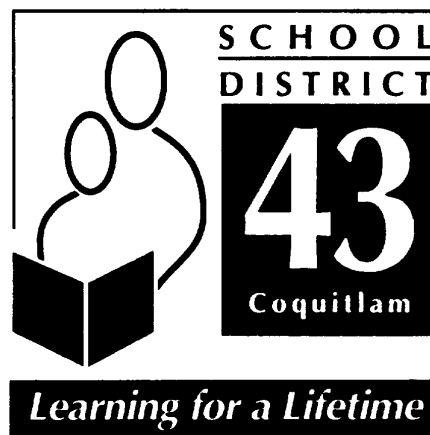


# Code of Conduct 2026 – 2027



## Port Moody Secondary School

**School Mission: To engage all students in a dynamic learning environment that creates responsible citizens, able to meet life's challenges.**

## **Port Moody Secondary School Code of Conduct 2026 - 2027**

### **I. INTRODUCTION**

Port Moody Secondary School's Code of Conduct outlines school expectations and acceptable student behaviour as directed by the *School Act* 85(2) (c). The Code of Conduct applies, while at school, at school-related activities and in other circumstances where engaging in the activity will have an impact on the school environment, including various electronic communications. The Code of Conduct is communicated to all students, parents, and staff annually, including district staff and visitors as deemed necessary. Each year the Code of Conduct is reviewed to reflect the school community's needs, and to align with the district and provincial school safety initiatives.

### **II. CODE OF CONDUCT: KEY ELEMENTS**

#### **1. Process**

*"All British Columbia schools include students, parents and staff in the development and review of codes of conduct."*

The Code of Conduct as set out in Section 6 of this document, "Standards," is reviewed annually in late spring, to determine whether any amendments are necessary. We have presented the code to PAC to seek feedback and annually post the code on the school website. Teachers and students are continually consulted as we seek to evolve and strengthen our practices.

#### **2. Communication**

*"Expectations regarding acceptable conduct are made known to all students, parents and school staff, as well as to temporary staff or visitors. Protocols while acting as ambassadors of the school also are made known to students, parents, coaches and involved members of the greater community."*

The Code of Conduct is communicated and distributed to students, parents, staff, as well as to visitors and other district staff. Students are made aware of our Code of Conduct annually at the beginning of each school year during opening assemblies. In September, parents are asked to sign an e-Form acknowledging that they have read and understood our Code of Conduct. Throughout the year there is ongoing dialogue with both parents and students as challenges arise. Newly assigned staff and students registering mid-year will also receive the Code of Conduct. The Code of Conduct is available on the Port Moody Secondary website, in print in the office, in the student agenda and displayed on the student bulletin board outside the office. The Code of Conduct is taught, reinforced, and monitored.

#### **3. Implementation**

*Behavioural expectations outlined in codes of conduct are consistently taught and actively promoted. Responses to unacceptable behaviour are based consistently on sound principles and are appropriate to the context."*

Our Code of Conduct applies to all members of the Port Moody Secondary Community. As a school, we recognize the importance of modelling respectful and responsible processes for managing conflict. All staff strive to model socially responsible behaviour and maintain an active presence within the

school. Adults are in constant communication with students to encourage social responsibility and positive action. We utilize a group of leadership students, known as SOAR students, to teach, model, and reinforce our Code of Conduct during scheduled sessions with classes of Grade 9 students.

Whenever possible, we try to use a restorative approach to resolve conflict and teach pro-social behaviours. We see our role, as a school community, to work with our students to be proactive in addressing conflicts in a respectful and effective manner. The fundamental premise of restorative practice is that people are happier, more cooperative, productive, and more likely to make positive changes to their lives, when those in authority do things “with them”, rather than “to them” or “for them” ([International Institute for Restorative Practices \(IIRP\)](#)). As a result, a focus of behavior intervention should be to help an offender recognize and repair any harm done. Furthermore, the purpose is to teach the offender moving forward, and then reinforce positive behaviors, to return the offender to the school community stronger and more resilient than before the offense.

Every effort will be made to support all students. However, if there are ongoing conduct issues after having implemented restorative interventions, more traditional discipline approaches may be used, separate or in conjunction with restorative interventions. All disciplinary decisions will be made with respect to the individual and context, and responses to conduct issues will take into consideration the student’s age, maturity, special needs and past conduct.

#### **4. Monitoring and Review**

*“Conduct is continuously monitored to ensure codes reflect current and emerging situations and are contributing to school safety.”*

*“Codes of Conduct are reviewed and improved in light of evidence gathered and/or relevant research and are revisited as part of a regular cycle of policy review.”*

The Principal, Vice Principals, the PAC, and the staff will review the Code of Conduct yearly to monitor its efficacy. As a result of this consultative process, it will be determined whether any part of the school policy around conduct, behaviour, and response requires review, including: the Code of Conduct itself, and the communication strategies. Both Ministry (ex. School Learning Survey) and school-based surveys will yield a further source of information.

#### **5. Alignment**

*“Codes of conduct are compatible between schools in the community and across elementary, middle and secondary levels.”*

Port Moody Secondary’s Code of Conduct builds upon the codes of our community Elementary and Middle Schools. Periodically, the different levels engage in dialogue to ensure consistency in language and expectations.

## 6. Standards

Port Moody Secondary School subscribes to the values expressed in Section 8 of the BC Human Rights Code respecting the rights of all individuals in accordance with the law wherein a person must not, without a bona fide and reasonable justification discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the indigenous identity, race, colour, ancestry, place of origin, religion, marital status, physical or mental disability, sex, or sexual orientation.

### a) Statement of Purpose

- To establish and maintain safe, caring and orderly environments for purposeful learning
- To establish and maintain appropriate balances among individual and collective rights, freedoms and responsibilities
- To clarify and publish expectations for student behaviour while at school, while going to and from school, and while attending any school function or activity at any location

### b) Conduct Expectations

These expectations apply to behavior at school, during school-organized or sponsored activities, and behavior beyond these times (including on-line behavior) that negatively impacts the safe, caring, or orderly environment of the school, and /or student learning

#### Acceptable conduct is demonstrated by

- respecting oneself, others, and the school's facility and grounds
- engaging in responsible behaviour in all learning and school activities (*attend classes regularly, in your seat by the second bell, prepared for class, participate thoughtfully, respect other classmates' comments, complete all assignments, hand assignments in when due, ask for help when you need assistance, demonstrate good manners and good common sense*)
- helping to ensure the school environment is a safe and caring place for all to learn
- inform an adult of an unsafe individual, unsafe behaviour, and/or an unsafe or violent situation
- model respectful and responsible behaviour at school, in the community, and while acting as school ambassadors
- cite your research sources (text, sound, music, graphics, pictures, video clips, etc.) refer to the "Ethics of Information Use" (see Agenda App under 'Intellectual Dishonesty')
- dress appropriately for the school learning environment in a manner that is respectful toward oneself and others
- exercise responsible digital citizenship (particularly social media use) "**District 43 Digital Responsibility for Students Administrative Policy 140.2**"
- not discriminate against a person or class of persons on the basis of the Indigenous identity, race, colour, ancestry, place of origin, marital status, family status, age, religion, sex or sexual orientation, gender identity or expression, physical or mental disability, age of that person or class of persons or for any other reason set out in the Human rights Code of

British Columbia (Section 7 and 8), 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

*\*Students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise.*

### **Unacceptable conduct**

The following are examples only and not an all-inclusive list.

#### Behaviours that:

- Interfere with the learning of others
- Interfere with an orderly environment
- Create unsafe conditions
- Use and/or name a physical illness, disability or condition to threaten, harass, or intimidate others in the community

#### Acts of:

- Bullying, harassment, or intimidation
- Retribution against a person who has reported incidents

#### Illegal acts, such as:

- Possession, use, or distribution of illegal or restricted substances
- Possession or use of weapons
- Theft of or damage to property
- possession, use, distribution of electronic cigarettes, vaporizers, marijuana and other drugs including alcohol under the "banned substances" section

### **Personal Digital Devices in Schools – Policy 17**

All cellular phones or similar personal communication devices are to be appropriately stored during class time. Digital devices of any kind are only to be used at the discretion of your teacher when identified as appropriate for your learning environment or because of unique circumstances. Any use of personal digital devices at school is subject to all other expectations for conduct and use of technology, including AP 140.2 – Digital Responsibility for Students.

#### **Important notes:**

- Students may be subject to discipline under the school and/or District Code of Conduct for any action which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity.
- Students are to be aware that they may be subject to discipline for on or off campus misuse of technology if it negatively impacts the school environment.

- A search by school officials of a student under their authority or a search of student property may be undertaken if the school has reasonable grounds to believe a school rule has been or will be violated, and that the evidence of that violation will be found in the location or on the person of the student being searched. Students know that their teachers and other school authorities are responsible for providing a safe learning environment and maintaining order and discipline at school. As a result, they must know that, where reasonable grounds exist, this may require searches of students, their lockers and their personal effects and the seizure of prohibited items.
- Students should also be aware that the schools may collect, use and disclose personal information about students for the purposes of investigating and addressing student misconduct, safety and maintaining order and discipline in school. Such collection and use of student information may include information that is obtained from witnesses or collected from other secondary information sources (e.g. social media). All personal information of students collected by the school will be collected in compliance with and under the authority of the Freedom of Information and Protection of Privacy Act (ss. 26(a), (b), and(c)) and the School Act. Questions about the collection, use or disclosure of student personal information should be directed to the Assistant Superintendent and Chief Information Officer Stephen Whiffin, at [swhiffin@sd43.bc.ca](mailto:swhiffin@sd43.bc.ca).

### **Rising expectations**

As students progress through grades 9-12, behavioural expectations will rise so that:

- student levels of maturity, personal responsibility and self-discipline will improve
- consequences for unacceptable conduct in senior grades will likely result in more serious consequences.
- Older students will model positive behaviours for their peers and younger students

### **c) Consequences**

Our school will take all reasonable steps to prevent retaliation by any person against a student who has made a report of a breach of our school and/or district codes of conduct. Consequences will be applied to unacceptable student conduct, at an age or developmentally appropriate level. Our guiding principle is that students can learn from their mistakes and the focus of our consequences should be restorative, rather than punitive, wherever possible and appropriate. Consequences will be implemented based on the severity and the frequency of the behaviors. Special considerations may apply to the imposition of consequences on a student with special needs if the student is unable to comply with this Code of Conduct, due to a disability of an intellectual, physical, sensory, emotional, or behavioural nature. Some of the possible consequences and remedies could include:

- students participating in meaningful consequences for the unacceptable behaviour
- school or community counselling
- conflict resolution strategies including restorative practices
- small group mediation
- informal suspension or “timeouts” – at school or home
- Community Service
- partial day school programs
- positive behaviour supports

- formal suspension: District Code of Conduct: Suspension Process –Level I, II or III (for serious or dangerous behaviours)
- the school and District 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
- students who have previously breached the school's Code of Conduct may be precluded from participating in overnight activities and field trips.
- special considerations may apply to the imposition of consequences on a student with special needs if the student is unable to comply with this Code of Conduct, due to a disability of an intellectual, physical, sensory, emotional, or behavioural nature.

#### **d) Notification**

Depending on the nature of the unacceptable behaviour, the member of the school staff may contact the following people:

- parents/guardians of the student offender(s) will be contacted
- parents/guardians of the student victim(s) will be contacted
- Coquitlam School Board officials will be contacted as required by school district policy, i.e. Level I, II and III suspensions
- police and other agencies as required by law
- school staff and school community as deemed appropriate by the school administration and/or District #43 (Coquitlam) District administration

### **1. District Code of Conduct – Policy 17**

The Board believes it has a responsibility to establish expectations of students as part of its governance role for the district. The Board further believes that the responsibility for student discipline in school is shared among students, staff, and parents. Students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth. Educators are responsible for establishing a positive school climate in which structure, support and encouragement assist the students in developing a sense of self-discipline and responsibility. Parents are responsible for establishing a positive learning atmosphere in the home, knowing school policies and procedures, supporting the school in the enactment of these policies and procedures, and encouraging their children to understand and respect these policies and procedures. To support these aims, the Board has established a District Code of Conduct for Students, which shall be followed in all schools.

#### **Specifically**

The Board believes that appropriate student conduct, based on respect for oneself, respect for others, and respect for property is essential to the development of responsible citizens. To this end students are expected to:

- be aware of and obey all school rules;
- attend classes punctually and regularly;
- work cooperatively and diligently at their studies and with home assignments;
- respect the rights of all persons within the school including peers, staff and parents;
- respect the legitimate authority of the school staff;

- respect the school's physical school facilities;
- respect the ethnic diversity of our school community;
- behave in a safe and responsible manner at all times; and
- not threaten, harass, bully, intimidate or assault, in any way, any person within the school community
- not be in possession or under the influence of drugs and/or alcohol

## **2. Violence, Intimidation and Possession of Weapons - Policy 18**

The Board believes that schools are purposeful places where students and staff must be able to work, learn and play without the threat of physical or psychological harm. Schools are characterized by sensitivity and respect for all individuals, an environment of non-violence, clear student behavioral expectations and disciplinary practices that are enforced consistently and fairly. The Board acknowledges its role in providing secure learning environments which are safe from threats, violence, or intimidation.

### **Student Threat Assessment Protocol**

A student threat assessment will be initiated by the school's multi-disciplinary Violent Threat Risk Assessment (VTRA) team when behaviour includes, but is not limited to serious violence, or violence with intent to harm or kill, verbal/written threats to harm/kill others, internet/social media threats to harm/kill others, possession of weapons (including replicas), bomb threats and fire-setting.

## **3. Suspension of Students – AP 355**

The effective management of student discipline is a necessity in establishing safe, caring, and orderly school environments that foster student learning needs. When student misconduct occurs, the school and district must respond fairly, quickly, and effectively, imposing a disciplinary consequence that is appropriate to the circumstances and that reinforces for the student involved and students generally, appropriate standards of student behavior.

The Principal has overall responsibility for the maintenance of student discipline and school rules. Under the general supervision of the Superintendent and subject to administrative procedures, a Principal and/or Vice Principal has the authority to suspend or remove a suspension imposed on a student.

## **4. Race Relations – AP 205**

The district acknowledges the challenge of becoming responsive to the needs of a pluralistic society and affirms that the racial, ethno-cultural, linguistic, and religious diversity of its students, staff, and community is a source of enrichment and strength for Canada. As an educational institution, the district has a special responsibility to develop positive values, attitudes, knowledge, and practices by developing a framework which will promote and support equity, justice, and access to all.

## **5. Personal, Discriminatory, and Sexual Harassment – AP 356**

The district recognizes the right of all students and staff members to learn and work in an environment free from personal, discriminatory, or sexual harassment. The district, all staff members, students, and people within school communities shall have a responsibility to promote, monitor and maintain learning environments and workplaces that are free from harassment, fear, and discrimination.

## **6. Digital Responsibility for Students – AP 140-2**

The district endorses the provision of district-wide network and Internet services to support student learning. While there are many benefits, there is also potential for misuse. Students are not permitted to create, distribute, or access any material which is not suitable for classroom learning. When using technology, district electronic mail (email) services, social networking, collaboration, blogging, media sharing tools, in relation to their role, students and staff are expected to act as appropriate digital citizens as laid out in the procedures.

Any use of personal digital devices at school is subject to all other expectations for conduct and use of technology, including AP 140.2 – Digital Responsibility for Students.

## **7. Tobacco and Vapour Products Free Environment – AP 171**

All school property is designated “tobacco and vapour product free”. Therefore, every person, including a student, employee, or visitor, is prohibited from smoking, using tobacco or vapour products of any kind, or holding lighted tobacco on school property at any time, including non-school hours.

### **Student Bathroom Use Expectations – Vaping and Loitering**

As part of Port Moody Secondary School’s commitment to maintaining a safe, caring, and orderly learning environment, all students are expected to use school bathrooms responsibly and appropriately.

#### **Expectations**

- Bathrooms are to be used only for their intended purpose.
- Bathroom visits should be brief, with students returning directly to class.
- Students are expected to prioritize bathroom use during breaks between classes.
- Bathrooms are not spaces for socializing, gathering, or lingering.

Students contribute to a safe, caring, and orderly school environment by:

- Using bathrooms efficiently so they remain accessible to those who need them.
- Returning to class promptly to protect their own learning time and that of others.
- Respecting shared spaces so all students feel safe and comfortable throughout the school day.

#### **Consequences**

Students found loitering in bathrooms during instructional time will first be directed to return to class. Students who refuse to leave or who are found loitering in bathrooms again during instructional time will work in the office under direct supervision or be sent home for the remainder of the day. Ongoing or repeated concerns will result in escalating consequences, in accordance with the school and district Code of Conduct. These expectations are in place to ensure that bathrooms remain safe, accessible spaces and that all students are able to learn in a respectful, focused environment.

## **8. Closure of Schools for Extreme Weather Conditions – AP 132**

In the case of extreme weather conditions, the Superintendent or designate has authority, on behalf of the Board, to temporarily close a school.

**Procedures:** As a general expectation, parents are to be advised that schools are open. If parents believe the local conditions are unsafe, they may keep their child at home or arrange his/her early dismissal. If schools are to be closed before classes begin, an announcement will be made by 6:30 a.m. on the school district website and school websites. Announcements may also be made on SD43 social media and local radio stations. For more information visit [www.sd43.bc.ca/NewsEvents/Pages/EmergencyInformation.aspx](http://www.sd43.bc.ca/NewsEvents/Pages/EmergencyInformation.aspx).

## **9. Resolution of Student or Parent School Concerns – AP 380**

The district encourages students and/or parents to discuss their questions or concerns regarding the education of their children with school personnel as early and as directly as possible.

**Procedures:** Students or parents who disagree with or wish to question decisions or actions that are taken by teachers and/or administrators are expected to seek a resolution by pursuing the following steps:

### ***A. Teacher or Classroom Level Problem***

1. Discuss the matter directly with the teacher whose judgement or decision is being questioned.
2. If not resolved, discuss your concern with the Principal.
3. If still unsatisfied with the outcome, discuss your concern with the Assistant Superintendent (contact the Board office at 604-939-9201).
4. Unresolved matters may be referred to the Board as per Board Policy 13.

### ***B. Principal or School-Level Problem***

1. Discuss directly with the Principal the action, policy, procedure, or practice being questioned.
2. If not resolved, refer to the Assistant Superintendent (see contact information above).
3. If not resolved, refer to the Board as per Board Policy 13.

It is expected that school district personnel will seek a resolution to the problem as quickly as possible.