

## Statement of Purpose:

Frank J Ney Elementary School strives to develop a safe, caring, inclusive and welcoming environment that promotes the rights and responsibilities of all who learn and work together,

The *Nanaimo Ladysmith Public Schools 2.10 Inclusion Policy* is based on the principles of respect, acceptance, safety and equity. It “affirms a learning environment that reflects diversity, inclusivity and equity is essential in supporting the highest level of individual growth and achievement.”

## Reference to the BC Human Rights Code:

The **BC Human Rights Code** states that three of its purposes are to:

“(a) foster a society in British Columbia in which there are no impediments to full and free participation in economic social political and cultural life of British Columbia

(b) promote a climate of understanding and mutual respect where all are equal in dignity and rights.

(e) to provide a **means of redress** for those persons who are discriminated against contrary to this Code.”

It further states 8 1 (b) a person must not “discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons.”

The ***Safe Caring and Orderly Schools: A Guide*** states, schools should be places where students are free from harm, where clear expectations of acceptable behaviour are held and met, and where all members feel they belong.

NLPS Inclusion Policy states that all members of our school community “have the right to expect that policies, procedures, programs and communications are inclusive and respectful”

Administrative Procedure that support the school Code of Conduct include:

- AP 312 - Harassment, Intimidation, Bullying and Discrimination
- AP 344 - Code of Conduct
- AP 345 – Student Suspension
- AP 347 - Sexual Orientation and Gender Identity
- AP 250 - Honouring Diversity and Challenging Racism

## Code Expectations:

Frank J Ney Elementary School’s Code of Conduct expects that students will demonstrate socially responsible behaviours that reflect respect and safety at school and while attending a school function at any location.

Acceptable conduct refers to socially responsible behaviours that help to make the school a safe, caring and inclusive environment including:

- Contributing to the school community
- Solving problems in peaceful ways
- Valuing diversity
- Defending human rights

- Respectful interactions with students, staff and community members
- Speaking up and reporting incidents that demean others or threaten the personal or emotional safety of individuals or groups
- Respect the law as it applies to yourself and others

Unacceptable conduct refers to behaviour that interferes with the safe and orderly environment of the school, either person-to-person basis or through social media, including, but not limited to:

- Engaging in incidents of harassment, intimidation, bullying or discrimination
- Interfering with the learning or orderly environment of the school or function
- Verbal threats of harm, swarming
- Illegal acts such as: theft or damage to property, possession or distribution of an illegal or restricted substance, possession, use of a weapon, or physical violence.

AP 344 - Code of Conduct states: “ Students with identifiable special needs might be unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature. Such students may require special consideration in the selection of appropriate forms of intervention to ensure that they are not subject to disciplinary or intervention measures as a direct or indirect consequence of having a special need.”

### **Rising Expectations:**

Frank J Ney Elementary School staff use the *BC Performance Standards for Social Responsibility* to teach students in appropriate social behaviour. There is an outline of progression of expectations held for students as they become older, more mature and move through successive grades. The expectations are educative, preventative and allow for many opportunities to teach the same social skill in a variety of ways.

**Examples:** *BC Performance Standards for Social Responsibility, Core Competencies, Steps to Respect, Making Space, other?*

### **Consequences**

NLPS Inclusion Policy states:

“The Board expects that all students, staff, and members of our school communities will adhere to a code of conduct that is educative, preventative and restorative in practice and response”

#### **1. Restorative Practices:**

- focus on creating conditions for students to learn self-discipline, fix mistakes and return to the group/class/school strengthened.
- address the needs of those who have been harmed
- encourage the students, as often as possible, to participate in the development of meaningful, interventions through discussion or mediation to replace, repair or make “good” what has been taken, damaged, destroyed and/or defaced.
- respond to the harm are meaningful in addressing the needs of all involved
- help students reclaim their self-esteem through self-evaluation, personal effort and restitution
- provide opportunities to model leadership
- emphasize the importance of positive relationships in building community and,
- speak to the obligation we all have to each other to move towards wholeness, restoration and belongingness.

Participating in a meaningful consequence and may include:

- a 'do over' opportunity
- face to face meetings to address the harm done
- group or classroom circles to restore equity, balance and respect
- an act of service to make a positive contribution to the class, school or community
- school/community support to learn and practise problem solving or conflict resolution strategies
- reflective/think process that includes the opportunity to create a plan to restore the harm done

## **2. Student Suspension:**

Discipline measures used with students should be viewed the context of helping students achieve intellectual and social development. The purpose of suspension, or any other discipline strategy, should be to meet these provincial goals and to develop self-reliant adults. *Focus on Suspension BCEd*

Suspension is one strategy in a more complex problem-solving process designed to support the student in changing inappropriate behaviour. Used judiciously, suspension can have positive effects, including:

- ensuring safety for everyone in the school community
- assigning clear consequences for a range of serious breaches of code of conduct
- providing the time for planning support for behaviour change
- promoting collaboration among family, school, and other community services to solve problems

To be equitable, consequences may vary from student to student where the misconduct appears to be similar. Intervention must be appropriate to the student's age, maturity, needs, exceptionalities, extenuating circumstances and the nature of previous intervention taking in consideration of the needs of the school. Refer to **AP 344 Student Suspension**.

### **Notification**

School administration may advise other parties or agencies of serious breaches of the code of conduct depending on the severity and/or frequency of misconducts and the impact on others and/or the school community. Illegal acts will be reported to the RCMP and/or District Administration to develop a safety plan that will include the components of education, prevention and restorative action.

### **Retaliation**

No student, school employee, parent or volunteer may engage in reprisal or retaliation against a victim, witness, or other person who brings forward information about an act of harassment, intimidation, bullying, prejudice or discrimination. Reprisal or retaliation is prohibited and will result, where appropriate, in discipline and/or in the filing of a complaint with other appropriate authorities.

### **Appeal Process**

The Board of Education recognizes and respects the fact that students and /or parents or guardians may sometimes disagree with decisions made by employees. The School Act of British Columbia gives parents or guardians and students (with parental consent) the right to express concerns or appeal certain decisions. This right of appeal applies to decisions that significantly affect the health, education or welfare of students. Information regarding the Board's appeal procedure and a copy of the formal appeal bylaw can be accessed at [sd68.bc.ca](http://sd68.bc.ca) / Board Policies / 1000 Board Governance / 4.0 Bylaws. Prior to an appeal it is expected that school administration, students and parents or guardians will work to try to resolve concerns at the school level.

### Process Elements Expectations

Processes are in place to include students, parents and staff in development and review;

Students, parents and staff have participated in the develop and review;

- *Describe your school process of including students, parents and staff in the development/review of your school's code of conduct and the plan for participation of students, parents, staff.*

Processes are in place to inform students, parents, staff (including temporary staff and visitors) the expectations of acceptable conduct;

Procedures have been established to guide the conduct of students, parents, coaches, and involved members of the greater community while acting as ambassadors of the school;

- *Describe your school's process of informing your school community the expectations of acceptable conduct?*
- *How does the school ensure the conduct expectations are known to everyone who represents the school?*
- *Which protocols/admin procedures (or sections of...) do you use as a guide of the conduct expectations for individuals or groups who act as ambassadors of your school?*

Strategies for actively teaching and promotion of the code of conduct behavioural expectations;

Code of conduct behaviour expectations are consistently taught and actively promoted;

- *Describe the strategies for teaching socially appropriate behaviour and how expectations are taught, promoted and reinforced in your school.*
- *How do the strategies reflect educative, preventative and restorative practices and responses? e.g. school-wide system: Positive Behaviour Intervention and Support (PBIS), Response to Intervention (RTI), Virtues, Steps to Respect, Second Step, Making Space, other?*
- *How does your school connect socially responsible behaviour (acceptable conduct) expectations to a safe, caring and inclusive school environment?*

Processes are in place to monitor conduct to ensure codes reflect current and emerging situations and contribute to school safety;

Conduct is consistently monitored to ensure that the students are learning socially responsible behaviour that reflect current and emerging situations and are contributing to school safety;

- *Describe the process for monitoring (collecting data) to ensure that students are learning the expected outcomes of socially responsible behaviour (acceptable conduct).*
- *How are emerging situations that may have the potential to create and unsafe environment addressed through the code of conduct?*
- *How is your school using the data from the Student Learning Survey and/or school-based surveys to reflecting emerging situations?*

Processes are in place to revisit/revise codes of conduct as part of regular policy review cycle;

Codes of conduct are revisited as part of regular policy review cycle;

- *How does your school revisit/revise codes of conduct as part of regular review cycle?*

Processes are in place to align codes of conduct between schools in the community and across elementary and secondary schools;

Codes of conduct are compatible between schools in the community and across elementary and secondary schools;

- *Reference to NLPS Inclusion Policy AP 344, 345, etc.*