

Frank J. Ney Elementary Code of Conduct

Statement of Purpose:

Frank J Ney Elementary believes that all students, staff, and volunteers should be provided a safe, caring, inclusive, and welcoming learning environment that promotes the rights and responsibilities of all who learn and work together. We communicate and consistently reinforce clear expectations concerning student conduct standards. We do this in a fair and reasoned manner, using interventions that try to repair harm, strengthen relationships, and restore a sense of belonging for all concerned. *The Code of Conduct is for adults and students.*

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.
- c) 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 Procedures 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 350 - Honouring Diversity and Challenging Racism

Code Expectations:

Frank J Ney Elementary School’s Code of Conduct expects that students, staff, and volunteers 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 positively to one’s family, community, society, and the environment.
- Resolving problems peacefully.
- Empathizing with others and appreciating their perspectives.
- Creating and maintaining healthy relationships.
- Developing lifelong learning skills and processes.
- Valuing diversity.
- Defending human rights.
- Interacting respectfully 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.
- Respecting 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.
- Creating unsafe conditions including threats of harm.
- 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 Core Competencies for Social Responsibility* as a tool to assist in teaching 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.

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.
- respond and address the needs of all involved, including 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.
- 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 practice 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 in a learning context of helping students achieve increasing 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 young adults.

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 will 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, past record, and the nature of previous intervention taking in consideration of the needs of the school.

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 / 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.

Student Conduct – Specific to Clothing

At Frank Ney school it is expected that students will dress in a manner that is appropriate and conducive to a positive and safe learning environment. Student clothing should conform to the school Code of Conduct requirements for the intended activity and should not promote drugs or alcohol, display offensive images or language, or encourage discrimination. A private discussion with the student is often an effective first step in promoting appropriate attire.

Student Conduct – Specific to Electronics

There is recent BC Legislation limiting and restricting the use of personal digital devices during the school day. Personal Digital Device Restrictions Research suggests that restricting the use of personal digital devices at school leads to improved student wellness and academic focus. The use of personal digital devices during the school day, inclusive of outdoor recess breaks, is limited to instructional purposes and digital literacy in a way that is appropriate to the students' age and developmental stage, under the direction of the classroom teacher. Students should not have their devices out for any reason unless given direct instruction from the teacher. This is known as our '**Bell to Bell**' policy.

Personal Digital Device Restrictions

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- accessibility and accommodation needs

- medical and health needs
- equity to support learning environments.

The school team will work collaboratively with families to ensure students have the support needed to manage their device usage in a healthy and safe manner.

If a student needs to use a phone during the day, the student phone is available in the office area. If a parent needs to contact a student, please call the office. Electronic gaming devices are not to be used at school. It is not permissible for students to use electronic devices to video/record/photograph other students on the school property or field trips, unless under the direct supervision of their teacher for a learning activity, and express consent of the parties involved. Electronic devices may be used in the classroom, under the direct supervision of the teacher, with the teacher's permission. Students who do not follow the expectations will have their electronic device kept in the office until dismissal time. Repeated offences will involve parents/guardians. Frank J Ney School is not responsible for any electronic device that is lost, stolen, or damaged while on school property.

Process Elements Expectations

At Frank J Ney, we are a Compassionate Learning Community with expectations for Responsible and Safe, Kind and Respectful behaviour to make our school "A great place to learn and play in the green zone." Our expectations are taught at the beginning of each school year in an age-appropriate manner and reviewed throughout the year. Our student behaviour matrix is posted throughout the school and on the school website, and aspects are included in newsletters throughout the year. Our expectations are reinforced through 'Pirate Pat' draws, Conduct Referrals and 'Think Sheets'. Assemblies will connect socially responsible behaviour (acceptable conduct) expectations as set out in our behaviour matrix and Code of Conduct to maintain a safe, caring, and inclusive school environment.

Our students, parents and staff have participated in the development and review of the Code of Conduct. The Code of Conduct is readily available to all staff, students, and parents: It is also included in Staff Handbooks, TTOC handbooks, and student handbooks (distributed electronically and available on paper). It is shared with coaches and involved members of the greater community while acting as ambassadors of the school. They are part of the volunteer guidelines as well as all others mentioned above. AP 312 – Harassment, Intimidation, Bullying and Discrimination; AP 347 – Sexual Orientation and Gender Identity; and AP 350- Honouring Diversity and Challenging Racism guide the conduct expectations for individuals or groups who act as ambassadors for our school. The Inclusion Policy is the overarching policy that guides the expectations for all. As Frank J Ney School's Code of Conduct is based on Board Policy and Procedure, it aligns with and is compatible with the Codes of Conduct in NLPS.

Processes are in place to monitor conduct to ensure codes reflect current and emerging situations and contribute to school safety. At Frank Ney, we monitor student conduct to ensure that the students are learning socially responsible behaviours that reflect current and emerging situations and are contributing to school safety. Problem behaviour issues are documented and used to inform staff/students/families of areas needing further attention (individual, small group or school-wide focus). We use the Code of Conduct and behaviour matrix as part of the teaching system to help address areas of concern by providing the vehicle to teach the concept of rising expectations and rising consequences. We use data from the Student Learning Survey (SLS) (formerly the Satisfaction Survey) to help focus school interventions to improve students' sense that Frank J Ney is a safe, caring, and inclusive school.