

AP 344 – Code of Conduct

Purpose

Nanaimo Ladysmith Public Schools recognizes its responsibility to assist district schools in meeting their obligation under the law by ensuring that their codes of conduct comply with the *School Act (2007)* and the *Provincial Standards for Codes of Conduct Order Ministerial Order (2007)* to provide a safe, caring and inclusive learning environment in its schools.

Standards

The expectations outlined in this administrative procedure are based on the guidelines provided in the BC Ministry of Education *Developing and Reviewing Codes of Conduct: A Companion (2007)* and the revised *Safe, Caring and Orderly Schools: A Guide (2008)*.

A School Code of Conduct must include the following:

Content Elements

- Statement of Purpose
- Reference to the *BC Human Rights Code*
- Conduct Expectations re: acceptable conduct, unacceptable conduct and rising expectations
- Consequences that “are appropriate” and “are restorative in nature rather than punitive...” and take into consideration student age, maturity and special needs
- Notification of breaches of the Code of Conduct
- Retaliation Prevention

Process Elements

- Involve students, parents and staff in the development and review of the Code of Conduct
- Ensure that there is a wide knowledge of conduct expectations in the school community including students, staff, temporary staff or visitors, parents, coaches and others who may be acting as ambassadors of the school
- Develop strategies and plans for the active (direct) teaching and promotion of behaviour expectations (acceptable conduct)
- Indicate how the code will be kept up-to-date to address school circumstances and emerging issues that contribute to school safety
- Review of the Code of Conduct as part of regular cycle of policies and administrative procedures
- Align Codes of Conduct between schools in the community and across elementary and secondary levels

The Board of Education believes that the ongoing, dedicated work of District and school staff, in cooperation with parents and the school community, has the effect of increasing socially responsible behaviour by directly teaching acceptable conduct and therefore reducing student unacceptable

conduct. The development and implementation of a Code of Conduct will contribute to the goal of providing a safe, caring and inclusive school environment.

Board Expectations

The Board expects that school staffs, students and community partners together will develop a school-specific Code of Conduct as outlined in this Administrative Procedure that:

- adheres to the *BC School Act*, the *Provincial Standards for Codes of Conduct Ministerial Order*, *Freedom of Information and Protection of Privacy Act* and the *Criminal Code of Canada*
- reflects values and intent of the NLPS Inclusion Policy 2.10 and Administrative Procedures 312, 344, 345, 347 and 350.
- is *educative, preventative* and *restorative* in practice and response
- teaches school-wide socially responsible expectations using relevant, engaging and inclusive materials in which all students see themselves represented as much as possible; and
- all schools' Code of Conduct will be:
 - prominent on school web sites, in prominent areas of the school and available to the public;
 - distributed to all staff, students and parents at the beginning of each school year;
 - provided to new staff, students and parents who transfer into the school during the year; and
 - reviewed with representatives of staff, students and parents on an annual basis.

The school Code of Conduct will apply to students at school, going to and from school and while attending any school curricular or extracurricular function or activity at any location regardless of the day of the week or time of the day. It also includes online behaviour or activities beyond the school day/week, that could impact the safe, caring and inclusive environment of the school or impact the safety and security of individual students.

Duties of a student *BC School Act*

6 (1) A student must comply

- (a) with the school rules authorized by the principal of the school or provincial school attended by the student, and
- (b) with the code of conduct and other rules and policies of the Board or the provincial school.

(2) A student attending a school or a provincial school must participate in an educational program as directed by the Board or by the principal of the provincial school.

The Board expects that students will:

- adhere to their school Code of Conduct regarding acceptable conduct
- demonstrate commitment to learning by attending classes punctually and regularly, and by working diligently on school learning activities and home assignments
- practice academic honesty and personal integrity
- respect the rights, dignity and diversity of others including but not limited to: race, sexual orientation, gender identity, ability, religion, culture and socio-economic status.
- use respectful, socially appropriate language in all school settings
- dress in a manner which reflects purpose, decorum and cultural propriety
- respect all property belonging to others, the school or the District

- conduct themselves in a safe and responsible manner when going to and from school, in classes, in schools, on school grounds, on school buses, on field trips and during extra-curricular activities

Appropriate Intervention for Unacceptable Consequences

The Board of Education directs that incidents of student unacceptable conduct will result in equitable consequences by school or District staff that focus on *educative, preventive* and *restorative* interventions. Appropriate intervention which seeks to be consistent and equitable may in some cases vary from student to student where the misconduct appears to be similar. Intervention could vary according to the needs of the student, the needs of the school or situation and the nature of previous interventions. In every incidence staff will review the circumstances and exercise discretion to assign interventions and/or consequences using restorative practices.

Restorative Practices

A restorative justice ‘frame’ challenges school’s practices and interventions to consider what is valued, how success is measured, and how to reallocate resources, as well as speaking to the obligation to move towards wholeness, health and restoration.

When students take responsibility for the harm they have caused, the focus will be on acceptable conduct, alternative choices a student might have made, and a plan to make things right. Interventions are designed to identify and redress the harm caused by an incident and develop a plan to heal and correct the situation. Discipline becomes a cooperative process where students share their perspective and have input into conflict resolution and solving problems in peaceful ways.

Students with Special Needs

Students with identifiable special needs might be unable to comply with some aspects of a Code of Conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature. Students with special needs may require special consideration in the selection of appropriate interventions to ensure that they are not subject to disciplinary or intervention measures that are directly or indirectly related to their special need.

Student Suspension

Suspension is viewed as part of a process and one strategy in a range of options. It may be considered when the school’s progressive interventions have failed to correct unacceptable conduct, or at the end of a series of incremental disciplinary consequences. It is recognized that sometimes immediate student suspension can be the appropriate action in order to make a school safe when there has been a serious breach of conduct or an illegal act.

Schools will refer to **Administrative Procedure - 345 Student Suspension** for guidelines

Process of Appeal

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.

Adopted: August 21, 1976

Amended: January 16, 1985; June 13, 1990; November 10, 1993; November 11, 1997; February 28, 2007; July 8, 2009; April 19, 2016, October 10, 2017

References: *BC Human Rights Code*

BC Ministry of Education Safe, Caring and Orderly Schools: A Guide (2008)

BC Provincial Standards for Codes of Conduct Ministerial Order

Freedom of Information and Protection of Privacy Act

Bylaw 4.0