

## **Code of Conduct (Revised June 2017)**

### **Statement of Purpose**

McGirr 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. McGirr'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.

*The Nanaimo Ladysmith Public Schools 2.10 Inclusion Policy* is based on the principles of respect, acceptance, safety, and equity.

### **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 the Code."

It further states § 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 250 – Honouring Diversity and Challenging Racism

**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 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**

McGirr staff use the *BC Performance Standards for Social Responsibility* to teach students appropriate behaviour. There is an outline of progression of expectations held for students as they become older and more mature, and move through successive grades. The expectations are **educative, preventative** and allow 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.”

### **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 all those who have been harmed in a meaningful way.
- 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.

### **Student Suspension**

Discipline measures used with students should be viewed in the context of helping students achieve intellectual and social development. The purpose of suspension, or any discipline strategy, should be to meet these provincial goals and to develop self-reliant adults. Used judiciously, suspension can have positive effects, including:

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

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 the 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 is at [sd68.bc.ca/Board Policies/1000 Board Governance/4.0 Bylaws](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 resolve concerns at the school level.