

Ecole Quarterway Code of Conduct

Statement of Purpose:

Ecole Quarterway Public 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 350 - Honouring Diversity and Challenging Racism

Expectations

École Quarterway’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 (eg)

Ecole Quarterway Public School staff use the *Core Competencies for Personal and Social Development* 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 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 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 / 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.

Processes

Students, parents and staff have participated in the development and review of the code of conduct through classroom, staff, and PAC meetings.

Some of the procedures we use to guide the conduct of students, parents, families, coaches, and involved members of the greater community while acting as ambassadors of the school include;

- *Publishing the code of conduct in student agendas and in the first newsletter of the year.*
- *Posting the code of conduct and climate matrix on the website, in classrooms and in the hallways.*
- *Including a copy of the code of conduct and climate matrix in our TTOC binders.*
- *Using the code of conduct and climate matrix to guide classroom discussions of behaviour and emails home to families.*
- *Reviewing expectations when completing field trip application forms (teachers) and with students prior to the field trips.*
- *Informing sports coaches of our climate matrix and code of conduct.*
- *Requiring all students participating in extra-curricular team sports to sign participation contracts.*

We aim to consistently teach and actively promote our code of conduct behaviour expectations by;

- *Modeling and reminding, redirecting, discussing, and enforcing expectations using our school climate matrix.*
- *Our strategies aim to reflect educative, preventative and restorative practices and responses through our school-wide climate matrix (based on Positive Behaviour Intervention and Support (PBIS) and our Responses to Intervention (RTI) through Zones of Regulation, Superflex, and age-appropriate problem-solving forms.*
- *Our school connects socially responsible behaviour (acceptable conduct) expectations to a safe, caring and inclusive school environment by focusing on noticing positive age-appropriate behaviours*
 - *A primary teacher may give out Cougar slips for different reasons than an intermediate teacher.*
 - *Positive observations may be included in Monday morning announcements and weekly memos or during assemblies.*
 - *The ideals of our code of conduct are embedded in our school song.*

We monitor conduct consistently to ensure students are learning socially responsible behaviour that reflects current and emerging situations and that contribute to school safety;

- *We monitor data collected from referrals, class reviews, and problem-solving forms to ensure students are learning the expected outcomes of socially responsible behaviour (acceptable conduct).*
- *Emerging situations that may have the potential to create an unsafe environment are addressed through our progressive discipline process and also through the safety committee.*
- *Staff members have asked that we gather, review, and consider the data from the Student Learning Survey and/or school-based surveys to consider areas we would like to see improve, to brainstorm possible solutions, and to come up with action plans.*

We revisit our code of conduct annually as part of our regular planning cycle;

- *We review the code of conduct and matrix annually in preparing the planners for the next year. For example, this year we changed our climate matrix to reflect "I..." statements and decided we needed to have September assemblies for primary and intermediate students to review expectations.*
- *We align our code of conduct with the district Inclusion Policy and administrative procedures 312, 344, 345, 347, and 350. New social media and dress code procedures also need to be considered.*

- *We consider the problem-solving forms and incident reports or referrals in our review and make changes to the forms to reflect restorative, preventative and educative practices in age-appropriate texts and images.*

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. Consideration will be given to:

- accessibility and accommodation need.
- 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.