

Hammond Bay Elementary School's Code of Conduct 2017-18

A. Statement of Purpose:

- *To establish and maintain safe, caring and orderly environments for purposeful learning (NLPS Inclusion Policy AP 344, 345, etc.)*
- *To clarify and publish expectations for student behavior while at school, while going to and from school, and while attending any school function or activity at any location.*

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".

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 race, color, 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 behavior are held and met, and where all members feel they belong.

The 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 supports the school Code of Conduct include:

- AP312 Harassment, Intimidation, Bullying and Discrimination
- AP 344 Code of Conduct
- AP 345 Student Suspension
- AP 347 Sexual Orientation and Gender Identity
- AP 250 Honoring Diversity and Challenging Racism

B. Conduct Expectations:

Acceptable Conduct

- Respect self, others and the school
- Help to make the school a safe, caring and orderly place

- Report to an adult, in a timely manner, incidents of bullying, harassment or intimidation
- Act in a manner that brings credit to the school

Unacceptable Conduct

The following points are examples only and are not an all-inclusive list:

- Behaviors that:
 - interfere with the learning of others
 - interfere with an orderly environment
 - create unsafe conditions
- Acts of:
 - Bullying, harassment or intimidation
 - Physical or verbal violence
 - retribution against a person who has reported incidents
- Illegal acts, such as:
 - Theft of or damage to property
 - Possession, use or distribution of illegal or restricted substances such as firecrackers
 - Possession or use of weapons

Bullying

Hammond Bay School believes that all students, staff and volunteers should be provided a safe, secure and welcoming learning and working environment. To that end, acts of bullying and harassment will not be tolerated.

Bullying is defined as an intentional action on the part of an individual, which causes emotional or physical distress of a victim. Bullying implies a power difference of one individual over another. It may involve a single incident or a series of incidents over time.

Barbara Coloroso, the author of, The Bully, The Bullied and The Bystander”, says, “bystanders are the supporting cast who aid and abet the bully through acts of omission and commission. It is important that kids recognize that they are all responsible for helping to create a safe, caring, respectful and bully-free environment.” Bystanders will have consequences if they don’t accept the responsibility of reporting incidences to teachers or supervisors.

Bullying takes three main forms:

Physical bullying – involves hitting the victim in some way or taking or damaging a victim’s property.

Verbal bullying – using words to hurt or humiliate others.

Relational bullying – trying to convince their peers to exclude or reject a certain person or people, and cut the victims off from their social connections.

C. Rising Expectations

Ecole Hammond Bay staff use the *BC Performance Standards for Social Responsibility* to teach students in appropriate social behavior. There is an outline of progression of expectations held for students as they become older and more mature, and as they move through successive grades. Students are expected to exhibit increased personal responsibility and self-discipline and there will be increasing consequences for inappropriate behavior.

D. 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”.

Ecole Hammond Bay community works with students to help them with learning responsible choices, acceptable conduct and safe behavior and restorative responses. Students, as often as possible will be encouraged to participate in the development of meaningful practices, responses and interventions through discussion and/or mediation.

- Responses to unacceptable conduct are pre-planned and consistent e.g., 3 steps (below)
- Disciplinary action, wherever possible, is educative, preventative and restorative, rather than merely punitive
- Students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct, e.g., participating in working through a “problem-solving sheet”

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
- Responses 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 which 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

Student Suspension:

Discipline measures used with students should be viewed with the context of helping students achieve intellectual and social development. The purpose of suspension, or any other discipline strategy, should be to meet the provincial goals and to develop self-reliant adults. Suspension is one strategy in a more complex problem-solving process designed to support the student in changing inappropriate behavior. 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 behavior 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 the needs of the school. Please refer to *AP 344 Student Suspension*.

E. Notification

In cases of serious breaches of the Code of Conduct, the school will advise other parties, including:

- Parents of student offender(s) – in every instance
- Parents of student victim(s) – in every instance
- School district officials – as required by school district policy
- Police and/or other agencies – as required by law
- All parents – when deemed to be important to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it.

F. 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.

G. Appeals:

Parents or guardians wishing to appeal a student suspension of up to and including five days will be afforded the opportunity to make such an appeal to the principal of the school. Appeals of a school decision can be referred to the Assistant Superintendent, and where his/her decision is appealed to the District Discipline Committee. Appeals to decisions made by the District Discipline Committee can be referred to the Superintendent. If the matter cannot be resolved at the administrative level, it will be referred to the Board of School Trustees whose decision on all matters of appeal will be final and binding.

Hammond Bay's Discipline Policy

The *School Act* states that a student shall comply:

- with the school rules authorized by the principal of the school or Provincial school, as the case may be, attended by the student
and
- with the code of conduct and other rules and policies of the Board or the Provincial school, as the case may be.

A student attending a school or a Provincial school shall participate in education programs as directed by the Board or by the principal of the Provincial school, as the case may be.

At École Hammond Bay School our discipline policy is based upon four significant elements: information, common sense, fairness and consistency. Students are informed of our expectations at the start of the school year, and again whenever necessary.

Staff endeavors to plan and organize safe, well-supervised and interesting days for students. We expect students to cooperate and respond positively and to accept the behavioral standards that have been communicated. Making mistakes is part of the learning process, and our discipline policy endorses a system to solve problems in a fair and consistent manner.

The Three-Step Disciplinary Procedure may also be used to assist students in correcting their behavior at school:

Step 1

Discussion between student and staff member. When students choose not to meet behavioral expectations, there will be natural, logical and consistent consequences. Staff handles minor indiscretions. Frequently the consequence will be in the form of time-out. It may also involve completion of a "Think Sheet" where students can reflect upon their actions and consider better choices next time. Parents are often informed and are required to sign the "Think Sheet".

Step 2

Office Referral Forms are issued for major offences (i.e. rough play, throwing objects, defiance of authority, disrespectful/abusive language) and continual defiance of school rules. Students are referred to the Principal. Parents are informed.

Step 3

Parents are contacted for serious incidents of misbehavior (bullying, fighting, physical abuse of others) or if minor incidents persist beyond step two. Depending on the severity or frequency of the misbehavior, students will be given in-school or home suspensions for:

- Persistent inappropriate behavior, which disturbs, interrupts or disquiets the usual, orderly operation of the school
- Inappropriate behavior judged to have a harmful effect on the safety of other pupils

For the following, students can expect to be suspended immediately, from between one to five days: fighting, overt rudeness, alcohol and/or drug use, stealing, vandalism and any action that deliberately endangers the health and safety of others.

In addition to applying natural and logical consequences for misbehavior, our discipline procedures include such methods as developing behavior contracts and counseling for pupils.

For **serious offenses**, School District 68 (Nanaimo-Ladysmith) Policy 3201 will be followed. The Policy states:

"Students committing such actions as the use of drugs or alcohol, setting off false fire alarms, seriously assaulting other students or other persons, while under the jurisdiction of the school, shall be suspended by the school principal for a period of five school days, and the parents or guardians immediately notified in writing of the circumstances. No students so suspended shall be re-admitted until an interview is held with the Superintendent of Schools or his/her designate. It is the responsibility of the parent or guardian to seek such an interview. In extenuating circumstances, the principal may recommend to the Superintendent, a suspension of less than five days. Serious discipline offenses are referred to a "District Discipline Committee."

Process Elements Expectations:

We consult staff, students and parents on a bi-annual basis. A sample of upper intermediate students, PAC members, and staff are given the opportunity review and provide input into the Code of Conduct in September and May of each school year. The information gathered will be specifically taught and reviewed by school staff in classrooms, playground, grade specific and whole school assemblies on an ongoing basis throughout the school year.

Process to Inform:

We inform parents, students and staff of the expectations of acceptable conduct through the Parent/Student Handbook, PAC meetings, monthly newsletters, assemblies, morning announcements, the direct teaching of the positive behavior matrix in classroom and school wide settings.

Process for Instruction and Promotion:

At Ecole Hammond Bay, we use the following strategies to instruct and promote the expectations of acceptable behavior: Positive Behavior Matrix, House Teams and Recognition, Response to Intervention (RTI), Virtues Program, WITS program, Finn's Friends program, and Grade Group Social Groups.

Some Specific Rules

- Parents should contact the school at 758-5711 before 8:45 a.m. if their child will be absent from school.
- Pupils will remain on the school grounds at all times unless they go home for lunch.
- Pupils will use the phone for emergency situations only, or with a phone pass.
- Pupils and parents bringing bicycles will follow traffic laws to and from school (8:00 a.m. to 5:00 p.m. and will walk bicycles on the school property.
- Roller blades, skateboards, scooters, and "wheelies" will not be used on the school grounds.
- Pupils will go outside during breaks except:
 - students who are ill with a note from parents requesting an indoor day;
 - on days with inclement weather there will be an announcement made if it is to be an inside day.
- Pupils will only enter their own classrooms.
- Pupils will move through the hallways with a destination in mind; loitering is discouraged.
- Pupils will only be permitted in the gymnasium, library or computer lab, when supervised by a staff member.
- The use of electronic devices, games and cell phones is not permitted on the school ground.
- The wearing of hats and the chewing of gum will not be permitted in the school.
- Students upon entering the school office are expected to wait quietly until office staff can acknowledge them or they may politely make their presence known.
- Equipment shall be returned to the proper place by the person who borrowed it.
- No food is allowed in the gym, library or computer lab.
- Participation in physical education classes is expected unless for medical

reasons there is a written request from parents. A note from a physician may be requested for non-participation for extended period.

- Recess snack wrappers and peels must be deposited in garbage containers.
- Use of laser pointers by students is not permitted at school under any circumstances.
- No snowball, pinecone, rock etc. throwing is allowed.
- Students are expected to dress appropriately for each season, the weather, and the worksite. T-shirt logos must be appropriate and shirts should cover the midriff (“tops need to meet bottoms”). Clothing or jewelry that have reference to drugs may not be worn to school.