



## Seaview Code of Conduct

### “We are Problem-Solvers”

We Use Our W.I.T.S.!

Walk away, Ignore, Talk it out, Seek Adult Help

### Purpose:

At Seaview Elementary School, we are dedicated to developing a safe, caring, inclusive and welcoming environment that promotes the rights and responsibilities of all who learn and work together. This environment will allow each child to reach his or her potential, experience growth, be a contributing citizen and a lifelong learner.

*This code of conduct will serve...*

- To establish and maintain a safe, caring, inclusive and welcoming environment.
- To clarify and publish expectations for student behavior at school, going to and from school, and while attending any school function or activity.
- To establish and maintain appropriate balances among individual and collective rights, freedoms, and responsibilities.
- To promote the values expressed in the **BC Human Rights Code** respecting the rights of all individuals.
- To outline ways in which Bayview staff is educative, preventative, and restorative in practice and response.

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 supports 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**

Seaview Elementary School’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:**

Seaview Elementary School staff use the *BC Performance Standards for Social Responsibility* 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, Successful Learner Traits, First Peoples Principles of Learning*

## **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 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](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 to resolve concerns at the school level.

|   | Hallway  | School Grounds   | Assembly  | Washroom  | Classroom/School   | Gym  | Electronics & Technology  |
|---|--|--|---|---|--|--|---|
| <b>Respectful, Responsible &amp; Safe</b> | <ul style="list-style-type: none"> <li>○ I take off my hat as soon as I enter the school.</li> <li>○ I walk.</li> <li>○ I speak quietly.</li> <li>○ I stay in my class line.</li> <li>○ I keep to the right and look ahead.</li> <li>○ I keep my hands to myself.</li> <li>○ I use the correct entrance and exit.</li> <li>○ I work quietly and where expected.</li> <li>○ I use expected language.</li> </ul> | <ul style="list-style-type: none"> <li>○ I listen to supervisors.</li> <li>○ I keep my hands and feet to myself.</li> <li>○ I play fairly.</li> <li>○ I use expected language.</li> <li>○ I take care of school equipment and return it at the end of recess.</li> <li>○ I take out "nude food" only.</li> <li>○ I dress for the weather.</li> <li>○ I use garbage cans.</li> <li>○ I play in designated areas.</li> <li>○ I line up quickly at bell.</li> <li>○ I report unsafe situations to an adult.</li> <li>○ I walk my bike/scooter on school grounds.</li> </ul> | <ul style="list-style-type: none"> <li>○ I enter and leave quietly.</li> <li>○ I sit quietly and listen with my whole body.</li> <li>○ I use the washroom before or after assemblies.</li> <li>○ I follow the presenter's instructions.</li> <li>○ I keep my eyes on the speaker.</li> <li>○ I keep my hands and feet to myself.</li> </ul> | <ul style="list-style-type: none"> <li>○ I use the washroom for the intended purpose.</li> <li>○ I go straight to the washroom and return promptly to my classroom.</li> <li>○ I respect others' privacy.</li> <li>○ I report concerns to an adult.</li> <li>○ I use expected language.</li> <li>○ I wash my hands with soap.</li> <li>○ I flush the toilet.</li> <li>○ I use the garbage can.</li> </ul> | <ul style="list-style-type: none"> <li>○ I follow expectations.</li> <li>○ I follow instructions.</li> <li>○ I use an inside voice</li> <li>○ I arrive on time.</li> <li>○ I ask permission before I leave the classroom.</li> <li>○ I take care of shared classroom items.</li> <li>○ I return borrowed materials and equipment.</li> <li>○ I respect others' space.</li> <li>○ I clean up after myself.</li> <li>○ I do my part to keep the classroom tidy.</li> <li>○ I walk inside.</li> <li>○ I sit safely on my chair.</li> <li>○ I keep my hands and feet to myself.</li> <li>○ I use expected language.</li> </ul> | <ul style="list-style-type: none"> <li>○ I follow instructions.</li> <li>○ I use equipment properly.</li> <li>○ I wear inside shoes and comfortable clothing.</li> <li>○ I return equipment as directed by my teacher.</li> <li>○ I only go into the equipment room with a teacher's permission during gym class.</li> <li>○ I use expected language.</li> </ul> | <ul style="list-style-type: none"> <li>○ I turn my cell phone off between 8:25 am and 2:25 pm.</li> <li>○ I keep my cell phone in my backpack or where directed by my teacher.</li> <li>○ I call from the office if I need to speak to my parent or caregiver.</li> <li>○ I use school technology for learning purposes and with teacher permission and supervision.</li> <li>○ I choose appropriate content (e.g., songs, images, videos).</li> <li>○ I am careful with school technology and return it to the charging cart after use.</li> </ul> |
|   | <b>Kind &amp; Thoughtful</b>   | <ul style="list-style-type: none"> <li>○ I use kind words.</li> <li>○ I greet others quietly, in a friendly way.</li> </ul>  | <ul style="list-style-type: none"> <li>○ I help others.</li> <li>○ I take turns &amp; share the playground.</li> <li>○ I include others.</li> <li>○ I use kind words.</li> </ul>  | <ul style="list-style-type: none"> <li>○ I applaud politely.</li> <li>○ I participate when asked.</li> </ul>  | <ul style="list-style-type: none"> <li>○ I use kind words.</li> </ul>  | <ul style="list-style-type: none"> <li>○ I use kind words.</li> <li>○ I help as needed.</li> </ul>   | <ul style="list-style-type: none"> <li>○ I show good sportsmanship.</li> <li>○ I encourage others.</li> <li>○ I am helpful to others.</li> <li>○ I use kind words.</li> </ul>   |

## **DRESS CODE for ALL**

Students are expected to dress in a manner that is appropriate and conducive to a positive and safe learning environment. Appropriate dress is that which is safe and is free of any reference to alcohol, drugs, gangs, hate, obscenity, profanity, racism, discrimination, and/or violence. It is also dress that is not disturbing or distracting to others within the school setting. At school we rely on the good sense of students and their parents rather than a strict code as to what is suitable to wear to school.

These are some general guidelines that the staff, students, PAC committee and parents have developed:

- a) **hats are not worn in the building**
- b) beach wear/leisure wear or clothes that are revealing are not acceptable
- c) items of clothing that display offensive graphics/writing not appropriate for school

Please Note: Footwear must be worn at all times and must be considered safe to wear in case of hurried emergency exits from the school.