

# Forest Park Code of Conduct



## Statement of Purpose

Forest Park 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,

To clarify and publish expectations for student behaviour while at school, while going to and from school and while attending any school function or activity at any location. *This includes any behaviour beyond these times (including on-line behaviour) that negatively impacts the safe, caring, or orderly environment of the school, and/or student learning.*

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.
- (c) 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

## Code Expectations

Forest Park 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
- Respect self, others and our environment
- Help to make the school a safe, caring and orderly place
- Act in a manner that brings credit to the school

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.

## School Attire Expectations

Based on [Nanaimo-Ladysmith Public Schools AP 352](#)

The Board recognizes that decisions about dress reflect individual expression of identity, sociocultural norms, and economic factors and are intensely personal.

- The Board supports the full inclusion of transgender and/or gender non-binary students, staff and visitors, and honours gender diversity regarding other gender non-conforming clothing choices.
- School attire should be respectful of oneself, others, and the expectations of the school, requiring ongoing education and dialogue within the school community.
- Although there is the freedom for students to attend school and school related functions in attire of their choice it is under the conditions that the choice:
  - Conforms with established health and safety requirements for the intended activity,
  - Is absent of text or graphics that:
    - promote any illegal substances—including those controlled for minors,
    - display offensive language or images,
    - encourage any form of discrimination; and
    - reinforce or increase marginalization or oppression of any group based on
    - race, sex, gender identity, gender expression, sexual orientation, ethnicity,
    - religion, cultural observance, household income, body type, and size.
- It is the Board's expectation that students will "dress in a manner which reflects purpose, decorum and cultural respect."
  - **Purpose** - intention, function, relevancy: Clothing should reflect the purpose for which it will be used; *i.e.: unencumbering clothes for the gym, swim apparel is for swimming/beach.*
  - **Decorum** - appropriateness, standards of an environment/place: Staff and students wear attire that is consistent with the expectations of a place of learning; *i.e.: attire should not physically interfere with a person's ability to learn or work.*
  - **Cultural and/or Religious Respect** - conventions of attire/behaviour/expectations awarded to certain groups: traditional cultural attire should be respected and worn as deemed appropriate by the groups to which it belongs; *i.e.: schools must attempt to accommodate diverse cultural attire in all circumstances.*

## 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 needs;
- 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.

## Rising Expectations

Forest Park Elementary School staff use the *BC Curriculum – Core Competencies* as a guide for teaching 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.

## 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 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

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.”

### **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 develop self-reliant adults. 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 and provide support

Suspension is one strategy in a more complex problem-solving restorative process designed to support the student in changing unacceptable conduct and should be viewed as only one part of a process in a range of options. Suspension 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 to take in order to make a school safe when there is a serious breach of conduct or an illegal act.

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 345 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.

### **Risk/Threat Assessment**

SD 68 takes all threats seriously. Students and parents need to be aware of the steps the school district will take in responding to a threat:

- Any threats must be reported to the school principal, counselor, or some other responsible adult
- Nanaimo-Ladysmith schools will follow up on every reported threat.
- Follow-up may involve the police
- Interviews will be held with the threat-maker and any other students who may have information about the threat.
- Threatening behaviour may result in discipline for a student

Intervention plans may be developed for the student making the threat and a support plan developed for any students who are the target of threats. During the planning process, the student making the threat may be asked to remain home until the plan is completed to ensure the safety of all people involved.

### **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 [AP 325](#). 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.