

# Ladysmith Primary - Code of Conduct

*There are no problems we cannot solve together, and very few that we can solve by ourselves.*

**Home of the  
Respectful, Safe, Responsible  
Mighty Dinosaurs!**

**“We are Problem-Solvers”**

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

**Walk away, Ignore, Talk it out, Seek adult help**

## **Purpose**

At Ladysmith Primary 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. Our approach to student behaviour and learning is focused on educative (what have we learned from this experience?), restorative, preventative responses.

*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 Ladysmith Primary staff is educative, preventative and restorative in practice and response.

## **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: <ul style="list-style-type: none"><li>• AP 312 - Harassment, Intimidation, Bullying and Discrimination</li><li>• AP 344 - Code of Conduct</li><li>• AP 345 – Student Suspension</li><li>• AP 347 - Sexual Orientation and Gender Identity</li><li>• AP 250 - Honouring Diversity and Challenging Racism</li></ul>
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## Conduct Expectations

### Code Expectations

Ladysmith Primary'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

Note: Additional specific expectations for acceptable conduct are outlined in Ladysmith Primary's positive behavior matrix. The behaviours are taught, practiced and modeled by all staff and students.

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 (being unkind, disrespectful to others)
- Interfering with the learning or orderly environment of the school or function
- Verbal threats of harm, swarming
- Physical aggression towards others
- 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

Ladysmith Primary Elementary staff use the BC Performance Standards for Social Responsibility to assess and **teach** students 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.

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## Outcomes for unacceptable behaviours

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/ Educative/ Preventative 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.
- development of plans for alternate, positive behaviours/responses.

Meaningful outcomes 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 and plan for more appropriate responses

### 2. Student Suspension

Discipline measures used with students should be viewed within the context of helping students achieve intellectual and social development. The purpose of suspension, or any other discipline strategy, should be to meet these goals and to develop self-reliant adults.

Suspension is one strategy in a more complex problem-solving process designed to support a 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 of support for behaviour change
- promoting collaboration among family, school, and other community services to solve problems

Note: 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**

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## **Notification**

School staff 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.